Public Hearing and Regular Meeting

Monday, June 23, 2025 6:30 PM
Unit #10 Administrative Annex, 123 W. Clay, Collinsville, IL 62234

1. **Call to Order - President Peccola**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Public Forum**

4.1. Written Correspondence

4.1.a. 5/20/25 Correspondence from Iris Griffin

4.1.b. 6/9/25 Correspondence from Makayla Roland

4.2. Audience Input

5. **Reports/Requests**

5.1. Student Recognition

5.2. Superintendent's Report - Dr. Brad Skertich

Superintendent's Report
June 23, 2025

Students and staff are set to return on August 11th, giving the district about seven weeks to complete projects, perform maintenance, clean facilities, and ensure everything is ready for the start of the 2025-2026 school year. It's always a busy time and a mad dash to the first day of school.

While summer is flying by, the work planned across the district is progressing as expected. At CHS, the track resurfacing is moving forward on schedule. The project includes a new surface, improvements to the long jump pits, and a touch of additional purple. The CNA room, located in the CAVC and sponsored by Anderson Hospital, is receiving a well-deserved facelift. Upgrades include new lighting, ceiling pads, flooring, trim, sinks, and an interior door. This is the first room renovation within CAVC.

Both Webster and Renfro are undergoing significant HVAC upgrades this summer. The project is on track, with the initial system startup scheduled on or before August 1st. In addition, identified doors at Dorris and Webster are being replaced, which will enhance security and improve the appearance of both facilities. Painting is a summer staple, and this year is no different—CHS, Twin Echo, Webster, Dorris, and CMS all have areas receiving fresh coats of paint. Fletcher Gym is also getting a lighting upgrade, transitioning to energy-efficient LED fixtures. All of this work, on top of routine cleaning and maintenance, makes for an extremely busy summer with little time to spare. The district is grateful for the hard work and dedication of our custodians, maintenance staff, and contracted partners.

Collinsville CUSD #10 Hall of Fame nominations will close on September 1st. The Class of 2026 will be announced in December, and an induction ceremony will be held on February 19th at the Gateway Convention Center to honor the inductees. Nomination forms can be found **by clicking this link**, downloading the PDF, completing the form, and emailing it to **bskertich@cusd.kahoks.org**. The Hall of Fame Committee is working hard in preparation for this year's celebration and is excited to recognize the Class of 2026 alongside our students, staff, community, and alumni.

As summer continues, here are several key dates to mark on your calendars:

- Online Registration begins Monday, July 7th at 6:00 PM.
- CHS students must attend their assigned materials pick-up date for the Kahok Kickstart on either July 22nd or 23rd from noon to 6:00 PM.
- Centralized Registration Assistance will be available on July 22nd from 3:00–5:00 PM in the Fine Arts/Auxiliary Gym.
- K-8th Grade class lists, student schedules, and transportation information will be available to families on Wednesday, August 6th.
- Be on the lookout for Open House and "move in dates" in the weeks ahead for each school scheduled between August 11th and August 13th depending on the building.

5.3. Financial Report - Mrs. Jamie Hadjan

May-25	91.66% of Budget Year	Tentative Amended Budget for 2024-2025

FUND Year to Date	EDUC (10)	O/M (20)	DEBT SERV (30)	TRANS (40)	IMRF/SS (50)	CAP. PROJ (60)	WC (70)	TORT (80)	HLS (90)	TOTAL
EXPENDED	64,481,058	8,227,969	3,287,107	6,096,655	1,912,744	6,244,933	214,536	2,401,715	379,958	93,246,674
% EXP.	89.72%	97.97%	98.73%	93.84%	77.92%	88.96%	100.00%	70.38%	61%	89.82%
EXPENSE BUDGET	71,871,032	8,398,660	3,329,500	6,496,528	2,454,833	7,020,000	215,000	3,412,500	618,000	103,816,053
REVENUE	70,257,931	6,626,827	3,337,987	5,097,480	2,822,325	3,973,606	976,452	4,329,793	634,994	98,057,396
% RECEIVED	96.82%	102.85%	100.09%	97.09%	104.53%	97.69%	104.99%	101.88%	111.40%	97.95%
REVENUE BUDGET	72,562,528	6,443,000	3,335,000	5,250,000	2,700,000	4,067,500	930,000	4,250,000	570,000	100,108,028
	691,496.00	(1,955,660.00)	5,500.00	(1,246,528.00)	245,167.00	(2,952,500.00)	715,000.00	837,500.00	(48,000.00)	(3,708,025.00)

NOTES:	Fund	
REVENUE	ALL	July-Received 1st, 2nd, 3rd, 4th and 5th property tax payments for FY25 totalling $15,073,613.02, Aug-Received 6th, 7th, 8th and 9th property tax payments for FY25 totalling $4,110,884.42 , September-Received 10th, 11th, 12th and 13th property tax payments totalling $7,873,097.22, October-Received 14th and 15th property tax payments totaling $8,307,145.60, November - Received the 16th property tax payments totaling $817,879.38, December-Received the 17th, 18th and 19th property tax payments totaling $7,270,388.59, January-Received the 20th property tax payments totalling $1,121,529.85, February- Received the 21st property tax payment totalling $535,982.69, March - Received the 20th, 21st, 22nd, and 23rd property tax payments totalling $760,461.91.
	10	Evidence Based Funding - $3,154,314
	10	National School Lunch & Breakfast and State Free Lunch and Breakfast - $412,703.40
	10	Administrative Outreach - $99,545.77
	10	METT, CTEI and Perkins grants - $67,349.72
	10	Library Grant - $3145.29
	60	CPPRT - $352,709.12
	All	Interest
EXPENSE	10	Expenses are under budget as of the end of May 2025.
	20	Expenses are over budget as of the end of May 2025.
	30	Expenses are over budget as of the end of May 2025. A lease payment is due at the end of May and that is the only large expenditure remaining for this fiscal year.
	40	Expenses are over budget as of the end of May 2025.
	50	Expenses are under budget as of the end of May 2025.
	60	Expenses are under budget as of the end of May 2025. Payments from Fund 60 are for Caseyville Elementary and CAVC.
	70	Expenses are over budget as of the end of May 2025
	80	Expenses are under budget as of the end of May 2025.
	90	Expenses are under budget as of the end of May 2025. Expenses to date are for work on CHS classroom floor tile and CHS restrooms.

Collinsville CUSD #10									
Through Date:	31-May-25								
Months:	11		91.66%			91.66%			
FY24-25	FY25 Tentative Amended Budget - Revenue	YTD Revenue	As %	FY25 Tentative Amended Budget- Expenditures	YTD Expenditures	As %	Audited Fund Balance Beginning of Year	Transfer as Notes only	31-May-25
Education (10)	$ 72,562,528	$ 70,257,931	97%	$ 71,871,032	$ 64,481,058	90%	$ 25,379,349		$ 31,156,223
Operations & Maintenance (20)	$ 6,443,000	$ 6,626,827	103%	$ 8,398,660	$ 8,227,969	98%	$ 7,966,451	Outgoing to B & I	$ 6,365,309
--transfer to Fund 30									$ -
Bond & Interest (30)	$ 3,335,000	$ 3,337,987	100%	$ 3,329,500	$ 3,287,107	99%	$ 608,567	Incoming from O & M	$ 659,447
Transportation (40)	$ 5,250,000	$ 5,097,480	97%	$ 6,496,528	$ 6,096,655	94%	$ 2,314,946		$ 1,315,771
IMRF / Soc.Sec.(50)	$ 2,700,000	$ 2,822,325	105%	$ 2,454,833	$ 1,912,744	78%	$ 2,886,562		$ 3,796,144
Site & Construction (60)	$ 4,067,500	$ 3,973,606	98%	$ 7,020,000	$ 6,244,933	89%	$ 9,353,224	Incoming from WC	$ 7,081,896
Working Cash (70)	$ 930,000	$ 976,452	105%	$ 215,000	$ 214,536	100%	$ 10,380,662	Outgoing to S & C	$ 11,142,577
Tort (80)	$ 4,250,000	$ 4,329,793	102%	$ 3,412,500	$ 2,401,715	70%	$ 1,667,190		$ 3,595,269
Fire & Safety (90)	$ 570,000	$ 634,994	111%	$ 618,000	$ 379,958	61%	$ 1,152,969		$ 1,408,005
Total:	$ 100,108,028	$ 98,057,396	98%	$ 103,816,053	$ 93,246,674	90%	$ 61,709,920		$ 66,520,641
4 Operating Funds:	$ 85,185,528	$ 82,958,690		$ 86,981,220	$ 79,020,218		$ 46,041,408		$ 49,979,880

May-25	91.66% of Budget Year

CAVC - Tentative Amended Budget for 2024-2025

FUND Year to Date	EDUC (10)	O/M (20)	DEBT SERV (30)	TRANS (40)	IMRF/SS (50)	CAP. PROJ (60)	WC (70)	TORT (80)	HLS (90)	TOTAL
EXPENDED	1,537,188	29,081		20,461			-			1,586,730
% EXP.	89.08%	90.88%		73.08%						88.86%
EXPENSE BUDGET	1,725,560	32,000		28,000			-			1,785,560
	-									
REVENUE	1,625,936	42,166		30,119						1,698,221
% RECEIVED	100.17%	100.40%		100.40%						100.18%
REVENUE BUDGET	1,623,200	42,000		30,000						1,695,200
	(102,360.00)	10,000.00	-	2,000.00	-	-	-	-	-	(90,360.00)

NOTES:	Fund	
REVENUE	10	Interest
	10	3 Circles Grant - $3123
	10	Educational Pathways Grant - $46,338.35
	10	Tuition - 2nd Semester - Dupo - $11,250
	10	CTEI and Perkins grants $89,937.85
EXPENSE	10	Expenses are under budget for 24-25
	20	Expenses are under budget for 24-25
	40	Expenses are under budget for 24-25

5.4. Curriculum & Assessment Report – Mrs. LaToya Berry-Coleman

Collinsville Community Unit School District 10
201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • fax 618-343-3673

Curriculum and Assessment Report

Prepared by: LaToya Berry-Coleman,Director of Curriculum andAssessment in collaboration with district coordinators and instructional coaches

June 23, 2025

K-6 Curriculum Updates

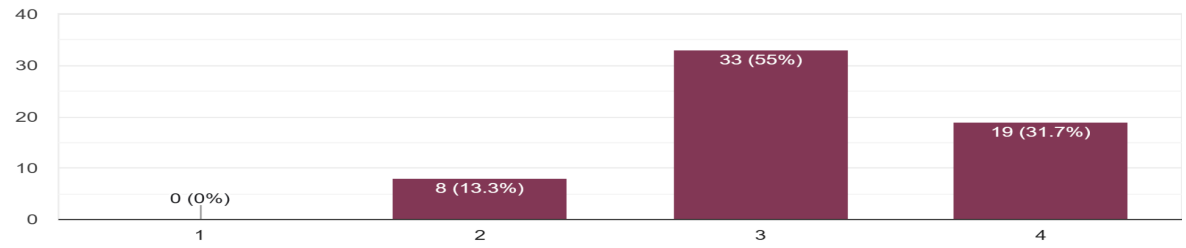
- ☐ The K–4 Curriculum Council has finalized updates to the language used on the Standards-Based Report Card. These changes will take effect beginning in the fall. While the update was anticipated earlier, it had been placed on hold until the adoption of the new English Language Arts (ELA) and Math programs was complete. Now that both adoptions are finalized, the revised report card language will be implemented to better align with the updated curriculum and instructional practices.

Current Language	New Language
Below "Student **cannot** [standard]." "Student is **unable** to [standard]."	**Below - Student is in the beginning stages of understanding the standard.** *(Student is not on pace for meeting the standard.)*
Meets "Student **can** [standard]." "Student **can independently** [standard]."	**Developing – Student is appropriately developing his/her understanding of the standard.** *(Student is on pace for meeting grade-level standard.)*
Exceeds "Student **can consistently** [standard] **without support from the teacher**."	**Secure - Student is demonstrating a firm grasp, also known as mastery of the standard.** *(Student performs standard accurately and independently.)*

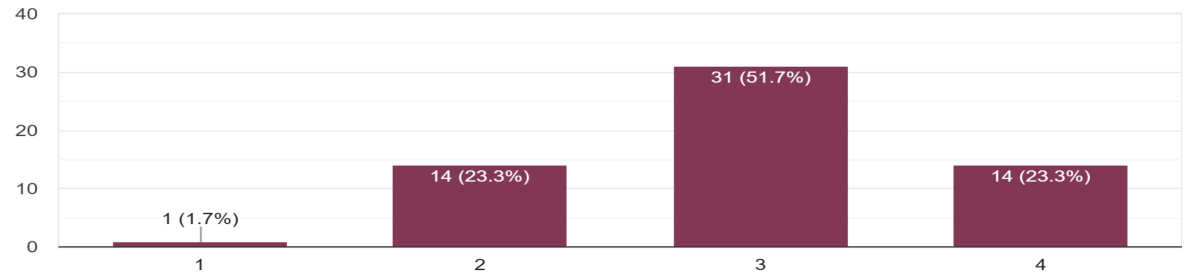
☐ Math Survey and Results

K-5 teachers were surveyed at the end of the year in relation to the new math program. As a result of this survey, teachers will receive extensive training on how to use the math intervention kit included with EnVision Math for differentiation and tier 2 math services.

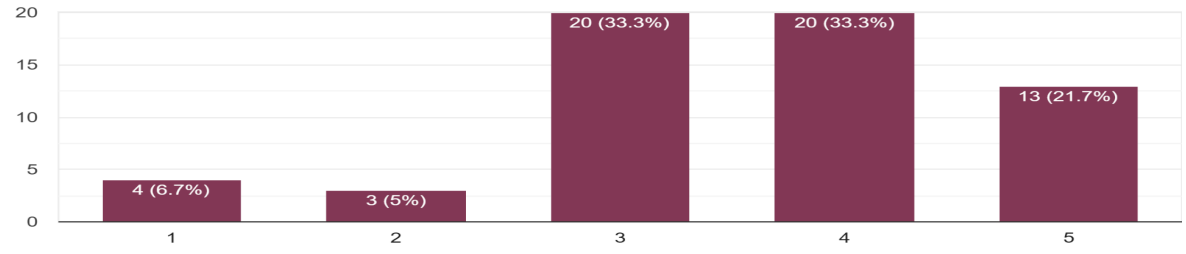
I am comfortable with my pacing of lessons.
60 responses



I am comfortable with my pacing of topics.
60 responses

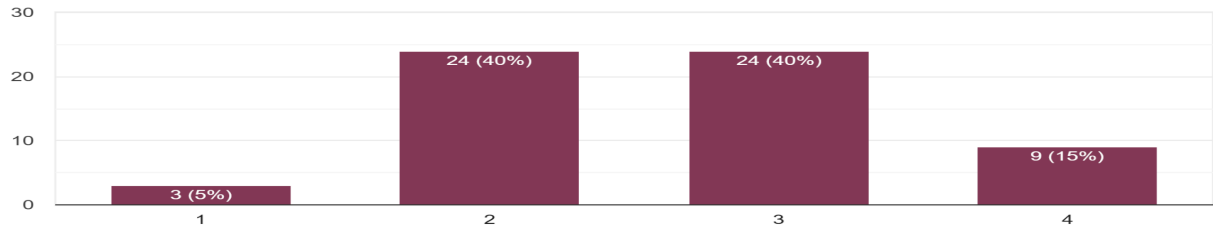


The assessments (quick checks and topic assessments) give me information I can use to drive my instruction.
60 responses



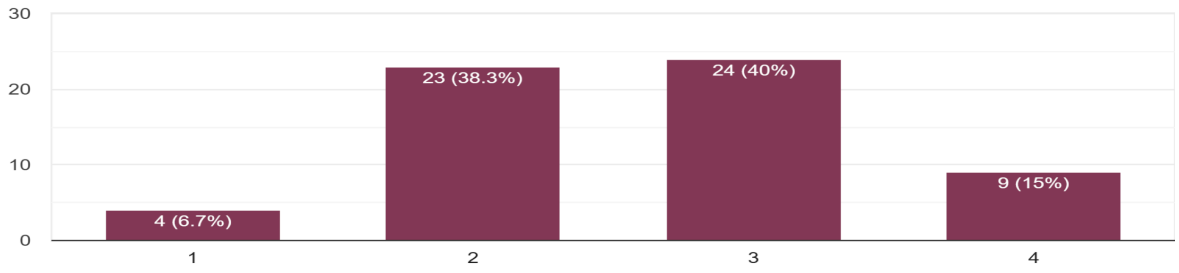
I can differentiate using materials provided by enVision.

60 responses



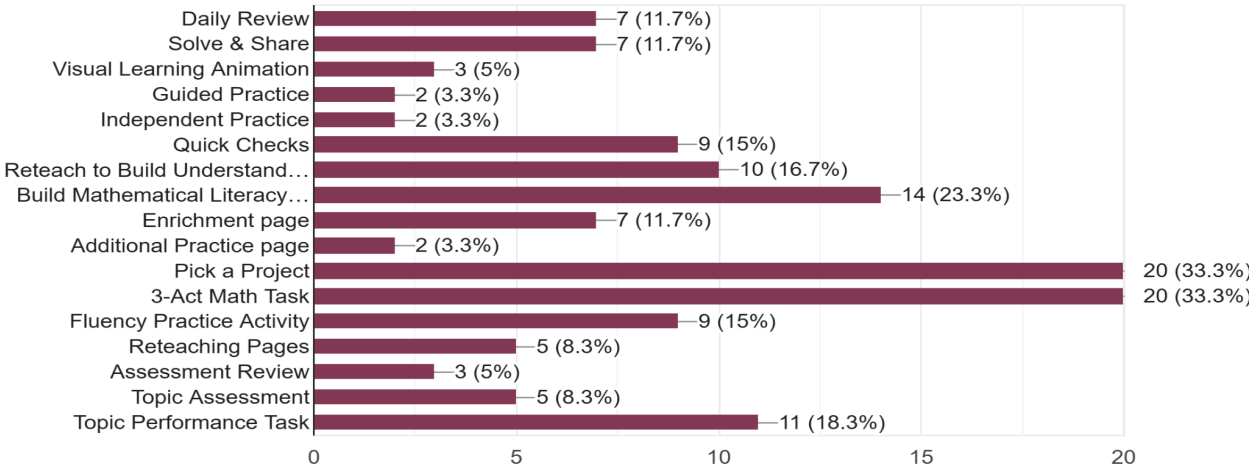
I can support my tier 2 students with materials provided by enVision.

60 responses



Check the program components you would like more training/support/information.

60 responses



Instructional Coaches Report

On May 2nd, we worked collaboratively with the two Triad Instructional Coaches to host the regional instructional coach's PLN (professional learning network). Instructional coaches from various districts in the metro-east area attended including Wentzeville, Lindbergh, Ferguson-Florissant, Valley Park, UCity, Mascoutah, Bethalto, etc. We collaborated on effective professional development strategies. We celebrated our successes this school year and planned for the next school year. It was a fiesta of fun and learning! The area coaches meet 3-4 times a year in different school districts.

During the second semester, we continued to provide ongoing K-5 Professional Development including the Illinois Literacy Plan, Science of Reading topics, standards-based report cards, and enVision math curriculum.

- ☐ K-1:
  - ☐ The instructional Coach has been working with teachers to use mentor texts from Wit and Wisdom to incorporate writing. Students are being introduced to similar language to help with future writing expectations in Wit and Wisdom.
  - ☐ Coach-led PLC in February focused on bridging word recognition and language comprehension using fluency. Ideas were shared on incorporating decodable readers, poetry, reader's theater, etc., into instructional routines.
  - ☐ Coach-led PLC in April focused on providing report card rubrics and math updates to teachers. A reminder of the ELA minutes required for instruction was shared as well as sample schedules to think about for the upcoming school year. Teachers completed a year-end survey to help guide professional development next school year.

- ☐ 2-3:
    - ☐ The Instructional Coach continues to provide support to classroom teachers by modeling, co-planning, and co-teaching.
    - ☐ February's PLC focused on literacy for both grade levels. Third grade was given an overview of The Writing Rope by Joan Sedita with a focus on syntax and how to teach this within the Wit and Wisdom curriculum. Second grade's PLC focused on implementing Module 3 by looking at each Focusing Question Task.
    - ☐ April's PLC for 3rd grade focused on the 3-Act Math Task with our new enVision program. The 2nd grade teachers saw writing examples from Wit and Wisdom across grade levels. Teachers completed a year end survey to provide thoughts on practices from this year and professional development for next year.
- ☐ 4-5:
    - ☐ Instructional Coach conducts coaching cycles with various teachers to target student learning objectives and growth while co-planning, co-teaching, and modeling instructional practices.
    - ☐ The 4th grade and 5th grade Math team has been focused on the first year of implementation with the new math curriculum, enVision. As each new topic unfolds, PLC teams have worked to unpack expectations and gain a deeper understanding of the Illinois State Learning Standards. During PLC the coach has strategies based on Building Thinking Classrooms, improving productive struggle, and how to build flexibility and efficiency in our math learners.
    - ☐ The 5th grade ELA team continues to dig deeper into the Wit & Wisdom curriculum, focusing on gaps in student writing. During PLC, the coach continues to provide professional learning on various instructional strategies to increase student discourse and vocabulary. This year, they've also improved their pacing and have even tried lessons from Module 4!

Instructional Coach's Goals for 25-26 School Year

- ☐ Working as a Kahok Coaching Team and promoting the same message.
- ☐ Coaches will offer a fall and spring lunch and learn PD during the 25-26 school year.
- ☐ Continue to work alongside teachers to facilitate program implementation and improve instruction through co-planning, modeling, co-teaching, and planning/leading professional development.

- ☐ Continue to support teachers and PLC teams by analyzing data from ESGI, Common Formative Assessments, IAR, and Star Enterprise Assessments to group students and use data to drive instruction.
- ☐ Maintain the momentum of student growth on the AIMSweb plus, STAR reading and math assessments, and the Illinois Assessment of Readiness.
- ☐ Attend roundtable discussions with other instructional coaches through the Madison County ROE and the area coaching PLN.
- ☐ Attend coach PLCs to work with other district coaches and bi-monthly principal meetings to work with building administrators.
- ☐ Engage in a book study on Interweaving Equitable Participation and Deep Mathematics. Then, use the information from the book to improve math instruction and practices within the classroom.

We're excited to welcome a new 5th & 6th grade coach to the team next year!

Pre-Kindergarten Report 2024-2025

Our Pre-Kindergarten Program includes the following classrooms:

- Blended half-day Preschool for All classroom serving up to 36 students at Caseyville Elementary
- Co-taught half-day Preschool for All classroom serving up to 36 students at Kreitner Elementary
- Bilingual Blended half-day Preschool for All classroom serving up to 36 students at Kreitner Elementary
- Blended half-day Preschool for All classroom serving up to 36 students at Maryville Elementary
- Blended Preschool for All/Expansion extended-day classroom serving up to 20 students at Maryville Elementary
- Blended half-day Preschool for All classroom serving up to 36 students at Renfro Elementary
- Co-taught half-day Preschool for All classroom serving up to 36 students at Renfro Elementary
- Blended half-day Preschool for All classroom serving up to 36 students at Webster Elementary
- Co-taught half-day Preschool for All classroom serving up to 36 students at Webster Elementary
- Blended Preschool for All/Expansion extended-day classroom serving up to 20 students at Webster Elementary

- ☐ Co-taught classrooms are provided in collaboration with the Special Education department. Co-taught, Blended and Expansion classrooms utilize an inclusion model, serving students with and without disabilities together. Our capacity has increased to 328 students. On May 13, 2025 our total enrollment in Preschool for All and Preschool for All/Expansion classrooms was 271 students, 83% of capacity.

- ☐ 192 students were screened for program eligibility during the 2024-25 school year. Next year, 8 screenings are planned:

August 15, 2025	December 5, 2025
August 29, 2025	January 9, 2026
September 19, 2025	February 6, 2026
October 17, 2025	March 6, 2026

Enrollment (as of 5/13/2025):

Half-day preschool: 243 students enrolled (288 total slots)

Extended-day preschool: 28 students enrolled (40 total slots)

- ☐ We continue to prioritize screening and enrollment for children from high-priority families (i.e. income of 50% Federal Poverty level, homeless, Youth in Care, students with IEPs).

- ☐ Staff training

  Based on our participation in statewide Inclusion efforts, our program was provided up to $25,000 in grant funds to support inclusive preschool programming in our community. With a portion of these funds, we provided a full-day webinar in-service with Paula Kluth on Inclusion and Universal Design for Learning for all PreK/EC staff members on May 22, 2025. Colleagues from Riverbend Head Start and Family Services, Kaleidoscope of Kids Daycare and our Collinsville Community Inclusion Team were invited to participate.

Title 1 RTI Program

Our Title 1 RTI program consists of seventeen K-4 interventionists who provide reading and math support for over 550 underperforming Tier 3 students! Two of our interventionists provide services in Spanish. The team utilizes research based interventions to close academic achievement gaps. Interventionists use aimswebPlus to monitor student progress every two weeks.

The RTI team also administers fall, winter and spring benchmark assessments to all K-4 general education students. Benchmark data is used during grade level data days to review student achievement and to determine Tier groups.

Title 1 Grant Allocation & Spending Allocation

2024-2025 total allocation **2,507,405.**

Spending

- ☐ Salary and benefits for 16 Tier 3 Interventionists and the Title 1 Secretary, including health, dental and life insurance, TRS, Medicare, THIS, IMRF and FICA
- ☐ Stipends and benefits for Jumpstart, Extended Day, Summer School
- ☐ Site licenses to support instruction such as ESGI, iStation, and Learning A to Z
- ☐ Material and supplies to support classroom instruction such as Wit and Wisdom book sets, Fundations Tier 2 interventions, Fundations book sets, and Scholastic News.
- ☐ Homeless school supplies, health services, transportation
- ☐ Instructional material and supplies to support Summer School and Extended Day
- ☐ Instructional material and supplies to support district wide Early Childhood classrooms
- ☐ Instructional material and supplies to support districtwide Dual Language classrooms
- ☐ RTI Tier 3 Interventions such as TouchMath and Moving with Math
- ☐ Health material and supplies to support school nurses
- ☐ Professional development stipends, substitute teachers, registration, travel expenses, and material
- ☐ STREAM room material

- ☐ Parent and family engagement events, material, and presenters at Title 1 schools
- ☐ Kindergarten readiness material
- ☐ Summer learning take-home items for K-4
- ☐ Private school instructional stipends, benefits, and material to support underachieving students (Good Shepherd, Holy Cross, and Saints Peter and Paul)
- ☐ Private school professional development registration, travel, and material
- ☐ Private school parent and family engagement

EL Department Report

The English Learning Department's priority is to ensure equitable education where this subgroup has the same opportunities as their peers in which learning is accessible.

As of May 1, 2024, there are 1056 English Learners representing 17.5% of Collinsville CUSD 10 student population. In August 2024, the EL students numbers were already over 1000 students.The English Learner Department student population continues to grow.

- ☐ **Program Changes and Updates:**
  - ☐ **K-4**
    - ☐ Grades 1–4 Emergent Classrooms will relocate to Caseyville
    - ☐ 1st–2nd Grade Emergent Bilingual
    - ☐ 3rd–4th Grade Emergent Bilingual
    - ☐ Services will be delivered by two teachers, split between grade bands, with no additional staffing needed.
  - ☐ **DIS**
    - ☐ 4th Grade Emergent Bilingual students will return to elementary buildings.
    - ☐ 5th & 6th Grade Emergent Bilingual will remain at DIS.
    - ☐ A new ESL team will be added for 6th grade to mirror the current 5th grade ESL team structure.
  - ☐ **CHS**
    - ☐ 9th Grade Advanced English Learners will be mainstreamed into English I with non-ESL peers to mirror the services received while in 8th grade. They will receive targeted support during a Learning Strategies block.

☐ Collinsville H.S. number of English Learners receiving the Seal of Biliteracy their senior year.

- SY 25
  - 10 English Learner Seniors took the AAPPL Spanish proficiency test & AAPPL /ACCESS /SAT/ACT- English Proficiency test
  - 9 Senior ELs received the Seal of Biliteracy
  - 2 Senior ELs received the Commendation
  - 36 students total received a Seal in Spanish and 1 in Latin
  - 11 students total received Commendation in Spanish and 6 in Latin

☐ 2025 Access Proficiency Test Scores - to score proficient students must have an overall composite score of 4.8 or higher based on their listening, reading, writing and speaking skills.

- Based on the 2025 Access Scores, 2.5% of our EL students tested out (33 out of 1020)
- 25 of the 33 proficient students were from the 4th and 5th grade
- 11 of the 33 proficient students were from the Dual Language Program

grade	# students scored proficient	# of DL students scored proficient
4th	16	9
5th	9	1
6th	2	1
7th	2	0
8th	2	0
11th	1	0
12th	1	0
Total	33 proficient students	11 DL proficient students

☐ Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are 2 categories of linguistic proficiency categorized by linguist Jim Cummins.

- BICS is the language that learners use in their everyday (social language).
- CALP is essentially the discourse of the classroom. (academic language).
- It takes 7 to 10 years to develop academic language proficiency
- The Illinois School Report Card has started to monitor the number of EL students that have been in a multilingual program in one of the WIDA consortium.

- Students in the English Learner program for more than 7 years are identified as Long Term ELs.
- SY 22, there were 160 Long Term English Learners.
- SY 23, there has been an increase to 200 Long Term English Learners.
- SY 24, there has been an increase to 253 Long Term English Learners.

☐ BPAC Meetings:

- 4 meetings were held this year
    - Families were invited to talk about ways to help their children at home to support learning
    - Internet sign up assistance was provided to families
    - Puentes de Esperanza presented to our families on community resources available to them
    - Parents were provided with information on the importance of reading with their children
        - Collinsville and Fairmont City Library representative presented at our last event

*Families in attendance were encouraged to invite other families to attend BPAC meetings.

Professional Development 2025-2026

Dates	Duration	Topic	Topics
Aug. 11	7:30-12:30	Institute Day	Welcome Back
Aug. 12	7:30-12:30	Institute Day	Keynote, Report Cards, SEL, Math, Classroom Management, Assessments, Supplemental Programs, etc
Sept. 19	½ day	Inservice Day	SEL Screener
Jan. 16	7:30-12:30	Institute Day	TBD

Each spring, the curriculum team undertakes a comprehensive review of multiple data sources to inform the creation of the Professional Development Plan for the upcoming school year. This includes analysis of benchmark assessment results, spring summative state assessment data, teacher and staff survey feedback, and alignment with district goals and priorities.

Based on this data-driven approach, we are currently working to develop a Professional Development Plan for the upcoming year. The plan includes a variety of learning formats and opportunities to meet the diverse needs of our educators and ensures that professional learning is continuous, collaborative, and aligned to district improvement goals, while also supporting teacher growth and student achievement.

- Institute Days
- Inservice Days
- Professional Learning Communities (PLCs)
- Lunch and Learn Sessions
- Demonstration Classrooms
- After-School Professional Development Opportunities
- New Teacher Support Programs

☐ The August Institute will feature a variety of sessions tailored to meet the needs of different departments. Elementary teachers will receive an overview of Standards-Based Grading and review the revised report cards. All teachers will also participate in a Social Emotional Learning (SEL) session to explore the elementary SEL curriculum, serving as a preview ahead of the implementation of state-required SEL screeners this school year. Secondary teachers will engage with the math documentary *Counted Out*, followed by a facilitator-led discussion. This film investigates the math crisis and is being viewed all across the country. Here is a 3 min trailer of the film.
https://www.youtube.com/watch?v=M5a2la9WTtY

- ☐ There will also be breakout sessions on classroom management, SEL and PBIS, STEM, grading practices,STAR Assessments and data reports, mental health, Wit and Wisdom, PreK, EL programs and more.

Keynote Presenter, Michael Bonner, is a teacher from the Ron Clark Academy in Atlanta, Georgia. Michael Bonner explores the power of one decision and how it compounds over time to create lasting success. From literacy and AI to emotional intelligence and culture, he unpacks the systems and mindset shifts that drive real change. Through powerful examples—from the Wright brothers to personal moments of resilience—Michael challenges audiences to update their systems, embrace discomfort, and take action toward a better future. Whether in education, leadership, or personal growth, this speech will equip you with the strategies to turn adversity into accomplishments and redefine what's possible.

- ☐ Weekly PLC's will continue to focus on curriculum alignment, assessments and data analysis. The instructional coaches will deliver math professional development for K-5 teachers monthly during this time. The focus of PLC's will continue to be on student growth and data driven instruction.
- ☐ A focus again this coming year will be on enrichment opportunities for advanced learners. Students meeting their benchmark goals must continue to receive a challenging educational experience. Teachers will receive professional development which includes strategies that extend learning opportunities for students.
- ☐ High school math, ELA, and social studies and science teams met for several days this summer to align curriculum and common formative assessments. Departments will continue this work during PLC while also looking at student data to guide instruction.

- ☐ A team of administrators, tech staff, and teachers will attend an AI training on June 23rd. This introductory session will provide a global overview of the current state of AI, highlighting both its potential benefits and inherent risks. The training

will also explore how AI can be integrated into educational settings, with a focus on enhancing teacher productivity, student engagement, and learner empowerment. The session will be packed with practical classroom examples demonstrating how AI can support teaching and learning. It will conclude with a guided planning segment, where the facilitator will walk participants through the initial steps of developing an AI policy and protocol guide to help establish a strong foundation moving forward.

Growth Data by grade levels

STAR Reading and Math Norm Referenced-District
Percent of students meeting and exceeding standards

Grades		Fall 24 District ELA	Spring 25 District ELA	Fall 24 District Math	Spring 25 District Math
2		43%	46%	40%	47%
3		50%	56%	47%	53%
4		52%	55%	58%	62%
5		53%	59%	56%	58%
6		49%	55%	53%	53%
7		48%	51%	55%	54%
8		52%	53%	51%	55%
9		53%	58%	56%	61%

Growth Data

62.8% of students across the district scored at or above the typical growth targets in ELA, while 63.4% scored in that same range in math. The district goal is set at 75%.

Subgroup data shows 59.1% of black students showing typical growth and 63.1% of hispanic students compared to 64% of white students in reading. It also shows 58.4% of black students and 64.3% of hispanic students compared to 65.2% of white students showing at or above typical growth targets in math.

In **Spanish literacy**, 69.8% of students are making typical growth with 65% of students showing proficiency. In **Spanish math**, 53% of students are making typical growth with 63.5% of students showing proficiency.

STAR Reading and Math Criterion Referenced State
Percent of students meeting and exceeding standards

Grades		Fall 24 STATE ELA	Spring 25 STATE ELA	Fall 24 STATE MATH	Spring 25 STATE MATH
2		23%	23%	23%	24%
3		27%	25%	24%	30%
4		28%	26%	20%	28%
5		27%	31%	23%	24%
6		29%	30%	18%	20%
7		27%	28%	20%	16%
8		32%	31%	25%	26%
9		30%	27%	22%	22%

As we continue to work toward our student growth target of 75%, we have established the following goals for the 2025–2026 school year to support academic achievement, engagement, and equity.

1. **Enhance Instructional Effectiveness**
   Implement evidence-based instructional strategies in all core subject areas, with ongoing professional development and peer coaching for teachers. Vertically align the curriculum at all levels.
2. **Expand Tiered Academic Supports**
   Introduce K-5 teachers to the EnVision Math Intervention Kit to be implemented and used with students performing below grade level, using data-driven small group instruction and progress monitoring every 4–6 weeks. Students at the secondary level will receive additional reading and math support during their RTI block. CHS has refocused their Learning Strategies classes to be data driven. CMS uses studyhall time for students to engage in individualized Freckle programs, in addition to RTI blocks.
3. **Strengthen Professional Development practices**
   Continue using data to inform and guide professional development.
4. **Foster a Positive and Inclusive Learning Environment**
   Promote a schoolwide culture of respect and inclusion through implementation of Social-Emotional Learning (SEL) programs and culturally responsive practices
5. **Increase Family and Community Engagement**
   Build stronger school-home connections through family engagement workshops, regular communication, and volunteer opportunities to support student learning. K-4 schools will offer educational events for parents which will introduce learning targets, review data and set goals for their students.

Longitudinal Data - Spring Benchmark
Norm Referenced-District

At/Above 40 PR	2nd Grade (23-24)	3rd Grade (24-25)			
Reading	50.6%	55.8%			
Math	61.3%	53.6%			

At/Above 40 PR	K Grade (20-21)	1st Grade (21-22)	2nd Grade (22-23)	3rd Grade (23-24)	4th Grade (24-25)
Reading	n/a	62.00%	47.00%	49%	55.3%
Math	n/a	67.00%	63.00%	59%	61.8%

At/Above 40 PR	1st Grade (20-21)	2nd Grade (21-22)	3rd Grade (22-23)	4th Grade (23-24)	5th Grade (24-25)
Reading	63.00%	49.00%	46.00%	56%	59.8%
Math	60.00%	61.00%	56.00%	65%	58.4%

At/Above 40 PR	2nd Grade (20-21)	3rd Grade (21-22)	4th Grade (22-23)	5th Grade (23-24)	6th Grade (24-25)
Reading	46.00%	46.00%	54.00%	45%	54.8%
Math	51.00%	53.00%	64.00%	60%	53.6%

At/Above 40 PR	3rd Grade (20-21)	4th Grade (21-22)	5th Grade (22-23)	6th Grade (23-24)	7th Grade (24-25)
Reading	39.00%	43.00%	38.00%	42%	51.3%
Math	43.00%	52.00%	55.00%	54%	54.3%

At/Above 40 PR	4th Grade (20-21)	5th Grade (21-22)	6th Grade (22-23)	7th Grade (23-24)	8th Grade (24-25)
Reading	41.00%	39.00%%	42.00%	36%	53.1%
Math	51.00%	51.00%	51.00%	44%	55%

At/Above 40 PR	5th Grade (20-21)	6th Grade (21-22)	7th Grade (22-23)	8th Grade (23-24)	9th Grade (24-25)
Reading	39.00%	34.00%	30.00%	32%	58.3%
Math	40.00%	45.00%	36.00%	43%	61.6%

Longitudinal Data - Spring Benchmark
Criterion Referenced-State

At/Above 40 PR	2nd Grade (23-24)	3rd Grade (24-25)			
Reading	28.1%	24.5%			
Math	34.5%	30.2%			

Exceeded/ Met	K Grade (20-21)	1st Grade (21-22)	2nd Grade (22-23)	3rd Grade (23-23)	4th Grade (24-25)
Reading	n/a	44.50%	31.20%	23%	26.3%
Math	n/a	20.20%	27.40%	35%	27.8%

Exceeded/ Met	1st Grade (20-21)	2nd Grade (21-22)	3rd Grade (22-23)	4th Grade (23-24)	5th Grade (24-25)
Reading	51.50%	30.50%	29.20%	33%	30.9%
Math	19.30%	28.30%	29.40%	28%	23.5%

Exceeded/ Met	2nd Grade (20-21)	3rd Grade (21-22)	4th Grade (22-23)	5th Grade (23-24)	6th Grade (24-25)
Reading	34.40%	29.30%	34.20%	30%	29.5%
Math	27.20%	26.10%	26.60%	24%	20.2%

Exceeded/ Met	3rd Grade (20-21)	4th Grade (21-22)	5th Grade (22-23)	6th Grade (23-24)	7th Grade (24-25)
Reading	18.50%	25.90%	26.80%	31%	28.4%
Math	10.70%	18.30%	15.60%	18%	15.5%

Exceeded/ Met	4th Grade (20-21)	5th Grade (21-22)	6th Grade (22-23)	7th Grade (23-24)	8th Grade (24-25)
Reading	24.30%	22.70%	34.60%	29%	31.2%
Math	18.50%	17.50%	19.50%	21%	25.7%

Exceeded/ Met	5th Grade (20-21)	6th Grade (21-22)	7th Grade (22-23)	8th Grade (23-24)	9th Grade (24-25)
Reading	25.50%	30.30%	32.00%	31%	28.6%
Math	8.40%	15.50%	12.50%	22%	22%

Report
Group Tier Transition

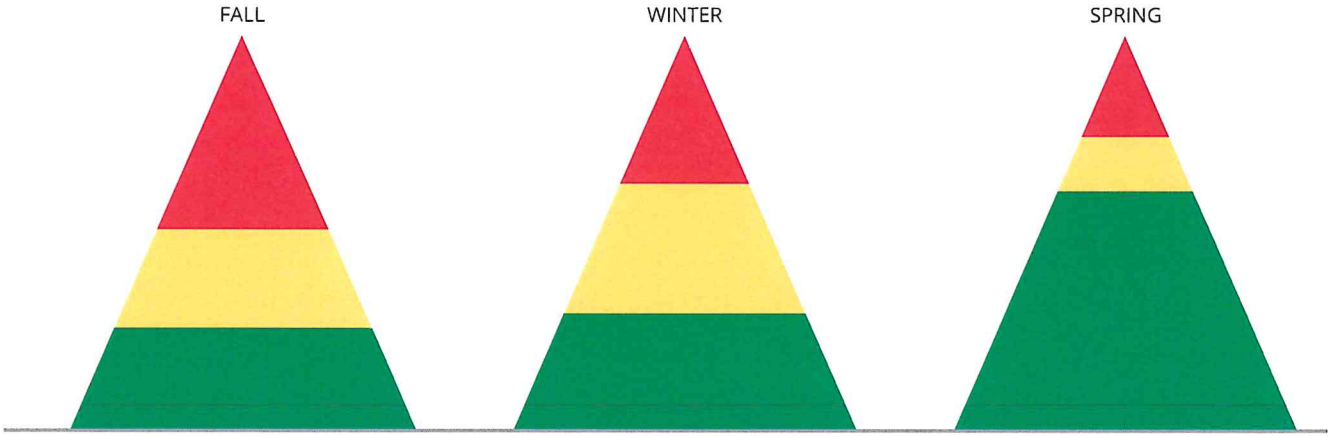
School Year
2024-2025

Roster
Collinsville Community School District 10

Battery: Early Literacy | **Grade:** K | **Target:** Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	178 (49)	91 (25)	94 (26)	136 (37)	120 (33)	108 (30)	90 (25)	49 (14)	214 (61)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
178 (49)	113	45	9
91 (25)	9	47	33
94 (26)	4	26	63
363	126	118	105

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
136 (37)	68	25	37
120 (33)	19	23	76
108 (30)	2	1	101
364	89	49	214

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
178 (49)	69	30	63
91 (25)	9	13	66
94 (26)	7	4	78
363	85	47	207

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	2.54	52	1.71	45	1.87	45
	3.17	66	1.08	39	1.96	56
	2.09	49	1.04	48	1.45	47
	2.58	55	1.30	44	1.78	48

v70.1.0 Copyright © 2025 NCS Pearson, Inc. All Rights Reserved.

Report
Group Tier Transition

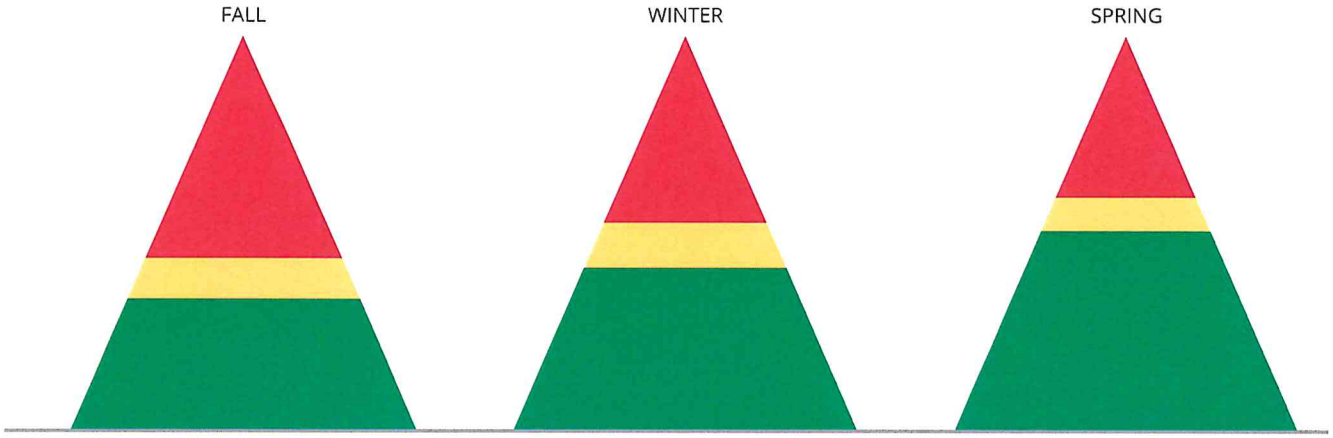
School Year
2024-2025

Roster
Collinsville Community School District 10

Battery: Early Literacy | **Grade:** 1 | **Target:** Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	201 (56)	37 (11)	119 (33)	168 (47)	41 (12)	147 (41)	143 (41)	30 (8)	178 (51)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
201 (56)	158	30	8
37 (11)	6	7	24
119 (33)	1	2	114
357	165	39	146

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
168 (47)	135	13	13
41 (12)	6	12	22
147 (41)		5	140
356	141	30	175

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
201 (56)	133	21	36
37 (11)	5	4	28
119 (33)		5	110
357	138	30	174

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	0.94	56	0.39	36	0.68	48
	1.65	68	0.96	51	1.29	65
	1.70	57	0.86	43	1.14	45
	1.27	58	0.65	41	0.90	49

v70.1.0 Copyright © 2025 NCS Pearson, Inc. All Rights Reserved.

Report
Group Tier Transition

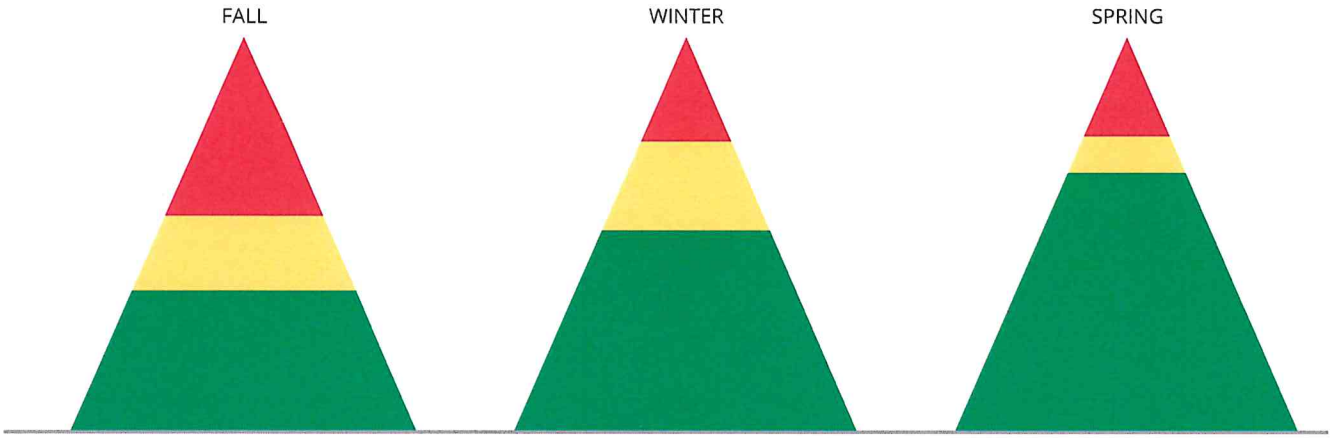
School Year
2024-2025

Roster
Collinsville Community School District 10

Battery: Early Numeracy | **Grade:** 1 | **Target:** Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	181 (45)	76 (19)	143 (36)	105 (26)	90 (23)	203 (51)	99 (25)	37 (9)	260 (66)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
181 (45)	95	57	24
76 (19)	6	24	45
143 (36)	1	6	132
400	102	87	201

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
105 (26)	71	16	16
90 (23)	20	18	49
203 (51)	3	3	191
398	94	37	256

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
181 (45)	85	25	63
76 (19)	5	11	54
143 (36)			139
400	90	36	256

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.33	58	0.49	43	0.78	50
	1.32	69	0.34	43	0.73	59
	1.06	70	0.38	59	0.70	72
	1.23	64	0.40	51	0.74	60

v70.1.0 Copyright © 2025 NCS Pearson, Inc. All Rights Reserved.

Report
Group Tier Transition

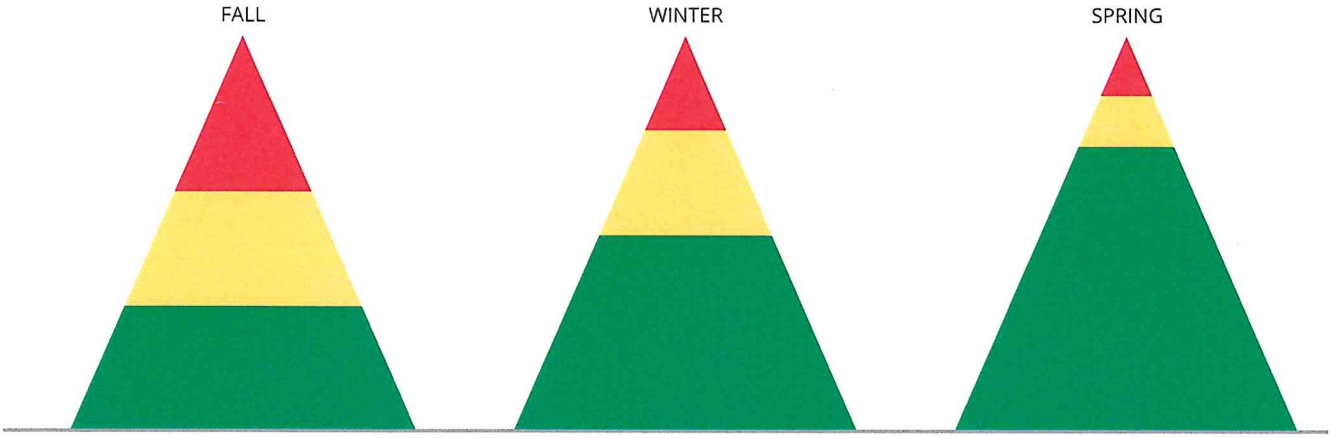
School Year
2024-2025

Roster
Collinsville Community School District 10

Battery: Early Numeracy | **Grade:** K | **Target:** Account (30 %ile)

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Tier Transition Summary



	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	158 (39)	117 (29)	126 (32)	97 (24)	109 (27)	202 (49)	59 (15)	51 (13)	284 (72)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
158 (39)	83	50	19
117 (29)	7	48	58
126 (32)	1	6	116
401	91	104	193

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
97 (24)	41	14	35
109 (27)	15	26	67
202 (49)	2	11	182
408	58	51	284

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
158 (39)	48	25	73
117 (29)	5	20	85
126 (32)	1	1	117
401	54	46	275

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
	1.09	64	0.78	44	0.82	55
	1.04	63	0.57	39	0.71	52
	0.80	63	0.38	39	0.57	48
	0.98	63	0.53	40	0.71	52

v70.1.0 Copyright © 2025 NCS Pearson, Inc. All Rights Reserved.

5.5. Budget Committee Update – Dr. Dennis Craft

5.6. Facilities Committee Update - Mr. Gary Peccola

5.7. Freedom of Information Request

5.7.a. 6/2/25 Request from CT Mills for staff contact information. Complied 6/2/25.

6. **Approval of Minutes**

6.1. Approval of May 19, 2025 Board Minutes

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, May 19, 2025

SUMMARY

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Recognition of Retirees
5. Strategic Planning Report
6. Correspondence
7. Audience Input
8. Superintendent's Report
9. Financial Report
10. Public Relations Report
11. Budget Committee Update
12. Student School Board Member Report
13. Freedom of Information Requests
14. Approval of Minutes of Regular Meeting of 04/28/25
15. Approval of Minutes of Special Meetings of 05/05/25
16. Approval of Minutes of Special Meeting of 05/12/25
17. Approval of Board Bills
18. Approval of Monthly Financial Statements
19. Approval of 2025-26 School Year Collinsville Community Unit School District No. 10 Student and Parent Handbook
20. Approval to Display CCUSD #10 2024-25 Tentative Amended Budget and Provide for Hearing
21. Approval to Display CAVC 2024-25 Tentative Amended Budget and Provide for Hearing
22. Approval of Resolution to Authorize Property Tax Abatement for McDonough Horseshoe Service Center Eastport Plaza Center Development
23. Adoption of Risk Management Plan
24. Approval of 2025-26 Student Accident Insurance
25. Approval of Security Camera Replacement Purchase
26. Approval of Wireless Microphone Purchase
27. Approval of CHS Furniture Purchase
28. Approval of Building and Ground Equipment Purchases
29. Adoption of 2025 Strategic Planning Report
30. Presentation of Board Policy Updates
31. Closed Session
32. Return to Open Session
33. Report on Closed Session Discussion
34. Approval of Employment of Non-Certified Employees
35. Approval of Employment of Certified Employees
36. Approval of Extended Contract Days and Stipends for Staff
37. Approval of Employment for the 2024-25 Extended Year Summer School Program
38. Approval of Coach
39. Approval of Winter Coaches at CHS
40. Adjournment

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
COLLINSVILLE, ILLINOIS
Regular Meeting, Monday, May 19, 2025
6:30 p.m.

Call to Order

1. The Regular Meeting of the Board of Education of Collinsville Community Unit School District No. 10 was held on the evening of Monday, May 19, 2025, at 6:30 p.m. at the Unit #10 Administrative Annex, 123 W. Clay Street, Collinsville, Illinois.

Roll Call

2. Those members present were: Vicki Reulecke, Secretary; Gary Peccola, President; Lori Billy; Jennifer Hasamear; Michele Stutts; Dennis Craft, Treasurer; and Jane Soehlke, Vice President.

Pledge of Allegiance

3. Mr. Peccola led those in attendance in reciting the Pledge of Allegiance.

Recognition of Retirees

4. On behalf of the board and the district, Dr. Skertich congratulated the following employees who are retiring from the district: Joyle Goeken, Kathleen Hankins, Becky Juelfs, Jennifer Peck, Deana Wallace, Mark Anderson, Kelli Ponce, Chris Collins, Jeanne Pysz, Rebecca Seaman, Denise Gruber-Cigliana, Sandra Stack, Madonna Harris, Elizabeth Baumgartner, Mike Kunz, Robert Stuart, Barbara Henry, Shirley Killion, Kim Ferrero, Tracey Wallace-Hamilton, and Judy Gamache (43 year employee with Sodexo). Retirees in attendance were presented plaques honoring their service and certificates of recognition from the Regional Office of Education. Plaques and certificates for those who could not make the meeting will be delivered to them. Dr. Skertich thanked these individuals for their commitment to the district and the difference they made in the lives of our students. He hopes they will all enjoy the ability to do whatever they want to do, and wished them many years of good health and happiness. Mr. Peccola also expressed appreciation to the retirees on behalf of the board for their dedication and commitment to the district and the students, and wished them all the best in their retirement.

Strategic Planning Report

5. The final draft of the Strategic Plan and Portrait of a Graduate was presented to the board by Mr. John Burkey and the following students: Avery Baugher, Eric Denny, Kyndra Ledbetter, Melanie Gutierrez and Daniel Guiterrez-Trejo. Dr. Skertich shared information about the process and commended everyone who participated, especially the students. Mr. Burkey explained how important having a strategic plan is for guiding the district and providing focus for the next five years. It is a living process that requires ongoing review and adaptation as circumstances change. Mr. Burkey and the students shared information about the process timeline and key takeaways from both the Portrait of

a Graduate and the Strategic Planning groups. New mission and vision statements for the district were developed as a result of the process. In addition, six broad goals were identified and more specific descriptions were provided. The administration will be able to take information from the strategic plan and measure it against reality on an annual basis. Mr. Burkey said it was an honor to work with the district over the past months, and he commended Unit 10 for the strong sense of community he observed throughout the process. Mr. Peccola said the board takes the strategic plan and the goals established by the group very seriously. The board appreciates the time and effort put in by Mr. Burkey and everyone involved with the Strategic Plan and Portrait of a Graduate groups. Additional information with respect to the presentation is available online.

Correspondence

6. Mrs. Reulecke said the following written correspondence had been received by the Board:

   (a) 5/14/25 Correspondence from Robin Simmons

Audience Input

7. Mr. Peccola provided an opportunity for public input and no one sought to be recognized.

Reports

Superintendent's Report

8. Dr. Skertich commended the district staff, families and community for their efforts in making 2024-2025 an excellent school year. CHS graduation on Saturday was outstanding thanks to Dr. Toberman, Mr. Wright, the teachers and students. Dr. Skertich again thanked this year's retirees for their dedication to the district and its students. Summer construction projects are already underway and will make for a busy summer. Dr. Skertich wished everyone a safe and enjoyable summer break.

Financial Report

9. Mrs. Hadjan reviewed the financial summary through April 30, which is 83% of the fiscal year, with figures based on the original budget. She shared beginning fund balances, revenue, expenditures and ending fund balance information for the operating funds. Mrs. Hadjan also reviewed the snapshot reports for the district and the CAVC that provide more detail on revenue and expenditure items for the fiscal year to date. The district budget will be amended prior to the end of the fiscal year. She will also be tweaking revenue and expenditures in the CAVC budget, and it will be amended if necessary.

Public Relations Report

10. Mrs. Kim Collins highlighted items in her report of public relations activity to the board. She shared statistics on the ParentSquare family communications platform utilized this past year. It has proven to be a fantastic tool for keeping contact information for families up to date. She receives weekly reports

on how families and teachers are using the platform. Goals for the upcoming year include getting employees more educated and comfortable using ParentSquare and helping families become more familiar with how the app works. Mrs. Collins also shared copies of the updated district brochure. Mr. Peccola said the board appreciates everything Mrs. Collins does with ParentSquare and the rest of the district.

Budget Committee Update

11. Dr. Craft reported the Budget Committee met May 12, 2025 with a number of things on the agenda. Discussions included determination of a location for the feather sculpture gift from the Class of 2025, updates on the CAVC expansion and baseball field projects, and preliminary project costs for an auxiliary gym at CMS. The first set of CMS auxiliary gym plans came in with a projected budget of $7.8 million, so the project is being scaled back to include the gym, men's and women's restrooms and renovation of showers in the current gym to provide more locker space. Dr. Skertich was asked to look into what a very basic expansion of the existing band room would add to the cost and bring that back to the committee. Mr. DeWitte reported on quotes to purchase a new dump trailer and two zero turn mowers for use by the B&G Department. Mr. Robinson reported on two certified openings for the 2025-2026 school year. Filling of non-certified vacancies will take place after the job fair in July. Dr. Skertich shared information about a proposed property tax abatement for McDonough Horseshoe Service Center. Mr. Turner presented a plan for replacement of security cameras at CHS and CMS, which is also on tonight's agenda. An update for the district's Risk Management Plan was presented and discussed. The purchase of wireless microphones for the CHS auditorium was discussed and recommended for approval. Mrs. Hadjan has been monitoring the budgets for Unit 10 and the CAVC with respect to amendments, which will be on the agenda for approval at the June 23 regular meeting.

    The next Budget Committee meeting will be on Monday, June 16, 2025 at 5:00 p.m.

Student School Board Member Report

12. Dr. Skertich said Student School Board Member, Brion Brown, would be presenting his report on issues related to student vaping in the district. Dr. Skertich commended Brion for his dedication, and said the excellent quality of the report he prepared is a testament to his ability and work ethic. Brion said he appreciates the opportunity to have served as the Student School Board Member. His project this year focused on youth vaping, which has emerged as one of the most pressing health concerns in schools nationwide. He sent a survey to CHS and CMS

students and staff, and received over 1,200 responses. Students cited reasons for vaping ranging from coping mechanisms to staying happy, curiosity, enjoyment of the flavors, relaxation and stress relief and coming from a family background involving drug use. His analysis of the survey results indicate a lot of good effort being put into vaping prevention at CMS, but room for improvement at CHS. Prevention methods suggested by students and staff members include having more detection measures, better education on the effects of vaping, increasing punishment for those caught vaping, increasing parental communication and involvement, improved therapy options, and bringing back a program similar to DARE. A huge strength for Unit 10 is that more than 80% of the staff at both schools feel equipped to deal with vaping and teach about it. Staff members said some barriers to preventing youth vaping include lack of enforcement both in and outside of school, peer pressure, easy product accessibility and addiction properties of the product. Brion feels the survey results show the district needs to continue doing well with preventing mass vaping at CMS and DIS, continuing to equip teachers so they are comfortable dealing with the topic, and increasing anti-vaping methods such as poster, flyers and more. Other areas where there is room for improvement include stricter punishments for students who vape, more effective education on vaping hazards, increasing detection and prevention methods, promoting at-home prevention measures, providing more resources for students struggling with vaping addiction, and communicating with law enforcement regarding distribution and advertising of vaping products. Brion said the goal is for students to learn, be safe and lead healthy lives. Youth vaping is an issue that will continue to require action, and he hopes his project offers some guidelines for the board to consider in the future.

Dr. Skertich said Brion is a very hard worker both in and out of class. He scored a 36 on his ACT in English and graduated summa cum laude from CHS. He will attend the University of Illinois in the Fall to study actuarial science. Dr. Skertich believes Brion will continue to be a voice advocating for improvement wherever he goes. Mr. Peccola said Brion did a phenomenal job with his report, and it is an indication of a very bright future ahead of him. This is Brion's final meeting and Mr. Peccola thanked him for serving as student school board member. He presented Brion with a certificate of recognition, and said the Board wishes him well in the future.

Freedom of Information Requests

13. Mr. Peccola said the following Freedom of Information Requests had been received:

(a) 3/31/25 Request from Jeffrey Luffman for personnel-related documents. Complied 4/29/25.

(b) 4/11/25 Request from Jeffrey Luffman for attorney-related documents and correspondence. Complied 4/25/25.

(c) 4/26/25 @ 6:16 PM Request from Jeffrey Luffman for communication sent by himself and Board Minutes. Complied 4/29/25.

(d) 4/26/25 @ 5:38 pm Request from Jeffrey Luffman for a broad range of communication and documents pertaining to him and his family. Responded 5/5/25.

(e) 4/29/25 Request from Jeffrey Luffman for correspondence and documents related to Tammy Duckworth and the CAVC. Responded 5/6/25.

(f) 4/15/25 Request from Shirley Luffman for a broad range of communication and documents related to legal services. Complied 4/29/25.

(g) 5/1/25 Request from Jeffrey Luffman for a broad range of communication and documents related to threats, law enforcement, and board materials. Responded 5/8/25.

Approval of Minutes of Regular Meeting of 04/28/25 (Motion Passed)

14. A motion was made by Reulecke and seconded by Hasamear that the minutes listed below be approved. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, abstain; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.
    - Regular Meeting – April 28, 2025
    - Closed Session – Regular Meeting – April 28, 2025

Approval of Minutes of Special Meetings of 05/05/25 (Motion Passed)

15. A motion was made by Reulecke and seconded by Stutts that the minutes listed below be approved. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, abstain; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.
    - Special Meeting – May 5, 2025
    - Special Meeting – Reorganization – May 5, 2025

Approval of Minutes of Special Meeting of 05/12/25 (Motion Passed)

16. A motion was made by Reulecke and seconded by Billy that the minutes listed below be approved. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, abstain; Stutts, abstain; Craft, yes; Soehlke, yes.
    - Special Meeting – May 12, 2025
    - Closed Session – Special Meeting – May 12, 2025

Approval of Board Bills (Motion Passed)

17. A motion was made by Reulecke and seconded by Craft that the Board bills for the Area Vocational Center Budget and the Unit 10 General Budget presented for payment on May 19, 2025, and attached to these minutes as Exhibit E-9 be approved and that the Treasurer be authorized to sign checks for same. Mrs. Hadjan shared information about the supplemental list of bills being paid that was provided to the board prior to approval of this motion. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Approval of Monthly Financial Statements (Motion Passed)

18. A motion was made by Reulecke and seconded by Hasamear that the monthly financial statements for Collinsville Community Unit School District No. 10 and the Collinsville Area Vocational Center for April 2025, be approved and attached to these minutes as Exhibit E-10. Motion passed unanimously on voice vote.

Approval of 2025-26 School Year Collinsville Community Unit School District No. 10 Student and Parent Handbook (Motion Passed)

19. A motion was made by Reulecke and seconded by Stutts to approve the Collinsville Community Unit School District No. 10 Student and Parent Handbook for the 2025-26 school year, as presented in Exhibit E-11.1. Dr. Skertich said they expect to have some additional minor changes in the coming weeks as a result of changes to Title IX laws. Motion passed unanimously on voice vote.

Approval to Display CCUSD #10 2024-25 Tentative Amended Budget and Provide for Hearing (Motion Passed)

20. A motion was made by Reulecke and seconded by Soehlke that the Tentative Amended Budget for Collinsville Community Unit School District #10 for the fiscal year beginning July 1, 2024 and ending June 30, 2025 be placed on display for public inspection the 20th day of May, 2025 for at least thirty days in the Administrative Office of Collinsville Community Unit School District #10, 201 West Clay Street, Collinsville, Illinois, and further that the administration be authorized to provide a hearing of said budget be held at 6:30 p.m. on the 23rd day of June, 2025 at the Unit #10 Administrative Annex, 123 West Clay Street, Collinsville, IL 62234. Mrs. Hadjan discussed the reasons for needing to amend the budget. She will continue to monitor and tweak the figures prior to the final adoption. The tentative budget will be on display at the administration building and the library prior to the June 23rd hearing. Motion passed unanimously on voice vote.

Approval to Display CAVC 2024-25 Tentative

21. A motion was made by Reulecke and seconded by Craft that the Tentative Amended Budget for the Collinsville Area Vocational Center for the fiscal year beginning July 1, 2024 and ending June 30, 2025 be placed on display for public inspection the 20th day

Amended Budget and Provide for Hearing (Motion Passed)

of May, 2025 for at least thirty days in the Administrative Office of Collinsville Community Unit School District #10, 201 West Clay Street, Collinsville, Illinois, and further that the administration be authorized to provide a hearing of said budget be held at 6:30 p.m. on the 23rd day of June, 2025 at the Unit #10 Administrative Annex, 123 West Clay Street, Collinsville, IL 62234. Mrs. Hadjan said the tentative budget will be on display at the administration building and the library prior to the June 23rd hearing. Adjustments include updating the fund balance to reflect audited figures. She will continue to monitor this budget also, and if it turns out the amended budget will not be needed, it can be removed from the June regular meeting agenda. Motion passed unanimously on voice vote.

Approval of Resolution to Authorize Property Tax Abatement for McDonough Horseshoe Service Center Eastport Plaza Center Development (Motion Passed)

22. A motion was made by Reulecke and seconded by Hasamear to approve the Resolution to Authorize Property Tax Abatement for McDonough Horseshoe Service Center Eastport Plaza Center Development, as presented in Exhibit E-12.3. Dr. Skertich provided additional input regarding conversations with the City and plans to improve access to this area. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Adoption of Risk Management Plan (Motion Passed)

23. A motion was made by Reulecke and seconded by Soehlke to approve the Risk Management Plan, as presented in Exhibit E-12.4. Dr. Skertich said the updates reflect employment of an additional security officer, SEL screeners, threat assessments and technology upgrades to protect students, staff and financial information. Motion passed unanimously on voice vote.

Approval of 2025-26 Student Accident Insurance (Motion Passed)

24. A motion was made by Reulecke and seconded by Stutts that the student accident insurance policy with K&K Insurance Group, Inc. for the 2025-26 school year be approved as presented in Exhibit E-12.5. Motion passed unanimously on voice vote.

Approval of Security Camera Replacement Purchase (Motion Passed)

25. A motion was made by Reulecke and seconded by Soehlke to approve the bid from Essential Network Technologies, as presented in Exhibit E-12.6, for the purchase of new IP cameras at CHS and CMS. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Approval of Wireless Microphone

26. A motion was made by Reulecke and seconded by Craft to approve the quote from Entertainment Technology Group Inc., as presented in Exhibit E-12.7, for the purchase of 16 wireless

Purchase (Motion Passed)

microphones. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Approval of CHS Furniture Purchase (Motion Passed)

27. A motion was made by Reulecke and seconded by Hasamear to approve the quote from Virco for $152,374.24 for the purchase of 1st phase of furniture replacement for Collinsville High School. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Approval of Building and Grounds Equipment Purchases (Motion Passed)

28. A motion was made by Reulecke and seconded by Craft to approve the purchase of equipment for the Building & Grounds Department, as presented in Exhibit E-12.9. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Adoption of 2025 Strategic Planning Report (Motion Passed)

29. A motion was made by Reulecke and seconded by Billy to approve the Strategic Planning Report, as presented in Exhibit E-12.10. Mr. Peccola thanked those who came to make the presentation this evening and everyone who participated in this process over the past few months. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Presentation of Board Policy Updates

30. Dr. Skertich briefly summarized Press Plus Policy Update 118 being presented as a first reading for the Board's review. Amendments include Title IX changes, AI and cybersecurity matters, staff development, harassment and bullying prevention, and quite a few other changes. Approval will be on the agenda for the June 23 regular meeting. Mr. Peccola asked board members to review the changes and contact Dr. Skertich if there are any questions or concerns.

Closed Session (Motion Passed)

31. A motion was made by Reulecke and seconded by Soehlke that the Board adjourn to Closed Session to discuss appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel for the public body, pursuant to 5 ILCS 120/2(c)(1); collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees, pursuant to 5 ILCS 120/2(c)(2); and pending or probable litigation against, affecting or on behalf of the public body, pursuant to 5 ILCS 120/2(c)(11). Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes. (8:25 p.m.)

Return to Open Session

32. The Regular Meeting returned to Open Session at 9:31 p.m. Those members present on roll call were: Reulecke, Peccola, Billy, Hasamear, Stutts, Craft and Soehlke.

Report on Closed Session Discussion

33. Mrs. Reulecke reported that during Closed Session the Board discussed the following:

1. Appointment, employment, compensation, discipline, performance or dismissal of a specific employee or legal counsel for the public body, pursuant to 5 ILCS 120/2(c)(1);
2. Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees, pursuant to 5 ILCS 120/2(c)(2); and
3. Pending or probable litigation against, affecting or on behalf of the public body, pursuant to 5 ILCS 120/2(c)(11).

Approval of Employment of Non-Certified Employees (Motion Passed)

34. A motion was made by Reulecke and seconded by Stutts to approve the employment of the following non-certified employees, effective May 12, 2025, pending employment requirements. Motion passed unanimously on voice vote.

Mike Trybinski, Webster Custodian;
Marcella Horvath, Webster Lead Custodian; and
Lindsey Pense, CMS Secretary, effective June 4, 2025.

Approval of Employment of Certified Employees (Motion Passed)

35. A motion was made by Reulecke and seconded by Soehlke to approve the employment of the following certified employees, effective with the 2025-26 school year, pending employment requirements. Motion passed unanimously on voice vote.

Kimberly Poe, District English Language Learning Coordinator;

Kara Trolland, CMS English teacher; and

Jonathan “Hank” Matthews, District Permanent Sub.

Approval of Extended Contract Days and Stipends for Staff (Motion Passed)

36. A motion was made by Reulecke and seconded by Billy to approve extended contract days for the 2025-26 school year for staff, as shown in Exhibit E-14.3. Motion passed unanimously on voice vote.

Approval of Employment for the 2024-25 Extended Year Summer School Program (Motion Passed)

37. A motion was made by Reulecke and seconded by Soehlke to employ the following certified personnel for the 2024-25 Extended Year Summer School program, effective June 2, 2025, as shown in Exhibit E-14.4. Motion passed unanimously on voice vote.

Approval of Coach (Motion Passed)

38. A motion was made by Reulecke and seconded by Craft to approve Jonathan "Hank" Mathews as CHS Head Boys Basketball Coach, Step 7, effective with the 2025-26 season. Motion passed on roll call vote as follows: Reulecke, yes; Peccola, yes; Billy, yes; Hasamear, yes; Stutts, yes; Craft, yes; Soehlke, yes.

Approval of Winter Coaches at CHS (Motion Passed)

39. A motion was made by Reulecke and seconded by Soehlke to approve the people shown in Exhibit E-14.6 as winter coaches at Collinsville High School for the 2025-26 school year. Motion passed unanimously on voice vote.

Adjournment

40. There being no further business, Mr. Peccola declared the meeting adjourned at 9:35 p.m.

7. **Approval of Board Bills for June 2025**

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
A&D ELEC000	A&D ELECTRICAL SUPPLY INC	175569		0000000000	06512025	AP	CHS MAINT SUPPLIES		B		05/27/2025	06/11/2025	R	$1,593.00
									24-25					$1,593.00
	20E008 2540 4100 22 000000		22				CHS MAINT SUPPLIES							$1,593.00
A&D ELEC000	A&D ELECTRICAL SUPPLY INC	175852		0000000000	06512025	AP	CHS/SUMMIT MAINT SUPPLIES		B		06/09/2025	06/11/2025	R	$6,882.00
									24-25					$6,882.00
	100	SUMMIT									1.00			$6,132.00
	20E008 2540 4100 29 000000		29				MAINT SUPPLIES SUMMIT							$6,132.00
	110	CHS									1.00			$750.00
	20E008 2540 4100 22 000000		22				CHS MAINT SUPPLIES							$750.00
							NUMBER OF INVOICES: 2							**$8,475.00**
ABC SUPP000	ABC SUPPLY COMPANY	72202058		0000000502	06502025	AP	CT BRD & BAT		B		05/02/2025	05/29/2025	R	$511.00
									24-25					$511.00
	10A001 1710 0011 00 000000						VOC Lot 1Tanglewood							$511.00
ABC SUPP000	ABC SUPPLY COMPANY	72583316		0000000000	06502025	AP	SCALLOP EXHAUST VENT		B		05/02/2025	05/22/2025	R	$37.50
									24-25					$37.50
	10A001 1710 0011 00 000000						VOC Lot 1Tanglewood							$37.50
							NUMBER OF INVOICES: 2							**$548.50**
AEP ENER000	AEP ENERGY	3007701365806032025		0000000000	06512025	AP	ELECTRIC TWIN ECHO		B		06/03/2025	06/17/2025	R	$1,449.80
									24-25					$1,449.80
	20E007 2540 4660 30 000000						ELECTRICITY TWIN ECHO							$1,449.80
AEP ENER000	AEP ENERGY	300770353505052025		0000000000	06502025	AP	MARYVILLE ELECTRICITY		B		05/05/2025	05/29/2025	R	$2,174.17
									24-25					$2,174.17
	20E007 2540 4660 26 000000						ELECTRICITY MARYVILLE							$2,174.17
AEP ENER000	AEP ENERGY	300770353506032025		0000000000	06502025	AP	MARYVILLE ELECTRIC		B		06/03/2025	06/11/2025	R	$2,776.36
									24-25					$2,776.36
	20E007 2540 4660 26 000000						ELECTRICITY MARYVILLE							$2,776.36

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AEP ENER000	AEP ENERGY	300770354605042025	0000000000	06502025	AP	WEBSTER ELECTRICITY		B		05/04/2025	05/29/2025	R	$6,245.16
								24-25					$6,245.16
	20E007 2540 4660 31 000000			ELECTRICITY WEBSTER									$6,245.16
AEP ENER000	AEP ENERGY	300770354606032025	0000000000	06502025	AP	WEBSTER ELECTRICITY		B		06/03/2025	06/11/2025	R	$7,181.38
								24-25					$7,181.38
	20E007 2540 4660 31 000000			ELECTRICITY WEBSTER									$7,181.38
AEP ENER000	AEP ENERGY	300770355705052025	0000000000	06502025	AP	KREITNER ELECTRICITY		B		05/05/2025	05/29/2025	R	$1,397.41
								24-25					$1,397.41
	20E007 2540 4660 25 000000			ELECTRICITY KREITNER									$1,397.41
AEP ENER000	AEP ENERGY	300770356805052025	0000000000	06502025	AP	RENFRO ELECTRICITY		B		05/05/2025	05/29/2025	R	$6,679.80
								24-25					$6,679.80
	20E007 2540 4660 28 000000			ELECTRICITY RENFRO									$6,679.80
AEP ENER000	AEP ENERGY	300770356806042025	0000000000	06502025	AP	RENFRO ELECTRICITY		B		06/04/2025	06/11/2025	R	$5,605.70
								24-25					$5,605.70
	20E007 2540 4660 28 000000			ELECTRICITY RENFRO									$5,605.70
AEP ENER000	AEP ENERGY	300770357906032025	0000000000	06502025	AP	CASEYVILLE ELECTRICITY		B		06/03/2025	06/11/2025	R	$19.56
								24-25					$19.56
	20E007 2540 4660 21 000000			ELECTRICITY CASEYVILLE									$19.56
AEP ENER000	AEP ENERGY	300770358005052025	0000000000	06502025	AP	SUMMIT ELECTRICITY		B		05/05/2025	05/29/2025	R	$736.26
								24-25					$736.26
	20E007 2540 4660 29 000000			ELECTRICITY SUMMIT									$736.26
AEP ENER000	AEP ENERGY	300770358006032025	0000000000	06502025	AP	SUMMIT ELECTRICITY		B		06/03/2025	06/11/2025	R	$797.16
								24-25					$797.16
	20E007 2540 4660 29 000000			ELECTRICITY SUMMIT									$797.16
AEP ENER000	AEP ENERGY	300770359106032025	0000000000	06502025	AP	ADMIN ELECTRICITY		B		06/03/2025	06/11/2025	R	$448.26
								24-25					$448.26

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / DUE DATE / C / ADJ AMT / CHECK NBR / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AEP ENER000	AEP ENERGY	300770359106032025	******CONTINUED******			
	20E007 2540 4660 01 000000		ELECTRICITY ADMIN BLDG & ANNEX			$448.26
AEP ENER000	AEP ENERGY	300770360305062025	0000000000 06502025 AP CMS ELECTRICITY		B 05/06/2025 05/29/2025 R	$10,577.99
				24-25		$10,577.99
	20E007 2540 4660 27 000000		ELECTRICITY MS			$10,577.99
AEP ENER000	AEP ENERGY	300770360306042025	0000000000 06502025 AP CMS ELECTRICITY		B 06/04/2025 06/11/2025 R	$9,141.18
				24-25		$9,141.18
	20E007 2540 4660 27 000000		ELECTRICITY MS			$9,141.18
AEP ENER000	AEP ENERGY	300770361405062025	0000000000 06502025 AP CHS ELECTRICITY		B 05/06/2025 05/29/2025 R	$15,186.20
				24-25		$15,186.20
	20E007 2540 4660 22 000000		ELECTRICITY HS			$15,186.20
AEP ENER000	AEP ENERGY	300770361406042025	0000000000 06502025 AP CHS ELECTRICITY		B 06/04/2025 06/11/2025 R	$15,165.30
				24-25		$15,165.30
	20E007 2540 4660 22 000000		ELECTRICITY HS			$15,165.30
AEP ENER000	AEP ENERGY	300770362504162025	0000000000 06502025 AP CHS ELECTRICITY		B 04/16/2025 05/29/2025 R	$29,041.74
				24-25		$29,041.74
	20E007 2540 4660 22 000000		ELECTRICITY HS			$29,041.74
AEP ENER000	AEP ENERGY	300770362505202025	0000000000 06502025 AP CHS ELECTRICITY		B 05/20/2025 05/29/2025 R	$35,502.88
				24-25		$35,502.88
	20E007 2540 4660 22 000000		ELECTRICITY HS			$35,502.88
AEP ENER000	AEP ENERGY	300770363605222025	0000000000 06502025 AP ELECTRICITY DIS		B 05/22/2025 05/29/2025 R	$18,200.69
				24-25		$18,200.69
	20E007 2540 4660 33 000000		ELECTRICITY DORRIS			$18,200.69
AEP ENER000	AEP ENERGY	300770364706032025	0000000000 06502025 AP ELECTRICITY JEFFERSON		B 06/03/2025 06/11/2025 R	$226.07
				24-25		$226.07
	20E007 2540 4660 24 000000		ELECTRICITY JEFFERSON			$226.07

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AEP ENER000	AEP ENERGY	300770365805052025	0000000000	06502025	AP	TE ELECTRICITY		B		05/05/2025	05/29/2025	R	$1,412.07
								24-25					$1,412.07
	20E007 2540 4660 30 000000			ELECTRICITY TWIN ECHO									$1,412.07
AEP ENER000	AEP ENERGY	300770365806032025	0000000000	06502025	AP	TE ELECTRICITY		B		06/03/2025	06/11/2025	R	$7,181.38
								24-25					$7,181.38
	20E007 2540 4660 30 000000			ELECTRICITY TWIN ECHO									$7,181.38
AEP ENER000	AEP ENERGY	300770366905192025	0000000000	06502025	AP	CMS ELECTRICITY		B		05/19/2025	05/29/2025	R	$44.55
								24-25					$44.55
	20E007 2540 4660 27 000000			ELECTRICITY MS									$44.55
AEP ENER000	AEP ENERGY	300770367005052025	0000000000	06502025	AP	WAREHOUSE ELECTRICITY		B		05/05/2025	05/29/2025	R	$1.35
								24-25					$1.35
	20E007 2540 4660 01 000000			ELECTRICITY ADMIN BLDG & ANNEX									$1.35
AEP ENER000	AEP ENERGY	300770367006032025	0000000000	06502025	AP	WAREHOUSE ELECTRICITY		B		06/03/2025	06/11/2025	R	$137.45
								24-25					$137.45
	20E007 2540 4660 01 000000			ELECTRICITY ADMIN BLDG & ANNEX									$137.45
AEP ENER000	AEP ENERGY	300770368105232025	0000000000	06502025	AP	KREITNER NATURAL GAS		B		05/23/2025	06/11/2025	R	$61.45
								24-25					$61.45
	20E007 2540 4660 25 000000			ELECTRICITY KREITNER									$61.45
AEP ENER000	AEP ENERGY	300770369206032025	0000000000	06502025	AP	ANNEX ELECTRICITY		B		06/03/2025	06/11/2025	R	$800.33
								24-25					$800.33
	20E007 2540 4660 01 000000			ELECTRICITY ADMIN BLDG & ANNEX									$800.33
AEP ENER000	AEP ENERGY	300770370405142025	0000000000	06502025	AP	HH ELECTRICITY		B		05/14/2025	05/29/2025	R	$758.48
								24-25					$758.48
	20E007 2540 4660 23 000000			ELECTRICITY HOLLY HGTS									$758.48
						NUMBER OF INVOICES: 28							**$178,950.13**
AGGRESSI000	AGGRESSIVE	5649	0000000000	06502025	AP	TROPHIES FOR CHS RELAY RACES		B		05/09/2025	05/29/2025	R	$450.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AGGRESSI000	AGGRESSIVE	5649	******CONTINUED******									
							24-25					$450.00
	10E047 1500 4120 00 000000			CHS ATHLETIC AWARDS/TROPHIES								$450.00
					NUMBER OF INVOICES: 1							**$450.00**
ALIGNED 000	ALIGNED EDUCATIONAL RESOURCES	0092500153	0092500153	06502025 AP	UFLI Decodable Books K-2-Set of 6 See attached Quote			B	03/24/2025	06/11/2025	R	$3,670.00
							24-25					$3,670.00
	100	Small set of UFLI aligned decodables-122 titles-Sets of 6					F	1.00				$3,640.00
	10E006 1250 4100 00 250000			TITLE I INST MATERIALS & SUPPL								$3,640.00
	110	Shipping					F	1.00				$30.00
	10E006 1250 4100 00 250000			TITLE I INST MATERIALS & SUPPL								$30.00
					NUMBER OF INVOICES: 1							**$3,670.00**
ALL PRO 002	ALL PRO TEES	APT12950	0000000000	06502025 AP	SEC ORDER			B	05/13/2025	05/29/2025	R	$405.00
							24-25					$405.00
	80E001 2365 4100 00 000000			SAFETY SUPPLIES								$405.00
					NUMBER OF INVOICES: 1							**$405.00**
AMAZONCO000	AMAZON.COM	13F7YKQRQYLX	0092500108	06512025 AP	Brian's Winter The River			B	04/01/2025	06/11/2025	A	$747.36
							24-25					$747.36
	100 0307929582	Brian's Winter (A Hatchet Adventure)					F	48.00				$360.96
	10E006 3300 4110 00 250000			PARENT ENGAGEMENT MATERIALS								$360.96
	110 0307929612	The River (A Hatchet Adventure)					F	48.00				$386.40
	10E006 3300 4110 00 250000			PARENT ENGAGEMENT MATERIALS								$386.40
AMAZONCO000	AMAZON.COM	146R7XJ6MRT3	0262500033	06502025 AP	AMazon			B	06/01/2025	06/11/2025	A	$1,045.77
							24-25					$1,045.77
	100 B00Y4QBJAQ	Crayola Crayons Bulk (24 Packs), Back to School Supplies for Preschool & Kindergarten, Bulk Crayons for Kids, Classroom Supplies					F	6.00				$190.62

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	PO NUMBER / BATCH / BANK / DISC AMT / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	146R7XJ6MRT3	******CONTINUED******							
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$190.62
	110 B07BB7WSWY	SKKSTATIONERY 576 Pack Pre-sharpened pencils, Bulk Yellow Sharpened Pencils with eraser top, # 2 HB pencil for classroom office Supplies, Writing, Drawing and Sketching 144Pcs*4Box.			F		4.00			$175.16
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$175.16
	120 B07DPLQJVN	Sharpie Metallics Permanent Markers, Fine Tip, Assorted Colors, 6 Pack			F		1.00			$9.82
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$9.82
	130 B07XJ7YFXH	Performore 3 Ring Binder, Professional Angle D Ring 4 Inch, Presentation Folder for Standard Pages 8.5 x 11 with Pockets, Crystal Clear View White (2 Pack)			F		1.00			$29.37
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$29.37
	140 B0B4XXXCY8	Trail maker 50 Notebooks Pack â€“ One Subject Notebooks Wide Ruled Bulk 70 Sheets Notebooks for Kids, School, Journaling, Note Taking, Students, and Work			F		4.00			$233.64
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$233.64
	150 B0BBVXJP6X	GoodtoU Drawstring Bags Bulk, 60 Pcs Draw String Bags Cinch Bag Drawstring Gym Bag Sackpack Drawstring Backpack for Women Men, Blue			F		4.00			$159.52
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$159.52
	160 B0CCRBQYDG	GoodtoU Drawstring Bags, Nylon Backpack Bulk Cinch Sack for Sport, Traveling, Team (60Pcs, Cherry)			F		2.00			$79.76
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$79.76
	170 B0CFXFJ618	Shappy 72 Pcs Inspirational Stress Relief Balls Motivational Stress Ball Encouraging PU Bulk Squish Balls for Adults Small Therapy Fidget Relief Toys for Valentines Gifts Fidget Anxiety Anger(Blue)			F		3.00			$98.97

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	146R7XJ6MRT3	******CONTINUED******										
	10E069 1250 4100 00 250000					TITLE III LIPLEP-SUPPLIES							$98.97
	180 B0CH9TKWG3	cloudriver Yellow Highlighters, Bulk Pack Of 120, Bright Color Highlighter, Chisel Tip, Quick Drying Ink, Highlighters Suitable For Home, School, Office And Shop						F		1.00			$23.59
	10E069 1250 4100 00 250000					TITLE III LIPLEP-SUPPLIES							$23.59
	190 B0CYBP2D23	Binder Divider, PANDRI 120 Pack Binder Index Dividers with 8 Insertable Multicolor Big Tabs, Letter Size Paper Binder Divider for School Office Home Business						F		2.00			$45.32
	10E069 1250 4100 00 250000					TITLE III LIPLEP-SUPPLIES							$45.32
AMAZONCO000	AMAZON.COM	146R7XJ6NDGD	1002500039	06502025	AP	ROLLING CART FOR MICHELE GLENDENING			B	06/01/2025	06/11/2025	A	$28.98
								24-25					$28.98
	100 B004I2LZD2	NuSparc Compact Rolling File Cart with Bottom Storage Shelf, Holds Letter-Sized Hanging Folders, Metal Wire Frame, Black Powder-Coat Finish, Swivel Dual-Wheel Casters						F		1.00			$28.98
	10E002 2523 4100 00 000000					A/P CLERK & INS CLERK SUPPLIES							$28.98
AMAZONCO000	AMAZON.COM	14714QNGM79C	0162500009	06502025	AP	Caseyville Elementary Principal Account Office Items			B	06/01/2025	06/11/2025	A	$109.90
								24-25					$109.90
	100	Raybee Clothes Rack;Heavy Duty Clothing Rack ASIN--BOCBB3NFKJ						F		1.00			$109.90
	10E003 2410 4100 21 000000					CASEYVILLE PRINC OFF SUPPLIES							$109.90

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / ADJ AMT / QTY / ACCT AMOUNT	CHECK NBR / LINE AMOUNT
AMAZONCO000	AMAZON.COM	147Q11RFPJK6	0112500144	06502025	AP	Art Supplies		B		06/01/2025	06/11/2025	A	$95.92	
								24-25					$95.92	
	100 B0008G8G8Y	SAKURA Pigma Micron Fineliner Pens - Archival Black Ink Pens - Pens for Writing, Drawing, or Bullet Journaling - Assorted Point Sizes - 6 Pack						F		8.00			$95.92	
	10E009 1120 4100 27 000000					MS ART SUPPLIES							$95.92	
AMAZONCO000	AMAZON.COM	147Q11RFR3M9	0102500179	06502025	AP	Calculators that were canceled from previous order		B		06/01/2025	06/11/2025	A	$138.30	
								24-25					$138.30	
	100 B00000JBNX	Texas Instruments TI-30XIIS Scientific Calculator, Black with Blue Accents						F		10.00			$138.30	
	10E018 1130 4100 00 000000					CHS SCIENCE SUPPLIES							$138.30	
AMAZONCO000	AMAZON.COM	147Q11RPNPPP	0072500063	06502025	AP	Wax Cans for Summer Clean Up		B		06/01/2025	06/11/2025	A	$399.80	
								24-25					$399.80	
	100 B000O2R5FM	Root & Vessel 30301 Watering Can, 2-Gallon, Hunter Green						F		10.00			$169.90	
	20E007 2540 4100 10 000000					CUSTODIAL SUPPLIES UNIT							$169.90	
	110 B0BN2T87DY	2 Gallon Watering Can for Outdoor Plants with Removable Long Spout and Stainless Steel Sprinkler Head, Large Plastic Watering Can for Garden Flowers Plants						F		10.00			$229.90	
	20E007 2540 4100 10 000000					CUSTODIAL SUPPLIES UNIT							$229.90	
AMAZONCO000	AMAZON.COM	14M7HGK6LN91	0072500060	06502025	AP	HVAC Service Labels		B		06/01/2025	06/11/2025	A	$34.95	
								24-25					$34.95	
	100 B0D2PKWB39	Custom Maintenance Stickers with Your Logo - Personalized HVAC Stickers, Maintenance Log Stickers, Service Stickers, Inspection Stickers (3-1000 Stickers)						F		1.00			$34.95	

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	14M7HGK6LN91	******CONTINUED******									
	20E008 2540 4100 10 000000	10 MAINT SUPPLIES UNIT										$34.95
AMAZONCO000	AMAZON.COM	16PN9NRWMVFQ	0142500057	06502025	AP	Hard drives for Mac minis for J. Arnold	B		06/01/2025	06/11/2025	A	$1,649.70
							24-25					$1,649.70
	100 B07Y5VDNT9	PNY CS900 1TB 3D NAND 2.5" SATA III Internal Solid State Drive (SSD) - (SSD7CS900-1TB-RB)					F		30.00			$1,649.70
	10E093 2660 4100 00 000000											$1,649.70
AMAZONCO000	AMAZON.COM	196MJKVYNGWH	0082500070	06502025	AP	Supplies for Curriculum office	B		06/01/2025	06/11/2025	A	$114.51
							24-25					$114.51
	100 B08TLRL392	DYMO LabelWriter 550 Series Label Printer with Dymo-Branded Label Compatibility, Automatic Label Recognition, Low Waste, Optimized Direct Thermal Printing, and Plastic-Free Label Packaging					F		1.00			$114.51
	10E002 2640 4100 00 000000	DIR OF CURR OFF SUPPLIES										$114.51
AMAZONCO000	AMAZON.COM	197TJQDCQ6T1	0152500022	06502025	AP	PBIS supplies	B		06/01/2025	06/11/2025	A	$28.99
							24-25					$28.99
	120 B0C6LXS8ZY	Inbagi 100 Pcs Camouflage Army Rubber Bracelets Camouflage 4 Styles Assorted Wristbands Camo Military Stretch Rubber Bracelets for Men Kids Women Army Party Gifts Birthday Party Decorations Supplies					F		1.00			$28.99
	10E003 2410 4110 26 000000	MARYVILLE PBIS FUNDS										$28.99
AMAZONCO000	AMAZON.COM	19TLCLNX9JKJ	0192500025	06502025	AP	TEACHER SUPPLIES	B		06/01/2025	06/11/2025	A	$-6.98
							24-25					$-6.98

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / INV DATE / DUE DATE / C / ADJ AMT / CHECK NBR / QTY / 1099	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	19TLCLNX9JKJ	******CONTINUED******			
	130 B001AZ2AA2	Prang (Formerly SunWorks) Shades of Me Construction Paper, 5 Assorted Skin Tone Colors, 12" x 18", 50 Sheets		P	-2.00	$-6.98
	10E004 1110 4100 28 000000		RENFRO TEACHER SUPPLIES			$-6.98
AMAZONCO000	AMAZON.COM	19VXDNM1N1FT	0082500071 06502025 AP Desk Calendar for Curriculum Office		B 06/01/2025 06/11/2025 A	$16.26
				24-25		$16.26
	100 B0CZ1X7SH6	AT-A-GLANCE 2025 Planner, Weekly, 7" x 8-3/4", Medium, Column-Style, DayMinder, Black (G5900025)		F	1.00	$16.26
	10E002 2640 4100 00 000000		DIR OF CURR OFF SUPPLIES			$16.26
AMAZONCO000	AMAZON.COM	1CMR9FQ7P9G4	0242500019 06502025 AP Nice Paper for Certificates		B 06/01/2025 06/11/2025 A	$18.39
				24-25		$18.39
	100 B00125JBX4	SouthworthÂ® 25% Cotton Linen Cover Stock, 8 1/2" x 11", 65 Lb, White, Pack Of 100		F	1.00	$18.39
	10E001 2310 4100 00 000000		BOARD SUPPLIES			$18.39
AMAZONCO000	AMAZON.COM	1CYVH9VNF4W3	0112500136 06512025 AP Library Grant		B 05/01/2025 06/11/2025 A	$1,229.37
				24-25		$1,229.37
	100 014240733X	The Outsiders		F	1.00	$9.74
	10E044 2220 4100 00 380000					$9.74
	110 0316480770	The Brothers Hawthorne (The Inheritance Games, 4)		F	1.00	$7.79
	10E044 2220 4100 00 380000					$7.79
	120 0316481017	The Grandest Game (Volume 1) (The Grandest Game, 1)		F	1.00	$14.98
	10E044 2220 4100 00 380000					$14.98
	140 031657371X	Games Untold (The Inheritance Games, 5)		F	1.00	$15.19
	10E044 2220 4100 00 380000					$15.19
	150 0316581712	The Inheritance Games Paperback Collection		F	1.00	$23.94

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DISC AMT / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	PO NUMBER	BATCH	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE	CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1CYVH9VNF4W3 ******CONTINUED******											
	10E044 2220 4100 00 380000												$23.94
	160 0525553916	When Stars Are Scattered: (National Book Award Finalist)					F		1.00				$19.38
	10E044 2220 4100 00 380000												$19.38
	170 0544542630	The Life As We Knew It Collection (Life As We Knew It Series)					F		1.00				$23.99
	10E044 2220 4100 00 380000												$23.99
	180 0578786079	Elementals: The Complete Series					F		1.00				$38.83
	10E044 2220 4100 00 380000												$38.83
	190 0618152504	Swimming Upstream: Middle School Poems					F		1.00				$6.54
	10E044 2220 4100 00 380000												$6.54
	200 0670532576	The Outsiders					F		4.00				$43.96
	10E044 2220 4100 00 380000												$43.96
	210 1338053612	Darkstalker (Wings of Fire: Legends)					F		1.00				$14.04
	10E044 2220 4100 00 380000												$14.04
	220 1338134140	Not If I Save You First					F		1.00				$10.07
	10E044 2220 4100 00 380000												$10.07
	230 1338577174	The Fear Zone					F		1.00				$7.43
	10E044 2220 4100 00 380000												$7.43
	240 133858362X	Hide and Seeker					F		1.00				$11.99
	10E044 2220 4100 00 380000												$11.99
	250 1338702130	The Fear Zone 2					F		1.00				$7.43
	10E044 2220 4100 00 380000												$7.43
	260 1434296679	Slap-Shot Slump (Jake Maddox JV)					F		1.00				$8.99
	10E044 2220 4100 00 380000												$8.99
	270 1466216832	Face-Off (Book One) (Hockey Rivals)					F		1.00				$8.99
	10E044 2220 4100 00 380000												$8.99
	280 1481424424	The Complete Burn for Burn Trilogy: Burn for Burn; Fire with Fire; Ashes to Ashes (The Burn for Burn Trilogy)					F		1.00				$57.01
	10E044 2220 4100 00 380000												$57.01
	290 1481430483	Always and Forever, Lara Jean (3) (To All the Boys I've Loved Before)					F		1.00				$16.85

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BATCH / BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ	S	INV DATE / FY / QTY	DUE DATE / ADJ AMT / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1CYVH9VNF4W3	******CONTINUED******							
	10E044 2220 4100 00 380000									$16.85
	300 1546171460	Sunrise on the Reaping (A Hunger Games Novel) (The Hunger Games)			F		1.00			$19.59
	10E044 2220 4100 00 380000									$19.59
	310 1665954884	Powerless (The Powerless Trilogy)			F		1.00			$13.59
	10E044 2220 4100 00 380000									$13.59
	320 1665955430	Reckless (The Powerless Trilogy)			F		1.00			$14.97
	10E044 2220 4100 00 380000									$14.97
	330 1665966300	Powerful: A Powerless Story			F		1.00			$8.91
	10E044 2220 4100 00 380000									$8.91
	340 1726461718	Offsides (Hockey Rivals)			F		1.00			$8.99
	10E044 2220 4100 00 380000									$8.99
	350 6070792289	El verano en que me enamorÃ© (TV-Tie in) / The Summer I Turned Pretty (TV-Tie in) (TrilogÃ-a verano 1) (Spanish Edition)			F		1.00			$10.04
	10E044 2220 4100 00 380000									$10.04
	360 6070792297	No hay verano sin ti / It's Not Summer Without You (TrilogÃ-a Verano, 2) (Spanish Edition)			F		1.00			$8.50
	10E044 2220 4100 00 380000									$8.50
	370 6070792300	Siempre nos quedarÃ¡ el verano / We'll Always Have Summer (TrilogÃ-a Verano, 3) (Spanish Edition)			F		1.00			$9.77
	10E044 2220 4100 00 380000									$9.77
	380 8822704304	P. S. I like you			F		1.00			$37.82
	10E044 2220 4100 00 380000									$37.82
	390 B07XLKMD78	Diary of a Wimpy Kid 18 Books Collection Hardcover Set by Jeff Kinney Vol 1-18			F		1.00			$207.89
	10E044 2220 4100 00 380000									$207.89
	400 B08C7YRVGP	The Library Store Date Due Slips 4-Column Peel and Stick Strip 5 inches H x 3 inches W 500 per Pack			F		11.00			$448.14

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1CYVH9VNF4W3 ******CONTINUED******											
	10E044 2220 4100 00 380000												$448.14
	410 B0BD1L8BFD	100pcs Book Stickers Pack for Water Bottle Laptop, book Gifts, Reading Stickers for Bookish Adults kids Book Lovers, Teachers Reading Rewards for Students, bookish Gifts Item Things Decorations Bulk â€¦						F		1.00			$5.94
	10E044 2220 4100 00 380000												$5.94
	420 B0BDNTGCJT	Small Spaces Quartet Series 4 Books Set (Hardcover Edition) - Small Spaces, Dead Voices, Dark Waters, Empty Smiles						F		1.00			$63.35
	10E044 2220 4100 00 380000												$63.35
	430 B0CP7RCPZV	150PCS Retro Book Stickers for Kindle,Bookish Stickers for Water Bottles Laptop Phone Scrapbook Journaling,Waterproof Vinyl Reading Stickers Gift for Kids Teens Adults Readers						F		1.00			$5.91
	10E044 2220 4100 00 380000												$5.91
	440 B0DCN3HW5X	The Outsiders Stickers for Water Bottles 50 Pcs Cute, Waterproof, Beautiful and Fashionable, Suitable for Cups, Phones, Bicycles, Guitars, Suitcases, Ultra-durable Vinyl.						F		3.00			$13.77
	10E044 2220 4100 00 380000												$13.77
	450	Shipping - Cost of shipping, not including shipping tax.						F		1.00			$8.04
	10E044 2220 4100 00 380000												$8.04
	460	DISCOUNT								1.00			$-2.99
	10E044 2220 4100 00 380000												$-2.99
AMAZONCO000	AMAZON.COM	1DXPTWCFRJKT	0102500178	06502025	AP	New order to replace damaged previous order. For Ashley		B	06/01/2025		06/11/2025	A	$238.89

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1DXPTWCFRJKT	******CONTINUED******	Kloustermeyer Approved by Jamie H.						
					24-25					$238.89
	100 B0CTMP8WY3	ZOYOYES Plant Greenhouse 6-Tiered Heavy Duty Metal Growth Shelf with 5 Sets T8 Grow Light Rack Cover Thermometer Timer for Seedling Cultivation Reproduction Flowering,30" LX14 WX72 H			F	1.00				$238.89
	10E018 1130 4100 00 000000			CHS SCIENCE SUPPLIES						$238.89
AMAZONCO000	AMAZON.COM	1FWPW7QFM6HD	0232500022 06502025 AP	Blue folders for Childrens files		B	06/01/2025	06/11/2025	A	$70.53
					24-25					$70.53
	100 B071XMSR2P	File Folder, 1/3 Cut Tab, Letter Size, Blue, Great for Organizing and Easy File Storage, 100 Per Box			F	3.00				$70.53
	10E026 1125 4100 00 250000			PRESCHOOL FOR ALL - SUPPLIES						$70.53
AMAZONCO000	AMAZON.COM	1GMGCXMTLN4Q	0092500209 06502025 AP	2 pack fans Yellow Folders		B	06/01/2025	06/11/2025	A	$193.21
					24-25					$193.21
	100 B0CY2KM43B	Clasp Envelopes 10x13, 100 Pack Goefun Brown Yellow Manilla Envelopes 10x13-100GSM Heavy Kraft Paper, with Clasp and Gummed Seal for Mailing			F	4.00				$123.92
	10E006 1250 4120 00 250000			TITLE I-SUMMER SCH SUPPLIES SA						$123.92
	110 B0DT15VQHK	Simple Deluxe Box Fan 20 Inch, 3-Speed Cooling Fan with Aerodynamic Shaped Fans Blades, Convenient Carry Handle and Safety Grills, Black, 2 Pack			F	1.00				$69.29
	10E006 1250 4120 00 250000			TITLE I-SUMMER SCH SUPPLIES SA						$69.29
AMAZONCO000	AMAZON.COM	1GMGCXMTLP4P	0072500062 06502025 AP	Lanyard clips		B	06/01/2025	06/11/2025	A	$19.79
					24-25					$19.79

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / FY / ADJ AMT / QTY / ACCT AMOUNT	CHECK NBR	INVOICE AMOUNT / LINE AMOUNT
AMAZONCO000	AMAZON.COM	1GMGCXMTLP4P	******CONTINUED******												
	100 B01GEVK3AK	Bulk 25 Pack - Black Retractable Badge Reels with Alligator Swivel Clip & Vinyl Card Holder Strap by Specialist ID - Bulk Premium Black Retractable Name Badge Reels with Alligator Swivel Clip						F		1.00			$19.79		
	20E008 2540 4100 01 000000		01			MAINT SUPPLIES ADMIN BLDG							$19.79		
AMAZONCO000	AMAZON.COM	1KH3LQLYNN4N	0242500016	06502025	AP	Labels for Label Maker		B		06/01/2025	06/11/2025	A	$15.35		
								24-25					$15.35		
	100 B09FYKMHQX	DYMO Authentic LW Mailing Address Labels for LabelWriter Label Printers, (1-1/8" x 3-1/2"), 3 Rolls of 350 (1050 Total)						F		1.00			$15.35		
	10E002 2320 4100 00 000000					SUPERINTENDENT OFF SUPPLIES							$15.35		
AMAZONCO000	AMAZON.COM	1KY1HPDKGY9V	0112500111	06502025	AP	RETURN TOTE BAGS		B		05/31/2025	06/11/2025	A	$-227.69		
								24-25					$-227.69		
	10E035 1448 4100 27 000000					MS IND/TECH EDUCAT SUPPLIES							$-227.69		
AMAZONCO000	AMAZON.COM	1KY1HPDKQGMX	0092500212	06502025	AP	6-File box with lid file		B		06/01/2025	06/11/2025	A	$86.34		
								24-25					$86.34		
	100 B01GTX5WT0	IRIS USA File Box with Lid File Organizer for Letter File w/ Organizer-Lid, Water Resistant Document Box, Plastic Mobile Filing Organizer, Secure Buckle, Portable Handle, Lockable, Black 4 Pack						F		2.00			$86.34		
	10E006 1250 4120 00 250000					TITLE I-SUMMER SCH SUPPLIES SA							$86.34		
AMAZONCO000	AMAZON.COM	1LH6TT9TLCYL	0092500170	06502025	AP	Amazon Order		B		06/01/2025	06/11/2025	A	$9.99		
								24-25					$9.99		
	190 1646868773	El cisne de chatarra: la limpieza de un rÃ-o (Spanish Edition)						F		1.00			$9.99		

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DISC AMT / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	PO NUMBER	BATCH	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1LH6TT9TLCYL	******CONTINUED******									
	10E006 1250 4160 00 250000	TITLE I SA-ENGLISH LEARNER SUP										$9.99
AMAZONCO000	AMAZON.COM	1LH6TT9TQVMG	0092500207	06502025	AP	24-The Digestive System 24-The Digestive System		B	06/01/2025	06/11/2025	A	$358.32
							24-25					$358.32
	100 0531207315	The Digestive System (A True Book: Health and the Human Body)					F		24.00			$149.28
	10E006 1250 4100 00 250000	TITLE I INST MATERIALS & SUPPL										$149.28
	110 1433336774	The Digestive System (TIME FOR KIDSÂ® Nonfiction Readers)					F		24.00			$209.04
	10E006 1250 4100 00 250000	TITLE I INST MATERIALS & SUPPL										$209.04
AMAZONCO000	AMAZON.COM	1N79LP4RPQQM	0092500210	06502025	AP	Magnetic Letters Madisi Wood-Cased Mattel Games Pictionary Board Thinkpsych First nouns picture play cards Bulk scissor set headphones Highlighters		B	06/01/2025	06/11/2025	A	$218.72
							24-25					$218.72
	100 B07H1W87YV	192 Pcs Magnetic Letters Numbers 9 Color(With Pattern Blocks,Symbols) Foam Set, Alphabet Magnets Gift for Preschool Kids Children Toddler Educational Fridge Refrigerator Toy, Classroom School Learning					F		1.00			$14.98
	10E006 1250 4160 00 250000	TITLE I SA-ENGLISH LEARNER SUP										$14.98
	110 B07NW9N6W5	Madisi Wood-Cased #2 HB Pencils, Yellow, Pre-sharpened, Bulk Pack, 576 pencils in box					F		1.00			$39.99
	10E006 1250 4160 00 250000	TITLE I SA-ENGLISH LEARNER SUP										$39.99
	120 B07STLTFHG	Mattel Games Pictionary Family Board Game for Kids, Adults and Game Night for 2 Teams with Erasable Markers, Boards and Sand Timer (Amazon Exclusive)					F		1.00			$19.99

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	PO NUMBER / BATCH / BANK / DISC AMT / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1N79LP4RPQQM	******CONTINUED******						
	10E006 1250 4160 00 250000			TITLE I SA-ENGLISH LEARNER SUP					$19.99
	130 B082XHPR8L	ThinkPsych First Nouns Picture Play Cards | Award Winning | 150 Picture Cards for Speech Development | Autism and Speech Therapy Materials | Best Flash Cards for Toddlers and Homeschool			F	1.00			$37.99
	10E006 1250 4160 00 250000			TITLE I SA-ENGLISH LEARNER SUP					$37.99
	140 B08HW989DZ	Scissors Bulk Set of 25-Pack, Niutop 8" Multipurpose Sharp Sewing Craft Shears Fabric Scissors for Office Home High/Middle School Student Office Teacher Supplies, Comfort-Grip Right/Left Handles			F	1.00			$24.95
	10E006 1250 4160 00 250000			TITLE I SA-ENGLISH LEARNER SUP					$24.95
	150 B0CFLL5VX6	Yunsailing 20 Pack Bulk Classroom Headphones with Microphone Students Kids Wired School Class Headphones for School Library Computer Office Meeting Adults 3.5 Jack Universal Plug(Bright Color)			F	1.00			$58.99
	10E006 1250 4160 00 250000			TITLE I SA-ENGLISH LEARNER SUP					$58.99
	160 B0CX8T3M1B	YEGEER Highlighters, Chisel Tip Dry-Quickly Highlighter Markers, 150 Count-6 Assorted Colors Highlighters Bulk Pack for Adult Kids, Office Classroom Must Have, School Supplies for Teachers			F	1.00			$21.83
	10E006 1250 4160 00 250000			TITLE I SA-ENGLISH LEARNER SUP					$21.83
AMAZONCO000	AMAZON.COM	1NKJKV7TQ3GN	0232500024 06502025 AP	amazon	B 24-25		06/01/2025 06/11/2025	A	$27.74 $27.74
	100 B0B4TB8XS9	Lightweight Art Newsprint Paper, 500 Sheets, 18 inches x 24 inches, 30lb Weight Quality, Recyclable, Budget Value Art Paper, Painting Paper, Drawing Paper, Arts & Craft Supplies			F	1.00			$27.74

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BATCH / BANK / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1NKJKV7TQ3GN	******CONTINUED******								
	10E026 1125 4100 00 250000		PRESCHOOL FOR ALL - SUPPLIES								$27.74
AMAZONCO000	AMAZON.COM	1NVKY11NFDVX	0092500146	06512025 AP	Amazon Order		B	05/01/2025	06/17/2025	A	$41.49
						24-25					$41.49
	150 B07QRB6XYQ	Post-it Self-Stick Mini Easel Pad, 15 in x 18 in, 20 Sheets/Pad, 3 Pads, Great for Virtual Teachers and Students (577-3PK)				P	1.00				$41.49
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$41.49
AMAZONCO000	AMAZON.COM	1R7LTCK6M46T	0092500140	06512025 AP	Amazon Order		B	06/01/2025	06/17/2025	A	$83.51
						24-25					$83.51
	100 1338114166	Hombre Perro (Dog Man) (1) (Spanish Edition)				F	1.00				$4.49
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$4.49
	110 1338277707	Hombre Perro: Historia de dos gatitos (Dog Man: A Tale of Two Kitties) (3) (Spanish Edition)				F	1.00				$10.42
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$10.42
	120 1338566008	Hombre Perro: El SeÃ±or de las Pulgas (Dog Man: Lord of the Fleas) (5) (Spanish Edition)				F	1.00				$12.99
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$12.99
	130 1338601296	Hombre Perro: La pelea de la selva (Spanish Edition)				F	1.00				$11.21
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$11.21
	140 1338601318	Hombre Perro: Atrapa 22 (8) (Spanish Edition)				F	1.00				$12.73
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$12.73
	150 1338767569	Hombre Perro: Cumbres maternales (Dog Man: Mothering Heights) (Spanish Edition)				F	1.00				$12.69
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$12.69

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BATCH / BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1R7LTCK6M46T	******CONTINUED******								
	170 1546148035	Hombre Perro: El Despeluzado Escarlata (Dog Man: The Scarlet Shedder) (Spanish Edition)				F		1.00			$14.99
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$14.99
	180	Shipping - Cost of shipping, not including shipping tax.				F		1.00			$3.99
	10E006 1250 4160 00 250000		TITLE I SA-ENGLISH LEARNER SUP								$3.99
AMAZONCO000	AMAZON.COM	1T33F6GKMCKL	0112500129 06512025 AP	Art Supplies			B	07/01/2025	06/11/2025	A	$1,781.27
						24-25					$1,781.27
	100 B00006IDOD	Tru-Ray Heavyweight Construction Paper, Holiday Green, 9" x 12", 50 Sheets				F		1.00			$2.59
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$2.59
	110 B00006IDOE	Tru-RayÂ® Construction Paper, 50% Recycled, 12" x 18", Holiday Green, Pack Of 50				F		1.00			$8.00
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$8.00
	120 B00006IFHD	Sharpie Permanent Markers Set, Quick Drying And Fade Resistant Fine Point Marker For Wood, Plastic, Paper, Metal, And More, Drawing, Coloring, And Poster Marker , Black, 12 Count				F		8.00			$76.48
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$76.48
	130 B0014CQ7C8	Band-Aid Brand Flexible Fabric Adhesive Bandages, Comfortable Sterile Protection & Wound Care for Minor Cuts & Burns, Quilt-Aid Technology to Cushion Painful Wounds, Assorted Sizes, 30 ct				F		1.00			$3.67
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$3.67
	140 B001AH5EXK	Surebonder Cordless Hot Glue Gun, High Temperature, Full Size, 60W, 50% More Power - Sturdily Bonds Metal, Wood, Ceramics, Leather & Other Strong Materials (Specialty Series CL-800F)				F		1.00			$12.40

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DISC AMT / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	PO NUMBER	BATCH	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1T33F6GKMCKL ******CONTINUED******										
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$12.40
	150 B0032G9E0G	Boon Grass Countertop Drying Rack, Green					F		2.00			$24.98
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$24.98
	160 B007TH6OPM	Handy Art Washable Glitter Glue 8 ounce, Gold					F		2.00			$29.96
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$29.96
	170 B007TH6ORK	Handy Art Washable Glitter Glue 8 ounce, Silver					F		2.00			$21.90
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$21.90
	180 B00ET5VMTU	DEWALT 20V Max Cordless Drill/Driver Kit, 2 Batteries and Charger Included (DCD771C2)					F		1.00			$89.80
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$89.80
	190 B00OBC4CU2	AdTech Hot Glue Sticks, 4 Inch Mini Size, Clear (550 Sticks) | Multi-Temperature, Quick Bonding for Crafting, DIY & School Projects | Fits Mini Glue Guns | Made in the USA					F		1.00			$28.79
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$28.79
	200 B01M6CDPSG	Murphy Oil Soap Wood Cleaner, 32 Fluid ounce (Pack of 3)					F		1.00			$8.37
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$8.37
	210 B076HBL6TD	50 Piece Rainbow Scratch Paper - 4 Wooden Styluses Included - Create Rainbow Scratch Art With This Jumbo Craft Pack					F		4.00			$65.76
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$65.76
	220 B0794WFT59	Glad Cling N Seal Plastic Food Wrap, 300 Square Foot Roll - 4 Pack (Package May Vary)					F		4.00			$50.24
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$50.24
	230 B079VJMH6T	DEWALT Drill Bit Set, 21-Piece, 135 Degree Split Point, 31 Degree Helix, Black Oxide Coated, For Plastic, Wood and Metal (DWA1181)					F		1.00			$19.39

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / PO NUMBER / BATCH / BANK / DESCRIPTION / DISCOUNT DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ	S	INV DATE / DUE DATE / C / FY / ADJ AMT / CHECK NBR / QTY / LQ	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1T33F6GKMCKL ******CONTINUED******				
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$19.39
	240 B07D4YF3K4	Neenah Index Cardstock, 8.5" x 11", 90 lb/163 gsm, White, Lightweight, 94 Brightness, 300 Sheets (91437)	F		2.00	$24.22
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$24.22
	250 B07FS4P59J	CRAFTISS 30x0.7Oz Acrylic Yarn Mini Skeins - 1300 Yards of Soft Yarn for Crocheting and Knitting Craft Project, Assorted Starter Crochet Bulk Kit for Adults and Kids	F		3.00	$64.47
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$64.47
	260 B07H53W5WP	Amazon Elements Baby Wipes, Unscented, 810 Count, Flip-Top Packs	F		3.00	$50.19
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$50.19
	270 B07WHL7JVT	THE MARDI GRAS KREWE - 33" 7mm White Pearl Mardi Gras Beads, 6 Dozen (72 Pack) Bulk Party Necklaces	F		2.00	$43.68
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$43.68
	280 B07YRL2XJH	DROLE 100Pcs 25mm Glass Cabochons Evil Dragon Snake Doll Eye Covered Flatback Dome Cabochon Fit 25mm Jewelry Blanks	F		6.00	$101.94
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$101.94
	290 B082224ZBF	14 Pack Black 54 x 108 in. Rectangle Disposable Plastic Tablecloths - Smooth Decorative Covers for Parties, Weddings	F		4.00	$64.56
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$64.56
	300 B083FTYV9Y	Dahle 556 Professional Rotary Trimmer, 37" Cut Length, 14 Sheet Capacity, Self-Sharpening, Dual Guide Bar, Automatic Clamp, German Engineered Paper Cutter	F		1.00	$275.49
	10E009 1120 4100 27 000000	MS ART SUPPLIES				$275.49
	310 B083H35VBT	SHARPIE Sanford Ultra Fine Point Permanent Marker	F		3.00	$74.94

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DISC AMT / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	PO NUMBER	BATCH	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1T33F6GKMCKL ******CONTINUED******										
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$74.94
	320 B08M9HSJMQ	Strong Fishing Line Clear, Acejoz Thick Fishing Wire 0.8mm Invisible Hanging Wire Heavy Duty Monofilament Line 70 Lb Test for Hanging Decoration Balloon Garland Crafts					F		1.00			$8.99
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$8.99
	330 B093WMWKBP	Amazon Basics Gallon Food Storage Bags, 120 Count					F		2.00			$18.34
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$18.34
	340 B09541P9WH	Amazon Basics Cotton Swabs, 500 Count					F		4.00			$11.52
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$11.52
	350 B098QPHCVT	AKARUED White Paint Pen Acrylic Marker: 8 Pack 0.7mm White Paint Marker for Black Paper, Metal, Wood, Plastic, Ceramic, Metallic, Rock Painting, Drawing, Extra Fine Point, Ideal for Artist & Students					F		2.00			$13.98
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$13.98
	360 B0B58VYWYN	Tenare 36 Pcs Mini Notebooks Bulk 4" x 5.7" Small Sketch Book Pad Colorful Unlined Journal Pocket Notepads Memo for Kids Students Traveler School Drawing Writing Story (Classic Colors,Blank)					F		9.00			$170.91
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$170.91
	370 B0B6QZ6TYC	cridoz Lanyard String, Boondoggle String Kit with 20 Rolls Plastic Lacing Cord and 50Pcs Keychain Lanyard Accessories, Gimp String Lanyard Weaving Kit for Keychain Crafts, Bracelet and Lanyards					F		3.00			$89.97
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$89.97

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	PO NUMBER / BATCH / BANK / DISC AMT / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1T33F6GKMCKL ******CONTINUED******								
	380 B0BRQXQ562	GiftExpress 144PC Mardi Gras Plastic Coins Assorted Metallic Gold Green Purple Mardi Gras Coins Bulk for Mardi Gras Parade, Party Favors			F		1.00			$9.89
	10E009 1120 4100 27 000000	MS ART SUPPLIES								$9.89
	390 B0BZTQ9PVP	Gunsamg 46 Colors Acrylic Paint Pens Extra Fine Tip Acrylic Paint Markers For Rock Painting Ceramic Stone Wood Canvas DIY Crafts Card Making			F		10.00			$99.90
	10E009 1120 4100 27 000000	MS ART SUPPLIES								$99.90
	410 B0C8MHT92H	100PCS Bead Necklace, Gold Mardi Gras Beads Party Stuff, 33" Mardi Gras Christmas Beads Toy Costume, Festival Parade Throw Accessories for Wedding Birthday Pirate Party Baby Shower Supplies Decor			F		2.00			$39.98
	10E009 1120 4100 27 000000	MS ART SUPPLIES								$39.98
	420 B0CDBZ74HV	Overseas Black Paint Pens - Permanent Acrylic Markers 12 Pack, Water-Based, Quick Dry, Waterproof Paint Marker Pen for Rock, Wood, Plastic, Metal, Canvas, Glass, Fabric, Mugs. Medium Tip			F		2.00			$23.78
	10E009 1120 4100 27 000000	MS ART SUPPLIES								$23.78
	430 B0CGD9PYNZ	EOBOH 50PCS Bead Necklace, White Mardi Gras Bead Necklace Stuff Party Favors, 33" Mardi Gras Beads Necklaces, Festival Parade Throw Accessories for Wedding Birthday Celebrations Decorations			F		2.00			$25.48
	10E009 1120 4100 27 000000	MS ART SUPPLIES								$25.48
	440 B0CNH7DP3G	Holmgren Mardi Gras Rooster Feathers - 60pcs 12-14inch Natural Long Rooster Tail Feathers Bulk for DIY Crafts Mardi Gras Masquerade Carnival Party Performances Decoration (Mardi Gras)			F		3.00			$47.97

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BATCH / BANK / ADJUSTMENT DESCRIPTION / 1099	DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1T33F6GKMCKL	******CONTINUED******								
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$47.97
	450 B0CX19PJ1K	Plastic Hot Melt Glue Gun Standï¼ŒGlue Gun Handy Stand â€Ž4PCS, Include Non-Stick Glue Gun Pad,for Various DIY Crafts, Home Decoration (4 Color)				F		3.00			$56.07
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$56.07
	460 B0DCBDFJN8	50 PCS in 25 Sets, Metal Swivel Lobster Claw Clasps, Keychain Clip with Large Key Ring, Premium Keychains Clips, Snap Hooks and Sturdy Key Rings, for Key Chain Making Kitï¼ŒHnoaTovy (Silver)				F		1.00			$5.89
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$5.89
	470 B0DNJG56ND	iHUFeather 270pcs Mardi Gras Goose Feathers for Crafts 2 Styles 4-7 inch Bulk Natural Feathers for DIY Cosplay Wedding Party Halloween Decoration				F		1.00			$6.79
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$6.79
	480 B0DS21DRYV	MONVICT Glue Gun Stand for Most Mini Glue Guns, Hot Glue Holder with Non-Stick Silicone Mat, Suction Cups, Helpful Tool for Make Your DIY, Crafts, Home School Project Well Bars Orderly (NOT Full Size)				F		1.00			$9.99
	10E009 1120 4100 27 000000		MS ART SUPPLIES								$9.99
AMAZONCO000	AMAZON.COM	1T797XY7FKYK	0152500022	06512025 AP	PBIS supplies		B	05/01/2025	06/11/2025	A	$322.04
						24-25					$322.04
	100 B08S75FKR1	100 Pieces Camo Cellophane Treat Bags, Khaki Camouflage Party Plastic Candy Bag Goodie Present Favor Bag with 100 Silver Twist Ties for Camping Veteran Party Army Theme Birthday Supplies				F		4.00			$31.96
	10E003 2410 4110 26 000000		MARYVILLE PBIS FUNDS								$31.96

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / INV DATE / DUE DATE / C / ADJ AMT / CHECK NBR / QTY / 1099	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1T797XY7FKYK	******CONTINUED******			
	110 B0BG2PGVCP	Yinkin 100 Pcs Military Dog Tags Army Camouflage Dog Tags Acrylic Military Camo Party Favors Supplies Include 50 Camo Necklaces with 50 Beaded Chains for Kids Women Men Gifts(Dark Green)		F	7.00	$153.93
	10E003 2410 4110 26 000000		MARYVILLE PBIS FUNDS			$153.93
	120 B0C6LXS8ZY	Inbagi 100 Pcs Camouflage Army Rubber Bracelets Camouflage 4 Styles Assorted Wristbands Camo Military Stretch Rubber Bracelets for Men Kids Women Army Party Gifts Birthday Party Decorations Supplies		F	3.00	$86.97
	10E003 2410 4110 26 000000		MARYVILLE PBIS FUNDS			$86.97
	130 B0CG2ND2RT	MAGICLULU 200 Pcs Camouflage Pencil Personalized Pencils Bulk Party Favors Supplies Personalized Pencils for Kids School Supplies Wooden Pencils Personalized Pencils		F	2.00	$49.18
	10E003 2410 4110 26 000000		MARYVILLE PBIS FUNDS			$49.18
AMAZONCO000	AMAZON.COM	1T9PPP44M9JK	0092500172 06512025 AP Color expo Markers	B	05/01/2025 06/11/2025 A	$-65.78
				24-25		$-65.78
	100 B0BY2MVV96	Thenshop 200 Pack Dry Erase Markers Bulk with 4 Magnetic Erasers Fine Tip Dry Erase Markers Whiteboard Pens Bulk for Office School Supplies(Cute Color)		P	-2.00	$-65.78
	10E006 1250 4100 00 250000		TITLE I INST MATERIALS & SUPPL			$-65.78
AMAZONCO000	AMAZON.COM	1T9VQ1WM7DKJ	0102500165 06502025 AP RETURN METAL GROWTH BAR	B	06/01/2025 06/11/2025 A	$-228.00
				24-25		$-228.00
	10E018 1130 4100 00 000000		CHS SCIENCE SUPPLIES			$-228.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DISC AMT / DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1TGHGWFJMPVQ	0122500028	06512025	AP	Kuddo Cart supplies		B	04/01/2025	06/11/2025	A	$29.54
							24-25					$29.54
	140 B0B5FMQBRK	Takis Fuego 40 pc / 1 oz Multipack, Hot Chili Pepper & Lime Flavored Extreme Spicy Rolled Tortilla Chips					P		2.00			$29.54
	10E003 2410 4110 33 000000		DORRIS PBIS FUNDS									$29.54
AMAZONCO000	AMAZON.COM	1VXXC7MWG9GX	0112500118	06512025	AP	Art Supplies		B	06/01/2025	06/11/2025	A	$508.04
							24-25					$508.04
	140 B0DGXHKM1Y	Worx Zipsnip Cordless Electric Scissors, Rechargeable Cardboard Box Cutter, 4V Powerful Fabric Scissors with 2 Safety Blades & Storage Bag WX082L.2					P		13.00			$508.04
	10E009 1120 4100 27 000000		MS ART SUPPLIES									$508.04
AMAZONCO000	AMAZON.COM	1W7NXHN3RCV3	0092500211	06502025	AP	Led Sensory Bubble Fish Tube Night Lamp		B	06/01/2025	06/11/2025	A	$104.99
							24-25					$104.99
	100 B08R17FS5K	Brewish 4FT Sensory LED Water Bubble Fish Tube Floor Lamp with 16 Color Changing Light Effects â€“ Fake Aquarium Tank Night Light and Gift for Kids, Autism, Men & Women - Remote Control & 12 Fishes					F		1.00			$104.99
	10E006 1250 4100 00 250000		TITLE I INST MATERIALS & SUPPL									$104.99
AMAZONCO000	AMAZON.COM	1WV99M91R6NV	0092500072	06512025	AP	Amazon Order		B	04/01/2025	06/17/2025	A	$254.87
							24-25					$254.87
	100 B0732DZSHQ	KC Cubs Outer Space Solar System Road Play Educational Learning & Fun Game Boy & Girl Kids Rug Carpet for Children Bedroom, Toddler Classroom and Baby Playroom Floor Mat, Playtime Adventure Activity					F		1.00			$53.89

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BATCH / BANK / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S / INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1WV99M91R6NV	******CONTINUED******							
	10E006 1250 4100 00 250000		TITLE I INST MATERIALS & SUPPL							$53.89
	120 B098JTH9TY	HONEY JOY 6PCS Floor Cushions for Kids, 15 Inch Flexible Alternative Portable Classroom Seating w/Handles, Easy to Clean, 3 Inch Thick Soft Foam Circle Comfy Seats for Daycare Preschool(Round, Red)				F	1.00			$69.00
	10E006 1250 4100 00 250000		TITLE I INST MATERIALS & SUPPL							$69.00
	130 B0CQYZ37DS	Geetery 12 Pcs Book Bin with 24 Pcs Labels Stackable Plastic Organizing Bins 11.5 x 5.4 x 7.5 in Book Holders for Classroom Book Box Book Baskets for Classroom Library Home, 6 Colors (Bright Colors)				F	2.00			$131.98
	10E006 1250 4100 00 250000		TITLE I INST MATERIALS & SUPPL							$131.98
AMAZONCO000	AMAZON.COM	1X7NRQ9KP973	0232500023	06502025 AP	Red Folders for every student	B	06/01/2025	06/11/2025	A	$162.08
						24-25				$162.08
	100 B0BQHQSP9G	SUNEE Folders with Pockets 3 Hole Punched(50 Pack, Red), 2 Pocket Folders Fit Letter Size Paper, Paper File Folder for School Office Home Business				F	8.00			$162.08
	10E026 2330 4100 00 250000		PRESCHOOL FA-OFFICE SUPPLIES							$162.08
AMAZONCO000	AMAZON.COM	1XGW94P9MWVM	0092500213	06502025 AP	10-An Elephant and Piggie Biggie	B	06/01/2025	06/11/2025	A	$118.90
						24-25				$118.90
	100 1368057152	An Elephant & Piggie Biggie! Volume 3 (An Elephant and Piggie Book)				F	10.00			$118.90
	10E006 1250 4120 00 250000		TITLE I-SUMMER SCH SUPPLIES SA							$118.90

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / FY / ADJ AMT / CHECK NBR / INVOICE AMOUNT / LQ / QTY / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1Y9F149WG79M	0112500129	06512025	AP	Art Supplies		B		05/01/2025	06/11/2025	A	$99.99
								24-25					$99.99
	400 B0C5QGH8KT	ELEVON Portable Folding Collapsible Service Cart Foldable Service Cart 3 Tier Collapsible Push Cart Folding Utility Carts with Wheels for Office Warehouse Home, Black						F		1.00			$99.99
	10E009 1120 4100 27 000000					MS ART SUPPLIES							$99.99
AMAZONCO000	AMAZON.COM	1YLJ311RPP97	0092500206	06502025	AP	8-Pop it 1-100		B		06/01/2025	06/11/2025	A	$63.84
								24-25					$63.84
	100 B099PSDCBX	AK-SHIP 7.8in Big Size P0pp Math Toys , Rainbow Square Fidget Ttoy 100bubbles Stress Relieving Fidget Game for Teachers to Create Kinds of Math Manipulativesâ€with 1-100 Numbers Tablesâ€‘						F		8.00			$63.84
	10E006 3300 4110 00 250000					PARENT ENGAGEMENT MATERIALS							$63.84
AMAZONCO000	AMAZON.COM	1YYK7Y3QMQYN	0092500215	06502025	AP	CVC Reading Flash Cards 52 Magnetic Blocks		B		06/01/2025	06/11/2025	A	$149.04
								24-25					$149.04
	100 B0CWHB9HG9	CVC Word Magic: Montessori CVC Word Game for Kindergarten Reading, Phonics Game for Kids Ages 3-5, CVC Flash Cards, Sight Words Toddlers 2-4 Years, Dyslexia Reading Tools Kids, Phonemic Awareness Game						F		3.00			$89.97
	10E006 1250 4120 00 250000					TITLE I-SUMMER SCH SUPPLIES SA							$89.97
	110 B0D4VGG1PP	Feoxialy Magnetic Blocks - 52pcs Translucent Magnetic Cubes, Digit Building Blocks Magnet Toys for Kids, Rainbow STEM Creativity Toys 3+ Year Old Boys & Girls Toddlers Kids Christmas Birthday Gifts						F		3.00			$59.07

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / DUE DATE / C / ADJ AMT / QTY / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMAZONCO000	AMAZON.COM	1YYK7Y3QMQYN	******CONTINUED******			
	10E006 1250 4120 00 250000		TITLE I-SUMMER SCH SUPPLIES SA			$59.07
			NUMBER OF INVOICES: 41			**$10,088.23**
AMEREN I000	AMEREN ILLINOIS	032312809406032025	0000000000 06502025 AP CASEYVILLE NATURAL GAS	B 24-25	06/03/2025 06/11/2025 R	$430.29 $430.29
	20E007 2540 4650 21 000000		NATURAL GAS CASEYVILLE			$430.29
AMEREN I000	AMEREN ILLINOIS	042429329505232025	0000000000 06502025 AP TE ELECTRIC	B 24-25	05/23/2025 05/29/2025 R	$78.60 $78.60
	20E007 2540 4660 30 000000		ELECTRICITY TWIN ECHO			$78.60
AMEREN I000	AMEREN ILLINOIS	048392900606032025	0000000000 06502025 AP MARYVILLE NATURAL GAS	B 24-25	06/03/2025 06/11/2025 R	$97.93 $97.93
	20E007 2540 4650 26 000000		NATURAL GAS MARYVILLE			$97.93
AMEREN I000	AMEREN ILLINOIS	247993400506032025	0000000000 06502025 AP WEBSTER NATURAL GAS	B 24-25	06/03/2025 06/11/2025 R	$515.40 $515.40
	20E007 2540 4650 31 000000		NATURAL GAS WEBSTER			$515.40
AMEREN I000	AMEREN ILLINOIS	275623200506032025	0000000000 06502025 AP KREITNER NATURAL GAS	B 24-25	06/03/2025 06/11/2025 R	$152.07 $152.07
	20E007 2540 4650 25 000000		NATURAL GAS KREITNER			$152.07
AMEREN I000	AMEREN ILLINOIS	291679313105222025	0000000000 06502025 AP DIS ELECTRIC	B 24-25	05/22/2025 05/29/2025 R	$5.57 $5.57
	20E007 2540 4660 33 000000		ELECTRICITY DORRIS			$5.57
AMEREN I000	AMEREN ILLINOIS	411311400006032025	0000000000 06502025 AP RENFRO NATURAL GAS	B 24-25	06/03/2025 06/11/2025 R	$415.46 $415.46
	20E007 2540 4650 28 000000		NATURAL GAS RENFRO			$415.46

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / FY / ADJ AMT / CHECK NBR / INVOICE AMOUNT / QTY / LINE AMOUNT / ACCT AMOUNT
AMEREN I000	AMEREN ILLINOIS	525235700106032025	0000000000	06502025	AP	SUMMIT NATURAL GAS		B		06/03/2025	06/11/2025	R	$95.91
								24-25					$95.91
	20E007 2540 4650 29 000000					NATURAL GAS SUMMIT							$95.91
AMEREN I000	AMEREN ILLINOIS	546821745005292025	0000000000	06502025	AP	OPTIONAL LIGHTING CHARGES		B		05/29/2025	06/11/2025	R	$50.92
								24-25					$50.92
	20E007 2540 4660 26 000000					ELECTRICITY MARYVILLE							$50.92
AMEREN I000	AMEREN ILLINOIS	662133400406032025	0000000000	06502025	AP	ADMIN NATURAL GAS		B		06/03/2025	06/11/2025	R	$81.65
								24-25					$81.65
	20E007 2540 4650 01 000000					NATURAL GAS ADMIN BLDG							$81.65
AMEREN I000	AMEREN ILLINOIS	683029400906032025	0000000000	06502025	AP	CMS NATURAL GAS		B		06/03/2025	06/11/2025	R	$217.21
								24-25					$217.21
	20E007 2540 4650 27 000000					NATURAL GAS MS							$217.21
AMEREN I000	AMEREN ILLINOIS	686013900506032025	0000000000	06502025	AP	CHS NATURAL GAS		B		06/03/2025	06/11/2025	R	$720.59
								24-25					$720.59
	20E007 2540 4650 22 000000					NATURAL GAS - CHS							$720.59
AMEREN I000	AMEREN ILLINOIS	741654849305142025	0000000000	06502025	AP	HH NATURAL GASES		B		05/14/2025	05/29/2025	R	$278.37
								24-25					$278.37
	20E007 2540 4650 23 000000					NATURAL GAS HOLLYWOOD HEIGHTS							$278.37
AMEREN I000	AMEREN ILLINOIS	741854849306122025	0000000000	06512025	AP	HH NATURAL GAS		B		06/12/2025	06/17/2025	R	$93.59
								24-25					$93.59
	20E007 2540 4650 23 000000					NATURAL GAS HOLLYWOOD HEIGHTS							$93.59
AMEREN I000	AMEREN ILLINOIS	794422561706032025	0000000000	06502025	AP	DIS OPTIONAL ELECTRIC AND NATURAL GAS		B		06/03/2025	06/11/2025	R	$411.43
								24-25					$411.43
	100	DIS ELECTRIC								1.00			$24.15
	20E007 2540 4660 33 000000					ELECTRICITY DORRIS							$24.15
	110	DIS NATURAL GAS								1.00			$387.28

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE	CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AMEREN I000	AMEREN ILLINOIS	794422561706032025	******CONTINUED******											
	20E007 2540 4650 33 000000			NATURAL GAS DORRIS										$387.28
AMEREN I000	AMEREN ILLINOIS	880898200006032025	0000000000	06502025	AP	JEFFERSON NATURAL GAS			B	06/03/2025	06/11/2025	R		$76.75
								24-25						$76.75
	20E007 2540 4650 24 000000			NATURAL GAS JEFFERSON										$76.75
AMEREN I000	AMEREN ILLINOIS	956704100006032025	0000000000	06502025	AP	TE NATURAL GAS			B	06/03/2025	06/11/2025	R		$78.45
								24-25						$78.45
	20E007 2540 4650 30 000000			NATURAL GAS TWIN ECHO										$78.45
						NUMBER OF INVOICES: 17								**$3,800.19**
ANDERERI000	ANDERSON, ERIC	REIMBURSE05292025	0000000000	06502025	AP	BATTERY IN MINIBUS			B	05/29/2025	06/11/2025	R		$166.47
								24-25						$166.47
	40E002 2550 4640 00 000000			FUEL FOR ACTIVITY BUSES										$166.47
						NUMBER OF INVOICES: 1								**$166.47**
ARNOTPAU000	ARNOTTI, PAUL	MILEAGE03282025	0000000000	06502025	AP	MARCH MILEAGE			B	03/28/2025	05/29/2025	R		$37.24
								24-25						$37.24
	20E007 2540 3320 00 000000			CUSTODIAN TRAVEL										$37.24
ARNOTPAU000	ARNOTTI, PAUL	MILEAGE04282025	0000000000	06502025	AP	CUSTODIAN MILEAGE			B	04/28/2025	05/29/2025	R		$47.18
								24-25						$47.18
	20E007 2540 3320 00 000000			CUSTODIAN TRAVEL										$47.18
						NUMBER OF INVOICES: 2								**$84.42**
ATIS ELE000	ATIS ELEVATOR INSPECTIONS LLC	IN413562	0000000000	06512025	AP	CASEYVILLE ANNUAL INSPECTION			B	05/31/2025	06/17/2025	R		$300.00
								24-25						$300.00
	20E008 2540 3230 21 000000			REP/MAINT SVC CASEYVILLE										$300.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT	BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / CHECK NBR	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1							**$300.00**
B&K AUTO000	B&K AUTO SALES	STMT05272025	0000000000	06512025 AP		DR ED TOWING			B	05/27/2025	06/17/2025	R	$100.00
								24-25					$100.00
	10E015 1700 3230 00 000000				HS	DRIVERS' ED REPAIRS							$100.00
						NUMBER OF INVOICES: 1							**$100.00**
BAND SHO000	BAND SHOPPE	si162905	0102500176	06502025 AP		Gloves for band			B	04/23/2025	05/29/2025	R	$481.95
								24-25					$481.95
	100	15150 long wrist cotton gloves white 1xs						P	30.00				$87.00
	10E014 1130 4130 00 000000				HS	BAND UNIFORMS							$87.00
	110	15150 long white cotton gloves white s						P	35.00				$101.50
	10E014 1130 4130 00 000000				HS	BAND UNIFORMS							$101.50
	120	15150 long wrist cotton gloves white M						P	50.00				$145.00
	10E014 1130 4130 00 000000				HS	BAND UNIFORMS							$145.00
	130	15150 long wrist cotton gloves white L						P	35.00				$101.50
	10E014 1130 4130 00 000000				HS	BAND UNIFORMS							$101.50
	150	shipping and handling						F	1.00				$46.95
	10E014 1130 4130 00 000000				HS	BAND UNIFORMS							$46.95
						NUMBER OF INVOICES: 1							**$481.95**
BARNES &000	BARNES & NOBLE, INC	4641516	0092500182	06502025 AP		30-Marching Off The Map			B	05/02/2025	05/29/2025	R	$599.70
								24-25					$599.70
	100	Marching of the Map						F	30.00				$599.70
	10E006 3700 4110 00 250000				NP	PROF DEV SA							$599.70
						NUMBER OF INVOICES: 1							**$599.70**
BATTERIE003	BATTERIES PLUS LLC	P82510708	0000000000	06502025 AP		DISTRICT BATTERIES			B	05/14/2025	06/11/2025	R	$201.20
								24-25					$201.20
	20E008 2540 4100 10 000000		10		MAINT	SUPPLIES UNIT							$201.20

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
BATTERIE003	BATTERIES PLUS LLC	P82545773	0000000000	06502025	AP DISTRICT BATTERIES		B 05/15/2025	06/11/2025	R	$105.20
						24-25				$105.20
	20E008 2540 4100 10 000000		10	MAINT SUPPLIES UNIT						$105.20
					NUMBER OF INVOICES: 2					**$306.40**
BAUERANN000	BAUER, ANNE	REIMBURSE05202025	0000000000	06502025	AP 24-25 TPT PURCHASES		B 05/20/2205	05/29/2025	R	$75.84
						24-25				$75.84
	10E021 2110 4100 00 250000			IDEA FLO THRU-SW SUPPLIES						$75.84
					NUMBER OF INVOICES: 1					**$75.84**
BAUGHAMA000	BAUGHER, AMANDA	MILEAGE05282025	0000000000	06502025	AP MILEAGE ATHLETIC TRAINER		B 05/28/2025	06/11/2025	R	$28.84
						24-25				$28.84
	10E047 1500 3320 00 000000			CHS BOYS ATHLETIC TRAVEL						$28.84
					NUMBER OF INVOICES: 1					**$28.84**
BENSOJUL000	BENSON, JULIE	MILEAGE03312025	0000000000	06502025	AP MARCH 25 MILEAGE 260.7M		B 03/31/2025	05/29/2025	R	$182.49
						24-25				$182.49
	10E012 2140 3320 00 000000			PSYCHOLOGY-TRAVEL						$182.49
BENSOJUL000	BENSON, JULIE	MILEAGE03312025 A	0000000000	06502025	AP PSYCHOLOGIST 1-3/2025 MILEAGE 260.7M		B 03/31/2025	05/29/2025	R	$182.49
						24-25				$182.49
	10E012 2140 3320 00 000000			PSYCHOLOGY-TRAVEL						$182.49
BENSOJUL000	BENSON, JULIE	MILEAGE05232025	0000000000	06502025	AP PSYCHOLOGIST MILEAGE 05232025 255.9M		B 05/23/2025	05/29/2025	R	$179.13
						24-25				$179.13
	10E012 2140 3320 00 000000			PSYCHOLOGY-TRAVEL						$179.13
					NUMBER OF INVOICES: 3					**$544.11**
BHOOSJEN000	BHOOSHAN, JENNIFER	MILEAGE01312025	0000000000	06502025	AP MUSIC MILEAGE 01312025 31.4M		B 01/31/2025	05/29/2025	R	$21.98

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / QUICK KEY	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
BHOOSJEN000	BHOOSHAN, JENNIFER	MILEAGE01312025	******CONTINUED******						
					24-25				$21.98
	10E014 1110 3320 00 000000			ELEM MUSIC/BAND TRAVEL					$21.98
BHOOSJEN000	BHOOSHAN, JENNIFER	MILEAGE02282025	0000000000 06502025 AP	MUSIC MILEAGE FEB 2025 29.3M		B	02/28/2025 05/29/2025	R	$20.51
					24-25				$20.51
	10E014 1110 3320 00 000000			ELEM MUSIC/BAND TRAVEL					$20.51
BHOOSJEN000	BHOOSHAN, JENNIFER	MILEAGE03312025	0000000000 06502025 AP	MUSIC MILEAGE MARCH 2025 31.4M		B	03/31/2025 05/29/2025	R	$21.98
					24-25				$21.98
	10E014 1110 3320 00 000000			ELEM MUSIC/BAND TRAVEL					$21.98
BHOOSJEN000	BHOOSHAN, JENNIFER	MILEAGE04302025	0000000000 06502025 AP	MUSIC APRIL 2025 MILEAGE 24.8M		B	04/30/2025 05/29/2025	R	$17.36
					24-25				$17.36
	10E014 1110 3320 00 000000			ELEM MUSIC/BAND TRAVEL					$17.36
BHOOSJEN000	BHOOSHAN, JENNIFER	MILEAGE05202025	0000000000 06502025 AP	MUSIC MAY 2025 MILEAGE 25.6M		B	05/20/2025 05/29/2025	R	$17.92
					24-25				$17.92
	10E014 1110 3320 00 000000			ELEM MUSIC/BAND TRAVEL					$17.92
				NUMBER OF INVOICES: 5					**$99.75**
BIOLOGY 000	BIOLOGY PRODUCTS	1072961	0102500154 06502025 AP	Biology 2 supplies		B	05/20/2025 05/29/2025	R	$924.27
					24-25				$924.27
	100	SKU:DPPP011X Polyethylene pan and pad			F	10.00			$195.00
	10E018 1130 4100 00 000000			CHS SCIENCE SUPPLIES					$195.00
	110	SKU:DPAP11X Aluminum pan with pad			F	14.00			$167.30
	10E018 1130 4100 00 000000			CHS SCIENCE SUPPLIES					$167.30
	120	SKU:TP00AZW T-pins colored			F	1.00			$25.95
	10E018 1130 4100 00 000000			CHS SCIENCE SUPPLIES					$25.95
	130	SKU:SB1236B Storage bags - 100			F	1.00			$66.00
	10E018 1130 4100 00 000000			CHS SCIENCE SUPPLIES					$66.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ S / FY / LQ	INV DATE / ADJ AMT / QTY	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
BIOLOGY 000	BIOLOGY PRODUCTS	1072961	******CONTINUED******									
	140	SKU:CA-51002 skeleton toad						F	1.00			$54.38
	10E018 1130 4100 00 000000					CHS SCIENCE SUPPLIES						$54.38
	150	SKU:CA-51010 Skeleton bat						F	1.00			$60.35
	10E018 1130 4100 00 000000					CHS SCIENCE SUPPLIES						$60.35
	160	SKU:CA-51012 Skeleton rat						F	1.00			$62.62
	10E018 1130 4100 00 000000					CHS SCIENCE SUPPLIES						$62.62
	170	SKU:CA-51009 Skeleton cat						F	1.00			$139.91
	10E018 1130 4100 00 000000					CHS SCIENCE SUPPLIES						$139.91
	180	FREIGHT							1.00			$152.76
	10E018 1130 4100 00 000000					CHS SCIENCE SUPPLIES						$152.76
						NUMBER OF INVOICES: 1						**$924.27**
BLACKSCO000	BLACKARD, SCOTT	MILEAGE05152025	0000000000	06502025	AP	RESIDENCY OFFICER MAY MILEAGE		B	05/15/2025	05/29/2025	R	$27.30
								24-25				$27.30
	10E001 2110 3320 00 000000					Truant Officer Travel						$27.30
						NUMBER OF INVOICES: 1						**$27.30**
BLICK AR000	BLICK ART MATERIALS	5491890	0112500127	06502025	AP	Art Supplies		B	05/20/2025	05/29/2025	R	$490.10
								24-25				$490.10
	100	xiem Mini Ribbon Tool Set						P	2.00			$51.90
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$51.90
	110	Blickrylic Students Acylics- Metallic Gold, Pint						P	1.00			$9.46
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$9.46
	120	Blickrylic Student Acrylics - Green Oxide, Half Gallon						P	2.00			$37.96
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$37.96
	140	Blickrylic Student Acrylics - Fluorescent Violet, Quart						P	2.00			$21.12
	10E009 1120 4100 27 000000					MS ART SUPPLIES						$21.12

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / DISC AMT / QUICK KEY	BATCH / BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
BLICK AR000	BLICK ART MATERIALS	5491890	******CONTINUED******								
	150	Blickrylic Student Acrylics - Metallic Colors, Set of 6, 2 oz Bottles				P		2.00			$34.10
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$34.10
	160	Blick Academic White Synthetic Brush - Flat, Size 8				P		12.00			$96.00
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$96.00
	170	Blickrylic Student Acrylics - Mars Black, Half Gallon				P		2.00			$37.96
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$37.96
	180	Blickrylic Student Acrylics - Titanium White, Half Gallon				P		2.00			$37.96
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$37.96
	190	Blickrylic Student Acrylics - Violet, Half Gallon				P		1.00			$18.98
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$18.98
	200	Blickrylic Student Acrylics - Phthalo Blue, Half Gallon				P		1.00			$18.98
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$18.98
	210	Blickrylic Student Acrylics - Phthalo Green, Half Gallon				P		1.00			$18.98
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$18.98
	220	Blickrylic Student Acrylics - Burnt Sienna, Half Gallon				P		1.00			$18.98
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$18.98
	230	Blick Academic White Synthetic Brush - Flat, Size 6				P		12.00			$87.72
	10E009 1120 4100 27 000000			MS ART SUPPLIES							$87.72
					NUMBER OF INVOICES: 1						**$490.10**
BLUNTMAT000	BLUNT, MATTHEW	REIMBURSE05132025	0000000000	06502025 AP	FUSION SUPPLIES		B	05/13/2025	05/29/2025	R	$39.31
						24-25					$39.31
	10E040 1100 4100 00 250000			TITLE IV SSAE-INST MATERIALS							$39.31

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / FY / ADJ AMT / CHECK NBR / QTY / LINE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1							**$39.31**
BREESE J000	BREESE JOURNAL & PUBLISHING	159114	0000000000	06502025	AP	PROGRAMS FOR CHS GRAD		B		05/19/2025	05/29/2025	R	$478.00
								24-25					$478.00
	10E001 2310 6900 20 000000					GRADUATION EXPENSES							$478.00
						NUMBER OF INVOICES: 1							**$478.00**
BULK BOO000	BULK BOOKSTORE	196347	0092500083	06502025	AP	450-See It,Dream It, Do It I already ordered		B		03/13/2025	05/29/2025	R	$4,666.50
								24-25					$4,666.50
	100	See it, Dream It, Do it						F		450.00			$4,666.50
	10E006 1250 4100 00 250000					TITLE I INST MATERIALS & SUPPL							$4,666.50
BULK BOO000	BULK BOOKSTORE	196350	0092500082	06502025	AP	25-The One and Only Family-By Katherine Applegate Attached quote Already Ordered		B		03/13/2025	05/29/2025	R	$294.75
								24-25					$294.75
	100	The One and Only Family-Katherine Applegate						F		25.00			$294.75
	10E006 1250 4100 00 250000					TITLE I INST MATERIALS & SUPPL							$294.75
BULK BOO000	BULK BOOKSTORE	196375	0092500096	06502025	AP	40-The Lemonade War Quote Attached		B		03/13/2025	05/29/2025	R	$540.00
								24-25					$540.00
	100	The Lemonade War						F		40.00			$540.00
	10E006 1250 4100 00 250000					TITLE I INST MATERIALS & SUPPL							$540.00
BULK BOO000	BULK BOOKSTORE	196819	0092500131	06502025	AP	28-Una Arruga an Een el tiempo 28-Wonder		B		03/19/2025	05/29/2025	R	$593.88
								24-25					$593.88
	100	Una arruga en el tiempo						P		28.00			$321.72
	10E006 1250 4160 00 250000					TITLE I SA-ENGLISH LEARNER SUP							$321.72

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DISC AMT / QUICK KEY	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
BULK BOO000	BULK BOOKSTORE	196819	******CONTINUED******								
	110	Wonder				P	28.00				$272.16
	10E006 1250 4160 00 250000			TITLE I SA-ENGLISH LEARNER SUP							$272.16
				NUMBER OF INVOICES: 4							**$6,095.13**
BURKEJOH000	BURKEY, JOHN	1	0000000000 06502025 AP	STRATEGIC PLAN CONTRACT PAYMENT		B		05/20/2025	05/29/2025	R	$16,673.74
						24-25					$16,673.74
	10E001 2310 3150 00 000000			John Burke Consulting Fees	NONEM						$16,673.74
				NUMBER OF INVOICES: 1							**$16,673.74**
BUTLER S000	BUTLER SUPPLY	15356796	0000000000 06512025 AP	CHS ABATEMENT		B		05/28/2025	06/17/2025	R	$176.75
						24-25					$176.75
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES							$176.75
				NUMBER OF INVOICES: 1							**$176.75**
BUZZS AU000	BUZZS AUTOMOTIVE SERVICES	32800	0000000000 06512025 AP	WORK ON LUNCH TRUCK		B		05/12/2025	06/17/2025	R	$85.77
						24-25					$85.77
	20E024 2560 3230 00 000000			MAINT/REPAIR-FOOD SERVIC EQUIP							$85.77
BUZZS AU000	BUZZS AUTOMOTIVE SERVICES	32880	0000000000 06512025 AP	CHS MAINT REPAIR		B		05/23/2025	06/17/2025	R	$884.23
						24-25					$884.23
	20E008 2540 3230 22 000000			CHS REPAIR/MAINT							$884.23
				NUMBER OF INVOICES: 2							**$970.00**
BYRNE & 000	BYRNE & JONES CONSTRUCTION	PAY APP 1	0000000000 06502025 AP	TRACK SURFACE		B		05/31/2025	06/11/2025	R	$38,000.00
						24-25					$38,000.00
	20E049 2533 5303 22 000000			TRACK RESURFACING AT CHS							$38,000.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / DISC AMT / QUICK KEY	BATCH / BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
					NUMBER OF INVOICES: 1						**$38,000.00**
CALO TRU000	CALO TRUST RESTORED	INV107991	0000000000	06502025 AP	ACADEMIC DAILY	B		05/31/2025	06/11/2025	R	$37.68
						24-25					$37.68
	10E092 4220 6800 00 000000										$37.68
CALO TRU000	CALO TRUST RESTORED	INV107992	0000000000	06502025 AP	ACADEMIC DAILY 11/25	B		05/31/2025	06/11/2025	R	$357.96
						24-25					$357.96
	10E092 4220 6800 00 000000										$357.96
CALO TRU000	CALO TRUST RESTORED	INV107993	0000000000	06502025 AP	ACADEMIC DAILY 12/1-12/31	B		05/31/2025	06/11/2025	R	$320.28
						24-25					$320.28
	10E092 4220 6800 00 000000										$320.28
CALO TRU000	CALO TRUST RESTORED	INV107994	0000000000	06502025 AP	ACADEMIC DAILY 01/2025	B		05/31/2025	06/11/2025	R	$395.64
						24-25					$395.64
	10E092 4220 6800 00 000000										$395.64
CALO TRU000	CALO TRUST RESTORED	INV107995	0000000000	06502025 AP	ACADEMIC DAILY 2/2025	B		05/31/2025	06/11/2025	R	$376.80
						24-25					$376.80
	10E092 4220 6800 00 000000										$376.80
CALO TRU000	CALO TRUST RESTORED	INV107996	0000000000	06502025 AP	ACADEMIC DAILY 03/2025	B		05/31/2025	06/11/2025	R	$395.64
						24-25					$395.64
	10E092 4220 6800 00 000000										$395.64
CALO TRU000	CALO TRUST RESTORED	INV107997	0000000000	06502025 AP	ACADMIC DAILY 04-2025	B		05/31/2025	06/11/2025	R	$414.48
						24-25					$414.48
	10E092 4220 6800 00 000000										$414.48
CALO TRU000	CALO TRUST RESTORED	INV107998	0000000000	06502025 AP	ACADEMIC DAILY 05/2025	B		05/31/2025	06/11/2025	R	$4,836.93
						24-25					$4,836.93
	10E092 4220 6800 00 000000										$4,836.93

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
							NUMBER OF INVOICES: 8							**$7,135.41**
CAMFIL U000	CAMFIL USA INC	10027521		0000000000	06502025	AP	RETURN MAINT SUPPLIES			B	05/13/2025	06/11/2025	R	$-73.50
									24-25					$-73.50
	20E008 2540 4100 10 000000		10				MAINT SUPPLIES UNIT							$-73.50
CAMFIL U000	CAMFIL USA INC	10027522		0000000000	06502025	AP	MAINT SUPPLIES			B	05/13/2025	06/11/2025	R	$73.50
									24-25					$73.50
	20E008 2540 4100 10 000000		10				MAINT SUPPLIES UNIT							$73.50
							NUMBER OF INVOICES: 2							**$0.00**
CHEMSEAR000	CHEMSEARCHFE	9157280		0000000000	06502025	AP	ECOSTORM CMS			B	05/15/2025	06/11/2025	R	$242.50
									24-25					$242.50
	20E008 2540 3230 27 000000						REP/MAINT SVC MS							$242.50
							NUMBER OF INVOICES: 1							**$242.50**
CHESTNUT000	CHESTNUT HEALTH SYSTEMS	MISC-25-275		0000000000	06502025	AP	5/25 COUNSELING SERV			B	06/02/2025	06/11/2025	R	$6,666.75
									24-25					$6,666.75
	10E056 3000 3100 00 250000						STRONG CONN-PUR SER-CLINICIANS							$6,666.75
							NUMBER OF INVOICES: 1							**$6,666.75**
CIFCO 000	CIFCO	174164		0000000000	06502025	AP	MAINT SUPPLIES			B	05/09/2025	06/11/2025	R	$61.25
									24-25					$61.25
	20E008 2540 4100 10 000000		10				MAINT SUPPLIES UNIT							$61.25
CIFCO 000	CIFCO	174921		0000000000	06502025	AP	TE MAINT SUPPLIES			B	05/16/2025	06/11/2025	R	$109.83
									24-25					$109.83
	20E008 2540 4100 30 000000		30				MAINT SUPPLIES TWIN ECHO							$109.83
CIFCO 000	CIFCO	176138		0000000000	06502025	AP	CMS MAINT SUPPLIES			B	05/28/2025	06/11/2025	R	$93.10
									24-25					$93.10

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
CIFCO 000	CIFCO	176138	******CONTINUED******						
	20E008 2540 4100 27 000000		27 MAINT SUPPLIES CMS						$93.10
			NUMBER OF INVOICES: 3						**$264.18**
CITY OF 001	CITY OF COLLINSVILLE	2500000792	0000000000 06512025 AP DIESEL FUEL	B		06/03/2025	06/17/2025	R	$303.69
				24-25					$303.69
	20E008 2540 4640 00 000000		MAINTENANCE GASOLINE						$303.69
			NUMBER OF INVOICES: 1						**$303.69**
CITY OF 003	CITY OF COLLINSVILLE	129400000005232025	0000000000 06502025 AP SUMMIT WATER/SEWER	B		05/23/2025	05/29/2025	R	$510.41
				24-25					$510.41
	20E007 2540 3700 29 000000		WATER & SEWER SUMMIT						$510.41
CITY OF 003	CITY OF COLLINSVILLE	191800000005232025	0000000000 06502025 AP WEBSTER WATER/SEWER	B		05/23/2025	05/29/2025	R	$1,790.09
				24-25					$1,790.09
	20E007 2540 3700 31 000000		WATER & SEWER WEBSTER						$1,790.09
CITY OF 003	CITY OF COLLINSVILLE	2500000763	0000000000 06502025 AP DIESEL FUEL FOR MAINT	B		05/19/2025	06/11/2025	S	$268.14
				24-25					$268.14
	20E008 2540 4640 00 000000		MAINTENANCE GASOLINE						$268.14
CITY OF 003	CITY OF COLLINSVILLE	486901000006062025	0000000000 06502025 AP RENFRO WATER/SEWER	B		06/06/2025	06/11/2025	R	$1,468.28
				24-25					$1,468.28
	20E007 2540 3700 28 000000		WATER & SEWER RENFRO						$1,468.28
CITY OF 003	CITY OF COLLINSVILLE	489400000006062025	0000000000 06502025 AP DIS WATER/SEWER	B		06/06/2025	06/11/2025	R	$2,697.44
				24-25					$2,697.44
	20E007 2540 3700 33 000000		WATER & SEWER CIS						$2,697.44
			NUMBER OF INVOICES: 5						**$6,734.36**
CITY OF 005	CITY OF COLLINSVILLE	250000080906052025	0000000000 06502025 AP CHS SPRING SPORTS 2025	B		06/05/2025	06/11/2025	R	$6,871.52

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
CITY OF 005	CITY OF COLLINSVILLE	250000080906052025	******CONTINUED******								
						24-25					$6,871.52
	80E001 2365 3900 00 000000			MISC TORT							$6,871.52
CITY OF 005	CITY OF COLLINSVILLE	2500000810	0000000000	06512025 AP	PROM POLICE OFFICERS		B	06/05/2025	06/17/2025	R	$3,071.31
						24-25					$3,071.31
	100	2500000810					1.00				$981.21
	110	GRADUATION PO					1.00				$2,090.10
	80E001 2310 3900 00 000000			MISCELLANOUS TORT							$3,071.31
					NUMBER OF INVOICES: 2						**$9,942.83**
CLARKCHE000	CLARK, CHELSEA	REIMBURSE05122025	0000000000	06502025 AP	TIER 2 PBIS WORKING LUNCH		B	05/12/2025	05/29/2025	R	$129.60
						24-25					$129.60
	10E003 2410 4110 21 000000			CASEYVILLE PBIS FUNDS							$129.60
					NUMBER OF INVOICES: 1						**$129.60**
COLLINSV002	COLLINSVILLE AREA VOC CENTER	CORRECT DEPOSIT AVC	0000000000	06512025 AP	CORRECT DEPOSIT FROM 5/5/25 TO AVC		B	06/04/2025	06/17/2025	S	$325.00
						24-25					$325.00
	10R001 1999 0002 00 000000			MISC INCOME							$325.00
COLLINSV002	COLLINSVILLE AREA VOC CENTER	DEPOSIT CORR AVC	0000000000	06512025 AP	CORRECT DEPOSIT FROM 5/8/2025		B	06/04/2025	06/17/2025	R	$1,668.74
						24-25					$1,668.74
	10R001 1999 0002 00 000000			MISC INCOME							$1,668.74
COLLINSV002	COLLINSVILLE AREA VOC CENTER	REQUEST03202025	0000000000	06502025 AP	SWC LUNCH		B	03/20/2025	05/29/2025	R	$325.00
						24-25					$325.00
	10E001 2310 3325 00 000000			PROF DEV ORIENTATION/MEETINGS							$325.00
					NUMBER OF INVOICES: 3						**$2,318.74**
COLLINSV034	COLLINSVILLE UNIT 10 TRUST & AGENC	REQUEST03202025	0000000000	06502025 AP	SWC LUNCH 9400		B	03/20/2025	05/29/2025	R	$50.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
COLLINSV034	COLLINSVILLE UNIT 10 TRUST & AGENC	REQUEST03202025	******CONTINUED******							
						24-25				$50.00
	10E001 2310 3325 00 000000			PROF DEV ORIENTATION/MEETINGS						$50.00
					NUMBER OF INVOICES: 1					**$50.00**
COMMERCI008	COMMERCIAL TELEPHONE SYSTEMS	58494	0000000000	06502025 AP	REPAIR TO CASEYVILLE PHONE SYSTEM	B	06/04/2025	06/11/2025	R	$160.00
						24-25				$160.00
	20E007 2540 3230 00 000000			TELEPHONE MAINT SERV						$160.00
COMMERCI008	COMMERCIAL TELEPHONE SYSTEMS	58497	0000000000	06502025 AP	CHS REPAIR TO MAINT ROOM	B	06/04/2025	06/11/2025	R	$919.65
						24-25				$919.65
	20E007 2540 3230 00 000000			TELEPHONE MAINT SERV						$919.65
COMMERCI008	COMMERCIAL TELEPHONE SYSTEMS	58498	0000000000	06502025 AP	REPAIR AVAYA SYSTEM	B	06/04/2025	06/11/2025	R	$477.50
						24-25				$477.50
	20E007 2540 3230 00 000000			TELEPHONE MAINT SERV						$477.50
					NUMBER OF INVOICES: 3					**$1,557.15**
COMPUTYP000	COMPUTYPE COMPUTER SERVICE	524594	0000000000	06502025 AP	CAMERAS	B	06/05/2025	06/11/2025	R	$810.00
						24-25				$810.00
	80E001 2365 4100 00 000000			SAFETY SUPPLIES						$810.00
					NUMBER OF INVOICES: 1					**$810.00**
CONNOR C000	CONNOR CO	S011329468.001	0000000000	06502025 AP	UNIT MAINT SUPPLIES	B	05/01/2025	05/29/2025	R	$58.47
						24-25				$58.47
	20E008 2540 4100 10 000000		10	MAINT SUPPLIES UNIT						$58.47
					NUMBER OF INVOICES: 1					**$58.47**
CONTEMPO000	CONTEMPORARY LIFE SAVING TRAINING	01024956	0000000000	06502025 AP	NURSES CPR RENEWAL	B	05/18/2025	05/29/2025	R	$50.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	QUICK KEY	PO NUMBER / BATCH / BANK / DISC AMT / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
CONTEMPO000	CONTEMPORARY LIFE SAVING TRAINING	01024956		******CONTINUED******								
							24-25					$50.00
	80E001 2310 3900 00 000000			MISCELLANOUS TORT								$50.00
					NUMBER OF INVOICES: 1							**$50.00**
CONTINEN000	CONTINENTAL RESEARCH	0063190		0000000000 06502025 AP	GRIME TOWELS CHS			B	05/14/2025	05/29/2025	R	$255.62
							24-25					$255.62
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES								$255.62
					NUMBER OF INVOICES: 1							**$255.62**
COOK KAT001	COOK, KATHERINE	MILEAGE05222025		0000000000 06502025 AP	COTA MILAGE 61.6M			B	05/22/2025	06/11/2025	R	$43.12
							24-25					$43.12
	10E012 2130 3320 00 000000			HEALTH SERVICES-TRAVEL								$43.12
					NUMBER OF INVOICES: 1							**$43.12**
COORDINA000	COORDINATED YOUTH AND HUMAN SERVIC	STMT05082025		0000000000 06502025 AP	SPEC ED TUITION APRIL 2025 ELEM 6912.32/HS 31105.44			B	05/08/2025	05/29/2025	R	$38,017.76
							24-25					$38,017.76
	10E092 4220 6800 00 000000											$38,017.76
COORDINA000	COORDINATED YOUTH AND HUMAN SERVIC	STMT06062025		0000000000 06502025 AP	ELEM 7344.34 HS 33049.53			B	06/06/2025	06/11/2025	R	$40,393.87
							24-25					$40,393.87
	10E092 4220 6800 00 000000											$40,393.87
					NUMBER OF INVOICES: 2							**$78,411.63**
COST LES000	COST LESS COPY CENTER	24353		0000000000 06502025 AP	NOTICE NO ENTRY			B	05/28/2025	06/11/2025	R	$18.00
							24-25					$18.00
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES								$18.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / DUE DATE / C / ADJ AMT / CHECK NBR / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
			NUMBER OF INVOICES: 1			**$18.00**
COTTONS 001	COTTONS ACE HARDWARE	002276/F	0000000000 06502025 AP MAINT SUPPLIES		B 04/25/2025 06/11/2025 R	$13.98
				24-25		$13.98
	20E008 2540 4100 10 000000		10 MAINT SUPPLIES UNIT			$13.98
COTTONS 001	COTTONS ACE HARDWARE	002360/F	0000000000 06512025 AP ADMIN MAINT SUPPLIES		B 06/05/2025 06/17/2025 R	$88.62
				24-25		$88.62
	20E008 2540 4100 01 000000		01 MAINT SUPPLIES ADMIN BLDG			$88.62
			NUMBER OF INVOICES: 2			**$102.60**
CRESCENT001	CRESCENT PARTS & EQUIPMENT	38193132-00	0000000000 06502025 AP CAFE REPAIRS		B 03/19/2025 06/11/2025 R	$537.17
				24-25		$537.17
	20E024 2560 3230 00 000000		MAINT/REPAIR-FOOD SERVIC EQUIP			$537.17
			NUMBER OF INVOICES: 1			**$537.17**
CSI 000	CSI	INV401255	0000000000 06512025 AP CAFE MAINT REPAIRS		B 05/30/2025 06/17/2025 R	$1,261.94
				24-25		$1,261.94
	20E024 2560 3230 00 000000		MAINT/REPAIR-FOOD SERVIC EQUIP			$1,261.94
			NUMBER OF INVOICES: 1			**$1,261.94**
DE LAGE 000	DE LAGE LANDEN PUBLIC FINANCE LLC	590513130	0000000000 06512025 AP COPIER LEASES		B 06/10/2025 06/17/2025 A	$4,926.00
				24-25		$4,926.00
	30E001 5000 5040 00 000000		COPIER LEASE			$4,926.00
			NUMBER OF INVOICES: 1			**$4,926.00**
DELANLIZ000	DELANEY, LIZ	REIMBURSE05142025	0000000000 06502025 AP CLASSROOM SUPPLIES		B 05/14/2025 05/29/2025 R	$107.89
				24-25		$107.89
	10E021 1220 4100 00 250000		IDEA FLO THRU-SUPPLIES			$107.89

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / DISC AMT / QUICK KEY	BATCH / BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / CHECK NBR	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
					NUMBER OF INVOICES: 1							**$107.89**
DEMCO IN001	DEMCO INC	7648435	0102500097	06502025 AP	Dembo library supplies		B		06/03/2025	06/03/2025	R	$360.43
							24-25					$360.43
	100	W16208100 Norbond liquid plastic adhesive 1 quart bottle					F	4.00				$73.92
	10E028 2220 4100 00 000000				ELEM MEDIA CENTER BOOKS							$73.92
	110	W13747880 Demco film-fiber tape 1" x 72 yards 3" core					F	4.00				$105.24
	10E028 2220 4100 00 000000				ELEM MEDIA CENTER BOOKS							$105.24
	130	W16471050 book repair wings clear polyester 2 Mil 24/pkg					F	5.00				$42.80
	10E028 2220 4100 00 000000				ELEM MEDIA CENTER BOOKS							$42.80
	140	W13735540 Demco Premium Book tape 2" x 30 yards boxed					F	4.00				$60.52
	10E028 2220 4100 00 000000				ELEM MEDIA CENTER BOOKS							$60.52
	150	W12227990 Demco premium book tape 3" x 15 yards boxed					F	6.00				$67.02
	10E028 2220 4100 00 000000				ELEM MEDIA CENTER BOOKS							$67.02
	160	SHIPPING AND HAND						1.00				$10.93
	10E028 2220 4100 00 000000				ELEM MEDIA CENTER BOOKS							$10.93
					NUMBER OF INVOICES: 1							**$360.43**
DICK BLI001	DICK BLICK	532252	0102500156	06502025 AP	Art supplies		B		04/24/2025	06/03/2025	R	$340.48
							24-25					$340.48
	100	07008-1620 blick studio cotton canvas panel - 16"x12"					F	10.00				$55.60
	10E009 1130 4100 00 000000				PHOTOGRAPHY SUPPLIES							$55.60
	110	07008-1824 Blick STudio cotton canvas panel 18"x24"					F	10.00				$83.70
	10E009 1130 4100 00 000000				PHOTOGRAPHY SUPPLIES							$83.70
	120	00717-2044 Liquitex basics - Mars Black 4oz					F	9.00				$43.11

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT	BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
DICK BLI001	DICK BLICK	532252	******CONTINUED******										
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$43.11
	130	00717-8054 Liquitex basics - burnt umber 4oz						F	6.00				$28.74
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$28.74
	140	00717-3234 Liquitex basics - Cadmium red medium hue, 4oz						F	3.00				$14.37
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$14.37
	150	00717-5164 Liquitex basics - Cerulean blue hue 4oz						F	3.00				$14.37
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$14.37
	160	00717-6114 Liquitex basics - deep violet 4oz						F	3.00				$14.37
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$14.37
	170	00717-7354 Liquitex basics - Hooker's green hue permanent 4oz						F	6.00				$28.74
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$28.74
	180	00717-7064 Liquitex basics - Phthalo green 4oz						F	3.00				$14.37
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$14.37
	190	00717-5234 Liquitex basics - ultramarine blue 4oz						F	3.00				$14.37
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$14.37
	200	00717-3534 Liquitex basics - Alizarin Crimson hue 4oz						F	6.00				$28.74
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$28.74
DICK BLI001	DICK BLICK	5335671	0102500160	06502025 AP		Art supplies		B		04/25/2025	06/03/2025	R	$762.49
								24-25					$762.49
	100	13105-1402 Pacon railroad board 22"x28"x4 ply white 100 sheets						F	3.00				$209.97
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$209.97
	110	20508-1101 Prismacolor Premier colored pencil - cream						F	12.00				$15.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BATCH / ADJUSTMENT DESCRIPTION / 1099	BANK	DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
DICK BLI001	DICK BLICK	5335671	******CONTINUED******									
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	120	20508-426 Prismacolor premier colored pencil - canary yellow					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	130	20508-4041 Prismacolor Premier colored pencil - yellow Ochre					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	140	20508-4541 Prismacolor premier colored pencil - sunburst yellow					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	150	20508-4531 Prismacolor premier colored pencil - Cadmium orange hue					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	160	20508-4501 Prismacolor premier colored pencil - orange					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	170	20508-5201 Prismacolor premier colored pencil - indigo blue					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	180	20508-3719 Prismacolor premier colored pencil - crimson lake					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	190	20508-3161 Prismacolor premier colored pencil - crimson red					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	200	20508-3731 Prismacolor premier colored pencil - permanent red					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	220	20508-3721 Prismacolor premier colored pencil - tuscan red					F		12.00			$15.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES						$15.00
	230	20508-3151 Prismacolor premier colored pencil - Carmine red					F		12.00			$15.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT	BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
DICK BLI001	DICK BLICK	5335671	******CONTINUED******										
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$15.00
	240	20508-1001 Prismacolor premier colored pencil - white						F		42.00			$52.50
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$52.50
	250	20508-5911 Prismacolor premier colored pencil - Copenhagen blue						F		24.00			$30.00
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$30.00
	260	20508-2001 Prismacolor premier colored pencil - black						F		42.00			$52.50
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$52.50
	270	13111-1009 Pacon tag board 18" x 24" x 2 ply white 100 sheets						F		2.00			$67.10
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$67.10
	280	13111-1003 Pacon tag board 9" x 12" x 2ply white 100 sheets						F		4.00			$30.04
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$30.04
	290	10204-1003 Pacon all-purpose newsprint sheets 9"x12" 500 sheets						F		5.00			$30.10
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$30.10
	300	20013-5009 Sakura cray-pas junior artist oil pastels - set of 50 assorted						F		12.00			$110.28
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$110.28
DICK BLI001	DICK BLICK	5455059	0102500158	06502025	AP	Art supplies			B	05/14/2025	05/29/2025	R	$12.48
								24-25					$12.48
	170	20533-2020 General's pastel chalk pencils - black						F		6.00			$12.48
	10E009 1130 4100 00 000000					PHOTOGRAPHY SUPPLIES							$12.48
DICK BLI001	DICK BLICK	5498074	0102500158	06502025	AP	Art supplies			B	05/21/2025	06/03/2025	R	$22.95
								24-25					$22.95
	210	21597-1003 General's Factis mechanical eraser refills - pack of 3						F		12.00			$15.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DISC AMT / QUICK KEY	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ S / FY / LQ	INV DATE / DUE DATE / C / ADJ AMT / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
DICK BLI001	DICK BLICK	5498074	******CONTINUED******				
	10E009 1130 4100 00 000000			PHOTOGRAPHY SUPPLIES			$15.00
	240	S&H				1.00	$7.95
	10E009 1130 4100 00 000000			PHOTOGRAPHY SUPPLIES			$7.95
DICK BLI001	DICK BLICK	5551341	0102500158 06512025 AP	Art supplies	B	05/31/2025 06/17/2025 R	$194.42
					24-25		$194.42
	100	17365-2028 Blick Chelsea Metal Gallery frame			F	2.00	$60.00
	10E009 1130 4100 00 000000			PHOTOGRAPHY SUPPLIES			$60.00
	140	20318-1449 Faber-Castell Goldfaber sketching pencil set of 144			F	1.00	$134.42
	10E009 1130 4100 00 000000			PHOTOGRAPHY SUPPLIES			$134.42
				NUMBER OF INVOICES: 5			**$1,332.82**
DORMAKAB000	DORMAKABA USA	796705	0000000000 06502025 AP	ED 400 OPERATOR	B	05/15/2025 06/11/2025 R	$3,964.36
					24-25		$3,964.36
	20E008 2540 3230 22 000000			CHS REPAIR/MAINT			$3,964.36
				NUMBER OF INVOICES: 1			**$3,964.36**
EBSCO 001	EBSCO	1759979	0082500057 06512025 AP	EBSCO Magazine subscriptions for elementary, middle school, and high school.	B	06/04/2025 06/17/2025 R	$768.24
					24-25		$768.24
	2	Car and Driver Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Title Added - EBSCO Verifying Pricing Subscriber: AC - COLLINSVILLE MIDDLE SCH			F	1.00	$22.55
	10E028 2220 4400 27 000000			MS PERIODICALS			$22.55
	3	Discover Format: Print + Online Start Date: 08/01/2025 Term: 1 Year(s) Title Added - EBSCO Verifying Pricing Subscriber: AC - COLLINSVILLE MIDDLE SCH			F	1.00	$30.70

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / ADJUSTMENT DESCRIPTION / 1099	DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
EBSCO 001	EBSCO	1759979	******CONTINUED******									
	10E028 2220 4400 27 000000			MS PERIODICALS								$30.70
	4	National Geographic Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Title Added - EBSCO Verifying Pricing Subscriber: AC - COLLINSVILLE MIDDLE SCH					F		1.00			$70.73
	10E028 2220 4400 27 000000			MS PERIODICALS								$70.73
	5	Poets & Writers Magazine Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Title Added - EBSCO Verifying Pricing Subscriber: AC - COLLINSVILLE MIDDLE SCH					F		1.00			$30.75
	10E028 2220 4400 27 000000			MS PERIODICALS								$30.75
	6	Sports Illustrated Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Title Added - EBSCO Verifying Pricing Subscriber: AC - COLLINSVILLE MIDDLE SCH					F		1.00			$66.63
	10E028 2220 4400 27 000000			MS PERIODICALS								$66.63
	7	Car and Driver Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6972520 Subscriber: AX - TRACEY SCHMIDT					F		1.00			$20.50
	10E028 2220 4400 22 000000			HS PERIODICALS								$20.50
	8	Discover Format: Print + Online Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6968645 Subscriber: AX - TRACEY SCHMIDT					F		1.00			$30.70
	10E028 2220 4400 22 000000			HS PERIODICALS								$30.70
	9	National Geographic Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6981642 Subscriber: AX - TRACEY SCHMIDT					F		1.00			$70.73

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / ADJUSTMENT DESCRIPTION / 1099	DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
EBSCO 001	EBSCO	1759979	******CONTINUED******									
	10E028 2220 4400 22 000000			HS PERIODICALS								$70.73
	10	Poets & Writers Magazine Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: F1063612 Subscriber: AX - TRACEY SCHMIDT					F		1.00			$30.75
	10E028 2220 4400 22 000000			HS PERIODICALS								$30.75
	11	National Geographic Kids Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6982179 Subscriber: CD - LAURA BAUER					F		1.00			$41.00
	10E028 2220 4400 00 000000			ELEMENTARY PERIODICALS								$41.00
	12	Ranger Rick Jr Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6983266 Subscriber: CD - LAURA BAUER					F		1.00			$25.57
	10E028 2220 4400 00 000000			ELEMENTARY PERIODICALS								$25.57
	13	National Geographic Kids Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6982180 Subscriber: CF - DOUG KIRK					F		1.00			$41.00
	10E028 2220 4400 00 000000			ELEMENTARY PERIODICALS								$41.00
	14	Ranger Rick - American ed Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6983011 Subscriber: CF - DOUG KIRK					F		1.00			$25.57
	10E028 2220 4400 00 000000			ELEMENTARY PERIODICALS								$25.57
	15	Zoobooks Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6998683 - EBSCO Verifying Pricing Subscriber: CF - DOUG KIRK					F		1.00			$25.57
	10E028 2220 4400 00 000000			ELEMENTARY PERIODICALS								$25.57
	16	Ask Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6966481 Subscriber: CG - JULIE HAAKE					F		1.00			$34.80

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
EBSCO 001	EBSCO	1759979	******CONTINUED******								
	10E028 2220 4400 00 000000			ELEMENTARY PERIODICALS							$34.80
	17	Click Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6966570 Subscriber: CG - JULIE HAAKE				F		1.00			$34.80
	10E028 2220 4400 00 000000			ELEMENTARY PERIODICALS							$34.80
	18	National Geographic Kids Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6982181 Subscriber: CG - JULIE HAAKE				F		1.00			$41.00
	10E028 2220 4400 22 000000			HS PERIODICALS							$41.00
	19	Ranger Rick - American ed Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: A6983012 Subscriber: CG - JULIE HAAKE				F		1.00			$25.57
	10E028 2220 4400 22 000000			HS PERIODICALS							$25.57
	20	Ask Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: I2882189 Subscriber: CH - ALISON SCHUMACHER				F		1.00			$34.80
	10E028 2220 4400 22 000000			HS PERIODICALS							$34.80
	21	National Geographic Kids Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: I2915310 Subscriber: CH - ALISON SCHUMACHER				F		1.00			$41.00
	10E028 2220 4400 22 000000			HS PERIODICALS							$41.00
	22	Zoobooks Format: Print Start Date: 08/01/2025 Term: 1 Year(s) Order Number: I2944453 - EBSCO Verifying Pricing Subscriber: CH - ALISON SCHUMACHER				F		1.00			$25.57
	10E028 2220 4400 22 000000			HS PERIODICALS							$25.57
	32	DISCOUNT						1.00			$-2.05

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	QUICK KEY	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
EBSCO 001	EBSCO	1759979		******CONTINUED******							
	10E028 2220 4400 22 000000			HS PERIODICALS							$-2.05
				NUMBER OF INVOICES: 1							**$768.24**
ENDURANC000	ENDURANCE RACE TIMING	239-25		0000000000 06502025 AP CHS BOYS TRACK			B	05/14/2025	05/29/2025	R	$1,995.00
						24-25					$1,995.00
	10E045 1500 6410 22 000000			HS BOYS TOURNEY ENTRY FEES							$1,995.00
				NUMBER OF INVOICES: 1							**$1,995.00**
ERB TURF000	ERB TURF & EQUIPMENT, INC	01-127394		0000000000 06502025 AP CHS FILTERS			B	05/22/2025	06/11/2025	R	$106.25
						24-25					$106.25
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES							$106.25
ERB TURF000	ERB TURF & EQUIPMENT, INC	01-127575		0000000000 06512025 AP EQUIPMENT			B	05/22/2025	06/17/2025	R	$10,748.00
						24-25					$10,748.00
	20E008 2540 5400 00 000000			Equipment, Truck and Mowers							$10,748.00
				NUMBER OF INVOICES: 2							**$10,854.25**
FAMILY F001	FAMILY FIRST EDUCATION SERVICES LL	STMT 05252025		0000000000 06502025 AP AM DIRECT SERVICE			B	05/25/2025	06/11/2025	R	$675.00
						24-25					$675.00
	10E021 2130 3100 00 250000			IDEA FLO THRU-CONTRACT SAL							$675.00
				NUMBER OF INVOICES: 1							**$675.00**
FGM INC 001	FGM INC	22-3357.02-5		0000000000 06502025 AP CHS BASEBALL/SOFTBALL FIELDS			B	05/13/2025	06/11/2025	R	$54,375.00
						24-25					$54,375.00
	20E001 2533 3110 00 000000			ARCHITECT/ENGINEERING SERVICES							$54,375.00
FGM INC 001	FGM INC	22-3357.02-6		0000000000 06502025 AP CHS BASEBALL/SOFTBALL FIELDS			B	06/06/2025	06/11/2025	R	$18,125.00
						24-25					$18,125.00
	20E001 2533 3110 00 000000			ARCHITECT/ENGINEERING SERVICES							$18,125.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
FGM INC 001	FGM INC	22-3613.02-12	0000000000	06502025 AP	CAVC NEW BLDG		B		05/13/2025	06/11/2025	R	$16,464.65
							24-25					$16,464.65
	60E001 2533 3110 34 000000				CAVC ARCHITECT/ENG- NEW BUILD							$16,464.65
FGM INC 001	FGM INC	22-3613.02-13	0000000000	06502025 AP	CAVC NEW BUILDING		B		06/06/2025	06/11/2025	R	$16,430.00
							24-25					$16,430.00
	60E001 2533 3110 34 000000				CAVC ARCHITECT/ENG- NEW BUILD							$16,430.00
FGM INC 001	FGM INC	22-3613.03-11	0000000000	06502025 AP	CAVC RENOVATION		B		05/13/2025	06/11/2025	R	$20,125.00
							24-25					$20,125.00
	60E001 2533 3110 34 000000				CAVC ARCHITECT/ENG- NEW BUILD							$20,125.00
FGM INC 001	FGM INC	22-3613.04-3	0000000000	06502025 AP	CAVC CNA ROOM		B		05/13/2025	06/11/2025	R	$963.48
							24-25					$963.48
	20E001 2533 3110 00 000000				ARCHITECT/ENGINEERING SERVICES							$963.48
FGM INC 001	FGM INC	22-3613.04-4	0000000000	06502025 AP	CAVC CNA ROOM		B		06/06/2025	06/11/2025	R	$420.00
							24-25					$420.00
	20E001 2533 3110 00 000000				ARCHITECT/ENGINEERING SERVICES							$420.00
FGM INC 001	FGM INC	25-4190.01-3	0000000000	06502025 AP	CHS TRACK RESURFACE		B		06/06/2025	06/11/2025	R	$920.00
							24-25					$920.00
	20E001 2533 3110 00 000000				ARCHITECT/ENGINEERING SERVICES							$920.00
FGM INC 001	FGM INC	25-4191.01-5	0000000000	06502025 AP	HS EPOXY FLOORING		B		05/13/2025	06/11/2025	R	$210.00
							24-25					$210.00
	20E001 2533 3110 00 000000				ARCHITECT/ENGINEERING SERVICES							$210.00
FGM INC 001	FGM INC	25-4193.01-5	0000000000	06502025 AP	DIS DOOR REPLACEMENT		B		06/06/2025	06/11/2025	R	$1,910.00
							24-25					$1,910.00
	20E001 2533 3110 00 000000				ARCHITECT/ENGINEERING SERVICES							$1,910.00
					NUMBER OF INVOICES: 10							**$129,943.13**
FIRST ST000	FIRST STUDENT	12054322	0000000000	06522025 AP	DISTRICT TRANSPORTATION FOR		B		06/03/2025	06/11/2025	R	$641,956.08

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT	BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
FIRST ST000	FIRST STUDENT	12054322	******CONTINUED******			MAY 2025							
								24-25					$641,956.08
	100	REG ED TRANS								1.00			$325,410.58
	40E001 2550 3320 00 000000				REG TRANSP FIRST STUDENT-11%								$325,410.58
	110	SPEC ED TRANS								1.00			$186,710.50
	40E012 2550 3320 00 000000				SP ED TRANS-FIRST STUDENT 11%								$186,710.50
	120	REG MONITOR								1.00			$12,455.36
	80E001 2551 3900 00 000000				BUS MONITORS RISK MANAGE PLAN								$12,455.36
	130	SPEC ED MONITORS								1.00			$64,568.79
	40E012 2550 3300 00 000000				SPEC ED TRANS BUS MONITOR								$64,568.79
	140	FUEL EXCESS								1.00			$6,286.91
	40E002 2550 4641 00 000000				GASOLINE FIRST STUDENT								$6,286.91
	150	DISTRICT TRANS FIELD TRIPS								1.00			$449.40
	40E014 2550 3320 22 000000				TRANSPORTATION MUSIC/BAND TRAV								$449.40
	160	CASEYVILLE FT								1.00			$718.29
	40E001 2550 3324 21 000000				CASEYVILLE FIELD TRIPS								$718.29
	170	KREITNER FT								1.00			$1,903.21
	40E001 2550 3324 25 000000				KREITNER FIELD TRIPS								$1,903.21
	180	CMS FT								1.00			$4,313.52
	40E001 2550 3324 27 000000				CMS MIDDLE SCHOOL								$4,313.52
	190	RENFRO FT								1.00			$898.80
	40E001 2550 3324 28 000000				RENFRO FIELD TRIPS								$898.80
	200	SUMMIT FT								1.00			$842.63
	40E001 2550 3324 29 000000				SUMMIT FIELD TRIPS								$842.63
	210	TE FT								1.00			$1,623.84
	40E001 2550 3324 30 000000				TWIN FIELD TRIPS								$1,623.84
	220	WEBSTER FT								1.00			$1,498.00
	40E001 2550 3324 31 000000				WEBSTER FIELD TRIPS								$1,498.00
	230	DIS FT								1.00			$3,424.42
	40E001 2550 3324 33 000000				DORRIS FIELD TRIPS								$3,424.42
	240	DISTRICT FIELD TRIPS								1.00			$3,894.80
	40E001 2550 3321 00 000000				FIELD TRIPS FS ($9 @ student)								$3,894.80
	250	CHS SPORTS CHARTERS BOYS								1.00			$8,281.72

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
FIRST ST000	FIRST STUDENT	12054322	******CONTINUED******									
	40E045 2550 3320 00 000000			HS BOYS ATH TRAVEL FIRST STUDN								$8,281.72
	260	CHS SPORTS CHARTERS GIRLS							1.00			$4,107.52
	40E046 2550 3320 00 000000			HS GIRLS ATH TRAVEL-FIRST STU								$4,107.52
	270	CHS SPORTS CHARTERS MIXED							1.00			$2,004.29
	40E047 2550 3320 00 000000			HS ATH TRAVEL-FIRST STUDENT								$2,004.29
	280	CMS MIXED SPORTS							1.00			$2,766.06
	40E047 2550 3321 00 000000			MS ATH TRAVEL FIRST STUDENT								$2,766.06
	290	CHS BAND TRIPS							1.00			$449.40
	40E014 2550 3320 22 000000			TRANSPORTATION MUSIC/BAND TRAV								$449.40
	300	CMS BAND TRIPS							1.00			$568.49
	40E047 2550 3321 00 000000			MS ATH TRAVEL FIRST STUDENT								$568.49
	310	PREK TRANS							1.00			$8,779.55
	10E026 2550 3320 00 250000			Early Childhood Transportation								$8,779.55
						NUMBER OF INVOICES: 1						**$641,956.08**
FIRST ST001	FIRST STUDENT INC	12054324	0000000000	06502025	AP	SUMMER SCHOOL TRANSPORTATION	B		06/03/2025	06/11/2025	R	$7,618.72
							24-25					$7,618.72
	100	SPED TRANSPORTATION							1.00			$5,812.00
	40E012 2550 3320 00 000000			SP ED TRANS-FIRST STUDENT 11%								$5,812.00
	110	SPEC ED TRANSPORTATION							1.00			$1,806.72
	40E012 2550 3300 00 000000			SPEC ED TRANS BUS MONITOR								$1,806.72
						NUMBER OF INVOICES: 1						**$7,618.72**
FLINN SC000	FLINN SCIENTIFIC, INC	313246	0102500163	06512025	AP	Science supplies	B		04/23/2025	06/17/2025	R	$434.00
							24-25					$434.00
	140	DOUBLE INJECTED RATS							28.00			$434.00
	10E018 1130 4100 00 000000			CHS SCIENCE SUPPLIES								$434.00
FLINN SC000	FLINN SCIENTIFIC, INC	3142974	0102500155	06512025	AP	Biology 2 / anatomy & physiology	B		06/02/2025	06/17/2025	R	$80.00
							24-25					$80.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	1099	LQ S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
FLINN SC000	FLINN SCIENTIFIC, INC	3142974	******CONTINUED******									
	110	PM5855 Rat, Pregnant, 7-9", Vacuum Packed, Double Injected						F	4.00			$80.00
	10E018 1130 4100 00 000000					CHS SCIENCE SUPPLIES						$80.00
						NUMBER OF INVOICES: 2						**$514.00**
FOLLETT 008	FOLLETT CONTENT SOLUTIONS	565567F	0102500152	06512025	AP	Library books and processing		B	06/11/2025	06/17/2025	R	$943.25
								24-25				$943.25
	100	#0123YK6 The haunting of Hill House by Shirley Jackson						F	35.00			$892.50
	10E028 2220 4300 22 000000					HS MEDIA CENTER MATLS						$892.50
	110	book processing fee						F	1.00			$50.75
	10E028 2220 4300 22 000000					HS MEDIA CENTER MATLS						$50.75
						NUMBER OF INVOICES: 1						**$943.25**
FROST EL000	FROST ELECTRIC SUPPLY CO	S4757190.001	0000000000	06502025	AP	RENFRO MAINT SUPPLIES		B	05/13/2025	06/11/2025	R	$600.30
								24-25				$600.30
	20E008 2540 4100 28 000000					28 MAINT SUPPLIES RENFRO						$600.30
FROST EL000	FROST ELECTRIC SUPPLY CO	S4759628.001	0000000000	06502025	AP	CHS MAINT SUPPLIES		B	05/16/2025	06/11/2025	R	$162.50
								24-25				$162.50
	20E008 2540 4100 22 000000					22 CHS MAINT SUPPLIES						$162.50
FROST EL000	FROST ELECTRIC SUPPLY CO	S4759628.002	0000000000	06502025	AP	CHS MAINT SUPPLIES		B	05/16/2025	06/11/2025	R	$162.50
								24-25				$162.50
	20E008 2540 4100 22 000000					22 CHS MAINT SUPPLIES						$162.50
FROST EL000	FROST ELECTRIC SUPPLY CO	S4760772.001	0000000000	06502025	AP	CHS MAINT SUPPLIES		B	05/20/2025	06/11/2025	R	$200.20
								24-25				$200.20
	20E008 2540 4100 22 000000					22 CHS MAINT SUPPLIES						$200.20

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR / 1099	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
FROST EL000	FROST ELECTRIC SUPPLY CO	S4762333.001	0000000000	06512025 AP	CHS MAINT SUPPLIES	B		05/27/2025	06/17/2025	R	$249.89
						24-25					$249.89
	20E008 2540 4100 22 000000		22		CHS MAINT SUPPLIES						$249.89
					NUMBER OF INVOICES: 5						**$1,375.39**
GATEWAY 007	GATEWAY OCCUPATIONAL HEALTH SERVIC	107842	0000000000	06502025 AP	ATHLETE DRUG TESTING	B		06/02/2025	06/11/2025	R	$240.00
						24-25					$240.00
	10E047 1500 4180 00 000000				CHS ATHLETIC DRUG TESTING						$240.00
					NUMBER OF INVOICES: 1						**$240.00**
GRAINGER000	GRAINGER	9509540606	0000000000	06512025 AP	CUSTODIAN SUPPLIES CHS	B		05/16/2025	06/17/2025	R	$285.72
						24-25					$285.72
	20E007 2540 4100 22 000000				SUPPLIES CHS						$285.72
GRAINGER000	GRAINGER	9513366170	0000000000	06512025 AP	CHS MAINT SUPPLIES	B		05/20/2025	06/17/2025	R	$773.50
						24-25					$773.50
	20E008 2540 4100 22 000000		22		CHS MAINT SUPPLIES						$773.50
					NUMBER OF INVOICES: 2						**$1,059.22**
GRANALAU000	GRANADOS, LAURA	REIMBURSE06032025	0000000000	06502025 AP	REIMB EB CLASS	B		06/03/2025	06/11/2025	R	$148.53
						24-25					$148.53
	10E069 1250 4100 00 250000				TITLE III LIPLEP-SUPPLIES						$148.53
					NUMBER OF INVOICES: 1						**$148.53**
GREATAME000	GREATAMERICA FINANCIAL SVCS	39440054	0000000000	06512025 AP	CHS POSTAGE MACHINE RENTAL	B		06/12/2025	06/17/2025	R	$359.66
						24-25					$359.66
	10E049 2410 3400 00 000000										$359.66
GREATAME000	GREATAMERICA FINANCIAL SVCS	3944053	0000000000	06512025 AP	ADMIN POSTAGE METER RENTAL	B		06/12/2025	06/17/2025	R	$140.83
						24-25					$140.83

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / FY / ADJ AMT / LINE AMOUNT / ACCT AMOUNT	CHECK NBR / QTY
GREATAME000	GREATAMERICA FINANCIAL SVCS	3944053	******CONTINUED******											
	10E002 2524 3400 01 000000					POSTAGE AND POSTAGE MACHINE							$140.83	
						NUMBER OF INVOICES: 2							**$500.49**	
GUIN MUN000	GUIN MUNDORF LLC	506278	0000000000	06512025	AP	BOARD GOV 13588.38/LR 2019 2972.50/RETINER 450.00/STUDENTS 5510.00		B		05/31/2025	06/17/2025	R	$22,520.88	
								24-25					$22,520.88	
	80E001 2310 3180 00 000000					Legal	ATTOR						$22,520.88	
						NUMBER OF INVOICES: 1							**$22,520.88**	
HAACKSHA000	HAACKE, SHANNAN	MILEAGE05212025	0000000000	06502025	AP	EL TEACHER MAY MILEAGE 24.7M		B		05/21/2025	05/29/2025	R	$17.29	
								24-25					$17.29	
	10E069 1130 3320 00 000000												$17.29	
						NUMBER OF INVOICES: 1							**$17.29**	
HALL LYN000	HALL, LYNN	MILEAGE05232025	0000000000	06502025	AP	PTA MAY MILEAGE 28.9M		B		05/23/2025	05/29/2025	R	$20.23	
								24-25					$20.23	
	10E012 2130 3320 00 000000					HEALTH SERVICES-TRAVEL							$20.23	
						NUMBER OF INVOICES: 1							**$20.23**	
HARDYMEL000	HARDY, MELISSA	MILEAGE05202025	0000000000	06502025	AP	SLP MILEAGE 052025 93.2M		B		05/20/2025	06/11/2025	R	$65.24	
								24-25					$65.24	
	10E012 1210 3320 00 000000					SLP IN-DISTR-TRAVEL							$65.24	
						NUMBER OF INVOICES: 1							**$65.24**	
HEARTLAN004	HEARTLAND TURF FARMS	3196	0000000000	06502025	AP	SOD FOR CMS BALL FIELDS		B		06/02/2025	06/11/2025	R	$13,572.00	
								24-25					$13,572.00	
	20E007 2540 5300 27 000000					CAPITAL EXP-CMS -BUILDING IMP							$13,572.00	

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / QUICK KEY	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
				NUMBER OF INVOICES: 1							**$13,572.00**
HILLYARD002	HILLYARD	605834044	0000000000 06502025 AP	FLOOR FINISHER		B		05/22/2025	05/29/2025	R	$7,037.96
						24-25					$7,037.96
	20E007 2540 4100 22 000000			SUPPLIES CHS							$7,037.96
				NUMBER OF INVOICES: 1							**$7,037.96**
HOLLAND 000	HOLLAND CONSTRUCTION SERVICES	PAY APP 1 CAVC REMOD	0000000000 06512025 AP	CAVC REMODEL PRECONSTRUCTION AGREEMENT		B		04/30/2025	06/17/2025	R	$19,975.00
						24-25					$19,975.00
	60E001 2533 5302 34 000000			CAVC RENOVATION PROJECT							$19,975.00
HOLLAND 000	HOLLAND CONSTRUCTION SERVICES	PAY APP 2 CAVC	0000000000 06502025 AP	CAVC PAY APP 2		B		06/05/2025	06/11/2025	R	$426,186.65
						24-25					$426,186.65
	60E001 2533 5301 34 000000			CAVC CONSTRUCTION CONTRACT							$426,186.65
HOLLAND 000	HOLLAND CONSTRUCTION SERVICES	PAY APP 28 CASEYVILL	0000000000 06502025 AP	PAY APP 28 CASEYVILLE SCHOOL		B		06/11/2025	06/11/2025	R	$30,175.87
						24-25					$30,175.87
	20E001 2530 5300 21 000000			CASEYVILLE NEW ELEMENTARY							$30,175.87
				NUMBER OF INVOICES: 3							**$476,337.52**
HOPE SCH000	THE HOPE SCHOOL	SINV010186	0000000000 06502025 AP	RATE ADJUSTMENTS		B		05/31/2025	06/11/2025	R	$4,892.19
						24-25					$4,892.19
	10E092 4220 6800 00 000000										$4,892.19
				NUMBER OF INVOICES: 1							**$4,892.19**
HOUBEKIM000	HOUBERG, KIMBERLY	MILEAGE 052025	0000000000 06512025 AP	FSS MAY MILEAGE 80.5M		B		05/31/2025	06/17/2025	R	$56.35
						24-25					$56.35
	10E025 1125 3325 00 000000			EAARLY CHOICES - PROF DEVELOP							$56.35

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / QUICK KEY	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
				NUMBER OF INVOICES: 1					**$56.35**
ILLINOIS015	ILLINOIS CENTER FOR AUTISM	STMT05302025	0000000000 06502025 AP	TUITION FOR SPEC ED 29776.95 HS/ 49911.84 ELEM	B		05/31/2025 06/11/2025	R	$79,688.79
					24-25				$79,688.79
	10E012 4220 6807 00 000000			ILLINOIS CENTER FOR AUTISM					$79,688.79
				NUMBER OF INVOICES: 1					**$79,688.79**
ILLINOIS057	ILLINOIS SCHOOL FOR THE DEAF	ISD04302025KW	0000000000 06502025 AP	TUITION APRIL 2025	B		05/15/2025 06/11/2025	R	$4,806.57
					24-25				$4,806.57
	10E092 4220 6800 00 000000								$4,806.57
ILLINOIS057	ILLINOIS SCHOOL FOR THE DEAF	TRANS 05232025	0000000000 06502025 AP	TRANSPORTATION OF STUDENT	B		05/23/2025 06/11/2025	R	$92.50
					24-25				$92.50
	40E012 2550 3330 00 000000			SPEC ED TRAN-NON FIRST STUDENT					$92.50
				NUMBER OF INVOICES: 2					**$4,899.07**
IMEL PES000	IMEL PEST CONTROL	594086	0000000000 06502025 AP	DIS PEST CONTROL	B		05/09/2025 06/11/2025	R	$80.00
					24-25				$80.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL					$80.00
IMEL PES000	IMEL PEST CONTROL	594092	0000000000 06502025 AP	WEBSTER PEST CONTROL	B		05/09/2025 06/11/2025	R	$80.00
					24-25				$80.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL					$80.00
IMEL PES000	IMEL PEST CONTROL	594584	0000000000 06502025 AP	DISTRICT PEST CONTROL	B		05/22/2025 06/11/2025	R	$125.00
					24-25				$125.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL					$125.00
IMEL PES000	IMEL PEST CONTROL	594588	0000000000 06502025 AP	CHS PEST CONTROL	B		05/22/2025 06/11/2025	R	$100.00
					24-25				$100.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL					$100.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	QUICK KEY	PO NUMBER / BATCH / BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
IMEL PES000	IMEL PEST CONTROL	595172		0000000000 06512025 AP	RENFRO PEST CONTROL		B		06/05/2025 06/17/2025	R	$70.00
							24-25				$70.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL							$70.00
IMEL PES000	IMEL PEST CONTROL	595173		0000000000 06512025 AP	DIS PEST CONTROL		B		06/05/2025 06/17/2025	R	$80.00
							24-25				$80.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL							$80.00
IMEL PES000	IMEL PEST CONTROL	595174		0000000000 06512025 AP	WEBSTER PEST CONTROL		B		06/05/2025 06/17/2025	R	$80.00
							24-25				$80.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL							$80.00
IMEL PES000	IMEL PEST CONTROL	595177		0000000000 06512025 AP	CHS PEST CONTROL		B		06/05/2025 06/17/2025	R	$100.00
							24-25				$100.00
	20E007 2540 3210 10 000000			TRASH REMOVAL AND PEST CONTROL							$100.00
					NUMBER OF INVOICES: 8						**$715.00**
IMPERIAL000	IMPERIAL DADE	37649160		0000000000 06502025 AP	WAREHOUSE SUPPLIES		B		05/07/2025 06/11/2025	R	$886.90
							24-25				$886.90
	20E007 2540 4100 10 000000			CUSTODIAL SUPPLIES UNIT							$886.90
IMPERIAL000	IMPERIAL DADE	37733655		0000000000 06502025 AP	BRUSH ROLLER REPAIR		B		05/14/2025 05/29/2025	R	$66.88
							24-25				$66.88
	20E008 2540 3230 28 000000			REP/MAINT SVC RENFRO							$66.88
					NUMBER OF INVOICES: 2						**$953.78**
JOHNSTON000	JOHNSTONE SUPPLY	3197312		0000000000 06512025 AP	MAINT SUPPLIES		B		05/29/2025 06/17/2025	R	$59,305.87
							24-25				$59,305.87
	20E008 2540 4100 10 000000		10	MAINT SUPPLIES UNIT							$59,305.87
					NUMBER OF INVOICES: 1						**$59,305.87**
JOSTENS 000	JOSTENS	37119652		0000000000 06502025 AP	CORRECTED DIPLOMAS		B		05/06/2025 05/29/2025	R	$36.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ / QTY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
JOSTENS 000	JOSTENS	37119652	******CONTINUED******						
				24-25					$36.00
	10E001 2310 6900 20 000000		GRADUATION EXPENSES						$36.00
			NUMBER OF INVOICES: 1						**$36.00**
JW PEPPE000	JW PEPPER & SONS INC	367379544	0000000000 06502025 AP CMS MUSIC		B	03/11/2025	06/01/2025	R	$58.90
				24-25					$58.90
	10E014 1120 4100 00 000000		MS BAND/MUSIC SUPPLIES						$58.90
JW PEPPE000	JW PEPPER & SONS INC	367402743	0000000000 06502025 AP CMS MUSIC		B	03/18/2025	06/01/2025	R	$77.10
				24-25					$77.10
	10E014 1120 4100 00 000000		MS BAND/MUSIC SUPPLIES						$77.10
			NUMBER OF INVOICES: 2						**$136.00**
KEYS TO 000	KEYS TO LITERACY LLC	WN25-78	0082500072 06502025 AP Write Now Conference for Instructional Coaches Paid for out of the Title II Grant		B	06/02/2025	06/11/2025	R	$196.00
				24-25					$196.00
	110	Registration for Write Now Conf. Stacey Lauenstein Stephanie Vandeford Kristi Maloney Tessa Kleinschmidt		F		4.00			$196.00
	10E075 2210 3320 00 250000		TITLE II- IMPR INSTR-TRAVEL						$196.00
			NUMBER OF INVOICES: 1						**$196.00**
KOLESFRA000	KOLESA, FRANCESCA	REIMBURSE05282025	0000000000 06502025 AP REIMB EOY BRUNCH		B	05/28/2025	06/03/2025	R	$15.00
				24-25					$15.00
	10E021 2330 4100 00 250000		IDEA FLO THRU-ADMIN SUPPLIES						$15.00
			NUMBER OF INVOICES: 1						**$15.00**
KRESSDAN001	KRESS, DANIELLE	REIMBURSE	0000000000 06502025 AP JUICE FOR EOYB		B	05/23/2025	06/01/2025	R	$20.81

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE	CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
KRESSDAN001	KRESS, DANIELLE	REIMBURSE	******CONTINUED******											
								24-25						$20.81
	10E001 2310 3325 00 000000					PROF DEV ORIENTATION/MEETINGS								$20.81
								NUMBER OF INVOICES: 1						**$20.81**
KRUEGER 001	KRUEGER POTTERY SUPPLY	168331	0112500133	06502025	AP	Art Supplies			B	05/21/2025	06/01/2025		R	$1,230.25
								24-25						$1,230.25
	100	Brent Kiln Shelf Cart with Shelves						F		1.00				$802.80
	10E009 1120 4100 27 000000					MS ART SUPPLIES								$802.80
	110	Rectangular Synthetic Sponge						F		30.00				$88.50
	10E009 1120 4100 27 000000					MS ART SUPPLIES								$88.50
	120	CCA - Multi-Slab Cutter with Stainless Wires						F		1.00				$54.00
	10E009 1120 4100 27 000000					MS ART SUPPLIES								$54.00
	130	Spectrum - High Alumina Kiln Shelf - 20" x 3/4" thick - Half Round						F		8.00				$288.00
	10E009 1120 4100 27 000000					MS ART SUPPLIES								$288.00
	140	Krueger Pottery Supply Delivery Charge 30 Mile Radius REQUIRED INFORMATION Delivery Contact Name: Kendra Delivery Contact Phone: 618-779-3542 Special instructions for delivery:						F		1.00				$40.00
	10E009 1120 4100 27 000000					MS ART SUPPLIES								$40.00
	160	DISCOUNT								1.00				$-43.05
	10E009 1120 4100 27 000000					MS ART SUPPLIES								$-43.05
								NUMBER OF INVOICES: 1						**$1,230.25**
KVC BEHA000	KVC BEHAVIORAL HEALTH MO INC	CLN.0425.29864	0000000000	06502025	AP	TUITION ELEM 13907.46 HS 13907.46			B	04/30/2025	06/11/2025		R	$27,814.92
								24-25						$27,814.92
	10E092 4220 6800 00 000000													$27,814.92

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / FY / ADJ AMT / QTY / ACCT AMOUNT	CHECK NBR	INVOICE AMOUNT / LINE AMOUNT
						NUMBER OF INVOICES: 1									**$27,814.92**
KYLES CA000	KYLES CARDS & TROPHIES	25-6330	0000000000	06502025	AP	PLATES FOR PLAQUES			B	05/10/2025	06/11/2025	R	$252.30		
								24-25					$252.30		
	10E047 1500 4120 00 000000					CHS ATHLETIC AWARDS/TROPHIES							$252.30		
KYLES CA000	KYLES CARDS & TROPHIES	REQUEST05142025	0000000000	06512025	AP	BOYS TRACK TOURN AWARDS			B	06/11/2025	06/17/2025	R	$892.50		
								24-25					$892.50		
	100	MEDALS AND TROPHIES								1.00			$892.50		
	10E047 1500 4120 00 000000					CHS ATHLETIC AWARDS/TROPHIES							$892.50		
						NUMBER OF INVOICES: 2									**$1,144.80**
LAKESHOR000	LAKESHORE	90080550	0092500037	06512025	AP	READING AND MATH BOOKS/WORKBOOKS			B	01/15/2025	06/17/2025	R	$1,832.95		
								24-25					$1,832.95		
	10A000 1010 0000 00 000000					EDUC FD CASH - BUSEY							$1,832.95		
	80E001 2364 3810 00 000000					MISSVIC INS PACKAGE							$0.00		
LAKESHOR000	LAKESHORE	90584162	0092500189	06502025	AP	Good Shepherd Lutheran School			B	04/07/2025	06/01/2025	R	$368.90		
								24-25					$368.90		
	100 PP539	PP539 - Giant Magnetic Lined Page						F		1.00			$29.99		
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS							$29.99		
	110 PP580	PP580 - Giant Magnetic Early Writing Page						F		1.00			$29.99		
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS							$29.99		
	130 EE755	EE755 - All-In-One Magnetic Phonics Kit						F		3.00			$89.97		
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS							$89.97		
	140 RR207	RR207 - Roll Write Word Game						F		1.00			$29.99		
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS							$29.99		
	150 EE417	EE417 - Word Family Flip Books						F		1.00			$69.99		
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS							$69.99		
	160 LM570X	LM570X - Write Wipe Word Ladders - Complete Set						F		1.00			$79.99		

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE	CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
LAKESHOR000	LAKESHORE	90584162	******CONTINUED******											
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS								$79.99
	170 LC198	LC198 - Giant Magnetic Graph Array Chart						F		1.00				$29.99
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS								$29.99
	180 JJ388	JJ388 - Write Wipe Student Number Lines - Set of 30						F		1.00				$8.99
	10E006 3700 4100 00 250000					NP INSTRUCTIONAL MATERIALS								$8.99
LAKESHOR000	LAKESHORE	90773252	0092500159	06502025	AP	Power Pens Fraction Power Pens Quiz Cards			B	05/06/2025	06/01/2025	R		$4,604.16
								24-25						$4,604.16
	100 BD526	BD526 - Fractions Power Pen^{Â®} Quiz Cards						F		384.00				$4,604.16
	10E006 3300 4110 00 250000					PARENT ENGAGEMENT MATERIALS								$4,604.16
						NUMBER OF INVOICES: 3								**$6,806.01**
LANIESTA000	LANIER, STACY	REIMBURSE05062025	0000000000	06502025	AP	REVISION OF DISTR PROMOTIONAL BROCHURE			B	05/06/2025	06/01/2025	R		$350.00
								24-25						$350.00
	10E001 2311 4100 00 000000					PUBLIC RELATIONS MATERIALS	NONEM							$350.00
						NUMBER OF INVOICES: 1								**$350.00**
LAUENSTA000	LAUENSTEIN, STACEY	MILEAGE05212025	0000000000	06502025	AP	K-1 INSTR COACH 052025 63.1M			B	05/21/2025	06/01/2025	R		$44.17
								24-25						$44.17
	10E004 1110 3300 00 000000					Elem In-District Travel								$44.17
						NUMBER OF INVOICES: 1								**$44.17**
LEARNING000	LEARNING A - Z	CI00059425	0092500214	06502025	AP	48-Raz Plus 8-Raz Plus Espanol 10-Vocabulary A-Z Quote Attached Needs to be			B	05/19/2025	06/01/2025	R		$37,135.80

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / QUICK KEY	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ S INV DATE DUE DATE C / FY / LQ	ADJ AMT / QTY	CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
LEARNING000	LEARNING A - Z	CI00059425	******CONTINUED******	pay on 2024-2025 Grant Discount for ordering in advance				
					24-25			$37,135.80
	100	48-Raz Plus			F	48.00		$32,140.80
	10E006 1250 3140 00 250000			TITLE I SITE LICENSES				$32,140.80
	110	8-Raz Plus Espanol			F	8.00		$1,620.00
	10E006 1250 3140 00 250000			TITLE I SITE LICENSES				$1,620.00
	120	10-Vocabulary A-Z			F	10.00		$3,375.00
	10E006 1250 3140 00 250000			TITLE I SITE LICENSES				$3,375.00
				NUMBER OF INVOICES: 1				**$37,135.80**
LEARNWEL000	LEARNWELL EDUCATION	INV253606	0000000000 06502025 AP	HOSPITAL TUTORING	B	05/09/2025 06/01/2025	R	$1,159.13
					24-25			$1,159.13
	100					1.00		$1,159.13
	10E092 4220 6800 00 000000							$1,159.13
LEARNWEL000	LEARNWELL EDUCATION	INV255188	0000000000 06502025 AP	HOSPITAL TUTORING	B	05/16/2025 06/01/2025	R	$662.36
					24-25			$662.36
	10E092 4220 6800 00 000000							$662.36
LEARNWEL000	LEARNWELL EDUCATION	INV256590	0000000000 06502025 AP	HOSPITAL TUTORING	B	05/23/2025 06/11/2025	R	$662.35
					24-25			$662.35
	10E092 4220 6800 00 000000							$662.35
				NUMBER OF INVOICES: 3				**$2,483.84**
LOGOS SC000	LOGOS SCHOOL	19532	0000000000 06502025 AP	TUITION HS 4070.75 ELEM 4070.75	B	05/31/2025 06/11/2025	R	$8,141.50
					24-25			$8,141.50
	10E092 4220 6800 00 000000							$8,141.50

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1						**$8,141.50**
MACGILL 000	MACGILL	IN0900664	0000000000	06502025	AP	SPEC ED SERVICES		B	05/21/2025	06/11/2025	R	$104.25
							24-25					$104.25
	10E001 2134 3140 00 000000			TELE MENTAL HEALTH SERVICES								$104.25
MACGILL 000	MACGILL	IN0900972	0000000000	06502025	AP	CALIBRATION CHECKS		B	05/27/2025	06/11/2025	R	$360.00
							24-25					$360.00
	10E001 2134 3140 00 000000			TELE MENTAL HEALTH SERVICES								$360.00
						NUMBER OF INVOICES: 2						**$464.25**
MADISON 011	MADISON COUNTY ROE	FPAPR2025	0000000000	06502025	AP	FINGERPRINTING FOR FULL TIME STAFF		B	05/05/2025	06/01/2025	R	$90.00
							24-25					$90.00
	10E002 2642 3100 00 000000			HR BACKGROUND INVESTIGATION								$90.00
						NUMBER OF INVOICES: 1						**$90.00**
MADISON 012	MADISON COUNTY ROE	4-2025-09	0000000000	06502025	AP	SAFE SCHOOL APRIL ATTENDANCE		B	05/12/2025	06/01/2025	R	$8,100.00
							24-25					$8,100.00
	10E092 4220 6800 00 000000											$8,100.00
						NUMBER OF INVOICES: 1						**$8,100.00**
MALAGYES000	MALAGON, YESENIA	REIMBURSE05152025	0000000000	06502025	AP	SUPPLIES FOR EU FAM EVENT		B	05/15/2025	06/01/2025	R	$87.80
							24-25					$87.80
	10E069 3250 4100 00 250000			LIPLEP NON PUBLIC SUPPLIES								$87.80
						NUMBER OF INVOICES: 1						**$87.80**
MALONKRI000	MALONEY, KRISTI	MILEAGE 05202025	0000000000	06502025	AP	INSTR COACH MAY MILEAGE 62.6 M		B	05/20/2025	06/01/2025	R	$43.82
							24-25					$43.82

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / DISC AMT / QUICK KEY	BATCH / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
MALONKRI000	MALONEY, KRISTI	MILEAGE 05202025	******CONTINUED******							
	10E004 1110 3300 00 000000			Elem In-District Travel						$43.82
					NUMBER OF INVOICES: 1					**$43.82**
MARLIN L000	MARLIN LEASING CORPORATION	40574148	0000000000	06502025 AP	COPIER LEASE		B 06/04/2025	06/11/2025	R	$1,734.35
						24-25				$1,734.35
	30E001 5000 5040 00 000000			COPIER LEASE						$1,734.35
					NUMBER OF INVOICES: 1					**$1,734.35**
MATH TEA000	MATH TEACHERS PRESS	00052275	0092500208	06502025 AP	See Attached Quote		B 05/06/2025	06/01/2025	R	$2,349.60
						24-25				$2,349.60
	100	1-FA1TG/S-FA1 Number Sense Spanish Resource Pack				F	1.00			$220.00
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$220.00
	110	1-FA2 Add and Subt. Spanish Resource Pack				F	1.00			$220.00
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$220.00
	120	1-FA3 Fra. Geo. and Mst Spanish Resource Pack				F	1.00			$220.00
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$220.00
	130	1-FB2TG/S-FB2 Multi and DIV Facts Spanish Resource Pack				F	1.00			$220.00
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$220.00
	140	1-FB1TG/S-FB1Num. Add and Subt Spanish Resource Pack				F	1.00			$220.00
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$220.00
	150	FB!-B1 Num Add and Sub Student Book				F	20.00			$259.00
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$259.00
	160	FB2-B2 Multip/Division Facts Student Book				F	20.00			$259.00
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$259.00
	170	MMB1v2-MBTv2B1 Num. Add and Subt. Student Book				F	20.00			$259.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
MATH TEA000	MATH TEACHERS PRESS	00052275	******CONTINUED******										
	10E006 1250 4140 00 250000					TITLE I MATERIALS SUPPLIES-SA							$259.00
	180	MMB2v2-MBTv2 B2 Multi and Division Student Book						F		20.00			$259.00
	10E006 1250 4140 00 250000					TITLE I MATERIALS SUPPLIES-SA							$259.00
	190	Shipping						F		1.00			$213.60
	10E006 1250 4140 00 250000					TITLE I MATERIALS SUPPLIES-SA							$213.60
						NUMBER OF INVOICES: 1							**$2,349.60**
MAXIMHEA000	MAXIM, HEATHER	MILEAGE 05072025	0000000000	06502025	AP	OT MILEAGE 4/3-5/7/2025 35.8M		B		05/07/2025	06/01/2025	R	$25.06
								24-25					$25.06
	10E012 2130 3320 00 000000					HEALTH SERVICES-TRAVEL							$25.06
						NUMBER OF INVOICES: 1							**$25.06**
MAYHEROB000	MAYHEW, ROBERT	REIMBURSE05162025	0000000000	06502025	AP	IL LUTHERAN ADMIN CONF		B		05/16/2025	06/01/2025	R	$125.00
								24-25					$125.00
	10E075 3700 3320 00 250000					TITLE II-IMPR INST-N.P. TRAVEL							$125.00
MAYHEROB000	MAYHEW, ROBERT	REIMBURSE05162025A	0000000000	06512025	AP	IL STATE LUTHERAN ADMIN CONF		B		05/16/2025	06/17/2025	R	$730.00
								24-25					$730.00
	10E075 3700 3320 00 250000					TITLE II-IMPR INST-N.P. TRAVEL							$730.00
						NUMBER OF INVOICES: 2							**$855.00**
MCGINANG000	MCGINNIS, ANGIE	ADAPTED PE MILEAGE	0000000000	06502025	AP	APRIL ADAP PE MILEAGE 114.3		B		04/30/2025	06/01/2025	R	$80.01
								24-25					$80.01
	10E012 2130 3320 00 000000					HEALTH SERVICES-TRAVEL							$80.01
MCGINANG000	MCGINNIS, ANGIE	MILEAGE05222025	0000000000	06502025	AP	ADAPTED PE MAY MILEAGE 119.4 M		B		05/22/2025	06/01/2025	R	$83.58
								24-25					$83.58

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DISC AMT / QUICK KEY	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ S / FY / LQ	INV DATE / DUE DATE / C / ADJ AMT / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
MCGINANG000	MCGINNIS, ANGIE	MILEAGE05222025	******CONTINUED******				
	10E012 2130 3320 00 000000			HEALTH SERVICES-TRAVEL			$83.58
				NUMBER OF INVOICES: 2			**$163.59**
MCGRAW H003	MCGRAW HILL SCHOOL EDUCATION HOLDI	133841767001	0000000000 06502025 AP	DONALD BEAR	B	09/04/2024 06/11/2025 R	$104.01
					24-25		$104.01
	10E004 1110 4120 00 000000			ELEMENTARY SUPPLIES			$104.01
MCGRAW H003	MCGRAW HILL SCHOOL EDUCATION HOLDI	134621203001A	0132500004 06512025 AP	MHE CUSTOM HEALTH HUMAN	B	09/28/2024 06/17/2025 R	$164.73
					24-25		$164.73
	10E049 1130 4140 00 000000			CHS WORKBOOKS			$164.73
				NUMBER OF INVOICES: 2			**$268.74**
MENTA TE000	MENTA TECH ACADEMY	SESINV048904	0000000000 06502025 AP	SPED HS 10637.50 ELEM 15318.00	B	05/27/2025 06/01/2025 R	$25,955.50
					24-25		$25,955.50
	10E092 4220 6800 00 000000						$25,955.50
MENTA TE000	MENTA TECH ACADEMY	SESINV048905	0000000000 06502025 AP	INTENSIVE TUIT MAY 2025 ELEM	B	05/27/2025 06/01/2025 R	$8,339.94
					24-25		$8,339.94
	10E092 4220 6800 00 000000						$8,339.94
				NUMBER OF INVOICES: 2			**$34,295.44**
MERCHALE000	MERCHANT, ALEXIS	MILEAGE05082025	0000000000 06502025 AP	OTA MAY MILEAGE 7.2M	B	05/08/2025 06/01/2025 R	$5.04
					24-25		$5.04
	10E012 2130 3320 00 000000			HEALTH SERVICES-TRAVEL NONEM			$5.04
				NUMBER OF INVOICES: 1			**$5.04**
METRO EA000	METRO EAST EQUIPMENT	STMT04102025	0000000000 06512025 AP	MAINT SUPPLIES	B	04/10/2025 06/17/2025 R	$438.99
					24-25		$438.99

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
METRO EA000	METRO EAST EQUIPMENT	STMT04102025	******CONTINUED******									
	100	RENFRO							1.00			$239.00
	20E008 2540 4100 28 000000		28	MAINT SUPPLIES RENFRO								$239.00
	110	HH SUPPLIES							1.00			$199.99
	20E008 2540 4100 23 000000		23	MAINT SUPPLIES HOLLY HGHTS								$199.99
METRO EA000	METRO EAST EQUIPMENT	STMT05202025	0000000000	06502025 AP	WEB WEED EATER		B		05/20/2025	06/11/2025	R	$239.00
							24-25					$239.00
	20E008 2540 4100 31 000000		31	MAINT SUPPLIES WEBSTER								$239.00
METRO EA000	METRO EAST EQUIPMENT	STMT05292025	0000000000	06512025 AP	CHS GATOR		B		05/29/2025	06/17/2025	R	$84.99
							24-25					$84.99
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES								$84.99
					NUMBER OF INVOICES: 3							**$762.98**
METRO GL000	METRO GLASS SERVICE	I076618	0000000000	06502025 AP	RENFRO GLASS		B		05/12/2025	06/11/2025	R	$195.50
							24-25					$195.50
	20E008 2540 3230 28 000000			REP/MAINT SVC RENFRO								$195.50
METRO GL000	METRO GLASS SERVICE	I076619	0000000000	06502025 AP	RENFRO GLASS		B		05/12/2025	06/11/2025	R	$1,411.54
							24-25					$1,411.54
	20E008 2540 3230 28 000000			REP/MAINT SVC RENFRO								$1,411.54
METRO GL000	METRO GLASS SERVICE	I076634	0000000000	06502025 AP	HH WINDOW REPAIR		B		05/15/2025	06/11/2025	R	$177.00
							24-25					$177.00
	20E008 2540 3230 23 000000			REP/MAINT SVC HOLLY HGTS								$177.00
METRO GL000	METRO GLASS SERVICE	I076635	0000000000	06502025 AP	CHS WINDOW REPAIR		B		05/15/2025	06/11/2025	R	$218.45
							24-25					$218.45
	20E008 2540 3230 22 000000			CHS REPAIR/MAINT								$218.45
					NUMBER OF INVOICES: 4							**$2,002.49**
MIDWEST 005	MIDWEST PBIS NETWORK	CY1033125	0000000000	06502025 AP	UNR PROGRAM SUPPORT		B		05/23/2025	06/01/2025	R	$21,251.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
MIDWEST 005	MIDWEST PBIS NETWORK	CY1033125	******CONTINUED******										
								24-25					$21,251.00
	10E056 2210 3110 00 250000			STRONGER CONN-MIDWEST PBIS									$21,251.00
						NUMBER OF INVOICES: 1							**$21,251.00**
MILLENIU000	MILLENIUM CONSTRUCTION LLC	PAY APP 1 DIS DOOR	0000000000	06502025 AP		DOOR REPLACEMENT DIS		B		05/28/2025	06/11/2025	R	$128,250.00
								24-25					$128,250.00
	90E002 2533 5300 33 000000			DORRIS INTERIOR-EXTERIOR DOORS									$128,250.00
MILLENIU000	MILLENIUM CONSTRUCTION LLC	PAY APP 1 WEB DOOR	0000000000	06502025 AP		WEBSTER DOOR REPLACEMENT		B		05/28/2025	06/11/2025	R	$143,730.00
								24-25					$143,730.00
	90E002 2533 5300 31 000000			WEBSTER INTERIOREXTERIOR DOORS									$143,730.00
						NUMBER OF INVOICES: 2							**$271,980.00**
MORRIALL000	MORRISON, ALLYSON	REIMBURSE05082025	0000000000	06502025 AP		REIMB CHILDRENS BOOKS		B		05/08/2025	06/01/2025	R	$97.88
								24-25					$97.88
	10E021 1220 4100 00 250000			IDEA FLO THRU-SUPPLIES									$97.88
						NUMBER OF INVOICES: 1							**$97.88**
NEURORES000	NEURORESTORATIVE	0525-381495	0000000000	06502025 AP		ELEM TUITION		B		06/06/2025	06/11/2025	R	$5,718.52
								24-25					$5,718.52
	10E092 4220 6800 00 000000												$5,718.52
						NUMBER OF INVOICES: 1							**$5,718.52**
NEXUS-ON000	NEXUS-ONARGO	0000016630	0000000000	06502025 AP		TUITION		B		03/31/2025	06/11/2025	R	$296.28
								24-25					$296.28
	10E092 4220 6800 00 000000												$296.28
NEXUS-ON000	NEXUS-ONARGO	0000017018	0000000000	06502025 AP		TUITION		B		05/31/2025	06/11/2025	R	$6,120.24
								24-25					$6,120.24

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE	C	CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
NEXUS-ON000	NEXUS-ONARGO	0000017018	******CONTINUED******											
	10E092 4220 6800 00 000000													$6,120.24
						NUMBER OF INVOICES: 2								**$6,416.52**
NO BARRI000	NO BARRIERS PROJECT	REQUEST06092025	0000000000	06512025 AP		AI CONSULTATION		B		06/09/2025	06/17/2025	R		$3,500.00
								24-25						$3,500.00
	10E040 1100 3140 00 250000			TITLE IV SSAE-INSTR CONSULTANT										$3,500.00
						NUMBER OF INVOICES: 1								**$3,500.00**
NOTTELMA000	NOTTELMANN MUSIC COMPANY	REQUEST04022025A	0000000000	06502025 AP		801698 03272025 135.00 798493 03032025 95.00 798121 02282025 75.00		B		04/02/2025	06/03/2025	R		$305.00
								24-25						$305.00
	10E014 1120 3230 00 000000			MS BAND/MUSIC REPAIRS										$305.00
						NUMBER OF INVOICES: 1								**$305.00**
NOVAKSAM000	NOVAK, SAMANTHA	MILEAGE05082025	0000000000	06502025 AP		MILEAGE HEALTH CLERK		B		05/08/2025	06/01/2025	R		$63.98
								24-25						$63.98
	10E012 2130 3320 00 000000			HEALTH SERVICES-TRAVEL										$63.98
						NUMBER OF INVOICES: 1								**$63.98**
NU WAY C000	NU WAY CONCRETE FORMS TROY LLC	2607902	0000000000	06512025 AP		CHS REPAIR		B		06/03/2025	06/17/2025	R		$306.25
								24-25						$306.25
	20E008 2540 3230 22 000000			CHS REPAIR/MAINT										$306.25
						NUMBER OF INVOICES: 1								**$306.25**
OATES AS000	OATES ASSOCIATES	41160	0000000000	06502025 AP		CAVC CENTER SURVEY		B		05/08/2025	06/11/2025	R		$1,552.00
								24-25						$1,552.00
	60E001 2530 3110 22 000000			CHS ARCHITECT FEE										$1,552.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
OATES AS000	OATES ASSOCIATES	41162	0000000000	06502025	AP	CAVC SHELTON PLAVE SURVEY			B	05/09/2025	06/11/2025	R	$5,560.00
								24-25					$5,560.00
	60E001 2533 3110 34 000000			CAVC ARCHITECT/ENG- NEW BUILD									$5,560.00
OATES AS000	OATES ASSOCIATES	41163	0000000000	06502025	AP	CAVC CONSTRUCTION LAYOUT SURVEY			B	05/09/2025	06/11/2025	R	$287.50
								24-25					$287.50
	60E001 2533 3110 34 000000			CAVC ARCHITECT/ENG- NEW BUILD									$287.50
OATES AS000	OATES ASSOCIATES	41237	0000000000	06502025	AP	CAVC SWPPP INSPECTION			B	05/12/2025	06/11/2025	R	$1,470.00
								24-25					$1,470.00
	60E001 2533 3110 34 000000			CAVC ARCHITECT/ENG- NEW BUILD									$1,470.00
OATES AS000	OATES ASSOCIATES	41261	0000000000	06502025	AP	CHS SPORTS FACILITY			B	05/13/2025	06/11/2025	R	$2,017.50
								24-25					$2,017.50
	20E001 2533 3110 00 000000			ARCHITECT/ENGINEERING SERVICES									$2,017.50
OATES AS000	OATES ASSOCIATES	41262	0000000000	06502025	AP	CHS SPORTS SITE STUDY			B	05/13/2025	06/11/2025	R	$1,665.00
								24-25					$1,665.00
	20E001 2533 3110 00 000000			ARCHITECT/ENGINEERING SERVICES									$1,665.00
OATES AS000	OATES ASSOCIATES	41289	0000000000	06502025	AP	CAVC CONSTRUCTION LAYOUT			B	06/02/2025	06/11/2025	R	$3,062.50
								24-25					$3,062.50
	60E001 2533 3110 34 000000			CAVC ARCHITECT/ENG- NEW BUILD									$3,062.50
OATES AS000	OATES ASSOCIATES	41306	0000000000	06512025	AP	CAVC SWPPP INSPECTION			B	06/03/2025	06/17/2025	R	$1,085.00
								24-25					$1,085.00
	60E001 2533 3110 34 000000			CAVC ARCHITECT/ENG- NEW BUILD									$1,085.00
						NUMBER OF INVOICES: 8							**$16,699.50**
OHARALAU000	OHARA, LAURA	MILEAGE05192025	0000000000	06502025	AP	SLP CONSULT TEAM 94.4M			B	05/19/2025	06/01/2025	R	$66.08
								24-25					$66.08
	10E012 1210 3320 00 000000			SLP IN-DISTR-TRAVEL									$66.08

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / FY / ADJ AMT / CHECK NBR / INVOICE AMOUNT / QTY / LINE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1							**$66.08**
OLSENKAR000	OLSEN, KAREN	REIMBURSE05212025	0000000000	06502025	AP	DONUTS FOR STAFF GRADUATION		B		05/21/2025	06/01/2025	R	$37.80
								24-25					$37.80
	10E001 2310 6900 20 000000					GRADUATION EXPENSES							$37.80
						NUMBER OF INVOICES: 1							**$37.80**
ON SITE 000	ON SITE COMPANIES	0001899783	0000000000	06502025	AP	CMS JOHNNYONSPOT		B		06/07/2025	06/11/2025	R	$234.01
								24-25					$234.01
	20E008 2540 3230 27 000000					REP/MAINT SVC MS							$234.01
						NUMBER OF INVOICES: 1							**$234.01**
PARAMOUN000	PARAMOUNT CONVENTION SERVICES, INC	35889	0000000000	06502025	AP	GRADUATION BACKDROP		B		06/04/2025	06/11/2025	R	$1,600.00
								24-25					$1,600.00
	10E001 2310 6900 00 000000					GRADUATION EXPENSES							$1,600.00
						NUMBER OF INVOICES: 1							**$1,600.00**
PEARSON 000	PEARSON ASSESSMENTS	27134979	0062500156	06502025	AP	PLS-5 - Shelly Ramirez @ Caseyville; CELF-5 - Candace Noonan @ Renfro; CELF-5 - Laura O'Hara @ Summit		B		11/07/2024	06/11/2025	R	$888.30
								24-25					$888.30
	100	15865921X - PLS-5 Spanish Record Forms, Qty 50						P		1.00			$244.00
	10E021 2150 4100 00 250000					IDEA FLO THRU-SPEECH SUPPLIES							$244.00
	110	0158036670B - CELF-5 Screening Test						P		2.00			$602.00
	10E021 2150 4100 00 250000					IDEA FLO THRU-SPEECH SUPPLIES							$602.00
	120	Shipping & Handling						P		1.00			$42.30
	10E021 2150 4100 00 250000					IDEA FLO THRU-SPEECH SUPPLIES							$42.30

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
PEARSON 000	PEARSON ASSESSMENTS	27216924	0062500167	06502025	AP	Purchased on-line - Order #10000128246675		B		12/25/2025	06/01/2025	R	$471.70
								24-25					$471.70
	100	0158655109 - PLS-5 Screening Test Kit (Print)						F		2.00			$445.00
	10E021 2150 4100 00 250000					IDEA FLO THRU-SPEECH SUPPLIES							$445.00
	110	Shipping & Handling						F		1.00			$26.70
	10E021 2150 4100 00 250000					IDEA FLO THRU-SPEECH SUPPLIES							$26.70
						NUMBER OF INVOICES: 2							**$1,360.00**
PECCODEB000	PECCOLA, DEBBIE	REIMBURSE 06052025	0000000000	06502025	AP	FOOD FOR BOARD-CEA NEGOTIATIONS		B		06/05/2025	06/11/2025	R	$460.88
								24-25					$460.88
	10E001 2310 4100 00 000000					BOARD SUPPLIES							$460.88
						NUMBER OF INVOICES: 1							**$460.88**
PORTEDAN000	PORTER, DAN	MILEAGE05312025	0000000000	06512025	AP	SECURITY MAY MILEAGE		B		05/31/2025	06/17/2025	R	$149.03
								24-25					$149.03
	10E001 2110 3320 00 000000					Truant Officer Travel							$149.03
						NUMBER OF INVOICES: 1							**$149.03**
PRO-ALAR000	PRO-ALARM	146674	0000000000	06512025	AP	CHS TROUBLESHOOT		B		06/03/2025	06/17/2025	R	$345.00
								24-25					$345.00
	20E008 2540 3230 22 000000					CHS REPAIR/MAINT							$345.00
PRO-ALAR000	PRO-ALARM	146713	0000000000	06512025	AP	DIS TROUBLESHOOT		B		06/05/2025	06/17/2025	R	$185.00
								24-25					$185.00
	20E008 2540 3230 33 000000					REPAIRS/MAINT DORRIS							$185.00
PRO-ALAR000	PRO-ALARM	146714	0000000000	06512025	AP	RENFRO TROUBLESHOOTING		B		06/05/2025	06/17/2025	R	$185.00
								24-25					$185.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
PRO-ALAR000	PRO-ALARM	146714	******CONTINUED******									
	20E008 2540 3230 28 000000			REP/MAINT SVC RENFRO								$185.00
						NUMBER OF INVOICES: 3						**$715.00**
PULSESTE000	PULSE, STEPHANIE	REIMBURSE05192025	0000000000	06502025 AP		PBIS		B	05/19/2025	06/02/2025	R	$138.97
							24-25					$138.97
	10E003 2410 4110 29 000000			SUMMIT PBIS FUNDS								$138.97
						NUMBER OF INVOICES: 1						**$138.97**
PURITAN 000	PURITAN SPRINGS BOTTLED WATER	106482305082025	0000000000	06502025 AP		ANNEX WATER		B	05/08/2025	06/02/2025	R	$154.82
							24-25					$154.82
	10E001 2310 4100 00 000000			BOARD SUPPLIES								$154.82
						NUMBER OF INVOICES: 1						**$154.82**
REALLY G000	REALLY GOOD STUFF	8804016	0262500027	06502025 AP		The Really Good Stuff Formar Palabras Con Silabas (Make-A-Word Center(TM): Spanish Syllables) - 1 center Item #307460 Magnetic Syllable Tile Kit - Spanish - 102 tiles, 1 storage box Item #306966 Centro de Aprendizaje(TM): Rompecabezas de Fonemas Grades K-1 (Spanish Phoneme Puzzles) - 1 literacy center Item #308397		B	03/12/2025	06/11/2025	R	$109.97
							24-25					$109.97
	100	Formar Palabras Con Silabas (Make-A-Word Center(TM): Spanish Syllables) - 1 center Item #307460					F		1.00			$49.99

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
REALLY G000	REALLY GOOD STUFF	8804016	******CONTINUED******							
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$49.99
	110	Magnetic Syllable Tile Kit - Spanish - 102 tiles, 1 storage box Item #306966				F	1.00			$34.99
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$34.99
	120	Centro de Aprendizaje(TM): Rompecabezas de Fonemas Grades K-1 (Spanish Phoneme Puzzles) - 1 literacy center Item #308397				F	1.00			$19.99
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$19.99
	130	S&H					1.00			$5.00
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES						$5.00
					NUMBER OF INVOICES: 1					**$109.97**
REBOYYVO000	REBOYRAS, YVONNE	REIMBURSE05212025	0000000000	06502025 AP	TITLE I SUPPLIES	B	05/21/2025	06/02/2025	R	$46.36
						24-25				$46.36
	10E006 1250 4140 00 250000			TITLE I MATERIALS SUPPLIES-SA						$46.36
					NUMBER OF INVOICES: 1					**$46.36**
REDEXIM 001	REDEXIM NORTH AMERICA	116496	0000000000	06502025 AP	BRUSH	B	05/19/2025	06/11/2025	R	$352.55
						24-25				$352.55
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES						$352.55
					NUMBER OF INVOICES: 1					**$352.55**
REISIMIT000	REISING, MITCHELL	MILEAGE05222025	0000000000	06502025 AP	PE MILEAGE MAY 26.4 M	B	05/31/2025	06/02/2025	R	$18.48
						24-25				$18.48
	10E004 1110 3300 00 000000			Elem In-District Travel						$18.48
					NUMBER OF INVOICES: 1					**$18.48**
REPUBLIC000	REPUBLIC SERVICES #350	350-006105968	0000000000	06502025 AP	TRASH SERVICE DISTRICT	B	05/31/2025	06/11/2025	R	$10,878.52

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ / QTY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
REPUBLIC000	REPUBLIC SERVICES #350	350-006105968	******CONTINUED******						
				24-25					$10,878.52
	20E007 2540 3210 10 000000		TRASH REMOVAL AND PEST CONTROL						$10,878.52
			NUMBER OF INVOICES: 1						**$10,878.52**
RICHARDE000	RICHARDET FLOOR COVERING CO, INC	004134	0000000000 06512025 AP CHS CARPET		B	06/08/2025	06/17/2025	R	$402.00
				24-25					$402.00
	20E008 2540 3230 22 000000		CHS REPAIR/MAINT						$402.00
			NUMBER OF INVOICES: 1						**$402.00**
ROCHESTE000	ROCHESTER 100 INC	WEBINV0016551	0162500010 06502025 AP Caseyville Elem. Office Supplies		B	04/25/2025	06/11/2025	R	$791.00
				24-25					$791.00
	100	Nicky's Communicator Spanish/Bilingual ESL Folders;Metallic Violet #90040-SP		F		350.00			$560.00
	10E004 1110 1100 21 000000		CASEYVILLE TEACH SA (13)						$560.00
	110	Nicky's 4 Pocket Folder Plastic Sleeves;Metallic Violet		F		100.00			$231.00
	10E004 1110 1100 21 000000		CASEYVILLE TEACH SA (13)						$231.00
			NUMBER OF INVOICES: 1						**$791.00**
ROYAL PA000	ROYAL PAPER INC	327508-2	0000000000 06502025 AP WAREHOUSE SUPPLIES		B	05/20/2025	06/02/2025	R	$10.28
				24-25					$10.28
	20E007 2540 4100 10 000000		CUSTODIAL SUPPLIES UNIT						$10.28
ROYAL PA000	ROYAL PAPER INC	327564	0000000000 06502025 AP RENFRO CUST SUPPLIES		B	05/27/2025	06/11/2025	R	$3,970.65
				24-25					$3,970.65
	20E007 2540 4100 28 000000		CUSTODIAL SUPPLIES RENFRO						$3,970.65
ROYAL PA000	ROYAL PAPER INC	327572	0000000000 06502025 AP DIS CUST SUPPLIES		B	05/27/2025	06/11/2025	R	$4,404.05
				24-25					$4,404.05

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / QUICK KEY	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / INV DATE / DUE DATE / C / ADJ AMT / CHECK NBR / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ROYAL PA000	ROYAL PAPER INC	327572	******CONTINUED******				
	20E007 2540 4100 33 000000			CUSTODIAL SUPPLIES DORRIS			$4,404.05
ROYAL PA000	ROYAL PAPER INC	327573	0000000000 06502025 AP	CMS CUST SUPPLIES		B 05/27/2025 06/11/2025 R	$5,196.29
					24-25		$5,196.29
	20E007 2540 4100 27 000000			CUSTODIAL SUPPLIES MS			$5,196.29
ROYAL PA000	ROYAL PAPER INC	327574	0000000000 06502025 AP	KREITNER MAINT SUPPLIES		B 05/27/2025 06/11/2025 R	$3,325.20
					24-25		$3,325.20
	20E007 2540 4100 25 000000			CUSTODIAL SUPPLIES KREITNER			$3,325.20
ROYAL PA000	ROYAL PAPER INC	328652	0000000000 06502025 AP	CUSTODIAN SCRUBBER		B 05/14/2025 06/02/2025 R	$8,158.00
					24-25		$8,158.00
	20E008 2540 5400 00 000000			Equipment, Truck and Mowers			$8,158.00
ROYAL PA000	ROYAL PAPER INC	328717	0000000000 06502025 AP	HOLLYWOOD CARPET EXTRACTOR		B 05/14/2025 06/02/2025 R	$1,065.92
					24-25		$1,065.92
	20E007 2540 7000 00 000000			CUSTODIAL NON CAP EQUIPMENT			$1,065.92
ROYAL PA000	ROYAL PAPER INC	330041	0000000000 06502025 AP	WAREHOUSE SUPPLIES		B 05/08/2025 06/02/2025 R	$10,604.29
					24-25		$10,604.29
	20E007 2540 4100 10 000000			CUSTODIAL SUPPLIES UNIT			$10,604.29
ROYAL PA000	ROYAL PAPER INC	330041-1	0000000000 06502025 AP	WAREHOUSE SUPPLIES		B 05/29/2025 06/11/2025 R	$379.46
					24-25		$379.46
	20E007 2540 4100 10 000000			CUSTODIAL SUPPLIES UNIT			$379.46
ROYAL PA000	ROYAL PAPER INC	331641	0000000000 06502025 AP	WAREHOUSE SUPPLIES		B 05/20/2025 06/02/2025 R	$989.57
					24-25		$989.57
	20E007 2540 4100 10 000000			CUSTODIAL SUPPLIES UNIT			$989.57
ROYAL PA000	ROYAL PAPER INC	B263438-1A	0000000000 06512025 AP	WAREHOUSE PAYMENT ON INVOICE		B 12/29/2023 06/17/2025 R	$160.00
					24-25		$160.00
	20E007 2540 4100 10 000000			CUSTODIAL SUPPLIES UNIT			$160.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ROYAL PA000	ROYAL PAPER INC	B317705-4	0000000000	06512025	AP	WAREHOUSE SUPPLIES		B		06/10/2025	06/17/2025	R	$173.72
								24-25					$173.72
	20E007 2540 4100 10 000000					CUSTODIAL SUPPLIES UNIT							$173.72
ROYAL PA000	ROYAL PAPER INC	B331641-1	0000000000	06502025	AP	WAREHOUSE SUPPLIES		B		05/20/2025	06/02/2025	R	$238.64
								24-25					$238.64
	20E007 2540 4100 10 000000					CUSTODIAL SUPPLIES UNIT							$238.64
ROYAL PA000	ROYAL PAPER INC	BLS319999	0000000000	06512025	AP	CMS REPAIR SERVICE		B		03/19/2025	06/17/2025	R	$409.03
								24-25					$409.03
	20E008 2540 3230 27 000000					REP/MAINT SVC MS							$409.03
ROYAL PA000	ROYAL PAPER INC	LS322462	0000000000	06512025	AP	CMS REPAIR SERVICE		B		03/19/2025	06/17/2025	R	$149.00
								24-25					$149.00
	20E008 2540 3230 27 000000					REP/MAINT SVC MS							$149.00
ROYAL PA000	ROYAL PAPER INC	LS909.25-03	0000000000	06512025	AP	CMS REPAIR SERVICE		B		03/06/2025	06/17/2025	R	$70.00
								24-25					$70.00
	20E008 2540 3230 27 000000					REP/MAINT SVC MS							$70.00
						NUMBER OF INVOICES: 16							**$39,304.10**
SCANZLIS000	SCANZONI, LISA	MILEAGE05232025	0000000000	06502025	AP	COTA MILEAGE 05232025 60.6M		B		05/31/2025	06/02/2025	R	$42.42
								24-25					$42.42
	10E012 2130 3320 00 000000					HEALTH SERVICES-TRAVEL							$42.42
						NUMBER OF INVOICES: 1							**$42.42**
SCHOLAST000	SCHOLASTIC	65588282	0262500009	06502025	AP	BOOKS		B		11/05/2024	06/02/2025	R	$575.75
								24-25					$575.75
	10E069 3250 4100 00 250000					LIPLEP NON PUBLIC SUPPLIES							$575.75
						NUMBER OF INVOICES: 1							**$575.75**
SCHOLAST010	SCHOLASTIC INC EDUCATION	7241906	0262500035	06502025	AP	*** This order has already		B		05/10/2025	06/11/2025	R	$889.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / 1099	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
SCHOLAST010	SCHOLASTIC INC EDUCATION	7241906	******CONTINUED******			been placed with the PO # Qty 5 packs of 5 Through My Eyes Grades 3-5 Item #: NTS860158 Qty 5 packs of 6 National Geographic Readers: National Geographic Readers Spanish Collection Levels 1-3 Item #: NTS808636 Qty 2 packs of 30 Spanish Literature Circle Grades 4-6 Item #: NTS944798 Qty 6 packs of 8 Let's Be Friends Bilingual Grades K-2 Item #: NTS943972 Qty 3 packs of 10 Favorite Characters Spanish Grades K-2 Item #: NTS 990123						
							24-25					$889.00
	100	Qty 5 packs of 5 Through My Eyes Grades 3-5 Item #: NTS860158					F	5.00				$135.00
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES								$135.00
	110	Qty 5 packs of 6 National Geographic Readers: National Geographic Readers Spanish Collection Levels 1-3 Item #: NTS808636					F	5.00				$100.00
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES								$100.00
	120	Qty 2 packs of 30 Spanish Literature Circle Grades 4-6 Item #: NTS944798					F	2.00				$300.00
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES								$300.00
	130	Qty 6 packs of 8 Let's Be Friends Bilingual Grades K-2 Item #: NTS943972					F	6.00				$216.00
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES								$216.00
	140	Qty 3 pack of 10 Favorite Characters Spanish Grades K-2 Item #: NTS 990123					F	3.00				$138.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / BANK / DISC AMT / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
SCHOLAST010	SCHOLASTIC INC EDUCATION	7241906	******CONTINUED******								
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES							$138.00
					NUMBER OF INVOICES: 1						**$889.00**
SCHOLAST026	SCHOLASTIC INC	12619845	0262500034	06502025 AP	***** This order has already been placed with scholastic Qty 29 packs of 3 Sobrevivi la gran inundacion de melaza, 1919 (I Survived the Great Molasses Flood, 1919) 3-Book Pack Item # 170014 Qty 4 packs of 10 Coleccion ?Quien ganara?(R) + 1 packs of 10 with club points Item # 168885 Qty 10 packs of 6 Fly Guy Presents: Firefighters 6-Book Pack + 1 pack of 6 with club points Item # 165014 Qty 2 packs of 26 Who Would Win?(R) Library + 1 pack of 26 with club points Item # 79Y5	B		05/09/2024	06/11/2025	R	$463.94
						24-25					$463.94
	100	Qty 30 packs of 3 Sobrevivi la gran inundacion de melaza, 1919 (I Survived the Great Molasses Flood, 1919) 3-Book Pack Item # 170014 + 4 packs of 3 with club points				F	29.00				$174.00
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES							$174.00
	110	Qty 4 packs of 10 Coleccion ?Quien ganara?(R) + 2 packs of 10 with club points Item # 168885				F	4.00				$119.96
	10E069 1250 4100 00 250000			TITLE III LIPLEP-SUPPLIES							$119.96

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT	BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / CHECK NBR	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
SCHOLAST026	SCHOLASTIC INC	12619845	******CONTINUED******										
	120	Qty 10 packs of 6 Fly Guy Presents: Firefighters 6-Book Pack Item # 165014						F	10.00				$60.00
	10E069 1250 4100 00 250000				TITLE III LIPLEP-SUPPLIES								$60.00
	130	Qty 2 packs of 26 Who Would Win?(R) Library Item # 79Y5						F	2.00				$109.98
	10E069 1250 4100 00 250000				TITLE III LIPLEP-SUPPLIES								$109.98
						NUMBER OF INVOICES: 1							**$463.94**
SCHOOL S004	SCHOOL SPECIALTY-CLASSROOM DIRECT	208135652464	0082500069	06502025 AP		Classroom materials purchased with Elementary Instructional Materials		B		05/07/2025	06/02/2025	R	$367.20
								24-25					$367.20
	100 1457443	Pacon Spiralbound Chart Tablet, 24 x 32 Inches, 1-1/2 Inch Ruled, 25 Sheets						F	34.00				$367.20
	10E004 1110 4110 00 000000				ELEMENTARY WORKBOOKS								$367.20
						NUMBER OF INVOICES: 1							**$367.20**
SCHWIBRE000	SCHWIERJOHN, BRENT	MILEAGE05222025	0000000000	06502025 AP		MILEAGE 05222025		B		05/31/2025	06/02/2025	R	$23.31
								24-25					$23.31
	10E012 2140 3320 00 000000				PSYCHOLOGY-TRAVEL								$23.31
						NUMBER OF INVOICES: 1							**$23.31**
SCI ENGI000	SCI ENGINEERING	212173	0000000000	06512025 AP		CHS BALL FIELDS		B		06/06/2025	06/17/2025	R	$3,000.00
								24-25					$3,000.00
	20E001 2533 3110 00 000000				ARCHITECT/ENGINEERING SERVICES								$3,000.00
						NUMBER OF INVOICES: 1							**$3,000.00**
SHAWNEE 000	SHAWNEE BEHAVIORAL SERVICES	STMT ABA SERV	0000000000	06502025 AP		MONTHLY ABA SERVICES		B		05/19/2025	06/03/2025	R	$48,000.00
								24-25					$48,000.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / DUE DATE / C / ADJ AMT / CHECK NBR / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
SHAWNEE 000	SHAWNEE BEHAVIORAL SERVICES	STMT ABA SERV	******CONTINUED******			
	10E021 2210 3320 00 250000		IDEA FLO THRU-IMR INST-TRAVEL			$48,000.00
SHAWNEE 000	SHAWNEE BEHAVIORAL SERVICES	STMT MAY 19	0000000000 06502025 AP ABA SERVICES	B 24-25	05/19/2025 06/03/2025 R	$4,400.00 $4,400.00
	10E021 2210 3320 00 250000		IDEA FLO THRU-IMR INST-TRAVEL			$4,400.00
			NUMBER OF INVOICES: 2			**$52,400.00**
SHERWIN-000	SHERWIN-WILLIAMS	3063-3	0000000000 06502025 AP TAX CREDIT	B 24-25	05/15/2025 06/11/2025 R	$-4.58 $-4.58
	20E008 2540 3250 10 000000		MISC PAINTING WORK			$-4.58
SHERWIN-000	SHERWIN-WILLIAMS	3868-5	0000000000 06512025 AP STRIPING PAINT	B 24-25	06/02/2025 06/17/2025 R	$598.50 $598.50
	20E008 2540 3250 10 000000		MISC PAINTING WORK			$598.50
			NUMBER OF INVOICES: 2			**$593.92**
SKERTMAR000	SKERTICH, MARK	MILEAGE06032025	0000000000 06512025 AP SUPT MILEAGE	B 24-25	06/03/2025 06/17/2025 R	$86.80 $86.80
	10E002 2320 3320 00 000000		SUPERINTENDENT TRAVEL			$86.80
			NUMBER OF INVOICES: 1			**$86.80**
SKYWARD 001	SKYWARD USERS GROUP NFP	1035A	0000000000 06502025 AP OATMAN/HAY SIS/EIS CONF	B 24-25	06/28/2024 06/03/2025 R	$60.00 $60.00
	10E093 2660 3320 00 000000					$60.00
			NUMBER OF INVOICES: 1			**$60.00**
SLOAN IM000	SLOAN IMPLEMENT	3890020	0000000000 06502025 AP MAINT PARTS	B 24-25	04/30/2025 06/11/2025 R	$410.97 $410.97
	20E008 2540 4100 10 000000	10	MAINT SUPPLIES UNIT			$410.97

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / DISC AMT / QUICK KEY	BATCH / BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
					NUMBER OF INVOICES: 1						**$410.97**
SMITHDEN000	SMITH, DENISE	REIMBURSE05152025	0000000000	06502025 AP	ADMIN BREAKFAST		B	05/15/2025	06/02/2025	R	$18.75
						24-25					$18.75
	10E021 2330 4100 00 250000			IDEA FLO THRU-ADMIN SUPPLIES							$18.75
					NUMBER OF INVOICES: 1						**$18.75**
SOCCER M000	SOCCER MASTER TEAM DEPT	0101194291-0	0032500027	06512025 AP	Soccer Master		B	04/11/2025	06/17/2025	R	$1,968.00
						24-25					$1,968.00
	100	FD7442-547				F	30.00				$819.00
	10E045 1500 4130 00 000000			CHS BOYS SOCCER SUPPLIES							$819.00
	110	WS1001101XB05 Wilson NCAA Vanquish Ball				F	28.00				$896.00
	10E045 1500 4130 00 000000			CHS BOYS SOCCER SUPPLIES							$896.00
	120	20B901 Soccer score book				F	1.00				$13.00
	10E045 1500 4130 00 000000			CHS BOYS SOCCER SUPPLIES							$13.00
	130	18B1104 Dry erase board				F	1.00				$103.00
	10E045 1500 4130 00 000000			CHS BOYS SOCCER SUPPLIES							$103.00
	140	16A601 Agility ladder				F	2.00				$80.00
	10E045 1500 4130 00 000000			CHS BOYS SOCCER SUPPLIES							$80.00
	150	1A571 Digital ball pump				F	1.00				$57.00
	10E045 1500 4130 00 000000			CHS BOYS SOCCER SUPPLIES							$57.00
					NUMBER OF INVOICES: 1						**$1,968.00**
SODEXO I002	SODEXO INC & AFFILIATES	1002809715	0000000000	06502025 AP	MAY 2025 MEALS		B	06/06/2025	06/11/2025	R	$251,315.31
						24-25					$251,315.31
	10E024 2560 3100 00 000000			LUNCH PROGRAM/FOOD SVC							$251,315.31
					NUMBER OF INVOICES: 1						**$251,315.31**
SODEXO-C000	SODEXO-CHS	240927	0000000000	06502025 AP	MAY 2025 SNACKS		B	06/09/2025	06/11/2025	R	$1,624.15
						24-25					$1,624.15
	10E024 2563 4100 00 000000										$1,624.15

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / QUICK KEY	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
				NUMBER OF INVOICES: 1						**$1,624.15**
ST CLAIR001	ST CLAIR COUNTY COLLECTOR	03-05-0-300-026	0000000000 06512025 AP	PARCEL 03-05.0-300-026	B		01/01/2024	06/17/2025	S	$433.68
					24-25					$433.68
	60E001 2530 5200 22 000000			LAND PURCHASE - CHS						$433.68
ST CLAIR001	ST CLAIR COUNTY COLLECTOR	03-05.0-300-018	0000000000 06512025 AP	PARCEL 03-05.0-300-018	B		01/01/2025	06/17/2025	R	$646.80
					24-25					$646.80
	60E001 2530 5200 22 000000			LAND PURCHASE - CHS						$646.80
				NUMBER OF INVOICES: 2						**$1,080.48**
ST PETER001	ST PETERS HARDWARE	244371	0000000000 06502025 AP	GRADUATION CHAIRS	B		05/14/2025	06/02/2025	R	$982.50
					24-25					$982.50
	10E001 2310 6900 20 000000			GRADUATION EXPENSES						$982.50
				NUMBER OF INVOICES: 1						**$982.50**
STATE FI000	STATE FIRE MARSHAL	5125153768	0000000000 06502025 AP	CERT OF OPERATION	B		05/28/2025	06/11/2025	R	$75.00
					24-25					$75.00
	20E008 2540 3230 22 000000			CHS REPAIR/MAINT						$75.00
				NUMBER OF INVOICES: 1						**$75.00**
STERICYC000	STERICYCLE	8010862202	0000000000 06502025 AP	SHREDDING ADM	B		05/18/2025	06/02/2025	R	$38.82
					24-25					$38.82
	10E001 2310 3112 00 000000			Shredding District (No SP ED)						$38.82
STERICYC000	STERICYCLE	8010891990	0000000000 06502025 AP	SHREDDING SERVICE ADM	B		05/25/2025	06/02/2025	R	$38.82
					24-25					$38.82
	10E001 2310 3112 00 000000			Shredding District (No SP ED)						$38.82
STERICYC000	STERICYCLE	8010891992	0000000000 06502025 AP	SHREDDING ADM	B		05/25/2025	06/02/2025	R	$25.88
					24-25					$25.88

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DISC AMT / QUICK KEY	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ S / FY / LQ	INV DATE / DUE DATE / C / ADJ AMT / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
STERICYC000	STERICYCLE	8010891992	******CONTINUED******				
	10E001 2310 3112 00 000000			Shredding District (No SP ED)			$25.88
				NUMBER OF INVOICES: 3			**$103.52**
TECH ELE000	TECH ELECTRONICS INC	118785	0000000000 06512025 AP	JEFFERSON FIRE ALARM	B	06/06/2025 06/17/2025 R	$180.00
					24-25		$180.00
	90E002 2535 3230 10 000000			H/L/S DISTRICT WIDE MONITORING			$180.00
TECH ELE000	TECH ELECTRONICS INC	118786	0000000000 06512025 AP	TE FIRE ALARM	B	06/06/2025 06/17/2025 R	$180.00
					24-25		$180.00
	90E002 2535 3230 10 000000			H/L/S DISTRICT WIDE MONITORING			$180.00
TECH ELE000	TECH ELECTRONICS INC	118791	0000000000 06512025 AP	CMS FIRE ALARM	B	06/06/2025 06/17/2025 R	$180.00
					24-25		$180.00
	90E002 2535 3230 10 000000			H/L/S DISTRICT WIDE MONITORING			$180.00
TECH ELE000	TECH ELECTRONICS INC	118792	0000000000 06512025 AP	CHS FIRE ALARM	B	06/06/2025 06/17/2025 R	$180.00
					24-25		$180.00
	90E002 2533 3110 00 000000			HLS ARCH/ENG SERVICES			$180.00
TECH ELE000	TECH ELECTRONICS INC	118793	0000000000 06512025 AP	HH FIRE ALARM	B	06/06/2025 06/17/2025 R	$180.00
					24-25		$180.00
	90E002 2535 3230 10 000000			H/L/S DISTRICT WIDE MONITORING			$180.00
TECH ELE000	TECH ELECTRONICS INC	118795	0000000000 06512025 AP	SUMMIT ELEMENTARY FIRE	B	06/06/2025 06/17/2025 R	$180.00
					24-25		$180.00
	90E002 2535 3230 10 000000			H/L/S DISTRICT WIDE MONITORING			$180.00
				NUMBER OF INVOICES: 6			**$1,080.00**
TEEN TRU000	TEEN TRUTH	DEPOSIT FEE 4735	0000000000 06502025 AP	DEPOSIT FOR ASSEMBLY	B	05/12/2025 06/02/2025 R	$2,475.00
					24-25		$2,475.00
	10E040 1100 3140 00 250000			TITLE IV SSAE-INSTR CONSULTANT			$2,475.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
							NUMBER OF INVOICES: 1							**$2,475.00**
TERRYS A000	TERRYS APPLIANCE CENTER	87180		0000000000	06512025	AP	CHS MAINT SUPPLIES		B		03/15/2025	06/17/2025	R	$1,199.00
									24-25					$1,199.00
	20E008 2540 4100 22 000000		22				CHS MAINT SUPPLIES							$1,199.00
							NUMBER OF INVOICES: 1							**$1,199.00**
THE NURT000	THE NURTURE SCHOOL LLC	1092		0000000000	06502025	AP	STUDENT INSTRUCTIONAL DAYS		B		05/30/2025	06/11/2025	R	$47,638.01
									24-25					$47,638.01
	10E092 4220 6800 00 000000													$47,638.01
							NUMBER OF INVOICES: 1							**$47,638.01**
THOMSON 002	THOMSON REUTERS-WEST	852041506		0000000000	06502025	AP	CLEAR BATCH SERVICES JUNE 2025		B		06/01/2025	06/11/2025	R	$1,317.79
									24-25					$1,317.79
	10E002 2641 3330 00 000000						STUDENT SERVICES - SKYWARD							$1,317.79
							NUMBER OF INVOICES: 1							**$1,317.79**
TIMES-TR000	TIMES-TRIBUNE	1056228		0000000000	06502025	AP	CUSD AMENDED BUDGET		B		05/22/2025	06/02/2025	R	$31.20
									24-25					$31.20
	10E002 2510 3500 00 000000						DIR OF FINANCE-ADVERTISING							$31.20
TIMES-TR000	TIMES-TRIBUNE	1056229		0000000000	06502025	AP	CAVC AMENDED BUDGET		B		05/22/2025	06/02/2025	R	$30.40
									24-25					$30.40
	10E002 2510 3500 00 000000						DIR OF FINANCE-ADVERTISING							$30.40
							NUMBER OF INVOICES: 2							**$61.60**
TOBERDAN000	TOBERMAN, DANIEL	REFUND CAFE		0000000000	06502025	AP	CAFE REFUND		B		05/22/2025	06/02/2025	R	$6.00
									24-25					$6.00
	10R024 1620 0000 00 000000						ADULT LUNCH SALES							$6.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	QUICK KEY	ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1									**$6.00**
TRAFERA 001	TRAFERA	I0001318674	0142500056	06502025	AP	Protective cases for Lenovo 14E Gen 3 I will email the purchase order when approved				B		05/15/2025	06/02/2025	R	$2,400.00
										24-25					$2,400.00
	100	UZBL Snap on Case								F		100.00			$2,400.00
	10E093 2660 4100 00 000000														$2,400.00
TRAFERA 001	TRAFERA	S000177877	0142500059	06512025	AP	Spare Lenovo student chromebook cases I will email the order to Trafera				B		05/28/2025	06/17/2025	R	$800.00
										24-25					$800.00
	100	UZBL LENOVO 100E GEN 4 CHROMEBOOK CASE								P		40.00			$800.00
	10E093 2660 4100 00 000000														$800.00
						NUMBER OF INVOICES: 2									**$3,200.00**
TRX TIMI000	TRX TIMING LLC	2025-1	0000000000	06502025	AP	GIRLS TRACK 3 YEARS				B		05/02/2025	06/02/2025	R	$1,900.00
										24-25					$1,900.00
	10E046 1500 6400 22 000000							HS GIRLS TOURNEY ENTRY FEES							$1,900.00
						NUMBER OF INVOICES: 1									**$1,900.00**
UNITED R000	UNITED REFRIGERATION INC	11447743-00	0000000000	06512025	AP	Spare Lenovo student chromebook cases I will email the order to Trafera				B		03/19/2025	06/17/2025	A	$71.34
										24-25					$71.34
	20E008 2540 4100 22 000000						22	CHS MAINT SUPPLIES							$71.34
UNITED R000	UNITED REFRIGERATION INC	12214006-00	0000000000	06502025	AP	CHS MAINT SUPPLIES				B		04/29/2025	06/11/2025	A	$79.09
										24-25					$79.09
	20E008 2540 4100 22 000000						22	CHS MAINT SUPPLIES							$79.09

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH BANK / DISC AMT / QUICK KEY	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ S / FY / LQ	INV DATE / DUE DATE / ADJ AMT / QTY	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
UNITED R000	UNITED REFRIGERATION INC	12263618-00	0000000000 06502025 AP	CHS MAINT SUPPLIES	B	05/01/2025 06/11/2025	A	$329.70
					24-25			$329.70
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES				$329.70
UNITED R000	UNITED REFRIGERATION INC	12263768-00	0000000000 06502025 AP	TE MAINT SUPPLIES	B	05/01/2025 06/11/2025	A	$31.38
					24-25			$31.38
	20E008 2540 4100 30 000000		30	MAINT SUPPLIES TWIN ECHO				$31.38
UNITED R000	UNITED REFRIGERATION INC	12305172-00	0000000000 06502025 AP	CHS MAINT SUPPLIES	B	05/13/2025 06/11/2025	A	$538.96
					24-25			$538.96
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES				$538.96
UNITED R000	UNITED REFRIGERATION INC	12335880-00	0000000000 06502025 AP	CHS MAINT SUPPLIES	B	05/08/2025 06/11/2025	A	$249.33
					24-25			$249.33
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES				$249.33
UNITED R000	UNITED REFRIGERATION INC	12335899-00	0000000000 06502025 AP	CHS MAINT SUPPLIES	B	05/05/2025 06/11/2025	A	$50.99
					24-25			$50.99
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES				$50.99
UNITED R000	UNITED REFRIGERATION INC	12498789-00	0000000000 06502025 AP	DIS MAINT SUPPLIES	B	05/13/2025 06/11/2025	A	$38.85
					24-25			$38.85
	20E008 2540 4100 33 000000		33	MAINT SUPPLIES CIS				$38.85
UNITED R000	UNITED REFRIGERATION INC	12515444-00	0000000000 06502025 AP	CHS MAINT SUPPLIES	B	05/14/2025 06/11/2025	A	$86.64
					24-25			$86.64
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES				$86.64
UNITED R000	UNITED REFRIGERATION INC	12520903-00	0000000000 06502025 AP	CHS MAINT SUPPLIES	B	05/14/2025 06/11/2025	A	$102.76
					24-25			$102.76
	20E008 2540 4100 22 000000		22	CHS MAINT SUPPLIES				$102.76
UNITED R000	UNITED REFRIGERATION INC	12531704-00	0000000000 06502025 AP	HH MAINT SUPPLIES	B	05/14/2025 06/11/2025	A	$14.48
					24-25			$14.48

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / DUE DATE / C / ADJ AMT / CHECK NBR / QTY	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
UNITED R000	UNITED REFRIGERATION INC	12531704-00	******CONTINUED******				
	20E008 2540 4100 23 000000		23 MAINT SUPPLIES HOLLY HGHTS				$14.48
UNITED R000	UNITED REFRIGERATION INC	125531704-01	0000000000 06512025 AP HH SUPPLIES		B	05/15/2025 06/17/2025 A	$530.00
				24-25			$530.00
	20E008 2540 4100 23 000000		23 MAINT SUPPLIES HOLLY HGHTS				$530.00
UNITED R000	UNITED REFRIGERATION INC	12637056-00	0000000000 06502025 AP CMS MAINT SUPPLIES		B	05/27/2025 06/11/2025 A	$609.50
				24-25			$609.50
	20E008 2540 4100 27 000000		27 MAINT SUPPLIES CMS				$609.50
UNITED R000	UNITED REFRIGERATION INC	12639443-00	0000000000 06502025 AP CHS MAINT SUPPLIES		B	05/20/2025 06/11/2025 A	$7.47
				24-25			$7.47
	20E008 2540 4100 22 000000		22 CHS MAINT SUPPLIES				$7.47
UNITED R000	UNITED REFRIGERATION INC	12723340-00	0000000000 06502025 AP CHS MAINT SUPPLIES		B	05/23/2025 06/11/2025 A	$82.88
				24-25			$82.88
	20E008 2540 4100 22 000000		22 CHS MAINT SUPPLIES				$82.88
UNITED R000	UNITED REFRIGERATION INC	12749069-00	0000000000 06502025 AP CMS MAINT SUPPLIES		B	05/27/2025 06/11/2025 A	$23.42
				24-25			$23.42
	20E008 2540 4100 27 000000		27 MAINT SUPPLIES CMS				$23.42
UNITED R000	UNITED REFRIGERATION INC	12760053-00	0000000000 06502025 AP CMS MAINT SUPPLIES		B	05/27/2025 06/11/2025 A	$344.36
				24-25			$344.36
	20E008 2540 4100 27 000000		27 MAINT SUPPLIES CMS				$344.36
UNITED R000	UNITED REFRIGERATION INC	12761804-00	0000000000 06512025 AP CMS MAINT SUPPLI		B	06/05/2025 06/17/2025 A	$272.68
				24-25			$272.68
	20E008 2540 4100 27 000000		27 MAINT SUPPLIES CMS				$272.68
UNITED R000	UNITED REFRIGERATION INC	12774201-00	0000000000 06502025 AP RENFRO MAINT SUPPLIES		B	05/27/2025 06/11/2025 A	$5.62
				24-25			$5.62
	20E008 2540 4100 28 000000		28 MAINT SUPPLIES RENFRO				$5.62

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE / DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
UNITED R000	UNITED REFRIGERATION INC	12784167-00	0000000000 06502025 AP CMS MAINT SUPPLIES	B		05/28/2025 06/11/2025	A	$5.17
				24-25				$5.17
	20E008 2540 4100 27 000000		27 MAINT SUPPLIES CMS					$5.17
UNITED R000	UNITED REFRIGERATION INC	12869517-00	0000000000 06512025 AP CHS MAINT SUPPLIES	B		06/02/2025 06/17/2025	A	$219.14
				24-25				$219.14
	20E008 2540 4100 22 000000		22 CHS MAINT SUPPLIES					$219.14
UNITED R000	UNITED REFRIGERATION INC	12922473-00	0000000000 06512025 AP DIS SUPPLIES	B		06/03/2025 06/17/2025	A	$108.97
				24-25				$108.97
	20E008 2540 4100 33 000000		33 MAINT SUPPLIES CIS					$108.97
UNITED R000	UNITED REFRIGERATION INC	12959865-00	0000000000 06512025 AP MARYVILLE SUPPLIES	B		06/05/2025 06/17/2025	A	$193.42
				24-25				$193.42
	20E008 2540 4100 26 000000		26 MAINT SUPPLIES MARYVILLE					$193.42
			NUMBER OF INVOICES: 23					**$3,996.15**
UNITED R001	UNITED RENTALS	245313156-001	0000000000 06502025 AP SCISSOR LIFT RENTAL	B		05/19/2025 06/11/2025	R	$994.05
				24-25				$994.05
	20E008 2540 3230 22 000000		CHS REPAIR/MAINT					$994.05
			NUMBER OF INVOICES: 1					**$994.05**
VANDALIA000	VANDALIA BUS LINES	2320	0000000000 06502025 AP GIRLS TRACK SECTIONALS	B		05/20/2025 06/02/2025	R	$1,570.00
				24-25				$1,570.00
	40E046 2550 3330 00 000000		HS GIRLS ATH TRAVEL OTHER					$1,570.00
			NUMBER OF INVOICES: 1					**$1,570.00**
VANDESTE000	VANDEFORD, STEPHANIE	MILEAGE05312025	0000000000 06502025 AP INST COACH MAY MILEAGE 141.2M	B		05/31/2025 06/02/2025	R	$98.84
				24-25				$98.84
	10E004 1110 3300 00 000000		Elem In-District Travel					$98.84

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / DISC AMT / QUICK KEY	BATCH BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ S / FY / LQ	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
					NUMBER OF INVOICES: 1						**$98.84**
VISU-SEW000	VISU-SEWER	17050	0000000000	06512025 AP	SEWER CLEANING		B	06/05/2025	06/17/2025	R	$12,995.50
							24-25				$12,995.50
	60E001 2533 5302 34 000000			CAVC RENOVATION PROJECT							$12,995.50
					NUMBER OF INVOICES: 1						**$12,995.50**
WARNER C000	WARNER COMMUNICATIONS	45900618-1	0252500003	06512025 AP	D. Porter Quote 459000618		B	04/17/2025	06/17/2025	R	$7,530.00
							24-25				$7,530.00
	100	HYTBD552iU1 Portable UHF 400-470MHZ 4W 250CH					F	20.00			$6,900.00
	80E001 2365 4100 00 000000			SAFETY SUPPLIES							$6,900.00
	110	WCCLABORSETUP radio setup charge					F	20.00			$630.00
	80E001 2365 4100 00 000000			SAFETY SUPPLIES							$630.00
					NUMBER OF INVOICES: 1						**$7,530.00**
WATERMAN000	WATERMANS FLORAL	10000968	0000000000	06502025 AP	GRADUATION FLOWERS		B	05/23/2025	06/03/2025	R	$210.00
							24-25				$210.00
	10E001 2310 6900 20 000000			GRADUATION EXPENSES							$210.00
					NUMBER OF INVOICES: 1						**$210.00**
WATTS CO001	WATTS COPY SYSTEMS INC	1390608	0000000000	06502025 AP	STAPLES FOR COPIER		B	03/04/2025	06/11/2025	R	$124.00
							24-25				$124.00
	10E001 2310 3111 00 000000			UNIT wide COPY SERV Non-Cap le							$124.00
WATTS CO001	WATTS COPY SYSTEMS INC	1390608A	0000000000	06512025 AP	STAPLES FOR COPIER		B	03/04/2025	06/17/2025	R	$124.00
							24-25				$124.00
	10E001 2310 3111 00 000000			UNIT wide COPY SERV Non-Cap le							$124.00
WATTS CO001	WATTS COPY SYSTEMS INC	1410559	0000000000	06512025 AP	COPIER MAINT		B	05/16/2025	06/17/2025	R	$526.30
							24-25				$526.30

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
WATTS CO001	WATTS COPY SYSTEMS INC	1410559	******CONTINUED******						
	10E001 2310 3111 00 000000		UNIT wide COPY SERV Non-Cap le						$526.30
WATTS CO001	WATTS COPY SYSTEMS INC	1410722	0000000000 06512025 AP COPIER MACHINES LEASES		B	05/16/2025	06/17/2025	R	$8,309.80
				24-25					$8,309.80
	10E001 2310 3111 00 000000		UNIT wide COPY SERV Non-Cap le						$8,309.80
WATTS CO001	WATTS COPY SYSTEMS INC	1413681	0000000000 06512025 AP COPIER MAINT		B	05/30/2025	06/17/2025	R	$1,159.04
				24-25					$1,159.04
	10E001 2310 3111 00 000000		UNIT wide COPY SERV Non-Cap le						$1,159.04
WATTS CO001	WATTS COPY SYSTEMS INC	1413682	0000000000 06512025 AP COPIER MACHINE		B	05/30/2025	06/17/2025	R	$461.17
				24-25					$461.17
	10E001 2310 4120 00 000000		DISTRICT PAPER SUPPLY						$461.17
			NUMBER OF INVOICES: 6						**$10,704.31**
WEAVER T000	WEAVER TRANSPORT	147	0000000000 06512025 AP MOVE SHED		B	06/10/2025	06/17/2025	R	$450.00
				24-25					$450.00
	20E008 2540 3230 22 000000		CHS REPAIR/MAINT						$450.00
			NUMBER OF INVOICES: 1						**$450.00**
WEAVESHE000	WEAVER, SHEQUITA	MILEAGE05312025	0000000000 06502025 AP ELL MILEAGE MAY 25 48M		B	05/31/2025	06/02/2025	R	$33.60
				24-25					$33.60
	10E065 1800 3320 10 000000								$33.60
			NUMBER OF INVOICES: 1						**$33.60**
WHITEMEG000	WHITE, MEGAN	REIMBURSE05272025	0000000000 06502025 AP FOOD AT STATE		B	05/27/2025	06/03/2025	R	$262.96
				24-25					$262.96
	10E045 1500 3320 27 000000		MS BOYS ATHLETIC TRAVEL						$262.96

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
WHITEMEG000	WHITE, MEGAN	REIMBURSE05272025A	0000000000	06502025 AP	TRACK TEAM SUPPLIES		B	05/27/2025	06/03/2025	R	$373.80
						24-25					$373.80
	10E047 1500 4100 27 000000				MS TRACK SUPPLIES						$373.80
					NUMBER OF INVOICES: 2						**$636.76**
WILLIAM 000	WILLIAM BEDELL ACHIEVEMENT & RESOU	STMT05312025	0000000000	06502025 AP	SPEC ED TUITION HS 10,221.76/ELEM 17,138.21		B	05/31/2025	06/02/2025	R	$27,359.97
						24-25					$27,359.97
	10E012 4220 6809 00 000000				TUITION WILLIAM BEDELL						$27,359.97
					NUMBER OF INVOICES: 1						**$27,359.97**
WUEBBANG000	WUEBBELS, ANGIE	MILEAGE05082025	0000000000	06502025 AP	PT APRIL-MAY MILEAGE 11.6M		B	05/08/2025	06/02/2025	R	$8.12
						24-25					$8.12
	10E012 2130 3320 00 000000				HEALTH SERVICES-TRAVEL						$8.12
					NUMBER OF INVOICES: 1						**$8.12**
					TOTAL NUMBER OF BATCH INVOICES:	**416**					**$2,830,815.06**
						65 ACH CHECK INVOICES					$19,010.38
						351 COMPUTER CHECK INVOICES					$2,811,804.68
					TOTAL INVOICES:	**416**					**$2,830,815.06**

BANK TOTALS:	BANK	BANK ACCOUNT #	INVOICE AMOUNT	NET AMOUNT
	AP	**A000 1010 0000 00 000000	$2,830,815.06	$2,830,815.06

LIQUIDATION STATUS (LQ) CODE LEGEND:

L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING

P = PARTIAL LIQUIDATION F = FULL LIQUIDATION

BLANK = NO LIQUIDATION

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

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / ACCOUNT LEVEL DESCRIPTION	DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / ACCT AMOUNT
ALL TYPE000	ALL TYPE COMPRESSOR	I25-771	0000000000 06502025 VOC	VOC AB		B	06/05/2025	05/15/2025	R	$1,083.08
					24-25					$1,083.08
	10E087 1447 3230 99 000000		AUTO BODY REP/MAINT SVC							$1,083.08
				NUMBER OF INVOICES: 1						**$1,083.08**
CARCHEM 000	CARCHEM	REQUEST05212025	0000000000 06502025 VOC	VOC AB		B	05/21/2025	06/18/2025	R	$1,198.46
					24-25					$1,198.46
	10E085 1418 4100 99 000000		DENTAL ASST SUPPLIES							$1,198.46
				NUMBER OF INVOICES: 1						**$1,198.46**
CIFCO 000	CIFCO	174164	0000000000 06502025 VOC	VOC AU		B	05/09/2025	05/15/2025	R	$61.25
					24-25					$61.25
	10E080 1401 4100 99 000000		HORTICULTURE/URBAN AG SUPPLIES							$61.25
CIFCO 000	CIFCO	177144	0000000000 06502025 VOC	VOC UA		B	05/05/2025	05/15/2025	R	$150.38
					24-25					$150.38
	10E080 1401 4100 99 000000		HORTICULTURE/URBAN AG SUPPLIES							$150.38
				NUMBER OF INVOICES: 2						**$211.63**
DELTA GA000	DELTA GASES	0512998IN	0000000000 06502025 VOC	AVC GASES		B	05/20/2025	05/15/2025	R	$40.00
					24-25					$40.00
	10E095 1448 4100 99 000000		VOC GENL IND WELD GASES							$40.00
DELTA GA000	DELTA GASES	R1111163	0000000000 06502025 VOC	AVC GAS		B	05/31/2025	05/15/2025	R	$318.02
					24-25					$318.02
	10E095 1448 4100 99 000000		VOC GENL IND WELD GASES							$318.02
				NUMBER OF INVOICES: 2						**$358.02**
FIRST ST000	First Student	12054322	0000000000 06502025 VOC	AVC TRANSPORTATION		B	06/03/2025	05/15/2025	R	$2,893.52
					24-25					$2,893.52
	40E095 2550 3320 99 000000		VOC REG TRANSP FIRST STUDENT							$2,893.52

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ACCOUNT LEVEL DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1						**$2,893.52**
MCGINJOE000	MCGINNIS, JOE	MILEAGE05202025	0000000000	06502025	VOC	CAVC DIRECTOR MILEAGE 3/25-05/25	B		05/20/2025	05/15/2025	R	$722.40
							24-25					$722.40
	10E095 2410 3320 99 000000					VOC SCH SUPR OFF TRAVEL/MILAGE						$722.40
						NUMBER OF INVOICES: 1						**$722.40**
MCKAY AU000	McKay Auto Parts	442967	0000000000	06502025	VOC	VOC AB	B		05/14/2025	06/18/2025	R	$90.88
							24-25					$90.88
	10E085 1418 4100 99 000000					DENTAL ASST SUPPLIES						$90.88
MCKAY AU000	McKay Auto Parts	443084	0000000000	06502025	VOC	VOC AB	B		05/15/2025	06/18/2025	R	$255.51
							24-25					$255.51
	10E085 1418 4100 99 000000					DENTAL ASST SUPPLIES						$255.51
MCKAY AU000	McKay Auto Parts	REQUEST05122025	0000000000	06502025	VOC	AUTO BODY SUPPLIES	B		05/12/2025	06/18/2025	R	$223.60
							24-25					$223.60
	10E087 1447 4100 99 000000					AUTO BODY SUPPLIES						$223.60
MCKAY AU000	McKay Auto Parts	REQUEST05122025A	0000000000	06502025	VOC	VOC AB	B		05/12/2025	06/18/2025	R	$709.61
							24-25					$709.61
	10E085 1418 4100 99 000000					DENTAL ASST SUPPLIES						$709.61
MCKAY AU000	McKay Auto Parts	REQUEST05212025	0000000000	06502025	VOC	VOC AM	B		05/21/2025	05/15/2025	R	$1,565.53
							24-25					$1,565.53
	10E088 1447 4100 99 000000					AUTO MECH SUPPLIES						$1,565.53
MCKAY AU000	McKay Auto Parts	REQUEST05222025	0000000000	06502025	VOC	VOC AB	B		05/22/2025	06/18/2025	R	$447.41
							24-25					$447.41
	10E085 1418 4100 99 000000					DENTAL ASST SUPPLIES						$447.41
MCKAY AU000	McKay Auto Parts	REQUEST05232025	0000000000	06502025	VOC	VOC AB	B		05/23/2025	06/18/2025	R	$1,729.01
							24-25					$1,729.01

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / ACCT AMOUNT
MCKAY AU000	McKay Auto Parts	REQUEST05232025	******CONTINUED******						
	10E085 1418 4100 99 000000		DENTAL ASST SUPPLIES						$1,729.01
			NUMBER OF INVOICES: 7						**$5,021.55**
O'REILLY000	O'Reilly Automotive	1068409061	0000000000 06502025 VOC AUTO MECHANICS SUPPLIES	B		03/06/2025	06/18/2025	R	$36.98
				24-25					$36.98
	10E088 1447 4100 99 000000		AUTO MECH SUPPLIES						$36.98
O'REILLY000	O'Reilly Automotive	1068421274	0000000000 06502025 VOC AUTO MECHANICS	B		05/08/2025	06/18/2025	R	$58.96
				24-25					$58.96
	10E088 1447 4100 99 000000		AUTO MECH SUPPLIES						$58.96
O'REILLY000	O'Reilly Automotive	1068422646	0000000000 06502025 VOC VOC AM	B		05/15/2025	06/18/2025	R	$26.63
				24-25					$26.63
	10E088 1447 4100 99 000000		AUTO MECH SUPPLIES						$26.63
O'REILLY000	O'Reilly Automotive	1068422647	0000000000 06502025 VOC VOC BT	B		05/15/2025	06/18/2025	R	$13.40
				24-25					$13.40
	10E089 1446 4120 99 000000		BLDG TRADES REP SUPPLIES						$13.40
O'REILLY000	O'Reilly Automotive	1068423590	0000000000 06502025 VOC AUTO MECHANICS	B		05/20/2025	06/18/2025	R	$190.94
				24-25					$190.94
	10E088 1447 4100 99 000000		AUTO MECH SUPPLIES						$190.94
O'REILLY000	O'Reilly Automotive	REQUEST05122025	0000000000 06502025 VOC AUTO MECHANICS SUPPLIES	B		05/12/2025	06/18/2025	R	$526.59
				24-25					$526.59
	10E088 1447 4100 99 000000		AUTO MECH SUPPLIES						$526.59
			NUMBER OF INVOICES: 6						**$853.50**
REPUBLIC000	Republic Services #350	0350-006105968	0000000000 06502025 VOC AVC PORTION OF TRASH	B		05/31/2025	06/18/2025	R	$1,208.72
				24-25					$1,208.72
	20E095 2540 3210 99 000000		VOC TRASH REMOVAL						$1,208.72

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ACCOUNT LEVEL DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1						**$1,208.72**
STUMPF W000	STUMPF Welding Supplies	79844	0000000000	06502025	VOC	WELDING CONTACT TIP		B	05/14/2025	06/18/2025	R	$42.13
							24-25					$42.13
	10E093 1448 4100 99 000000					MACH SHOP SUPPLIES						$42.13
STUMPF W000	STUMPF Welding Supplies	REQUEST05192025	0000000000	06502025	VOC	WELD GRINDER REPAIR		B	05/19/2025	05/15/2025	R	$212.49
							24-25					$212.49
	10E094 1448 3230 99 000000					WELDING REP/MAINT SVC						$212.49
						NUMBER OF INVOICES: 2						**$254.62**
						TOTAL NUMBER OF BATCH INVOICES:	**24**					**$13,805.50**
						24 COMPUTER CHECK INVOICES						$13,805.50
						TOTAL INVOICES:	**24**					**$13,805.50**

BANK TOTALS:	BANK	BANK ACCOUNT #	INVOICE AMOUNT	NET AMOUNT
	VOC	**A000 1010 0000 00 000000	$13,805.50	$13,805.50

LIQUIDATION STATUS (LQ) CODE LEGEND:

L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING

P = PARTIAL LIQUIDATION F = FULL LIQUIDATION

BLANK = NO LIQUIDATION

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

3 MAY-JUNE 2025 UNIT AP

CHECK NUMBER	VENDOR	ACCOUNT NUMBER	CHECK DATE	AMOUNT	FD	PO NUMBER	INVOICE NUMBER	INVOICE DESCRIPTION
11945	ADVANCE AUTO PARTS	20E008 2540 4100 01 000000	5/16/2025	57.94	20	0	45777.00	District Charges
11945	ADVANCE AUTO PARTS	20E008 2540 4100 01 000000	5/16/2025	9.85	20	0	45777.00	District Charges
11946	ALLEY, DAWN	10E021 2130 3100 00 250000	5/16/2025	980.00	10	0	19.00	OT services
11947	CITY OF COLLINSVILLE	20E007 2540 3700 33 000000	5/16/2025	2583.58	20	0	45786.00	DIS charges
11948	CNH INDUSTRIAL ACCOUNTS	20E008 2540 4100 10 000000	5/16/2025	195.51	20	0	45789.00	District Charges
11949	LINNEMANN, TEREA	10E021 2130 3100 00 250000	5/16/2025	1260.00	10	0	2425-19	PT services
11950	SHABBY BEGINNINGS DESIGN	10A001 1710 0011 00 000000	5/16/2025	14181.50	10	0	13133.00	Matterhorn Job 13133
12124	BUSEY BANK	30E093 5000 5030 00 000000	5/20/2025	271002.44	30	5	6707302839370 A	LOAN PAYMENT
12125	EASTERN ILLINOIS UNIVERSITY	10E045 1500 3320 00 000000	5/20/2025	420.00	10	0	45797.00	IHSA State Track Meet - Lodging cost
12126	BELLEVILLE WEST HIGH SCHOOL	10E045 1500 6410 22 000000	5/23/2025	275.00	10	0	45784.00	Boys Track Norm Armstrong
12127	EASTERN ILLINOIS UNIVERSITY	10E045 1500 3320 00 000000	5/23/2025	420.00	10	0	45799.00	IHSA Boys State Track meet
12127	EASTERN ILLINOIS UNIVERSITY	10E045 1500 3320 00 000000	5/29/2025	-420.00	10	0	45799.00	IHSA Boys State Track meet
12128	VANDALIA BUS LINES	40E045 2550 3330 00 000000	5/23/2025	1324.00	40	0	1779.00	Traveling to Farmington H.S.
12129	ALTHOFF HIGH SCHOOL	10E045 1500 6410 22 000000	5/27/2025	300.00	10	0	45789.00	Boys Volleyball - Althoff
12130	AT&T 1	20E007 2540 3400 10 000000	5/27/2025	512.13	20	0	6770621019.00	
12131	BELLEVILLE WEST HIGH SCHOOL	10E045 1500 6410 22 000000	5/27/2025	400.00	10	0	45798.00	SWC boys track
12132	EASTERN ILLINOIS UNIVERSITY	10E045 1500 3320 00 000000	5/27/2025	210.00	10	0	45804.00	IHSA Track Meet
12133	GLENWOOD MIDDLE SCHOOL	10E045 1500 4110 27 000000	5/27/2025	250.00	10	0	45792.00	Wrestling Tournament
12134	HIGHLAND HIGH SCHOOL	10E045 1500 6410 22 000000	5/27/2025	225.00	10	0	45769.00	Boys Track
12135	THE HOME DEPOT	20E008 2540 4100 01 000000	5/27/2025	90.57	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 10 000000	5/27/2025	48.71	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 10 000000	5/27/2025	329.82	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 21 000000	5/27/2025	93.92	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 21 000000	5/27/2025	74.84	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 22 000000	5/27/2025	44.98	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 22 000000	5/27/2025	111.96	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 22 000000	5/27/2025	49.13	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 22 000000	5/27/2025	548.37	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 25 000000	5/27/2025	85.93	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 27 000000	5/27/2025	55.71	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 27 000000	5/27/2025	3.28	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 27 000000	5/27/2025	17.95	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 30 000000	5/27/2025	13.90	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 31 000000	5/27/2025	12.96	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 31 000000	5/27/2025	804.69	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 31 000000	5/27/2025	153.42	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 31 000000	5/27/2025	85.97	20	0	06-16-25 *3500	District Charges
12135	THE HOME DEPOT	20E008 2540 4100 33 000000	5/27/2025	19.97	20	0	06-16-25 *3500	District Charges
12136	THE HOME DEPOT	10A001 1710 0011 00 000000	5/27/2025	72.97	10	0	6/11/25 *2535	District Charges
12136	THE HOME DEPOT	10A001 1710 0011 00 000000	5/27/2025	304.98	10	0	6/11/25 *2535	District Charges

12136	THE HOME DEPOT	10A001 1710 0011 00 000000	5/27/2025	17.17	10	0	6/11/25 *2535	District Charges
12137	JERSEY COMMUNITY DISTRICT #1(	10E046 1500 6400 00 000000	5/27/2025	300.00	10	0	GIRLS TRACK 031525	JERSEY WINTER THAW
12138	JOHN DEERE FINANCIAL	20E008 2540 4100 01 000000	5/27/2025	29.98	20	0	45811.00	District Charges
12138	JOHN DEERE FINANCIAL	20E008 2540 4100 22 000000	5/27/2025	8.99	20	0	45811.00	District Charges
12138	JOHN DEERE FINANCIAL	20E008 2540 4100 27 000000	5/27/2025	24.99	20	0	45811.00	District Charges
12139	KANSAS PAYMENT CENTER	10L000 4320 0000 00 000000	5/30/2025	362.73	10	0	20250530AD5GKS	Payroll accrual
12140	STATE (IL) DISBURSEMENT UNIT	10L000 4320 0000 00 000000	5/30/2025	1113.23	10	0	20250530AD5GIL	Payroll accrual
12141	STATE MISSOURI: FAMILY SUPPOI	10L000 4320 0000 00 000000	5/30/2025	139.38	10	0	20250530AD5MOFS	Payroll accrual
12142	TONYS TACOS	10E001 2210 3310 00 000000	5/28/2025	900.00	10	0	145.00	PARTY TRAY CATERING
12143	ALLEY, DAWN	10E021 2130 3100 00 250000	5/29/2025	980.00	10	0	20.00	OT services
12144	ANATOMY WAREHOUSE	10E018 1130 4100 00 000000	5/29/2025	14.99	10	1.03E+08	2515867.00	Anatomy and Physiology
12144	ANATOMY WAREHOUSE	10E018 1130 4100 00 000000	5/29/2025	13.99	10	1.03E+08	2515867.00	Anatomy and Physiology
12144	ANATOMY WAREHOUSE	10E018 1130 4100 00 000000	5/29/2025	14.99	10	1.03E+08	2515867.00	Anatomy and Physiology
12144	ANATOMY WAREHOUSE	10E018 1130 4100 00 000000	5/29/2025	14.99	10	1.03E+08	2515867.00	Anatomy and Physiology
12144	ANATOMY WAREHOUSE	10E018 1130 4100 00 000000	5/29/2025	12.99	10	1.03E+08	2515867.00	Anatomy and Physiology
12144	ANATOMY WAREHOUSE	10E018 1130 4100 00 000000	5/29/2025	15.99	10	1.03E+08	2515867.00	Anatomy and Physiology
12144	ANATOMY WAREHOUSE	10E018 1130 4100 00 000000	5/29/2025	19.49	10	1.03E+08	2515867.00	Anatomy and Physiology
12145	DELTA DENTAL OF ILLINOIS	10L000 4535 0000 00 000000	5/29/2025	27537.54	10	0	1920280.00	District Insurance
12146	KONA ICE	10E003 2410 4110 21 000000	5/29/2025	612.02	10	0	826.00	PBIS Celebration
12147	LINNEMANN, TEREA	10E021 2130 3100 00 250000	5/29/2025	1050.00	10	0	2425-20	PT Services
12148	MASCOT JUNCTION INC	10E003 2410 4110 30 000000	5/29/2025	238.00	10	2.03E+08	20250195.00	This is for a new purchase order number for Mascot Junction. Please do not re-order these items. This is already in process.
12148	MASCOT JUNCTION INC	10E003 2410 4110 30 000000	5/29/2025	299.00	10	2.03E+08	20250195.00	This is for a new purchase order number for Mascot Junction. Please do not re-order these items. This is already in process.
12148	MASCOT JUNCTION INC	10E003 2410 4110 30 000000	5/29/2025	100.00	10	2.03E+08	20250195.00	This is for a new purchase order number for Mascot Junction. Please do not re-order these items. This is already in process.
12148	MASCOT JUNCTION INC	10E003 2410 4110 30 000000	5/29/2025	45.00	10	2.03E+08	20250195.00	This is for a new purchase order number for Mascot Junction. Please do not re-order these items. This is already in process.
12149	MISS VIC (HEALTH INSURANCE)	10L000 4535 0000 00 000000	5/30/2025	5028.00	10	0	05.31.25 Ret Cob LOA	05.31.25 Retiree Cobra LOA
12151	ARTHUR J GALLAGHER RISK	80E001 2364 3810 00 000000	6/4/2025	42755.00	80	0	60425.00	Builder's Risk
12151	ARTHUR J GALLAGHER RISK	80E001 2364 3810 00 000000	6/11/2025	-42755.00	80	0	60425.00	Builder's Risk
12152	ARTHUR J GALLAGHER RISK	80E001 2310 3900 00 000000	6/4/2025	300.00	80	0	5620736.00	Policy no PHFD38407612012
12153	CHARTER COMMUNICATIONS	20E001 2549 3230 00 000000	6/4/2025	218.16	20	0	173453501052125.00	District Charge
12154	CITY OF COLLINSVILLE	20E007 2540 3700 01 000000	6/4/2025	625.08	20	0	2694000000.00	201 W. Clay
12154	CITY OF COLLINSVILLE	20E007 2540 3700 01 000000	6/4/2025	179.18	20	0	2729000000.00	123 W Clay
12155	ENTERTAINMENT TECHNOLOGY G	10E093 2660 5410 00 000000	6/4/2025	22539.50	10	0	1459.00	Down invoice adjustment

12156	ILLINOIS AMERICAN WATER	20E007 2540 3700 21 000000	6/4/2025	74.94	20	0	45810.00	Caseyville
12157	INTERNATIONAL THESPIAN FESTI\	10E049 1130 3330 00 000000	6/4/2025	5994.00	10	0	879633.00	Theater Fest
12158	MOUND PUBLIC WATER	20E007 2540 3700 25 000000	6/4/2025	168.99	20	0	45819.00	KR water 0110100000
12158	MOUND PUBLIC WATER	20E007 2540 3700 25 000000	6/4/2025	158.44	20	0	45820.00	Kreitner sewer 0110200000
12158	MOUND PUBLIC WATER	20E007 2540 3700 25 000000	6/4/2025	158.44	20	0	45819.00	Kreitner 00110300000
12159	REGIONAL OFFICE OF EDUCATION	10E075 4190 3320 00 250000	6/4/2025	325.00	10	0	45800.00	EXcELL Conf.
12160	SCHOOL OUTFITTERS	10E021 1220 4100 00 250000	6/4/2025	163.09	10	62500078	62500078.00	District charges
12161	ST CLAIR COUNTY COLLECTOR	60E001 2530 5200 22 000000	6/4/2025	624.55	60	0	03-05.0-303-021	2200 S Morrison Ave Installment 1
12162	ST CLAIR COUNTY COLLECTOR	10A001 1710 0011 00 000000	6/4/2025	250.00	10	0	03-08.0-201-005	7979 Matterhorn Dr. Installment 1 & 2
12163	ST CLAIR COUNTY COLLECTOR	10A001 1710 0015 00 000000	6/4/2025	250.00	10	0	03-08.0-201-006	7975 Matterhorn Dr. Installment 1 & 2
12164	VILLAGE OF MARYVILLE	20E007 2540 3700 26 000000	6/4/2025	77.14	20	0	624740001.00	Maryville
12165	VISIONS LLC	10E040 3700 3140 00 250000	6/4/2025	540.00	10	0	NO 7	Youth Enrichment
12166	CAPITAL ONE WALMART	10E001 2310 6900 20 000000	6/10/2025	15.76	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E003 2410 4100 22 000000	6/10/2025	22.73	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E006 3300 4110 00 250000	6/10/2025	96.11	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E021 1220 4100 00 250000	6/10/2025	74.41	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E021 1220 4100 00 250000	6/10/2025	49.22	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E021 2110 4100 00 250000	6/10/2025	81.94	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E021 2110 4100 00 250000	6/10/2025	126.03	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E026 2330 4100 00 250000	6/10/2025	15.76	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E045 1500 3320 27 000000	6/10/2025	250.00	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E045 1500 3320 27 000000	6/10/2025	250.00	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E046 1500 3320 27 000000	6/10/2025	243.16	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E046 1500 3320 27 000000	6/10/2025	237.52	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E056 2210 3320 00 250000	6/10/2025	85.19	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E056 2210 3320 00 250000	6/10/2025	112.88	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E084 1220 4100 00 000000	6/10/2025	429.94	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E084 1220 4100 00 000000	6/10/2025	324.98	10	0	45821.00	District Charges
12166	CAPITAL ONE WALMART	10E087 1110 4100 00 399900	6/10/2025	39.80	10	0	45821.00	District Charges
12167	ALLEY, DAWN	10E021 2130 3100 00 250000	6/10/2025	420.00	10	0	21.00	OT services
12168	LINNEMANN, TEREA	10E021 2130 3100 00 250000	6/10/2025	570.00	10	0	2425-21	PT services
12169	COLLINSVILLE UNIT 10 TRUST & A	10L000 4810 0000 00 000000	6/13/2025	169.35	10	0	20250613AD5DES	Payroll accrual
12169	COLLINSVILLE UNIT 10 TRUST & A	80L000 4810 0000 00 000000	6/13/2025	9.65	80	0	20250613AD5DES	Payroll accrual
12170	KANSAS PAYMENT CENTER	10L000 4320 0000 00 000000	6/13/2025	362.73	10	0	20250613AD5GKS	Payroll accrual
12171	MISS VIC (LIFE INSURANCE)	10L000 4564 0000 00 000000	6/13/2025	1447.85	10	0	20250613AF4LIFE	Payroll accrual
12171	MISS VIC (LIFE INSURANCE)	20L000 4564 0000 00 000000	6/13/2025	14.56	20	0	20250613AF4LIFE	Payroll accrual
12171	MISS VIC (LIFE INSURANCE)	80L000 4564 0000 00 000000	6/13/2025	7.30	80	0	20250613AF4LIFE	Payroll accrual
12172	STATE (IL) DISBURSEMENT UNIT	10L000 4320 0000 00 000000	6/13/2025	1113.23	10	0	20250613AD5GIL	Payroll accrual
12173	STATE MISSOURI: FAMILY SUPPOI	10L000 4320 0000 00 000000	6/13/2025	139.38	10	0	20250613AD5MOFS	Payroll accrual
12174	Law Office of LeChien and Waltrip	10L000 4030 0000 00 000000	6/13/2025	379.99	10	0	20250613AD5GAR	Payroll accrual
12175	ARTHUR J GALLAGHER RISK	80E001 2364 3810 00 000000	6/11/2025	42574.00	80	0	5631394.00	BUILDERS RISK REPLACE 12151
12176	AT&T 1	20E007 2540 3400 10 000000	6/11/2025	381.74	20	0	9729581010.00	DISTRICT TELEPHONE
12176	AT&T 1	20E007 2540 3400 10 000000	6/11/2025	214.14	20	0	6183681014.00	DISTRICT TELEPHONE
12177	OATES ASSOCIATES	20E001 2533 3110 00 000000	6/11/2025	1206.00	20	0	117871.00	222016 BASEBALL DRONE
12178	WEX BANK	40E002 2550 4640 00 000000	6/11/2025	645.14	40	0	105114487.00	KAHOK BUS FUEL

52727.63

AVC JUNE 2025 PAID INVOICES

CHECK NUMBER	VENDOR	ACCOUNT NUMBER	CHECK DATE	AMOUNT	FD	PO NUMBER	INVOICE NUMBER	INVOICE DESCRIPTION
3335	The Home Depot	10E085 1418 4100 99 000000	5/27/2025	58.94	10	0	06/11/25 *2535	District charges
3335	The Home Depot	10E085 1418 4100 99 000000	5/27/2025	160.78	10	0	06/11/25 *2535	District charges
3336	COLLINSVILLE (VO(	10L000 4520 0000 00 000000	5/30/2025	3513.86	10	0	20250530AD1FED	Payroll accrual
3336	COLLINSVILLE (VO(	10L000 4520 0000 00 000000	5/30/2025	147.50	10	0	20250530AD1FEDA	Payroll accrual
3336	COLLINSVILLE (VO(	10L000 4570 0000 00 000000	5/30/2025	272.92	10	0	20250530AD1FICA	Payroll accrual
3336	COLLINSVILLE (VO(	10L000 4570 0000 00 000000	5/30/2025	272.92	10	0	20250530AF1FICA	Payroll accrual
3336	COLLINSVILLE (VO(	10L000 4580 0000 00 000000	5/30/2025	718.68	10	0	20250530AD1MED	Payroll accrual
3336	COLLINSVILLE (VO(	10L000 4580 0000 00 000000	5/30/2025	718.68	10	0	20250530AF1MED	Payroll accrual
3337	COLLINSVILLE (VO(	10L000 4530 0000 00 000000	5/30/2025	2146.07	10	0	20250530AD1STAT	Payroll accrual
3338	COLLINSVILLE (VO(	10L000 4540 0000 00 000000	5/30/2025	198.09	10	0	20250530AD2IMRF	Payroll accrual
3338	COLLINSVILLE (VO(	10L000 4540 0000 00 000000	5/30/2025	306.81	10	0	20250530AF2IMRF	Payroll accrual
3339	COLLINSVILLE (VO(	10L000 4509 0000 00 000000	5/30/2025	365.64	10	0	20250530AD2THIS	Payroll accrual
3339	COLLINSVILLE (VO(	10L000 4510 0000 00 000000	5/30/2025	272.16	10	0	20250530AF2ETH	Payroll accrual
3339	COLLINSVILLE (VO(	10L000 4510 0000 00 000000	5/30/2025	28.52	10	0	20250530AF2ETHA	Payroll accrual
3339	COLLINSVILLE (VO(	10L000 4510 0000 00 000000	5/30/2025	38.31	10	0	20250530AF2THIA	Payroll accrual
3339	COLLINSVILLE (VO(	10L000 4511 0000 00 000000	5/30/2025	4039.23	10	0	20250530AD2TRS	Payroll accrual
3339	COLLINSVILLE (VO(	10L000 4512 0000 00 000000	5/30/2025	260.30	10	0	20250530AF2ETR	Payroll accrual
3340	COLLINSVILLE (VO(	10L000 4513 0000 00 000000	5/30/2025	202.15	10	0	20250530ADSSP3	Payroll accrual
3341	AMAZON.COM	10E080 1401 4100 99 000000	5/28/2025	35.71	10	12500042	1VXR3PFNG6D3	CAVC office
3341	AMAZON.COM	10E080 1401 4100 99 000000	5/28/2025	44.98	10	12500042	1VXR3PFNG6D3	CAVC office
3341	AMAZON.COM	10E080 1401 4100 99 000000	5/28/2025	25.97	10	12500042	1VXR3PFNG6D3	CAVC office
3341	AMAZON.COM	10E080 1401 4100 99 000000	5/28/2025	29.60	10	12500042	1VXR3PFNG6D3	CAVC office
3341	AMAZON.COM	10E080 1401 4100 99 000000	5/28/2025	79.90	10	12500048	1GHFXMLWJPHM	Greenhouse
3341	AMAZON.COM	10E080 1401 4100 99 000000	5/28/2025	73.60	10	12500043	11Q6TXCGKMWM	Greenhouse
3341	AMAZON.COM	10E081 1421 4100 99 000000	5/28/2025	17.99	10	12500047	16TK1G11KYCW	Voc EC
3342	CAPITAL ONE WAL	10E083 1421 4100 99 000000	6/10/2025	85.64	10	0	45821.00	VOC District Charges
3342	CAPITAL ONE WAL	10E083 1421 4100 99 000000	6/10/2025	98.18	10	0	45821.00	VOC District Charges
3342	CAPITAL ONE WAL	10E083 1421 4100 99 000000	6/10/2025	124.43	10	0	45821.00	VOC District Charges
3342	CAPITAL ONE WAL	10E083 1421 4100 99 000000	6/10/2025	95.81	10	0	45821.00	VOC District Charges
3342	CAPITAL ONE WAL	10E083 1421 4100 99 000000	6/10/2025	116.90	10	0	45821.00	VOC District Charges
3342	CAPITAL ONE WAL	10E083 1421 4100 99 000000	6/10/2025	41.44	10	0	45821.00	VOC District Charges

3342	CAPITAL ONE WAL	10E083 1421 4100 99 000000	6/10/2025	62.26	10	0	45821.00	VOC District Charges
3343	COLL UNIT #10 CO	10L000 4563 0000 00 000000	6/13/2025	133.33	10	0	20250613ADAFMF	Payroll accrual
3344	COLLINSVILLE (VO(	10L000 4520 0000 00 000000	6/13/2025	3252.30	10	0	20250613AD1FED	Payroll accrual
3344	COLLINSVILLE (VO(	10L000 4520 0000 00 000000	6/13/2025	122.50	10	0	20250613AD1FEDA	Payroll accrual
3344	COLLINSVILLE (VO(	10L000 4570 0000 00 000000	6/13/2025	247.99	10	0	20250613AD1FICA	Payroll accrual
3344	COLLINSVILLE (VO(	10L000 4570 0000 00 000000	6/13/2025	247.99	10	0	20250613AF1FICA	Payroll accrual
3344	COLLINSVILLE (VO(	10L000 4580 0000 00 000000	6/13/2025	681.85	10	0	20250613AD1MED	Payroll accrual
3344	COLLINSVILLE (VO(	10L000 4580 0000 00 000000	6/13/2025	681.85	10	0	20250613AF1MED	Payroll accrual
3345	COLLINSVILLE (VO(	10L000 4530 0000 00 000000	6/13/2025	2020.42	10	0	20250613AD1STAT	Payroll accrual
3346	COLLINSVILLE (VO(	10L000 4550 0000 00 000000	6/13/2025	100.00	10	0	20250613ADA12	Payroll accrual
3346	COLLINSVILLE (VO(	10L000 4550 0000 00 000000	6/13/2025	250.00	10	0	20250613ADA13	Payroll accrual
3346	COLLINSVILLE (VO(	10L000 4550 0000 00 000000	6/13/2025	100.00	10	0	20250613ADA17	Payroll accrual
3347	COLLINSVILLE (VO(	10L000 4509 0000 00 000000	6/13/2025	365.44	10	0	20250613AD2THIS	Payroll accrual
3347	COLLINSVILLE (VO(	10L000 4510 0000 00 000000	6/13/2025	272.00	10	0	20250613AF2ETH	Payroll accrual
3347	COLLINSVILLE (VO(	10L000 4510 0000 00 000000	6/13/2025	28.52	10	0	20250613AF2ETHA	Payroll accrual
3347	COLLINSVILLE (VO(	10L000 4510 0000 00 000000	6/13/2025	38.31	10	0	20250613AF2THIA	Payroll accrual
3347	COLLINSVILLE (VO(	10L000 4511 0000 00 000000	6/13/2025	4037.22	10	0	20250613AD2TRS	Payroll accrual
3347	COLLINSVILLE (VO(	10L000 4512 0000 00 000000	6/13/2025	260.18	10	0	20250613AF2ETR	Payroll accrual
3348	COLLINSVILLE (VO(	10L000 4565 0000 00 000000	6/13/2025	35.50	10	0	20250613ADAFTL	Payroll accrual
3349	COLLINSVILLE UNI	10L000 4810 0000 00 000000	6/13/2025	10.00	10	0	20250613AD5DES	Payroll accrual
3350	COLLINSVILLE (VO(	10L000 4513 0000 00 000000	6/13/2025	202.15	10	0	20250613ADSSP3	Payroll accrual
3351	MISS VIC (LIFE INSI	10L000 4564 0000 00 000000	6/13/2025	25.48	10	0	20250613AF4LIFE	Payroll accrual

27767.00

Line Items for Invoice Number: 6-13-25 - Invoice Line Items

Line #	Catalog	Description	Quantity	Unit of Measure	Unit Cost	Total Amount
100		Behavior incentives H.H.	1	EACH	74.41000	74.41
110		Snacks for collab. meeting CHS	1	EACH	22.73000	22.73
120		Job fair Webster 4th Gr.	1	EACH	96.11000	96.11
130		Water for Hispanic Heritage Fest. Caseyville	1	EACH	39.80000	39.80
140		Spec. Ed snacks	1	EACH	429.94000	429.94
150		Snacks Spec Ed.	1	EACH	49.22000	49.22
160		Spec. Ed. sweet treats	1	EACH	81.94000	81.94
170		Working Lunch Spec. Ed.	1	EACH	85.19000	85.19
180		Drinks for graduation dignitaries CHS	1	EACH	15.76000	15.76
190		Snacks and food Spec. Ed.	1	EACH	324.98000	324.98
200		Working lunch/training meeting	1	EACH	112.88000	112.88
210		Food Spec. Ed.	1	EACH	126.03000	126.03
220		Pre-K family event	1	EACH	15.76000	15.76
260		Track meet food	1	EACH	493.16000	493.16
270		track meet food	1	EACH	487.52000	487.52

Capital One
Walmart

BMO Harris

Line Items for Invoice Number: 06/01/25 - Invoice Line Items

Line #	Catalog	Description	Quantity	Unit of Measure	Unit Cost	Total Amount
100		Card ending in *2756 Title III improv Accutrain	1	EACH	4,424.00000	4,424.00
110		Card ending in *2756 Dollar Tree	1	EACH	29.25000	29.25
120		Card ending in *2756 Prof. Dev. Meetings Sams Club	1	EACH	63.31000	63.31
130		Card ending in *2756 Prof. Dev. Meetings Wal-Mart	1	EACH	10.91000	10.91
140		Card ending in *2756 Prof. Dev. Meetings Scooters	1	EACH	80.00000	80.00
150		Card ending in *2756 Prof. Dev. Meetings Kruta	1	EACH	85.77000	85.77
160		Card ending in *2932 Gasoline Orchard Auto	1	EACH	2,786.25000	2,786.25
170		Card ending in *2932 Maint. Supplies GUS Pretzel	1	EACH	436.14000	436.14
180		credit to Card ending in *2932 Maint. GUS Pretzel	1	EACH	-34.19000	-34.19
190		Card ending in *2932 Maint. Supplies Renfro Daikin TMI Holdings	1	EACH	805.00000	805.00
200		Card ending in *7442 Renaissance Hotel Dir. of Finance	1	EACH	30.64000	30.64
210		Card ending in *7442 Dir. of Finance travel Renaissance Hotel	1	EACH	423.20000	423.20
220		Card ending in *5281 Tanglewood Circle K	1	EACH	61.45000	61.45
230		Card ending in *4360 HR orientation supplies Dollar Tree	1	EACH	35.00000	35.00
240		Card ending in *4360 HR Magnatag	1	EACH	39.08000	39.08
250		Card ending in *0398 Superintendent Old Herald	1	EACH	61.44000	61.44
260		Card ending in *0398 Board Supplies Yeti	1	EACH	228.00000	228.00
270		Card ending in *0398 Superintendent Hearst Newspaper	1	EACH	23.96000	23.96
280		Card ending in *0398 Board Supplies Jimmy Johns	1	EACH	200.38000	200.38
290		Card ending in *0398 Porters	1	EACH	150.00000	150.00
300		Card ending in *0398 Board Supplies Office Max	1	EACH	514.39000	514.39
310		Card ending in *0398 Board Supplies HITT Marking Devices	1	EACH	32.45000	32.45
320		Card ending in *0398 Facilitating Committee Supply Kruta	1	EACH	52.92000	52.92
330		Card ending in *0398 Hearst Newspapers	1	EACH	23.96000	23.96
340		Card ending in *1647 IADA Fees	1	EACH	208.00000	208.00
350		Card ending in *6658 CMS Promotion Expenses APT.	1	EACH	1,875.00000	1,875.00
360		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
370		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
380		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
390		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
400		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
410		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
420		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
430		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
440		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
450		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
460		Card ending in *0140 HS Prin off travel Caesars Palace	1	EACH	225.63000	225.63
470		Card ending in *0140 Kruta Meeting/Training/Refreshments	1	EACH	40.65000	40.65
480		Card ending in *0140 HS Prin. off IPA	1	EACH	214.00000	214.00
490		awaiting tax refund Card ending in *3744	1	EACH	90.86000	90.86
500		Card ending in *3744 Wasabi Tech.	1	EACH	238.50000	238.50
510		Card ending in *3744 Barn Door Lighting	1	EACH	45.89000	45.89
520		Card ending in *3744 Amazon	1	EACH	27.80000	27.80
530		Card ending in *3744 Amazon	1	EACH	58.98000	58.98
540		Card ending in *3744 Wasabi Tech.	1	EACH	34.90000	34.90
550		Card ending in *3744 Title II - travel Southwest	1	EACH	390.92000	390.92
560		Card ending in *3744 Amazon	1	EACH	294.34000	294.34
570		Credit to Card ending in *3744 Amazon	1	EACH	-40.99000	-40.99
580		Card ending in *3744 Amazon	1	EACH	99.98000	99.98
590		Card ending in *3744 Amazon	1	EACH	179.96000	179.96
600		Card ending in *3744 Sweetwater Sound	1	EACH	279.96000	279.96
610		Card ending in *3744 Sams club TV	1	EACH	253.42000	253.42
620		Card ending in *3744 Amazon	1	EACH	202.96000	202.96
630		Card ending in *3744 Amazon	1	EACH	39.97000	39.97
640		Card ending in *3744 Amazon	1	EACH	357.28000	357.28
650		Card ending in *9000 Firehouse Subs	1	EACH	221.30000	221.30
660		Card ending in *9000 Chicken Salad Chick	1	EACH	200.00000	200.00
670		Card ending in *9000 Postage and Postage machine USPS	1	EACH	10.24000	10.24

680		Card ending in *9000 Amazon	1	EACH	28.86000	28.86
690		Card ending in *9000 AWL Pearson Education	1	EACH	182.50000	182.50
700		Card ending in *9000 Panera Bread	1	EACH	51.60000	51.60
710		Card ending in *9000 Postage and Postage Machine USPS	1	EACH	105.10000	105.10
720		Card ending in *9000 Amazon	1	EACH	105.22000	105.22
730		Card ending in *5405 Illinois Principals Assoc.	1	EACH	450.00000	450.00
740		Card ending in *5405 Southwest Airlines	1	EACH	2,484.80000	2,484.80
750		Card ending in *5405 Southwest Airlines	1	EACH	2,981.76000	2,981.76
760		Card ending in *5405 Southwest Airlines	1	EACH	469.15000	469.15

Line Items for Invoice Number: 06-16-25 *3500 - Invoice Line Items

Line #	Catalog	Description	Quantity	Unit of Measure	Unit Cost	Total Amount
100		Aluminum Blinds HD CSY	1	EACH	93.92000	93.92
110		Blinds CHS	1	EACH	44.98000	44.98
120		Bolt cutter and aerator keys UNIT	1	EACH	48.71000	48.71
130		Pistol grip blow gun Webster	1	EACH	12.96000	12.96
140		Webster pantry on wheels storage	1	EACH	804.69000	804.69
150		Blinds white crdls Webster	1	EACH	153.42000	153.42
160		Csy. 10 in wheel	1	EACH	74.84000	74.84
170		Bumpers plastic Twin Echo	1	EACH	13.90000	13.90
180		DIS blacktop patch	1	EACH	19.97000	19.97
190		CMS conduit, coupling, and elbow	1	EACH	55.71000	55.71
200		Faucet and lines Kreitner	1	EACH	85.93000	85.93
210		CMS PVC	1	EACH	3.28000	3.28
220		Toggle Wall plate ADMIN	1	EACH	90.57000	90.57
230		Decor wall plate black red button CMS	1	EACH	17.95000	17.95
240		GFCI outlets CHS	1	EACH	111.96000	111.96
250		CHS outlet shockwave titanium bit	1	EACH	49.13000	49.13
260		Webster GFCI	1	EACH	85.97000	85.97
270		CHS Window Air cond. dehumidifier and ext cord	1	EACH	548.37000	548.37
280		District battery	1	EACH	329.82000	329.82

Home Depot

AVC

BMO

AP Invoice(s)

Enter Date	Invoice Number	PO Number	Status	Description	Vendor	Type	Net Amount	Fiscal Year
05/15/2025	06/01/25	0000000000	History	District Charges	BMO Harris	ACH	4,208.94	2024-2025

WALMART

AP Invoice(s)

Enter Date	Invoice Number	PO Number	Status	Description	Vendor	Type	Net Amount	Fiscal Ye
06/02/2025	6-13-25	0000000000	History	VOC District Charges	CAPITAL ONE WALMART	Regular	624.66	2024-202

HOME DEPOT

AP Invoice(s)

Enter Date	Invoice Number	PO Number	Status	Description	Vendor	Type	Net Amount	Fiscal Year
05/27/2025	06/11/25 *2535	0000000000	History	District charges	The Home Depot	Regular	219.72	2024-2025

8. **Monthly Financial Statements for May 2025**

Item: 8
Exh.: E-8

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Approval of Monthly Financial Statements**

A separate agenda item is needed for Board approval of the monthly financial statements.

I recommend approval of the following suggested motion:

> "I move that the monthly financial statements of Collinsville Community Unit School District No.10 and the Collinsville Area Vocational Center for May 2025, be approved and attached to these minutes as Exhibit E-8."

ss

Attachments

Collinsville Community Unit District #10

Fund Balance Report

May 31, 2025

Fund	Description	Month to Date Expense	Month to Date Income	Year to Date Expense	Year to Date Income	Fund Balance YTD Change	Fund Balance Start of Year	Fund Balance Current
10	Education Fund	$ 7,565,297.89	$ 3,891,252.03	$ 64,481,057.91	$ 70,257,931.37	$ 5,776,873.46	$ 25,379,349.34	$ 31,156,222.80
20	Oper, Build, & Maint Fund	446,893.43	16,415.08	8,227,968.97	6,626,827.15	(1,601,141.82)	7,966,450.62	6,365,308.80
30	Debt Service Fund	277,491.66	1,678.24	3,287,107.14	3,337,987.49	50,880.35	608,566.95	659,447.30
40	Transportation Fund	748,201.86	3,955.85	6,096,654.68	5,097,480.15	(999,174.53)	2,314,945.88	1,315,771.35
50	I.M.R.F./Soc. Sec. Fund	247,211.95	9,731.26	1,912,743.84	2,822,325.47	909,581.63	2,886,562.24	3,796,143.87
60	Capital Projects	33,952.06	592,175.12	6,244,933.35	3,973,605.64	(2,271,327.71)	9,353,223.91	7,081,896.20
70	Working Cash Fund	214,536.09	27,680.14	214,536.09	976,451.65	761,915.56	10,380,661.91	11,142,577.47
80	Tort Fund	236,612.68	9,257.36	2,401,714.54	4,329,792.72	1,928,078.18	1,667,190.35	3,595,268.53
90	Fire Prevention and Safety Fund	1,740.00	3,524.35	379,957.89	634,994.03	255,036.14	1,152,968.72	1,408,004.86
		$ 9,771,937.62	**$ 4,555,669.43**	**$ 93,246,674.41**	**$ 98,057,395.67**	**$ 4,810,721.26**	**$ 61,709,919.92**	**$ 66,520,641.18**

FDTLOC FUNC OBJ SJ	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
10A000 1010 0000 00 000000	EDUC FD CASH - BUSEY	3,983,983.88	7,150,595.05	9,419,175.52	1,715,403.41
10A000 1010 0000 01 000000	ACTIVITY (TRUST & AGENCY) CASH	0.00	0.00	0.00	0.00
10A000 1010 0001 00 000000	ACTIVITY (TRUST & AGENCY) CASH	862,215.28	0.00	46,708.11	815,507.17
10A000 1010 0002 00 000000	EDUC FUND CASH, BUSEY	0.00	0.00	0.00	0.00
10A000 1010 0003 00 000000	CASH (PMA 10887-102, HARRIS)	0.00	0.00	0.00	0.00
10A000 1020 0000 00 000000	BUSEY SAVINGS - CASH	0.00	0.00	0.00	0.00
10A000 10-- ---- -- ------		4,846,199.16	7,150,595.05	9,465,883.63	2,530,910.58
10A000 1530 0000 00 000000	INTERFUND LOAN TO TRANSPORTATI	0.00	0.00	0.00	0.00
10A000 15-- ---- -- ------		0.00	0.00	0.00	0.00
10A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
10A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
10A000 1800 0000 00 000000	EDUCATION FUND INVESTMENT	30,669,864.23	71,285.27	1,500,000.00	29,241,149.50
10A000 18-- ---- -- ------		30,669,864.23	71,285.27	1,500,000.00	29,241,149.50
10A001 1200 0000 00 000000	REC UNIT	2,110.04	0.00	2,000.00	110.04
10A001 12-- ---- -- ------		2,110.04	0.00	2,000.00	110.04
10A001 1400 0000 00 000000	RECEIVABLE FROM VOC SCH	96.93	0.00	96.93	0.00
10A001 1400 0001 00 000000	RECEIVABLE FROM OLB	0.00	0.00	0.00	0.00
10A001 14-- ---- -- ------		96.93	0.00	96.93	0.00
10A001 1710 0011 00 000000	VOC Lot 1Tanglewood	182,851.18	24,038.52	735.00	206,154.70
10A001 1710 0012 00 000000	VOC H PROJ #20 LOT FOR 222K	621.12	0.00	0.00	621.12
10A001 1710 0013 00 000000	VOC HOUSE 310 S SEMINARY	-71,489.70	0.00	0.00	-71,489.70
10A001 1710 0014 00 000000	VOC HOUSE 500 HOWARD	-3,643.34	0.00	0.00	-3,643.34
10A001 1710 0015 00 000000	VOC lot 2 Tanglewood	24,995.31	0.00	0.00	24,995.31
10A001 1710 0016 00 000000	VOC HOUSE, 115 Courtland, curr	4,520.09	0.00	0.00	4,520.09
10A001 1710 0017 00 000000	VOC House, Gale donated lot 13	48.12	0.00	0.00	48.12
10A001 1710 0018 00 000000	VOC House, Collinsville Rd, Do	789.00	0.00	0.00	789.00
10A001 17-- ---- -- ------		138,691.78	24,038.52	735.00	161,995.30
10A001 8100 7130 00 000000	PERMANENT TRANSFER TO O&M FUND	0.00	0.00	0.00	0.00
10A001 81-- ---- -- ------		0.00	0.00	0.00	0.00
10A002 1025 0000 00 000000	ADMIN PETTY CASH	280.81	0.00	0.00	280.81
10A002 10-- ---- -- ------		280.81	0.00	0.00	280.81
10A003 1025 0000 00 000000	HS PETTY CASH	0.00	0.00	0.00	0.00
10A003 1026 0000 00 000000	CMS PETTY CASH	0.00	0.00	0.00	0.00
10A003 10-- ---- -- ------		0.00	0.00	0.00	0.00
10A010 1200 0000 00 000000	REC UNIT (Start up money)	0.00	0.00	0.00	0.00
10A010 12-- ---- -- ------		0.00	0.00	0.00	0.00
10A--- ---- ---- -- ------		35,657,242.95	7,245,918.84	10,968,715.56	31,934,446.23
10L000 0000 0000 00 000000		0.00	0.00	0.00	0.00
10L000 00-- ---- -- ------		0.00	0.00	0.00	0.00
10L000 4000 0000 00 000000	ACTIVITY (TRUST & AGENCY)	-862,215.28	46,708.11	0.00	-815,507.17
10L000 4010 0000 00 000000	SWIC CLEARING ACCT	0.00	0.00	0.00	0.00
10L000 4020 0000 00 000000	A/P LIABILITY	51.32	1,817,692.00	1,817,692.00	51.32
10L000 4030 0000 00 000000	WAGE GARNISHMENT	0.00	470.81	470.81	0.00
10L000 4031 0000 00 000000	WAGE GAR (4588) IL DISBURSEMEN	0.00	0.00	0.00	0.00
10L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	6,888,133.35	6,888,133.35	0.00
10L000 40-- ---- -- ------		-862,163.96	8,753,004.27	8,706,296.16	-815,455.85
10L000 4310 0000 00 000000	BENEFICIARY	0.00	0.00	0.00	0.00
10L000 4320 0000 00 000000	CHILD SUPPORT PAYMENTS	0.00	4,898.82	4,898.82	0.00
10L000 4330 0000 00 000000	INTERFUND LOAN FROM TRANSP FU	0.00	0.00	0.00	0.00
10L000 4340 0000 00 000000	EDUC LOAN FROM W/CASH	0.00	0.00	0.00	0.00
10L000 43-- ---- -- ------		0.00	4,898.82	4,898.82	0.00
10L000 4510 0000 00 000000	TRS BENEFIT UPGRADE BP 2.2	0.00	0.00	0.00	0.00
10L000 4511 0000 00 000000	TRS SSP DEDUCTIONS	0.00	19,207.44	19,207.44	0.00
10L000 4512 0000 00 000000	TRS EMPLOYER BENEFIT	0.00	27,031.16	27,031.16	0.00
10L000 4520 0000 00 000000	FED W/H TAX	0.00	458,669.09	458,669.09	0.00
10L000 4535 0000 00 000000	EMPLOYEE HEALTH INSURANCE PAY	35,189.67	32,565.54	30,522.79	37,232.42
10L000 4540 0000 00 000000	IMRF DEDUCTION	0.00	52,864.67	52,864.67	0.00

FDTLOC FUNC OBJ SJ	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
10L000 4541 0000 00 000000	IMRF VOLUNTARY	0.00	0.00	0.00	0.00
10L000 4550 0000 00 000000	TAX SHELTERED ANNUITIES	0.00	52,750.26	52,750.26	0.00
10L000 4560 0000 00 000000	DISTRICT HEALTH INSURANCE	0.00	643,166.09	643,166.09	0.00
10L000 4561 0000 00 000000	SEC 125 TERM LIFE	0.00	4,961.64	4,961.64	0.00
10L000 4562 0000 00 000000	SEC 125 DEP CARE	0.00	1,083.32	1,083.32	0.00
10L000 4563 0000 00 000000	SEC 125 MED REIMB	0.00	13,974.64	13,974.64	0.00
10L000 4564 0000 00 000000	DISTRICT LIFE INSURANCE	0.00	1,451.84	1,451.84	0.00
10L000 4565 0000 00 000000	EMP HEALTH INS PAY	0.00	0.00	0.00	0.00
10L000 4570 0000 00 000000	FICA DEDUCTION	0.00	158,519.31	158,519.31	0.00
10L000 45-- ---- -- ------		35,189.67	1,466,245.00	1,464,202.25	37,232.42
10L000 4600 0000 00 000000	MISC Payroll Adjustments	0.00	0.00	0.00	0.00
10L000 4610 0000 00 000000	TRS .4% Difference	0.00	422,692.82	422,692.82	0.00
10L000 46-- ---- -- ------		0.00	422,692.82	422,692.82	0.00
10L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
10L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
10L000 4810 0000 00 000000	DIVERSITY & EQUITY	0.00	169.35	169.35	0.00
10L000 4813 0000 00 000000	IL STATE TAX	0.00	253,502.16	253,502.16	0.00
10L000 4815 0000 00 000000	THIS BENEFIT	0.00	31,224.31	31,224.31	0.00
10L000 4822 0000 00 000000	DISTRICT HEALTH INSURANCE	0.00	93,202.28	93,202.28	0.00
10L000 4823 0000 00 000000	DISTRICT DENTAL INSURANCE	0.00	24,457.15	24,457.15	0.00
10L000 4828 0000 00 000000	LOCAL 316 UNION DUES	0.00	2,849.47	2,849.47	0.00
10L000 4829 0000 00 000000	CEA & CEAA DUES	0.00	5,956.45	5,956.45	0.00
10L000 4830 0000 00 000000		0.00	0.00	0.00	0.00
10L000 4831 0000 00 000000	THIS DEDUCTION	0.00	38,693.71	38,693.71	0.00
10L000 48-- ---- -- ------		0.00	450,054.88	450,054.88	0.00
10L000 4913 0000 00 000000		0.00	0.00	0.00	0.00
10L000 49-- ---- -- ------		0.00	0.00	0.00	0.00
10L--- ---- ---- -- ------		-826,974.29	11,096,895.79	11,048,144.93	-778,223.43
10Q000 0000 0000 00 000000		0.00	0.00	0.00	0.00
10Q000 00-- ---- -- ------		0.00	0.00	0.00	0.00
10Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
10Q000 7040 0000 00 000000	ED FUND BALANCE	-34,830,268.66	7,783,575.77	4,109,529.91	-31,156,222.80
10Q000 70-- ---- -- ------		-34,830,268.66	7,783,575.77	4,109,529.91	-31,156,222.80
10Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
10Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
10Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	603,914.48	603,914.48	0.00
10Q000 73-- ---- -- ------		0.00	603,914.48	603,914.48	0.00
10Q010 7110 0000 00 000000	PERM TRF FM WKG CASH ABOLISH	0.00	0.00	0.00	0.00
10Q010 71-- ---- -- ------		0.00	0.00	0.00	0.00
10Q010 7310 0000 00 000000	SALE OF EQUIPMENT	0.00	0.00	0.00	0.00
10Q010 73-- ---- -- ------		0.00	0.00	0.00	0.00
10Q--- ---- ---- -- ------		-34,830,268.66	8,387,490.25	4,713,444.39	-31,156,222.80
1----- ---- ---- -- ------		0.00	26,730,304.88	26,730,304.88	0.00
20A000 1010 0000 00 000000	O&M FUND CASH - US BANK	787,383.38	522,243.65	465,370.11	844,256.92
20A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
20A000 10-- ---- -- ------		787,383.38	522,243.65	465,370.11	844,256.92
20A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
20A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
20A000 1800 0000 00 000000	O & M FUND INVESTMENTS	6,006,857.59	13,457.65	500,000.00	5,520,315.24
20A000 18-- ---- -- ------		6,006,857.59	13,457.65	500,000.00	5,520,315.24
20A001 1400 0000 00 000000	RECEIVALBE FROM VOC SCH	1,712.04	0.00	809.54	902.50
20A001 14-- ---- -- ------		1,712.04	0.00	809.54	902.50
20A--- ---- ---- -- ------		6,795,953.01	535,701.30	966,179.65	6,365,474.66
20L000 0000 0000 00 000000		0.00	0.00	0.00	0.00
20L000 00-- ---- -- ------		0.00	0.00	0.00	0.00
20L000 4020 0000 00 000000	A/P LIABILITY	-165.86	382,410.33	382,410.33	-165.86
20L000 4030 0000 00 000000	WAGE GARNISHMENT	0.00	0.00	0.00	0.00

FDTLOC FUNC OBJ SJ	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
20L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	73,513.40	73,513.40	0.00
20L000 40-- ---- -- ------		-165.86	455,923.73	455,923.73	-165.86
20L000 4310 0000 00 000000	O&M LOAN FROM EDUC FUND	0.00	0.00	0.00	0.00
20L000 4330 0000 00 000000	O&M LOAN FROM TRANS FUND	0.00	0.00	0.00	0.00
20L000 43-- ---- -- ------		0.00	0.00	0.00	0.00
20L000 4520 0000 00 000000	FED W/H TAX	0.00	5,995.22	5,995.22	0.00
20L000 4530 0000 00 000000	ILL TAX	0.00	0.00	0.00	0.00
20L000 4540 0000 00 000000	IMRF DEDUCTION	0.00	2,928.45	2,928.45	0.00
20L000 4541 0000 00 000000	IMRF VOLUNTARY	0.00	0.00	0.00	0.00
20L000 4550 0000 00 000000	TAX SHELTERED ANNUITIES	0.00	0.00	0.00	0.00
20L000 4560 0000 00 000000	DISTRICT HEALTH INSURANCE	0.00	7,135.27	7,135.27	0.00
20L000 4561 0000 00 000000	SEC 125 TERM LIFE	0.00	62.50	62.50	0.00
20L000 4562 0000 00 000000	SEC 125 DEP CARE	0.00	0.00	0.00	0.00
20L000 4563 0000 00 000000	SEC 125 MED REIMB	0.00	0.00	0.00	0.00
20L000 4564 0000 00 000000	DISTRICT LIFE INSURANCE	0.00	16.03	16.03	0.00
20L000 4570 0000 00 000000	FICA DEDUCTION	0.00	4,970.50	4,970.50	0.00
20L000 4580 0000 00 000000	MEDICARE DEDUCTION	0.00	0.00	0.00	0.00
20L000 4590 0000 00 000000	UNION DUES CPI FEE	0.00	0.00	0.00	0.00
20L000 45-- ---- -- ------		0.00	21,107.97	21,107.97	0.00
20L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
20L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
20L000 4813 0000 00 000000	ILL TAX	0.00	3,034.76	3,034.76	0.00
20L000 4822 0000 00 000000	DISTRICT HEALTH INSURANCE DIR	0.00	799.00	799.00	0.00
20L000 4823 0000 00 000000	DISTRICT DENTAL INSURANCE DIR	0.00	255.69	255.69	0.00
20L000 4828 0000 00 000000	LOCAL 316 UNION DUES	0.00	246.00	246.00	0.00
20L000 48-- ---- -- ------		0.00	4,335.45	4,335.45	0.00
20L030 5990 0000 00 000000	FED ASBESTOS LOAN FOR HS	0.00	0.00	0.00	0.00
20L030 59-- ---- -- ------		0.00	0.00	0.00	0.00
20L--- ---- ---- -- ------		-165.86	481,367.15	481,367.15	-165.86
20Q000 0000 0000 00 000000		0.00	0.00	0.00	0.00
20Q000 00-- ---- -- ------		0.00	0.00	0.00	0.00
20Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
20Q000 7040 0000 00 000000	O&M FUND BALANCE	-6,795,787.15	455,320.06	24,841.71	-6,365,308.80
20Q000 70-- ---- -- ------		-6,795,787.15	455,320.06	24,841.71	-6,365,308.80
20Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
20Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
20Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	6,262.98	6,262.98	0.00
20Q000 73-- ---- -- ------		0.00	6,262.98	6,262.98	0.00
20Q--- ---- ---- -- ------		-6,795,787.15	461,583.04	31,104.69	-6,365,308.80
2----- ---- ---- -- ------		0.00	1,478,651.49	1,478,651.49	0.00
30A000 1010 0000 00 000000	B&I CASH BUSEY	343,547.56	271,789.51	549,048.96	66,288.11
30A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
30A000 10-- ---- -- ------		343,547.56	271,789.51	549,048.96	66,288.11
30A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
30A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
30A000 1800 0000 00 000000	BOND AND INT INVESTMENT FUND	591,713.16	1,446.03	0.00	593,159.19
30A000 18-- ---- -- ------		591,713.16	1,446.03	0.00	593,159.19
30A--- ---- ---- -- ------		935,260.72	273,235.54	549,048.96	659,447.30
30L000 4020 0000 00 000000	A/P LIABILITY	0.00	549,048.96	549,048.96	0.00
30L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	0.00	0.00	0.00
30L000 40-- ---- -- ------		0.00	549,048.96	549,048.96	0.00
30L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
30L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
30L--- ---- ---- -- ------		0.00	549,048.96	549,048.96	0.00
30Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
30Q000 7040 0000 00 000000	B&I FUND BALANCE	-935,260.72	549,048.96	273,235.54	-659,447.30
30Q000 70-- ---- -- ------		-935,260.72	549,048.96	273,235.54	-659,447.30

FDTLOC FUNC OBJ SJ	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
30Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
30Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
30Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
30Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
30Q--- ---- ---- -- ------		-935,260.72	549,048.96	273,235.54	-659,447.30
3----- ---- ---- -- ------		0.00	1,371,333.46	1,371,333.46	0.00
40A000 1010 0000 00 000000	TRANSP FD CASH - US BANK	948,185.11	502,460.66	748,201.86	702,443.91
40A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
40A000 10-- ---- -- ------		948,185.11	502,460.66	748,201.86	702,443.91
40A000 1510 0000 00 000000	TRANSPORTATION LOAN TO ED FUND	0.00	0.00	0.00	0.00
40A000 1520 0000 00 000000	TRANS LOAN TO O&M FUND	0.00	0.00	0.00	0.00
40A000 15-- ---- -- ------		0.00	0.00	0.00	0.00
40A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
40A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
40A000 1800 0000 00 000000	TRANSPOR FUND INVESTMENTS	1,111,832.25	1,495.19	500,000.00	613,327.44
40A000 18-- ---- -- ------		1,111,832.25	1,495.19	500,000.00	613,327.44
40A--- ---- ---- -- ------		2,060,017.36	503,955.85	1,248,201.86	1,315,771.35
40L000 4020 0000 00 000000	A/P LIABILITY	0.00	748,201.86	748,201.86	0.00
40L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	0.00	0.00	0.00
40L000 40-- ---- -- ------		0.00	748,201.86	748,201.86	0.00
40L000 4340 0000 00 000000	TRANSP LOAN FROM W/CASH FUND	0.00	0.00	0.00	0.00
40L000 43-- ---- -- ------		0.00	0.00	0.00	0.00
40L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
40L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
40L010 4320 0000 00 000000	TRANSP LOAN FROM O&M FUND	0.00	0.00	0.00	0.00
40L010 43-- ---- -- ------		0.00	0.00	0.00	0.00
40L--- ---- ---- -- ------		0.00	748,201.86	748,201.86	0.00
40Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
40Q000 7040 0000 00 000000	TRANS FUND BALANCE	-2,060,017.36	749,525.86	5,279.85	-1,315,771.35
40Q000 70-- ---- -- ------		-2,060,017.36	749,525.86	5,279.85	-1,315,771.35
40Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
40Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
40Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
40Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
40Q--- ---- ---- -- ------		-2,060,017.36	749,525.86	5,279.85	-1,315,771.35
4----- ---- ---- -- ------		0.00	2,001,683.57	2,001,683.57	0.00
50A000 1010 0000 00 000000	IMRF FUND CASH, BUSEY	443,338.01	252,945.81	248,589.49	447,694.33
50A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
50A000 10-- ---- -- ------		443,338.01	252,945.81	248,589.49	447,694.33
50A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
50A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
50A000 1800 0000 00 000000	IMRF INVESTMENTS	3,590,286.55	8,162.99	250,000.00	3,348,449.54
50A000 18-- ---- -- ------		3,590,286.55	8,162.99	250,000.00	3,348,449.54
50A--- ---- ---- -- ------		4,033,624.56	261,108.80	498,589.49	3,796,143.87
50L000 0000 0000 00 000000		0.00	0.00	0.00	0.00
50L000 00-- ---- -- ------		0.00	0.00	0.00	0.00
50L000 4020 0000 00 000000	A/P LIABILITY	0.00	0.00	0.00	0.00
50L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	255,546.15	255,546.15	0.00
50L000 40-- ---- -- ------		0.00	255,546.15	255,546.15	0.00
50L000 4340 0000 00 000000	IMRF LOAN FROM W/CASH	0.00	0.00	0.00	0.00
50L000 43-- ---- -- ------		0.00	0.00	0.00	0.00
50L000 4540 0000 00 000000	IMRF BP	0.00	85,120.70	85,120.70	0.00
50L000 4570 0000 00 000000	FICA BP	0.00	0.00	0.00	0.00
50L000 4580 0000 00 000000	MEDICARE BP	0.00	0.00	0.00	0.00
50L000 45-- ---- -- ------		0.00	85,120.70	85,120.70	0.00
50L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
50L000 47-- ---- -- ------		0.00	0.00	0.00	0.00

FDTLOC FUNC OBJ SJ	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
50L000 4810 0000 00 000000	FICA & MEDICARE	0.00	165,099.63	165,099.63	0.00
50L000 48-- ---- -- ------		0.00	165,099.63	165,099.63	0.00
50L--- ---- ---- -- ------		0.00	505,766.48	505,766.48	0.00
50Q000 0000 0000 00 000000		0.00	0.00	0.00	0.00
50Q000 00-- ---- -- ------		0.00	0.00	0.00	0.00
50Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
50Q000 7040 0000 00 000000	IMRF FUND BALANCE	-4,033,624.56	251,379.05	13,898.36	-3,796,143.87
50Q000 70-- ---- -- ------		-4,033,624.56	251,379.05	13,898.36	-3,796,143.87
50Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
50Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
50Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
50Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
50Q--- ---- ---- -- ------		-4,033,624.56	251,379.05	13,898.36	-3,796,143.87
5----- ---- ---- -- ------		0.00	1,018,254.33	1,018,254.33	0.00
60A000 1010 0000 00 000000	CASH BUSEY	1,796,927.73	681,284.10	139,799.50	2,338,412.33
60A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
60A000 10-- ---- -- ------		1,796,927.73	681,284.10	139,799.50	2,338,412.33
60A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
60A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
60A000 1800 0000 00 000000	CAPITAL PROJECTS INVESTMENTS	147,634.45	479.79	0.00	148,114.24
60A000 1801 0000 00 000000	INVESTMENT (CBD GRANT)	48,695.54	0.00	0.00	48,695.54
60A000 1802 0000 00 000000	INVESTMENT-DEBT CERTIFICATES	0.00	0.00	0.00	0.00
60A000 1803 0000 00 000000	CAPITAL PROJECTS-PMA SUB ACCT	4,530,416.43	16,258.67	0.00	4,546,675.10
60A000 18-- ---- -- ------		4,726,746.42	16,738.46	0.00	4,743,484.88
60A--- ---- ---- -- ------		6,523,674.15	698,022.56	139,799.50	7,081,897.21
60L000 4020 0000 00 000000	A/P LIABILITY	0.00	139,799.50	139,799.50	0.00
60L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	0.00	0.00	0.00
60L000 40-- ---- -- ------		0.00	139,799.50	139,799.50	0.00
60L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
60L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
60L--- ---- ---- -- ------		0.00	139,799.50	139,799.50	0.00
60Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
60Q000 7040 0000 00 000000	SITE/CONST. FUND BALANCE	-6,523,674.15	139,799.50	698,022.56	-7,081,897.21
60Q000 70-- ---- -- ------		-6,523,674.15	139,799.50	698,022.56	-7,081,897.21
60Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
60Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
60Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
60Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
60Q--- ---- ---- -- ------		-6,523,674.15	139,799.50	698,022.56	-7,081,897.21
6----- ---- ---- -- ------		0.00	977,621.56	977,621.56	0.00
70A000 1010 0000 00 000000	WORKING CASH FUND BUSEY	483,031.40	216,234.09	214,536.09	484,729.40
70A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
70A000 10-- ---- -- ------		483,031.40	216,234.09	214,536.09	484,729.40
70A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
70A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
70A000 1800 0000 00 000000	WORKING CASH INVESTMENTS	10,846,402.02	25,982.14	214,536.09	10,657,848.07
70A000 18-- ---- -- ------		10,846,402.02	25,982.14	214,536.09	10,657,848.07
70A--- ---- ---- -- ------		11,329,433.42	242,216.23	429,072.18	11,142,577.47
70L000 4020 0000 00 000000	A/P LIABILITY	0.00	0.00	0.00	0.00
70L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	0.00	0.00	0.00
70L000 40-- ---- -- ------		0.00	0.00	0.00	0.00
70L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
70L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
70L--- ---- ---- -- ------		0.00	0.00	0.00	0.00
70Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
70Q000 7040 0000 00 000000	WKG CASH FUND BALANCE	-11,329,433.42	214,536.09	27,680.14	-11,142,577.47
70Q000 70-- ---- -- ------		-11,329,433.42	214,536.09	27,680.14	-11,142,577.47

FDTLOC FUNC OBJ SJ	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
70Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
70Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
70Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
70Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
70Q--- ---- ---- -- ------		-11,329,433.42	214,536.09	27,680.14	-11,142,577.47
7----- ---- ---- -- ------		0.00	456,752.32	456,752.32	0.00
80A000 1010 0000 00 000000	Cash Tort BUSEY	447,519.83	273,579.19	258,571.64	462,527.38
80A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
80A000 10-- ---- -- ------		447,519.83	273,579.19	258,571.64	462,527.38
80A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
80A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
80A000 1800 0000 00 000000	TORT INVESTMENTS	3,375,104.02	7,637.13	250,000.00	3,132,741.15
80A000 18-- ---- -- ------		3,375,104.02	7,637.13	250,000.00	3,132,741.15
80A010 1800 0000 00 000000	TORT INVESTMENTS	0.00	0.00	0.00	0.00
80A010 18-- ---- -- ------		0.00	0.00	0.00	0.00
80A--- ---- ---- -- ------		3,822,623.85	281,216.32	508,571.64	3,595,268.53
80L000 0000 0000 00 000000		0.00	0.00	0.00	0.00
80L000 00-- ---- -- ------		0.00	0.00	0.00	0.00
80L000 4020 0000 00 000000	A/P LIABILITY	0.00	194,353.15	194,353.15	0.00
80L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	52,336.16	52,336.16	0.00
80L000 40-- ---- -- ------		0.00	246,689.31	246,689.31	0.00
80L000 4510 0000 00 000000	THIS BP Administrator	0.00	0.00	0.00	0.00
80L000 4511 0000 00 000000		0.00	10.17	10.17	0.00
80L000 4512 0000 00 000000	TRS EMPLOYER BENEFIT	0.00	196.38	196.38	0.00
80L000 4520 0000 00 000000	FED W/H TAX	0.00	5,463.53	5,463.53	0.00
80L000 4540 0000 00 000000	IMRF DEDUCTION	0.00	695.53	695.53	0.00
80L000 4550 0000 00 000000	TSA AXA EQUITALBE ROTH (455ELR	0.00	739.84	739.84	0.00
80L000 4560 0000 00 000000	ADDITIONAL LIFE INS	0.00	2,225.64	2,225.64	0.00
80L000 4561 0000 00 000000	SEC 125 TERM LIFE	0.00	51.56	51.56	0.00
80L000 4563 0000 00 000000	SEC 125 MED REIMB	0.00	172.06	172.06	0.00
80L000 4564 0000 00 000000	DISTRICT LIFE INSURANCE	0.00	7.30	7.30	0.00
80L000 4570 0000 00 000000	FICA MEDICARE DEDUCTION	0.00	1,609.82	1,609.82	0.00
80L000 4590 0000 00 000000	DIVERSITY & EQUITY SCHOLARSHIP	0.00	0.00	0.00	0.00
80L000 45-- ---- -- ------		0.00	11,171.83	11,171.83	0.00
80L000 4610 0000 00 000000	TRS THIS	0.00	3,252.87	3,252.87	0.00
80L000 46-- ---- -- ------		0.00	3,252.87	3,252.87	0.00
80L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
80L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
80L000 4810 0000 00 000000	DIVERSITY & EQUITY	0.00	9.65	9.65	0.00
80L000 4813 0000 00 000000	ILL TAX	0.00	2,188.15	2,188.15	0.00
80L000 4815 0000 00 000000	THIS BENEFIT	0.00	227.19	227.19	0.00
80L000 4822 0000 00 000000	DISTRICT HEALTH INSURANCE	0.00	916.44	916.44	0.00
80L000 4823 0000 00 000000	DISTRICT DENTAL INSURANCE	0.00	113.16	113.16	0.00
80L000 4831 0000 00 000000		0.00	100.52	100.52	0.00
80L000 48-- ---- -- ------		0.00	3,555.11	3,555.11	0.00
80L000 4913 0000 00 000000		0.00	0.00	0.00	0.00
80L000 49-- ---- -- ------		0.00	0.00	0.00	0.00
80L--- ---- ---- -- ------		0.00	264,669.12	264,669.12	0.00
80Q000 0000 0000 00 000000		0.00	0.00	0.00	0.00
80Q000 00-- ---- -- ------		0.00	0.00	0.00	0.00
80Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
80Q000 7040 0000 00 000000	TORT FUND BALANCE	-3,822,623.85	243,516.12	16,160.80	-3,595,268.53
80Q000 70-- ---- -- ------		-3,822,623.85	243,516.12	16,160.80	-3,595,268.53
80Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
80Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
80Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
80Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00

FDTLOC FUNC OBJ SJ	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
80Q--- ---- ---- -- ------		-3,822,623.85	243,516.12	16,160.80	-3,595,268.53
8----- ---- ---- -- ------		0.00	789,401.56	789,401.56	0.00
90A000 1010 0000 00 000000	FP&S FUND CASH, BUSEY	87,675.65	302.09	1,740.00	86,237.74
90A000 1020 0000 00 000000	CASH	0.00	0.00	0.00	0.00
90A000 10-- ---- -- ------		87,675.65	302.09	1,740.00	86,237.74
90A000 1630 0000 00 000000	ACCOUNTS RECEIVABLE ACCRUAL	0.00	0.00	0.00	0.00
90A000 16-- ---- -- ------		0.00	0.00	0.00	0.00
90A000 1800 0000 00 000000	HLS INVESTMENTS	1,318,544.86	3,222.26	0.00	1,321,767.12
90A000 18-- ---- -- ------		1,318,544.86	3,222.26	0.00	1,321,767.12
90A--- ---- ---- -- ------		1,406,220.51	3,524.35	1,740.00	1,408,004.86
90L000 4020 0000 00 000000	A/P LIABILITY	0.00	1,740.00	1,740.00	0.00
90L000 4040 0000 00 000000	PAYROLL ACCRUAL	0.00	0.00	0.00	0.00
90L000 40-- ---- -- ------		0.00	1,740.00	1,740.00	0.00
90L000 4700 0000 00 000000	DIRECT DEPOSIT ACCRUAL	0.00	0.00	0.00	0.00
90L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
90L--- ---- ---- -- ------		0.00	1,740.00	1,740.00	0.00
90Q000 7030 0000 00 000000	FUND CHANGE	0.00	0.00	0.00	0.00
90Q000 7040 0000 00 000000	FP&S FUND BALANCE	-1,406,220.51	1,740.00	3,524.35	-1,408,004.86
90Q000 70-- ---- -- ------		-1,406,220.51	1,740.00	3,524.35	-1,408,004.86
90Q000 7130 0000 00 000000	RESERVE FOR ENCUMBRANCE	0.00	0.00	0.00	0.00
90Q000 71-- ---- -- ------		0.00	0.00	0.00	0.00
90Q000 7300 0000 00 000000	ENCUMBRANCE OFFSET	0.00	0.00	0.00	0.00
90Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
90Q--- ---- ---- -- ------		-1,406,220.51	1,740.00	3,524.35	-1,408,004.86
9----- ---- ---- -- ------		0.00	7,004.35	7,004.35	0.00
Grand Asset Totals		72,564,050.53	10,044,899.79	15,309,918.84	67,299,031.48
Grand Liability Totals		-827,140.15	13,787,488.86	13,738,738.00	-778,389.29
Grand Equity Totals		-71,736,910.38	10,998,618.87	5,782,350.68	-66,520,642.19
Grand Totals		0.00	34,831,007.52	34,831,007.52	0.00

Number of Accounts: 220

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

Collinsville Area Vocational Center

Fund Balance Report

May 31, 2025

Fund	Description	Month to Date Expense	Month to Date Income	Year to Date Expense	Year to Date Income	Fund Balance YTD Change	Fund Balance Start of Year	Fund Balance Current
10	Education Fund	$ 187,655.39	$ 150,065.11	$ 1,537,187.68	$ 1,625,935.71	$ 88,748.03	$ 538,617.43	$ 627,365.46
20	Oper, Build, & Maint Fund	2,255.33	393.75	29,081.14	42,166.25	13,085.11	-	13,085.11
40	Transportation Fund	3,513.56	281.25	20,461.32	30,118.75	9,657.43	-	9,657.43
		$ 193,424.28	**$ 150,740.11**	**$ 1,586,730.14**	**$ 1,698,220.71**	**$ 111,490.57**	**$ 538,617.43**	**$ 650,108.00**

FDT	FUNC	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
10A000	1010 0000 00 000000	CASH FCB - CHECKING 7903	620,964.96	190,055.30	227,772.90	583,247.36
10A000	1010 0000 01 000000	ACTIVITY FUNDS	106,184.73	1,827.99	0.00	108,012.72
10A000	1020 0000 00 000000	CASH FCB-SAVINGS 7904	43,970.78	127.32	0.00	44,098.10
10A000	10-- ---- -- ------		771,120.47	192,010.61	227,772.90	735,358.18
10A---	---- ---- -- ------		771,120.47	192,010.61	227,772.90	735,358.18
10L000	0000 0000 00 000000		0.00	0.00	0.00	0.00
10L000	00-- ---- -- ------		0.00	0.00	0.00	0.00
10L000	1630 0000 00 000000		0.00	0.00	0.00	0.00
10L000	16-- ---- -- ------		0.00	0.00	0.00	0.00
10L000	4000 0000 00 000000	ACTIVITY ACCT TRUST & AGENCY	-106,184.73	0.00	1,827.99	-108,012.72
10L000	4020 0000 00 000000	A/P LIABILITY	0.00	79,947.30	79,947.30	0.00
10L000	4030 0000 00 000000	WAGE GARNISHMENT	0.00	0.00	0.00	0.00
10L000	4040 0000 00 000000	DUE TO UNIT	0.00	166,723.75	166,723.75	0.00
10L000	40-- ---- -- ------		-106,184.73	246,671.05	248,499.04	-108,012.72
10L000	4509 0000 00 000000	T.H.I.S	0.00	1,094.52	1,094.52	0.00
10L000	4510 0000 00 000000	EMPLOYER THIS	0.00	1,015.18	1,015.18	0.00
10L000	4511 0000 00 000000	TRS	0.00	12,093.68	12,093.68	0.00
10L000	4512 0000 00 000000	EMPLOYER ETR	0.00	779.38	779.38	0.00
10L000	4513 0000 00 000000	SSP TRS	0.00	607.98	607.98	0.00
10L000	4515 0000 00 000000	TRS FEDERAL	0.00	0.00	0.00	0.00
10L000	4520 0000 00 000000	FEDERAL TAX	0.00	10,336.40	10,336.40	0.00
10L000	4530 0000 00 000000	STATE TAX	0.00	6,176.11	6,176.11	0.00
10L000	4540 0000 00 000000	IMRF (DED & BEN)	0.00	1,422.48	1,422.48	0.00
10L000	4541 0000 00 000000		0.00	0.00	0.00	0.00
10L000	4550 0000 00 000000	TSA PUTNAM	0.00	900.00	900.00	0.00
10L000	4560 0000 00 000000	HEALTH FAMILY-TAX SHELTERED	0.00	16,994.00	16,994.00	0.00
10L000	4561 0000 00 000000	DENTAL FAMILY - NON SHELTERED	0.00	542.00	542.00	0.00
10L000	4563 0000 00 000000		0.00	266.66	266.66	0.00
10L000	4564 0000 00 000000	LIFE INSURANCE	0.00	25.48	25.48	0.00
10L000	4565 0000 00 000000	SEC 125 DEFERRALS	20.00	115.76	115.76	20.00
10L000	4570 0000 00 000000	FICA	0.00	1,537.80	1,537.80	0.00
10L000	4580 0000 00 000000	MEDICARE	0.00	4,159.64	4,159.64	0.00
10L000	4590 0000 00 000000	CEA DUES	0.00	41.00	41.00	0.00
10L000	4595 0000 00 000000	SIMON RUSSELL	0.00	0.00	0.00	0.00
10L000	45-- ---- -- ------		20.00	58,108.07	58,108.07	20.00
10L000	4700 0000 00 000000		0.00	0.00	0.00	0.00
10L000	47-- ---- -- ------		0.00	0.00	0.00	0.00
10L000	4810 0000 00 000000		0.00	10.00	10.00	0.00
10L000	4815 0000 00 000000		0.00	0.00	0.00	0.00
10L000	4822 0000 00 000000		0.00	0.00	0.00	0.00
10L000	4823 0000 00 000000		0.00	0.00	0.00	0.00
10L000	4828 0000 00 000000	UNION DUES - SECRETARIES	0.00	41.00	41.00	0.00
10L000	4829 0000 00 000000		0.00	0.00	0.00	0.00
10L000	4830 0000 00 000000		0.00	0.00	0.00	0.00
10L000	4831 0000 00 000000		0.00	0.00	0.00	0.00
10L000	48-- ---- -- ------		0.00	51.00	51.00	0.00
10L000	4913 0000 00 000000		0.00	0.00	0.00	0.00
10L000	49-- ---- -- ------		0.00	0.00	0.00	0.00
10L---	---- ---- -- ------		-106,164.73	304,830.12	306,658.11	-107,992.72
10Q000	7030 0000 00 000000	FUND NET CHANGE	0.00	0.00	0.00	0.00
10Q000	7040 0000 00 000000	FUND BALANCE	-664,955.74	188,511.98	150,921.70	-627,365.46
10Q000	70-- ---- -- ------		-664,955.74	188,511.98	150,921.70	-627,365.46
10Q000	7130 0000 00 000000		0.00	0.00	0.00	0.00
10Q000	71-- ---- -- ------		0.00	0.00	0.00	0.00
10Q000	7300 0000 00 000000		0.00	10,560.28	10,560.28	0.00
10Q000	73-- ---- -- ------		0.00	10,560.28	10,560.28	0.00
10Q---	---- ---- -- ------		-664,955.74	199,072.26	161,481.98	-627,365.46

FDT FUNC	Account Level Description	May 2024-25 Beginning Balance	May 2024-25 Debits	May 2024-25 Credits	Ending Balance
1----- ---- ---- -- ------		0.00	695,912.99	695,912.99	0.00
20A000 1010 0000 00 000000		14,946.69	397.26	2,258.84	13,085.11
20A000 1020 0000 00 000000		0.00	0.00	0.00	0.00
20A000 10-- ---- -- ------		14,946.69	397.26	2,258.84	13,085.11
20A--- ---- ---- -- ------		14,946.69	397.26	2,258.84	13,085.11
20L000 4020 0000 00 000000		0.00	2,233.84	2,233.84	0.00
20L000 4040 0000 00 000000		0.00	25.35	25.35	0.00
20L000 40-- ---- -- ------		0.00	2,259.19	2,259.19	0.00
20L000 4510 0000 00 000000		0.00	0.00	0.00	0.00
20L000 4511 0000 00 000000		0.00	0.00	0.00	0.00
20L000 4512 0000 00 000000		0.00	0.00	0.00	0.00
20L000 4520 0000 00 000000		0.00	2.07	2.07	0.00
20L000 4530 0000 00 000000		0.00	1.09	1.09	0.00
20L000 4580 0000 00 000000		0.00	0.70	0.70	0.00
20L000 45-- ---- -- ------		0.00	3.86	3.86	0.00
20L000 4700 0000 00 000000		0.00	0.00	0.00	0.00
20L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
20L--- ---- ---- -- ------		0.00	2,263.05	2,263.05	0.00
20Q000 7040 0000 00 000000		-14,946.69	2,255.33	393.75	-13,085.11
20Q000 70-- ---- -- ------		-14,946.69	2,255.33	393.75	-13,085.11
20Q000 7300 0000 00 000000		0.00	0.00	0.00	0.00
20Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
20Q--- ---- ---- -- ------		-14,946.69	2,255.33	393.75	-13,085.11
2----- ---- ---- -- ------		0.00	4,915.64	4,915.64	0.00
40A000 1010 0000 00 000000		12,889.74	281.25	3,513.56	9,657.43
40A000 1020 0000 00 000000		0.00	0.00	0.00	0.00
40A000 10-- ---- -- ------		12,889.74	281.25	3,513.56	9,657.43
40A--- ---- ---- -- ------		12,889.74	281.25	3,513.56	9,657.43
40L000 4020 0000 00 000000		0.00	3,513.56	3,513.56	0.00
40L000 40-- ---- -- ------		0.00	3,513.56	3,513.56	0.00
40L000 4700 0000 00 000000		0.00	0.00	0.00	0.00
40L000 47-- ---- -- ------		0.00	0.00	0.00	0.00
40L--- ---- ---- -- ------		0.00	3,513.56	3,513.56	0.00
40Q000 7040 0000 00 000000		-12,889.74	3,513.56	281.25	-9,657.43
40Q000 70-- ---- -- ------		-12,889.74	3,513.56	281.25	-9,657.43
40Q000 7300 0000 00 000000		0.00	0.00	0.00	0.00
40Q000 73-- ---- -- ------		0.00	0.00	0.00	0.00
40Q--- ---- ---- -- ------		-12,889.74	3,513.56	281.25	-9,657.43
4----- ---- ---- -- ------		0.00	7,308.37	7,308.37	0.00
Grand Asset Totals		798,956.90	192,689.12	233,545.30	758,100.72
Grand Liability Totals		-106,164.73	310,606.73	312,434.72	-107,992.72
Grand Equity Totals		-692,792.17	204,841.15	162,156.98	-650,108.00
Grand Totals		0.00	708,137.00	708,137.00	0.00

Number of Accounts: 62

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

9. **Unfinished Business**

9.1. Approval of 2024-25 Amended Collinsville Community Unit School District No. 10 Budget

ITEM: 9.1
EXH: 9.1

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Amended Budget 2024-25 Collinsville Community Unit School District No. 10**

The Tentative Amended Budget for 2024-25 has been on file since May 20, 2025 for public view. An ad for the public hearing was published in the Troy Times Tribune newspaper on May 22, 2025. I have attached a summary of the budget adjustments for your review.

The reason for amending the budget is to update both revenues and expenses for the FY 2024-25 Budget year.

I recommend approval of the following suggested motion:

> "I move to approve the Amended 2024-25 Budget for Collinsville Community Unit School District No.10 as presented in Exhibit 9.1."

ss

Attachment

Collinsville Community Unit School District 10
201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

CERTIFICATION OF AMENDED BUDGET

I, Vicki Reulecke, Secretary of the Board of Education of Collinsville Unit School District No. 10, do hereby certify that the attached Collinsville CUSD 10 amended budget is a true and correct copy that was adopted at a meeting of the Board of Education of said School District held on the 23rd day of June 2025.

I have hereunto set my hand and the seal of said School District this 23rd day of June, 2025.

_____

Secretary, Board of Education

Collinsville Community Unit School District 10
201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

CERTIFICATION OF REVENUES

I, Jamie L. Hadjan, Director of Finance, of Collinsville Unit School District No. 10, do hereby certify that the attached Collinsville CUSD 10 amended budget was adopted at a meeting of the Board of Education of said School District held on the 23rd day of June, 2025. Said budget includes an estimate of revenues, by source, anticipated to be received by the district in the 2024-2025 fiscal year.

I have hereunto set my hand and the seal of said School District this 23rd day of June, 2025.

_____

Director of Finance

AMENDED BUDGET

July 1, 2024 through June 30, 2025

Updated 6-23-2025

FUND	FY25 BEGINNING FUND BALANCE (Audited)	FY25 REVENUES (Adopted 9/23/24)	FY25 EXPENDITURES (Adopted 9/23/24)	FY25 TRANSFER OF FUNDS	SURPLUS/ (DEFICIT)	FY25 ENDING FUND BALANCE (Unaudited)	FY25 REVENUES (Proposed Amendment)	FY25 EXPENDITURES (Proposed Amendment)	FY25 TRANSFER OF FUNDS	SURPLUS/ (DEFICIT)	FY25 ENDING FUND BALANCE (Proposed Amendment)
EDUCATION *	**25,379,352**	70,562,528	70,871,032		(308,504)	**$ 25,070,848**	72,562,528	71,835,203		727,325	**$ 26,106,677**
OPERATIONS & MAINTENANCE *	**7,966,451**	6,443,000	7,898,660	(500,000)	(1,955,660)	**$ 6,010,791**	6,443,000	8,348,660	(500,000)	(2,405,660)	**$ 5,560,791**
DEBT SERVICE	**608,566**	2,845,000	3,329,500	500,000	15,500	**$ 624,066**	2,825,000	3,329,500	500,000	(4,500)	**$ 604,066**
TRANSPORTATION *	**2,314,940**	5,250,000	6,496,528		(1,246,528)	**$ 1,068,412**	5,090,000	6,796,528		(1,706,528)	**$ 608,412**
IMRF / SOCIAL SECURITY	**2,886,563**	2,700,000	2,454,833		245,167	**$ 3,131,730**	2,700,000	2,454,833		245,167	**$ 3,131,730**
CAPITAL PROJECTS	**9,353,225**	6,852,500	8,020,000	209,500	(958,000)	**$ 8,395,225**	3,852,500	7,120,000	215,000	(3,052,500)	**$ 6,300,725**
WORKING CASH *	**10,380,663**	930,000	-	209,500	720,500	**$ 11,101,163**	930,000	-	(215,000)	715,000	**$ 11,095,663**
TORT	**1,667,190**	4,250,000	3,412,500		837,500	**$ 2,504,690**	4,250,000	3,412,500		837,500	**$ 2,504,690**
FIRE PREVENTION & SAFETY	**1,152,968**	570,000	618,000		(48,000)	**$ 1,104,968**	570,000	718,000		(148,000)	**$ 1,004,968**
TOTAL	**$ 61,709,918**	**$ 100,403,028**	**$ 103,101,053**		**$ (2,698,025)**	**$ 59,011,893**	**$ 99,223,028**	**$ 104,015,224**		$ (4,792,196)	**$ 56,917,722**
ACTIVITY ACCTS (added into Fund 10 on budget form)	**$ 753,829**	**$ 300,000**	**$ 300,000**		**0.00**	**$ 753,829**	**$ 950,000**	**$ 950,000**		0.00	**$ 753,829**
G/L Total	**$ 62,463,747**	**$ 100,703,028**	**$ 103,401,053**		**$ (2,698,025)**	**$ 59,765,722**	**$ 100,173,028**	**$ 104,965,224**		$ (4,792,196)	**$ 57,671,551**
					0					0	
*** OPERATING FUNDS**	**$ 46,041,406**	**$ 83,185,528**	**$ 85,266,220**		(2,790,192)	**$ 43,251,214**	**$ 85,025,528**	**$ 86,980,391**		(2,669,863)	**$ 43,371,543**

* (Ed, O & M, Trans & Working Cash)

Budget Changes

10	Increase in Revenue - Property Taxes, Title I, and EBF	$	2,000,000.00
10	Increase in Expenses - Trailblazer Academy, Success Center, and Mathmatics - MS	$	(964,171.00)
	Change in Fund Balance		1,035,829.00
20	No change to Revenue	$	-
20	Increase to expenses - Architect/Engineering bills, CMS ball field project, CMS gym floor replacement	$	(450,000.00)
	Change in Fund Balance		(450,000.00)
30	Decrease to Revenue - Property Tax		(20,000.00)
30	No change to Expenses		-
	Change in Fund Balance		(20,000.00)
40	Decrease to Revenue - Reduction in MCAT revenue		(160,000.00)
40	Increase to Expenses - First Student Invoices		(300,000.00)
	Change in Fund Balance		(460,000.00)
50	No change to Revenue		-
50	No change to Expenses		-
	Change in Fund Balance		-
60	Decrease in Revenue - No DCEO reimbusements/Increase to WC Transfer		(2,994,500.00)
60	Decrease in Expenses - NO DCEO eligible expenses		900,000.00
	Change in Fund Balance		(2,094,500.00)
70	No change to Revenue		-
70	Increase in Expenses - Transfering remaining Working Cash funds		5,500.00
	Change in Fund Balance		5,500.00
80	No change to Revenue		-
80	Increase to Expenses		-
	Change in Fund Balance		-
90	No change to Revenue		-
90	Increase to expenses for School Maintenance Projects		(100,000.00)
	Change in Fund Balance		(100,000.00)

District Type:
[X] School District
[ ] Joint Agreement

Accounting Basis:
[X] Cash
[ ] Accrual

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2024 - June 30, 2025

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

Is this an amended budget? Yes

Date of Amended Budget: 06-23-25 *(MM/DD/YY)*

District Name: **Collinsville CUSD 10**

District RCDT No: **41057010026**

If your FY2024 AFR states that you need to do a deficit reduction plan and your FY2025 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Collinsville CUSD 10 *, County of* Madison ,
State of Illinois, for the Fiscal Year beginning July 1, 2024 *and ending* June 30, 2025 .

WHEREAS the Board of Education of Collinsville CUSD 10 ,
County of Madison , *State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;*

AND WHEREAS a public hearing was held as to such budget on the 23rd *day of* June , *20* 25 ,
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be beginning July 1, 2024 *and ending* June 30, 2025 .

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

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 23rd *day of* June , *20* 25
by a roll call vote of _____ *Yeas, and* _____ *Nays, to wit:*

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

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

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

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

(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: https://apps.isbe.net/iwas/asp/login.asp?js=true
Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
1	*Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.*											
2	**Description: Enter Whole Numbers Only**	**Acct #**	**(10) Educational**	**(20) Operations & Maintenance**	**(30) Debt Service**	**(40) Transportation**	**(50) Municipal Retirement/ Social Security**	**(60) Capital Projects**	**(70) Working Cash**	**(80) Tort**	**(90) Fire Prevention & Safety**	
3	**ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2024**		25,379,352	7,966,451	608,566	2,314,940	2,886,563	9,353,225	10,380,663	1,667,190	1,152,968	
4	**RECEIPTS/REVENUES (without Student Activity Funds)**											
5	**LOCAL SOURCES**	**1000**	29,024,150	6,443,000	2,320,000	2,150,000	2,700,000	1,850,000	930,000	4,250,000	570,000	
6	**FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT**	**2000**	177,000	0		0	0					
7	**STATE SOURCES**	**3000**	33,338,000	0	505,000	2,940,000	0	2,000,000	0	0	0	
8	**FEDERAL SOURCES**	**4000**	10,023,378	0	0	0	0	2,500	0	0	0	
9	**Total Direct Receipts/Revenues** [8]		72,562,528	6,443,000	2,825,000	5,090,000	2,700,000	3,852,500	930,000	4,250,000	570,000	
10	Receipts/Revenues for "On Behalf" Payments [2]	3998										
11	**Total Receipts/Revenues**		72,562,528	6,443,000	2,825,000	5,090,000	2,700,000	3,852,500	930,000	4,250,000	570,000	
12	**DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)**											
13	**INSTRUCTION**	**1000**	48,124,033				1,094,000			0		
14	**SUPPORT SERVICES**	**2000**	19,905,428	8,307,660		6,767,528	1,346,033	7,120,000		3,412,500	718,000	
15	**COMMUNITY SERVICES**	**3000**	638,942	0		0	14,800			0		
16	**PAYMENTS TO OTHER DISTRICTS & GOVT UNITS**	**4000**	3,166,800	41,000	0	29,000	0	0		0	0	
17	**DEBT SERVICES**	**5000**	0	0	3,329,500	0	0			0	0	
18	**PROVISION FOR CONTINGENCIES**	**6000**	0	0	0	0	0	0		0	0	
19	**Total Direct Disbursements/Expenditures** [9]		71,835,203	8,348,660	3,329,500	6,796,528	2,454,833	7,120,000		3,412,500	718,000	
20	Disbursements/Expenditures for "On Behalf" Payments [2]	4180	0	0	0	0	0	0		0	0	
21	**Total Disbursements/Expenditures**		71,835,203	8,348,660	3,329,500	6,796,528	2,454,833	7,120,000		3,412,500	718,000	
22	**Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures**		727,325	(1,905,660)	(504,500)	(1,706,528)	245,167	(3,267,500)	930,000	837,500	(148,000)	
23	**OTHER SOURCES/USES OF FUNDS**											
24	**OTHER SOURCES OF FUNDS (7000)**											
25	**PERMANENT TRANSFER FROM VARIOUS FUNDS**											
26	Abolishment the Working Cash Fund [16]	7110										
27	Abatement of the Working Cash Fund [16]	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest [3] Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int [3a] Proceeds to Debt Service Fund	7170			0							
34	**SALE OF BONDS (7200)**											
35	Principal on Bonds Sold [4]	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets [5]	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			500,000							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990						215,000				
46	**Total Other Sources of Funds** [8]		0	0	500,000	0	0	215,000	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	*Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.*		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	**Description: Enter Whole Numbers Only**	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Service**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**	
47	**OTHER USES OF FUNDS (8000)**											
49	**TRANSFER TO VARIOUS OTHER FUNDS (8100)**											
50	Abolishment or Abatement of the Working Cash Fund [16]	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest [6]	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest [3] Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond [3a] and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430		500,000								
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990							215,000			
79	**Total Other Uses of Funds** [9]		0	500,000	0	0	0	0	215,000	0	0	
80	**Total Other Sources/Uses of Fund**		0	(500,000)	500,000	0	0	215,000	(215,000)	0	0	
81	**ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2025**		26,106,677	5,560,791	604,066	608,412	3,131,730	6,300,725	11,095,663	2,504,690	1,004,968	
82												
83	**Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2024**		755,811									
84	**RECEIPTS/REVENUES (For Student Activity Funds)**											
85	**Total Student Activity Direct Receipts/Revenues (Local Sources)**	1799	950,000									
86	**DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)**											
87	**Total Student Activity Direct Disbursements/Expenditures**	1999	950,000									
88	**Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures**		0									
89	**Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2025**		755,811									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	*Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.*		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2024		26,135,163	7,966,451	608,566	2,314,940	2,886,563	9,353,225	10,380,663	1,667,190	1,152,968	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	29,974,150	6,443,000	2,320,000	2,150,000	2,700,000	1,850,000	930,000	4,250,000	570,000	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	177,000	0		0	0					
95	STATE SOURCES	3000	33,338,000	0	505,000	2,940,000	0	2,000,000	0	0	0	
96	FEDERAL SOURCES	4000	10,023,378	0	0	0	0	2,500	0	0	0	
97	Total Direct Receipts/Revenues [8]		73,512,528	6,443,000	2,825,000	5,090,000	2,700,000	3,852,500	930,000	4,250,000	570,000	
98	Receipts/Revenues for "On Behalf" Payments [2]	3998	0	0	0	0	0	0		0	0	
99	Total Receipts/Revenues		73,512,528	6,443,000	2,825,000	5,090,000	2,700,000	3,852,500	930,000	4,250,000	570,000	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	49,074,033				1,094,000			0		
102	SUPPORT SERVICES	2000	19,905,428	8,307,660		6,767,528	1,346,033	7,120,000		3,412,500	718,000	
103	COMMUNITY SERVICES	3000	638,942	0		0	14,800			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	3,166,800	41,000	0	29,000	0	0		0	0	
105	DEBT SERVICES	5000	0	0	3,329,500	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures [9]		72,785,203	8,348,660	3,329,500	6,796,528	2,454,833	7,120,000		3,412,500	718,000	
108	Disbursements/Expenditures for "On Behalf" Payments [2]	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		72,785,203	8,348,660	3,329,500	6,796,528	2,454,833	7,120,000		3,412,500	718,000	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		727,325	(1,905,660)	(504,500)	(1,706,528)	245,167	(3,267,500)	930,000	837,500	(148,000)	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds [8]		0	0	500,000	0	0	215,000	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds [9]		0	500,000	0	0	0	0	215,000	0	0	
117	Total Other Sources/Uses of Fund		0	(500,000)	500,000	0	0	215,000	(215,000)	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2025		26,862,488	5,560,791	604,066	608,412	3,131,730	6,300,725	11,095,663	2,504,690	1,004,968	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
122	Description	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	Total By Object
123	Object Name											
124	Salaries	100	52,509,427	663,500		0		0		930,000	0	54,102,927
125	Employee Benefits	200	8,346,307	108,220		0	2,454,833	0		46,000	0	10,955,360
126	Purchased Services	300	5,284,099	1,405,440	0	6,345,528		1,200,000		2,386,000	33,000	16,654,067
127	Supplies & Materials	400	1,979,031	2,015,500		222,000		0		40,500	0	4,257,031
128	Capital Outlay	500	416,439	4,015,000		200,000		5,920,000		10,000	685,000	11,246,439
129	Other Objects	600	3,274,900	41,000	3,329,500	29,000	0	0		0	0	6,674,400
130	Non-Capitalized Equipment	700	25,000	100,000		0		0		0	0	125,000
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		71,835,203	8,348,660	3,329,500	6,796,528	2,454,833	7,120,000		3,412,500	718,000	104,015,224

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	**BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2024**		25,379,352	7,966,451	608,566	2,314,940	2,886,563	9,353,225	10,380,663	1,667,190	1,152,968
4	**Total Direct Receipts & Other Sources** [8]		72,562,528	6,443,000	3,325,000	5,090,000	2,700,000	4,067,500	930,000	4,250,000	570,000
5	**OTHER RECEIPTS**										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	**Total Other Receipts**		0	0	0	0	0	0	0	0	0
11	**Total Direct Receipts, Other Sources, & Other Receipts**		72,562,528	6,443,000	3,325,000	5,090,000	2,700,000	4,067,500	930,000	4,250,000	570,000
12	**Total Amount Available**		97,941,880	14,409,451	3,933,566	7,404,940	5,586,563	13,420,725	11,310,663	5,917,190	1,722,968
13	**Total Direct Disbursements & Other Uses** [9]		71,835,203	8,848,660	3,329,500	6,796,528	2,454,833	7,120,000	215,000	3,412,500	718,000
14	**OTHER DISBURSEMENTS**										
15	Interfund Loans Receivable (Loans to Other Funds) [10]	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	**Total Other Disbursements**		0	0	0	0	0	0	0	0	0
20	**Total Direct Disbursements, Other Uses, & Other Disbursements**		71,835,203	8,848,660	3,329,500	6,796,528	2,454,833	7,120,000	215,000	3,412,500	718,000
21	**ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2025**		26,106,677	5,560,791	604,066	608,412	3,131,730	6,300,725	11,095,663	2,504,690	1,004,968
22											
23	**Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2024**		755,811								
24	**Total Direct Receipts & Other Sources** [8]		950,000								
25	**Total Amount Available**		1,705,811								
26	**Total Direct Disbursements & Other Uses** [9]		950,000								
27	**Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2025**		755,811								
28											
29	**Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2024**		26,135,163	7,966,451	608,566	2,314,940	2,886,563	9,353,225	10,380,663	1,667,190	1,152,968
30	**Total Direct Receipts & Other Sources** [8]		73,512,528	6,443,000	3,325,000	5,090,000	2,700,000	4,067,500	930,000	4,250,000	570,000
31	**Total Other Receipts**		0	0	0	0	0	0	0	0	0
32	**Total Direct Receipts, Other Sources, & Other Receipts**		73,512,528	6,443,000	3,325,000	5,090,000	2,700,000	4,067,500	930,000	4,250,000	570,000
33	**Total Amount Available**		99,647,691	14,409,451	3,933,566	7,404,940	5,586,563	13,420,725	11,310,663	5,917,190	1,722,968
34	**Total Direct Disbursements & Other Uses** [9]		72,785,203	8,848,660	3,329,500	6,796,528	2,454,833	7,120,000	215,000	3,412,500	718,000
35	**Total Other Disbursements**		0	0	0	0	0	0	0	0	0
36	**Total Direct Disbursements, Other Uses, & Other Disbursements**		72,785,203	8,848,660	3,329,500	6,796,528	2,454,833	7,120,000	215,000	3,412,500	718,000
37	**Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2025**		26,862,488	5,560,791	604,066	608,412	3,131,730	6,300,725	11,095,663	2,504,690	1,004,968

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	**RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)**										
4	**AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY**	**1100**									
5	Designated Purposes Levies [11] (1110-1120)	-	26,700,000	5,500,000	2,300,000	2,100,000	1,100,000		530,000	4,200,000	530,000
6	Leasing Purposes Levy [12]	1130		500,000							
7	Special Education Purposes Levy	1140	427,000								
8	FICA and Medicare Only Levies	1150					1,400,000				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies *(Describe & Itemize)*	1190									
12	**Total Ad Valorem Taxes Levied by District**		27,127,000	6,000,000	2,300,000	2,100,000	2,500,000	0	530,000	4,200,000	530,000
13	**PAYMENTS IN LIEU OF TAXES**	**1200**									
14	Mobile Home Privilege Tax	1210	10,000								
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes [13]	1230					100,000	1,500,000			
17	Other Payments in Lieu of Taxes *(Describe & Itemize)*	1290									
18	**Total Payments in Lieu of Taxes**		10,000	0	0	0	100,000	1,500,000	0	0	0
19	**TUITION**	**1300**									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321	2,500								
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	**Total Tuition**		2,500								
41	**TRANSPORTATION FEES**	**1400**									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	**Total Transportation Fees**					0					
64	**EARNINGS ON INVESTMENTS**	**1500**									
65	Interest on Investments	1510	1,375,000	353,000	20,000	50,000	100,000	350,000	400,000	50,000	40,000
66	Gain or Loss on Sale of Investments	1520									
67	**Total Earnings on Investments**		1,375,000	353,000	20,000	50,000	100,000	350,000	400,000	50,000	40,000
68	**FOOD SERVICE**	**1600**									
69	Sales to Pupils - Lunch	1611	15,000								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613	145,000								
72	Sales to Pupils - Other *(Describe & Itemize)*	1614									
73	Sales to Adults	1620	6,000								
74	Other Food Service *(Describe & Itemize)*	1690									
75	**Total Food Service**		166,000								
76	**DISTRICT/SCHOOL ACTIVITY INCOME**	**1700**									
77	Admissions - Athletic	1711	1,300								
78	Admissions - Other	1719									
79	Fees	1720	800								
80	Book Store Sales	1730									
81	Other District/School Activity Revenue *(Describe & Itemize)*	1790	33,000								
82	Student Activity Fund Revenues	1799	950,000								
83	**Total District/School Activity Income (without Student Activity Funds 1799)**		35,100	0							
84	**Total District/School Activity Income (with Student Activity Funds 1799)**		985,100								
85	**TEXTBOOK INCOME**	**1800**									
86	Textbook Rentals - Regular Textbooks	1811	301,500								
87	Textbook Rentals - Summer School Textbooks	1812									
88	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
89	Textbook Rentals - Other *(Describe & Itemize)*	1819									
90	Textbook Sales - Regular Textbooks	1821									
91	Textbook Sales - Summer School	1822									
92	Textbook Sales - Adult/Continuing Education	1823									
93	Textbook Sales - Other *(Describe & Itemize)*	1829									
94	Other Textbook Income *(Describe & Itemize)*	1890									
95	**Total Textbooks**		301,500								
96	**OTHER REVENUE FROM LOCAL SOURCES**	**1900**									
97	Rentals	1910	2,050								
98	Contributions and Donations from Private Sources	1920									
99	Impact Fees from Municipal or County Governments	1930									
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950									
102	Payments of Surplus Moneys from TIF Districts	1960		90,000							
103	Drivers' Education Fees	1970	5,000								
104	Proceeds from Vendors' Contracts	1980									
105	School Facility Occupation Tax Proceeds	1983									
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees *(Describe & Itemize)*	1993									
109	Other Local Revenues *(Describe & Itemize)*	1999									
110	**Total Other Revenue from Local Sources**		7,050	90,000	0	0	0	0	0	0	0

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
111	**Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)**	**1000**	29,024,150	6,443,000	2,320,000	2,150,000	2,700,000	1,850,000	930,000	4,250,000	570,000
112	**Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)**		29,974,150								
113	**FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)**										
114	Flow-Through Revenue from State Sources	2100	127,000								
115	Flow-Through Revenue from Federal Sources	2200	50,000								
116	Other Flow-Through Revenue *(Describe & Itemize)*	2300									
117	**Total Flow-Through Receipts/Revenues From One District to Another District**	**2000**	177,000	0		0	0				
118	**RECEIPTS/REVENUES FROM STATE SOURCES (3000)**										
119	**UNRESTRICTED GRANTS-IN-AID (3001-3099)**										
120	Evidence Based Funding Formula (Section 18-8.15)	3001	31,400,000		505,000	800,000		2,000,000			
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources *(Describe & Itemize)*	3099									
124	**Total Unrestricted Grants-In-Aid**		31,400,000	0	505,000	800,000	0	2,000,000		0	0
125	**RESTRICTED GRANTS-IN-AID (3100-3900)**										
126	**SPECIAL EDUCATION**										
127	Special Education - Private Facility Tuition	3100	600,000								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120	375,000								
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other *(Describe & Itemize)*	3199									
134	**Total Special Education**		975,000	0		0					
135	**CAREER AND TECHNICAL EDUCATION (CTE)**										
136	CTE - Technical Education - Tech Prep	3200									
137	CTE - Secondary Program Improvement (CTEI)	3220									
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235									
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other *(Describe & Itemize)*	3299									
143	**Total Career and Technical Education**		0	0			0				
144	**BILINGUAL EDUCATION**										
145	Bilingual Education - Downstate - TPI and TBE	3305									
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	**Total Bilingual Education**		0				0				
148	State Free Lunch & Breakfast	3360	30,000								
149	School Breakfast Initiative	3365									
150	Driver Education	3370	60,000								
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other *(Describe & Itemize)*	3499									
153	**TRANSPORTATION**										
154	Transportation - Regular and Vocational	3500				1,240,000					
155	Transportation - Special Education	3510				900,000					
156	Transportation - Other *(Describe & Itemize)*	3599									
157	**Total Transportation**		0	0		2,140,000	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695	100,000								

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
161	Early Childhood - Block Grant	3705	750,000								
162	Chicago General Education Block Grant	3766									
163	Chicago Educational Services Block Grant	3767									
164	School Safety & Educational Improvement Block Grant	3775									
165	Technology - Technology for Success	3780									
166	State Charter Schools	3815									
167	Extended Learning Opportunities - Summer Bridges	3825									
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925									
170	Other Restricted Revenue from State Sources *(Describe & Itemize)*	3999	23,000								
171	**Total Restricted Grants-In-Aid**		1,938,000	0	0	2,140,000	0	0	0	0	0
172	**Total Receipts/Revenues from State Sources**	**3000**	33,338,000	0	505,000	2,940,000	0	2,000,000	0	0	0
173	**RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)**										
174	**UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)**										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. *(Describe & Itemize)*	4009									
177	**Total Unrestricted Grants-In-Aid Received Directly from Fed Govt**		0	0	0	0	0	0	0	0	0
178	**RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)**										
179	Head Start	4045									
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received from Fed. Govt. *(Describe & Itemize)*	4090									
183	**Total Restricted Grants-In-Aid Received Directly from Federal Govt.**		0	0		0	0	0			0
184	**RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)**										
185	**TITLE V**										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other *(Describe & Itemize)*	4199									
190	**Total Title V**		0	0		0	0				
191	**FOOD SERVICE**										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210	2,400,000								
194	Special Milk Program	4215									
195	School Breakfast Program	4220	685,000								
196	Summer Food Service Admin/Program	4225									
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240									
199	Food Service - Other *(Describe & Itemize)*	4299									
200	**Total Food Service**		3,085,000				0				
201	**TITLE I**										
202	Title I - Low Income	4300	2,000,000								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other *(Describe & Itemize)*	4399	50,000								
206	**Total Title I**		2,050,000	0		0	0				
207	**TITLE IV**										
208	Title IV - Student Support & Academic Enrichment Grant	4400	100,000								
209	Title IV - Part A – Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
210	Title IV - 21st Century	4421									
211	Title IV - Other *(Describe & Itemize)*	4499									
212	**Total Title IV**		100,000	0		0	0				
213	**FEDERAL - SPECIAL EDUCATION**										
214	Federal Special Education - Preschool Flow-Through	4600	40,000								
215	Federal Special Education - Preschool Discretionary	4605									
216	Federal Special Education - IDEA Flow Through	4620	1,630,000								
217	Federal Special Education - IDEA Room & Board	4625									
218	Federal Special Education - IDEA Discretionary	4630									
219	Federal Special Education - IDEA - Other *(Describe & Itemize)*	4699									
220	**Total Federal Special Education**		1,670,000	0		0	0				
221	**CTE - PERKINS**										
222	CTE - Perkins-Title IIIE Tech Prep	4770									
223	CTE - Other *(Describe & Itemize)*	4799									
224	**Total CTE - Perkins**		0	0			0				
225	Federal - Adult Education	4810									
226	ARRA - General State Aid - Education Stabilization	4850									
227	ARRA - Title I - Low Income	4851									
228	ARRA - Title I - Neglected, Private	4852									
229	ARRA - Title I - Delinquent, Private	4853									
230	ARRA - Title I - School Improvement (Part A)	4854									
231	ARRA - Title I - School Improvement (Section 1003g)	4855									
232	ARRA - IDEA - Part B - Preschool	4856									
233	ARRA - IDEA - Part B - Flow-Through	4857									
234	ARRA - Title IID - Technology - Formula	4860									
235	ARRA - Title IID - Technology - Competitive	4861									
236	ARRA - McKinney - Vento Homeless Education	4862									
237	ARRA - Child Nutrition Equipment Assistance	4863									
238	Impact Aid Formula Grants	4864									
239	Impact Aid Competitive Grants	4865									
240	Qualified Zone Academy Bond Tax Credits	4866									
241	Qualified School Construction Bond Credits	4867									
242	Build America Bond Tax Credits	4868									
243	Build America Bond Interest Reimbursement	4869									
244	ARRA - General State Aid - Other Government Services Stabilization	4870									
245	Other ARRA Funds - II	4871									
246	Other ARRA Funds - III	4872									
247	Other ARRA Funds - IV	4873									
248	Other ARRA Funds - V	4874									
249	ARRA - Early Childhood	4875									
250	Other ARRA Funds - VII	4876									
251	Other ARRA Funds - VIII	4877									
252	Other ARRA Funds - IX	4878									
253	Other ARRA Funds - X	4879									
254	Other ARRA Funds - Ed Job Fund Program	4880									
255	**Total Stimulus Programs**		0	0	0	0	0	0		0	0
256	Race to the Top Program	4901									
257	Race to the Top - Preschool Expansion Grant	4902									
258	Title III - Instruction for English Learners & Immigrant Students	4905	8,700								
259	Title III - English Language Acquistion	4909	50,000								
260	McKinney Education for Homeless Children	4920									
261	Title II - Eisenhower - Professional Development Formula	4930									
262	Title II - Teacher Quality	4932	240,000								
263	Title II - Part A – Supporting Effective Instruction – State Grants	4935									
264	Federal Charter Schools	4960									
265	State Assessment Grants	4981									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**Description: Enter Whole Numbers Only**	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Service**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**
266	Grant for State Assessments and Related Activities	4982									
267	Medicaid Matching Funds - Administrative Outreach	4991	575,000								
268	Medicaid Matching Funds - Fee-For-Service Program	4992	160,000								
269	Other Restricted Grants Received from Fed. Govt. thru State *(Describe & Itemize)*	4998	2,084,678					2,500			
270	**Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State**		10,023,378	0	0	0	0	2,500		0	0
271	**TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES**	**4000**	10,023,378	0	0	0	0	2,500	0	0	0
272	**TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)**		72,562,528	6,443,000	2,825,000	5,090,000	2,700,000	3,852,500	930,000	4,250,000	570,000
273	**TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)**		73,512,528								

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
3	**10 - EDUCATIONAL FUND (ED)**										
4	**INSTRUCTION (ED)**	**1000**									
5	Regular Programs	1100	22,269,636	3,175,847	292,066	1,118,754	27,000	12,200	20,000		26,915,503
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125	579,663	177,753	4,429	200					762,045
8	Special Education Programs (Functions 1200 - 1220)	1200	11,199,500	1,880,188	163,834	95,680	11,439				13,350,641
9	Special Education Programs Pre-K	1225	450,000	64,100							514,100
10	Remedial and Supplemental Programs K-12	1250	1,228,685	269,154	167,800	104,600	10,000				1,780,239
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400	1,189,000	162,250	450	51,400	60,000		1,000		1,464,100
14	Interscholastic Programs	1500	777,973	52,982	183,900	99,250	15,000	39,900			1,169,005
15	Summer School Programs	1600	36,000	1,000							37,000
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700	290,000	19,440	8,000	8,000	25,000				350,440
18	Bilingual Programs	1800	1,558,800	221,660	500						1,780,960
19	Truant Alternative & Optional Programs	1900									0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						950,000			950,000
34	**Total Instruction[14] (Without Student Activity Funds 1999)**	**1000**	39,579,257	6,024,374	820,979	1,477,884	148,439	52,100	21,000	0	48,124,033
35	**Total Instruction14 (With Student Activity Funds 1999)**	**1000**	39,579,257	6,024,374	820,979	1,477,884	148,439	1,002,100	21,000	0	49,074,033
36	**SUPPORT SERVICES (ED)**	**2000**									
37	**Support Services - Pupil**	**2100**									
38	Attendance & Social Work Services	2110	1,371,000	196,950	5,500	3,500					1,576,950
39	Guidance Services	2120	594,000	86,710		11,800					692,510
40	Health Services	2130	1,183,600	247,550	153,990	12,250					1,597,390
41	Psychological Services	2140	480,000	71,000	3,600	5,000					559,600
42	Speech Pathology & Audiology Services	2150	160,000	35,360		10,000					205,360
43	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
44	**Total Support Services - Pupil**	**2100**	3,788,600	637,570	163,090	42,550	0	0	0	0	4,631,810
45	**Support Services - Instructional Staff**	**2200**									
46	Improvement of Instruction Services	2210	252,863	28,302	303,493	14,600					599,258
47	Educational Media Services	2220	359,000	67,846	29,450	48,000					504,296
48	Assessment & Testing	2230									0
49	**Total Support Services - Instructional Staff**	**2200**	611,863	96,148	332,943	62,600	0	0	0	0	1,103,554
50	**Support Services - General Administration**	**2300**									
51	Board of Education Services	2310	383,000	140,522	172,500	69,500		21,000			786,522
52	Executive Administration Services	2320	283,808	25,750	14,000	5,200		2,400			331,158
53	Special Area Administration Services	2330	48,600	15,285	1,500	6,000		3,600			74,985
54	Tort Immunity Services	2361, 2365									0
55	**Total Support Services - General Administration**	**2300**	715,408	181,557	188,000	80,700	0	27,000	0	0	1,192,665
56	**Support Services - School Administration**	**2400**									
57	Office of the Principal Services	2410	3,197,100	479,596	23,650	38,950		12,000	3,500		3,754,796
58	Other Support Services - School Administration *(Describe & Itemize)*	2490									0
59	**Total Support Services - School Administration**	**2400**	3,197,100	479,596	23,650	38,950	0	12,000	3,500	0	3,754,796

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
60	**Support Services - Business**	**2500**									
61	Direction of Business Support Services	2510	121,700	11,021	2,500	2,000		400			137,621
62	Fiscal Services	2520	262,000	44,087	42,000	1,900			500		350,487
63	Operation & Maintenance of Plant Services	2540	1,995,000	481,657	10,000						2,486,657
64	Pupil Transportation Services	2550			54,525						54,525
65	Food Services	2560	42,000	11,000	2,800,000	11,000					2,864,000
66	Internal Services	2570	99,000	18,050	7,000	8,600					132,650
67	**Total Support Services - Business**	**2500**	2,519,700	565,815	2,916,025	23,500	0	400	500	0	6,025,940
68	**Support Services - Central**	**2600**									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620	426,000	50,350							476,350
71	Information Services	2630									0
72	Staff Services	2640	692,300	92,485	123,200	15,950		3,400			927,335
73	Data Processing Services	2660	663,000	153,022	462,376	103,000	268,000	20,000			1,669,398
74	**Total Support Services - Central**	**2600**	1,781,300	295,857	585,576	118,950	268,000	23,400	0	0	3,073,083
75	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**	108,200	13,380		2,000					123,580
76	**Total Support Services**	**2000**	12,722,171	2,269,923	4,209,284	369,250	268,000	62,800	4,000	0	19,905,428
77	**COMMUNITY SERVICES (ED)**	**3000**	207,999	52,010	247,036	131,897					638,942
78	**PAYMENTS TO OTHER DIST & GOVT UNITS (ED)**	**4000**									
79	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120									0
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190			6,800						6,800
86	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			6,800			0			6,800
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220						2,360,000			2,360,000
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240						800,000			800,000
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition *(Describe & Itemize)*	4290									0
94	**Total Payments to Other Dist & Govt Units - Tuition (In State)**	**4200**						3,160,000			3,160,000
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers *(Describe & Itemize)*	4390									0
102	**Total Payments to Other Dist & Govt Units-Transfers (In State)**	**4300**			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	**Total Payments to Other Dist & Govt Units**	**4000**			6,800			3,160,000			3,166,800
105	**DEBT SERVICE (ED)**	**5000**									
106	**Debt Service - Interest on Short-Term Debt**	**5100**									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
112	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0
113	**Debt Service - Interest on Long-Term Debt**	**5200**									0
114	**Total Debt Service**	**5000**						0			0
115	**PROVISION FOR CONTINGENCIES (ED)**	**6000**									0
116	**Total Direct Disbursements/Expenditures (without Student Activity Funds (1999)**		52,509,427	8,346,307	5,284,099	1,979,031	416,439	3,274,900	25,000	0	71,835,203

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
117	**Total Direct Disbursements/Expenditures (with Student Activity Funds (1999)**		52,509,427	8,346,307	5,284,099	1,979,031	416,439	4,224,900	25,000	0	72,785,203
118	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)**										727,325
119	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)**										727,325
120											
121	**20 - OPERATIONS AND MAINTENANCE FUND (O&M)**										
122	**SUPPORT SERVICES (O&M)**	**2000**									
123	**Support Services - Pupil**	**2100**									
124	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
125	**Support Services - Business**	**2500**									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530			504,000		2,930,000				3,434,000
128	Operation & Maintenance of Plant Services	2540	663,500	108,220	901,440	2,015,500	1,030,000		80,000		4,798,660
129	Pupil Transportation Services	2550									0
130	Food Services	2560					55,000		20,000		75,000
131	**Total Support Services - Business**	**2500**	663,500	108,220	1,405,440	2,015,500	4,015,000	0	100,000	0	8,307,660
132	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
133	**Total Support Services**	**2000**	663,500	108,220	1,405,440	2,015,500	4,015,000	0	100,000	0	8,307,660
134	**COMMUNITY SERVICES (O&M)**	**3000**									0
135	**PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)**	**4000**									
136	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									0
139	Payments for CTE Program	4140						41,000			41,000
140	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
141	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			41,000			41,000
142	Payments to Other Dist & Govt Units (Out of State) [14]	4400									0
143	**Total Payments to Other Dist & Govt Unit**	**4000**			0			41,000			41,000
144	**DEBT SERVICE (O&M)**	**5000**									
145	**Debt Service - Interest on Short-Term Debt**	**5100**									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
151	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0
152	**Debt Service - Interest on Long-Term Debt**	**5200**									0
153	**Total Debt Service**	**5000**						0			0
154	**PROVISION FOR CONTINGENCIES (O&M)**	**6000**									0
155	**Total Direct Disbursements/Expenditures**		663,500	108,220	1,405,440	2,015,500	4,015,000	41,000	100,000	0	8,348,660
156	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(1,905,660)
157											
158	**30 - DEBT SERVICE FUND (DS)**										
159	**PAYMENTS TO OTHER DIST & GOVT UNITS (DS)**	**4000**									
160	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
164	**Total Payments to Other Dist & Govt Units (In-State)**	**4000**						0			0
165	**DEBT SERVICE (DS)**	**5000**									
166	**Debt Service - Interest on Short-Term Debt**	**5100**									
167	Tax Anticipation Warrants	5110						87,500			87,500
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
171	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
172	**Total Debt Service - Interest On Short-Term Debt**	**5100**						87,500			87,500
173	**Debt Service - Interest on Long-Term Debt**	**5200**						42,000			42,000
174	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**						3,200,000			3,200,000
175	**Debt Service - Other** *(Describe & Itemize)*	**5400**									0
176	**Total Debt Service**	**5000**			0			3,329,500			3,329,500
177	**PROVISION FOR CONTINGENCIES (DS)**	**6000**									0
178	**Total Direct Disbursements/Expenditures**				0			3,329,500			3,329,500
179	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(504,500)
180											
181	**40 - TRANSPORTATION FUND (TR)**										
182	**SUPPORT SERVICES (TR)**	**2000**									
183	**Support Services - Pupils**	**2100**									
184	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
185	**Support Services - Business**										
186	Pupil Transportation Services	2550			6,345,528	222,000	200,000				6,767,528
187	Other Support Services - Business *(Describe & Itemize)*	2900									0
188	**Total Support Services**	**2000**	0	0	6,345,528	222,000	200,000	0	0	0	6,767,528
189	**COMMUNITY SERVICES (TR)**	**3000**									0
190	**PAYMENTS TO OTHER DIST & GOVT UNITS (TR)**	**4000**									
191	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140						29,000			29,000
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
198	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			29,000			29,000
199	**Payments to Other Dist & Govt Units (Out-of-State)** *(Describe & Itemize)*	**4400**									0
200	**Total Payments to Other Dist & Govt Units**	**4000**			0			29,000			29,000
201	**DEBT SERVICE (TR)**	**5000**									
202	**Debt Service - Interest on Short-Term Debt**	**5100**									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
208	**Total Debt Service - Interest On Short-Term Debt**	**5100**						0			0
209	**Debt Service - Interest on Long-Term Debt**	**5200**									0
210	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0
211	**Debt Service - Other** *(Describe & Itemize)*	**5400**									0
212	**Total Debt Service**	**5000**						0			0
213	**PROVISION FOR CONTINGENCIES (TR)**	**6000**									0
214	**Total Direct Disbursements/Expenditures**		0	0	6,345,528	222,000	200,000	29,000	0	0	6,796,528
215	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(1,706,528)
216											
217	**50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)**										
218	**INSTRUCTION (MR/SS)**	**1000**									
219	Regular Program	1100		274,100							274,100
220	Pre-K Programs	1125		122,500							122,500
221	Special Education Programs (Functions 1200-1220)	1200		597,900							597,900
222	Special Education Programs Pre-K	1225		6,000							6,000
223	Remedial and Supplemental Programs K-12	1250									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400		17,300							17,300
227	Interscholastic Programs	1500		42,600							42,600
228	Summer School Programs	1600		600							600
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700		5,500							5,500
231	Bilingual Programs	1800		27,500							27,500
232	Truant Alternative & Optional Programs	1900									0
233	**Total Instruction**	**1000**		1,094,000							1,094,000
234	**SUPPORT SERVICES (MR/SS)**	**2000**									
235	**Support Services - Pupil**	**2100**									
236	Attendance & Social Work Services	2110		30,100							30,100
237	Guidance Services	2120		10,000							10,000
238	Health Services	2130		146,550							146,550
239	Psychological Services	2140		7,500							7,500
240	Speech Pathology & Audiology Services	2150		2,200							2,200
241	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
242	**Total Support Services - Pupil**	**2100**		196,350							196,350
243	**Support Services - Instructional Staff**	**2200**									
244	Improvement of Instruction Services	2210		2,150							2,150
245	Educational Media Services	2220		39,900							39,900
246	Assessment & Testing	2230									0
247	**Total Support Services - Instructional Staff**	**2200**		42,050							42,050
248	**Support Services - General Administration**	**2300**									
249	Board of Education Services	2310		63,660							63,660
250	Executive Administration Services	2320		20,000							20,000
251	Special Area Administrative Services	2330		2,900							2,900
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365		17,070							17,070
254	**Total Support Services - General Administration**	**2300**		103,630							103,630
255	**Support Services - School Administration**	**2400**									
256	Office of the Principal Services	2410		227,350							227,350
257	Other Support Services - School Administration *(Describe & Itemize)*	2490									0
258	**Total Support Services - School Administration**	**2400**		227,350							227,350
259	**Support Services - Business**	**2500**									
260	Direction of Business Support Services	2510		36,500							36,500
261	Fiscal Services	2520		51,500							51,500
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		447,100							447,100
264	Pupil Transportation Services	2550									0
265	Food Services	2560		10,800							10,800
266	Internal Services	2570		18,750							18,750
267	**Total Support Services - Business**	**2500**		564,650							564,650
268	**Support Services - Central**	**2600**									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620		25,000							25,000
271	Information Services	2630									0
272	Staff Services	2640		65,703							65,703
273	Data Processing Services	2660		119,800							119,800
274	**Total Support Services - Central**	**2600**		210,503							210,503
275	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**		1,500							1,500
276	**Total Support Services**	**2000**		1,346,033							1,346,033
277	**COMMUNITY SERVICES (MR/SS)**	**3000**		14,800							14,800
278	**PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)**	**4000**									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
282	**Total Payments to Other Dist & Govt Units**	**4000**		0							0
283	**DEBT SERVICE (MR/SS)**	**5000**									
284	**Debt Service - Interest on Short-Term Debt**	**5100**									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
290	**Total Debt Service**	**5000**						0			0
291	**PROVISION FOR CONTINGENCIES (MR/SS)**	**6000**									0
292	**Total Direct Disbursements/Expenditures**			2,454,833				0			2,454,833
293	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										245,167
294											
295	**60 - CAPITAL PROJECTS (CP)**										
296	**SUPPORT SERVICES (CP)**	**2000**									
297	**Support Services - Business**										
298	Facilities Acquisition & Construction Services	2530			1,200,000		5,920,000				7,120,000
299	Other Support Services - Business *(Describe & Itemize)*	2900									0
300	**Total Support Services**	**2000**	0	0	1,200,000	0	5,920,000	0	0		7,120,000
301	**PAYMENTS TO OTHER DIST & GOVT UNITS (CP)**	**4000**									
302	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) *(Describe & Itemize)*	4190									0
307	**Total Payments to Other Districts & Govt Units**	**4000**			0			0			0
308	**PROVISION FOR CONTINGENCIES (CP)**	**6000**									0
309	**Total Direct Disbursements/Expenditures**		0	0	1,200,000	0	5,920,000	0	0		7,120,000
310	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(3,267,500)
311											
312	**70 WORKING CASH FUND (WC)**										
313											
314	**80 - TORT FUND (TF)**										
315	**INSTRUCTION (TF)**	**1000**									
316	Regular Programs	1100									0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900									0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	**Total Instruction**[14]	**1000**	0	0	0	0	0	0	0	0	0
345	**SUPPORT SERVICES (TF)**	**2000**									
346	**Support Services - Pupil**	**2100**									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
353	**Total Support Services - Pupil**	**2100**	0	0	0	0	0	0	0	0	0
354	**Support Services - Instructional Staff**	**2200**									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	**Total Support Services - Instructional Staff**	**2200**	0	0	0	0	0	0	0	0	0
359	**Support Services - General Administration**	**2300**									
360	Board of Education Services	2310			805,000		10,000				815,000
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365	230,000	23,450	1,356,000	40,500					1,649,950
365	**Total Support Services - General Administration**	**2300**	230,000	23,450	2,161,000	40,500	10,000	0	0	0	2,464,950
366	**Support Services - School Administration**	**2400**									
367	Office of the Principal Services	2410	350,000	16,330							366,330
368	Other Support Services - School Administration *(Describe & Itemize)*	2490									0
369	**Total Support Services - School Administration**	**2400**	350,000	16,330	0	0	0	0	0	0	366,330
370	**Support Services - Business**	**2500**									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520									0
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540									0
375	Pupil Transportation Services	2550			200,000						200,000
376	Food Services	2560									0
377	Internal Services	2570									0
378	**Total Support Services - Business**	**2500**	0	0	200,000	0	0	0	0	0	200,000
379	**Support Services - Central**	**2600**									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640	350,000	6,220							356,220
384	Data Processing Services	2660			25,000						25,000
385	**Total Support Services - Central**	**2600**	350,000	6,220	25,000	0	0	0	0	0	381,220
386	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
387	**Total Support Services**	**2000**	930,000	46,000	2,386,000	40,500	10,000	0	0	0	3,412,500
388	**COMMUNITY SERVICES (TF)**	**3000**									0
389	**PAYMENTS TO OTHER DIST & GOVT UNITS (TF)**	**4000**									
390	**Payments to Other Dist & Govt Units (In-State)**	4100									
391	Payments for Regular Programs	4110									0
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
396	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
397	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition *(Describe & Itemize)*	4290									0
405	**Total Payments to Other Dist & Govt Units - Tuition (In State)**	**4200**						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers *(Describe & Itemize)*	4390									0
413	**Total Payments to Other Dist & Govt Units-Transfers (In State)**	**4300**			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	**Total Payments to Other Dist & Govt Units**	**4000**			0			0			0
416	**DEBT SERVICE (TF)**	**5000**									
417	**Debt Service - Interest on Short-Term Debt**										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt *(Describe & Itemize)*	5150									0
423	**Debt Service - Interest on Long-Term Debt**	**5200**									0
424	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0
425	**Debt Service - Other** *(Describe & Itemize)*	**5400**									0
426	**Total Debt Service**	**5000**			0			0			0
427	**PROVISION FOR CONTINGENCIES (TF)**	**6000**									0
428	**Total Direct Disbursements/Expenditures**		930,000	46,000	2,386,000	40,500	10,000	0	0	0	3,412,500
429	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										837,500
430											
431	**90 - FIRE PREVENTION & SAFETY FUND (FP&S)**										
432	**SUPPORT SERVICES (FP&S)**	**2000**									
433	**Support Services - Business**	**2500**									
434	Facilities Acquisition & Construction Services	2530			33,000		685,000				718,000
435	Operation & Maintenance of Plant Service	2540									0
436	**Total Support Services - Business**	**2500**	0	0	33,000	0	685,000	0	0		718,000
437	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
438	**Total Support Services**	**2000**	0	0	33,000	0	685,000	0	0		718,000
439	**PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)**	**4000**									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
443	**Total Payments to Other Districts & Govt Units (FPS)**	**4000**						0			0
444	**DEBT SERVICE (FP&S)**	**5000**									
445	**Debt Service - Interest on Short-Term Debt**	**5100**									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
448	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0
449	**Debt Service - Interest on Long-Term Debt**	**5200**									0
450	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	33,000	0	685,000	0	0		718,000
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(148,000)

	B	C	D	E	F	G	H
1	**If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.**						
2	**Revenue Check:**	OK					
3	**Expenditure Check:**	OK					
4	**Revenues Acct. (EstRev tab)**	**Amount**	**Describe Revenue**		**Expenditures Fund-Function (EstExp tab)**	**Amount**	**Describe Expenditures**
5	**1190**				**10-2190**		
6	**1290**				**10-2490**		
7	**1614**				**10-2900**	**$ 123,580**	Instructional Technology Intergrator for Schools
8	**1690**				**10-4190**	**$ 6,800**	Title II Registration for Non-Public Teachers to attend PD
9	**1790**	**$ 33,000**	Vehicle Parking Sticker Salies		**10-4290**		
10	**1819**				**10-4390**		
11	**1829**				**10-4400**		
12	**1890**				**10-5150**		
13	**1993**				**20-2190**		
14	**1999**				**20-2900**		
15	**2300**				**20-4190**		
16	**3099**				**20-4400**		
17	**3199**				**20-5150**		
18	**3299**				**30-4190**		
19	**3499**				**30-5150**		
20	**3599**				**30-5300**	**$ 3,200,000**	Payment of Principal on Long Term Debt
21	**3999**	**$ 23,000**	Library Grant and Garden Grant		**30-5400**		
22	**4009**				**40-2190**		
23	**4090**				**40-2900**		
24	**4199**				**40-4190**		
25	**4299**				**40-4400**		
26	**4399**	**$ 50,000**	School Improvement		**40-5150**		
27	**4499**				**40-5300**		
28	**4699**				**40-5400**		
29	**4799**				**50-2190**		
30	**4998**	**$ 2,087,178**	ESSER III, ARP Com Part, ARP IDEA, Stronger Connections		**50-2490**		
31					**50-2900**	**$ 1,500**	Bendfits on Instructional Tech Integrator position
32					**50-5150**		
33					**60-2900**		
34					**60-4190**		
35					**80-2190**		
36					**80-2490**		
37					**80-2900**		
38					**80-4190**		
39					**80-4290**		
40					**80-4390**		
41					**80-4400**		
42					**80-5150**		
43					**80-5300**		
44					**80-5400**		
45					**90-2900**		
46					**90-4190**		
47					**90-5150**		
48					**90-5300**		

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
Description	**EDUCATIONAL FUND (10)**	**OPERATIONS & MAINTENANCE FUND (20)**	**TRANSPORTATION FUND (40)**	**WORKING CASH FUND (70)**	**TOTAL**
Direct Revenues	72,562,528	6,443,000	5,090,000	930,000	**85,025,528**
Direct Expenditures	71,835,203	8,348,660	6,796,528		**86,980,391**
Difference	727,325	(1,905,660)	(1,706,528)	930,000	**(1,954,863)**
Estimated Fund Balance - June 30, 2025	26,106,677	5,560,791	608,412	11,095,663	**43,371,543**

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

A deficit reduction plan is required if the local board of education adopts (or amends) the 2024-2025 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

Note: *The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.*

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2023-2024 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

	A	B	C	D	E	F	G
1	**School Districts Only*		DEFICIT REDUCTION PLAN				
2			ESTIMATED BUDGET				
3	*41057010026*		FY2024-2025				
4	*District Number*						
5	*Collinsville CUSD 10*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		25,379,352	7,966,451	2,314,940	10,380,663	46,041,406
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	29,024,150	6,443,000	2,150,000	930,000	38,547,150
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	177,000	0	0		177,000
11	STATE SOURCES	3000	33,338,000	0	2,940,000	0	36,278,000
12	FEDERAL SOURCES	4000	10,023,378	0	0	0	10,023,378
13	Total Receipts/Revenues		72,562,528	6,443,000	5,090,000	930,000	85,025,528
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	48,124,033				48,124,033
16	SUPPORT SERVICES	2000	19,905,428	8,307,660	6,767,528		34,980,616
17	COMMUNITY SERVICES	3000	638,942	0	0		638,942
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	3,166,800	41,000	29,000		3,236,800
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		71,835,203	8,348,660	6,796,528		86,980,391
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		727,325	(1,905,660)	(1,706,528)	930,000	(1,954,863)
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	500,000	0	215,000	715,000
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	(500,000)	0	(215,000)	(715,000)
27	ESTIMATED ENDING FUND BALANCE		26,106,677	5,560,791	608,412	11,095,663	43,371,543

	A	B	H	I	J	K	L
1	**School Districts Only*		ESTIMATED BUDGET FY2025-2026				
2							
3	*41057010026*						
4	*District Number*						
5	*Collinsville CUSD 10*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		26,106,677	5,560,791	608,412	11,095,663	43,371,543
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		26,106,677	5,560,791	608,412	11,095,663	43,371,543

	A	B	M	N	O	P	Q
1	**School Districts Only*		ESTIMATED BUDGET FY2026-2027				
2							
3	*41057010026*						
4	*District Number*						
5	*Collinsville CUSD 10*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		26,106,677	5,560,791	608,412	11,095,663	43,371,543
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		26,106,677	5,560,791	608,412	11,095,663	43,371,543

	A	B	R	S	T	U	V
1	**School Districts Only*		ESTIMATED BUDGET FY2027-2028				
2							
3	*41057010026*						
4	*District Number*						
5	*Collinsville CUSD 10*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		26,106,677	5,560,791	608,412	11,095,663	43,371,543
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		26,106,677	5,560,791	608,412	11,095,663	43,371,543

	A	B	W	X	Y	Z
1	*School Districts Only*		SUMMARY			
2			BUDGET ADDENDUM - DEFICIT REDUCTION PLAN			
3	*41057010026*		ESTIMATED BUDGET			
4	*District Number*		*Date of Adoption:*			
5	*Collinsville CUSD 10*		*(Enter as MM/DD/YY)*			
6	*District Name*		FY2024-2025	FY2025-2026	FY2026-2027	FY2027-2028
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		46,041,406	43,371,543	43,371,543	43,371,543
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	38,547,150	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	177,000	0	0	0
11	STATE SOURCES	3000	36,278,000	0	0	0
12	FEDERAL SOURCES	4000	10,023,378	0	0	0
13	Total Receipts/Revenues		85,025,528	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	48,124,033	0	0	0
16	SUPPORT SERVICES	2000	34,980,616	0	0	0
17	COMMUNITY SERVICES	3000	638,942	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	3,236,800	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		86,980,391	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(1,954,863)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		715,000	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		(715,000)	0	0	0
27	ESTIMATED ENDING FUND BALANCE		43,371,543	43,371,543	43,371,543	43,371,543

Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2024-2025
through Fiscal Year 2027-2028

Collinsville CUSD 10 ***41057010026***

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

1. **Background and Narrative of Budget Reductions:**

2. **Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2024-2025
through Fiscal Year 2027-2028

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:

Evidence-Based Funding: Fiscal Year 2025 Spending Plan

N/A - EBF Spending Plan Not Required for Amended Budgets

Part I: Achieving Student Growth and Making Progress Toward State Education Goals

The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resources: time, money, people, and programs.

Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.

1)	**What are the Organizational Unit's strategic goals for student success for the 2024-25 school year? What measures will be used to evaluate progress? (*No more than 2000 characters, including spaces.*)**
	Goal 1: Student Growth will be monitored using Star Fall, Winter and Spring Benchmark Assessments. 75% of students are expected to show 50% SGP in Math and ELA. Goal 2: Student Discipline will be reduced by 10% from Fiscal Year 24 to Fiscal Year 2025

		Top Strategy 1	Top Strategy 2	Top Strategy 3
2)	**Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)**	Focus increased time and attention on special student groups	Maintain or decrease class sizes	Maintain or expand pupil support services
	If "Other" was selected in question 2, please describe. (*No more than 1000 characters, including spaces.*)			

Part II: Planned Use of Evidence-Based Funding

The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2025 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

Collaboration Opportunity *- Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.*

Evidence-Based Funding Organizational Unit Results (FY 2024)	*Final Resources / Adequacy Target =* ***Percent of Adequacy***	**Average Student Enrollment**	#N/A	**Adequacy Target**	#N/A
		Final Resources	#N/A	**Percent of Adequacy**	#N/A
	Base Funding Minimum + Tier Funding = ***Gross State Contribution***	**Tier Assignment**	#N/A	**Gross State Contribution**	#N/A
		FY24 Base Funding Minimum	#N/A	**FY 2024 Tier Funding**	#N/A
	Within FY 2024 Gross State Contribution, Resources Attributable to ***Specific Populations***	**Low-Income Students**	#N/A		
		English Learners (ELs)	#N/A		
		Special Education	#N/A		

		FY 2025 Tier Funding	Funding Type (Select)	
1)	**FY 2025 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2025. Select whether the amount is estimated or actual funding.**	*$1,753,559*	Actual	**Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.*

		Data Source 1	Data Source 2	Data Source 3
2)	**Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)**	Climate and culture survey data (e.g., Five Essentials Survey)	Student growth and achievement data, disaggregated by student groups	Site-based expenditure data

3)	**Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)**	Bilingual Program Director(s)	Yes	Principals	Yes	Bilingual Parent Advisory Committee	Yes
		Special Ed. Program Director(s)	Yes	School Improvement Teams		Other Parent Group(s)	
		Other Program Leaders	Yes	Teacher or Support Staff Unions		Community Focus Group(s)	Yes
		School Board Members	Yes	Other School Staff	Yes	Other	

	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (*No more than 1000 characters, including spaces.*)	EBF dollars will be spent to support our highest need populations with interventionists and social workers to address social and emotional learning

		Priority Investment 1	Priority Investment 2	Priority Investment 3
4)	**Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2025 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)**	Instructional Facilitator	Low-Income Intervention Teacher	Other

	If "Other" was selected in question 4, please describe. (*No more than 1000 characters, including spaces.*) Required	Special Ed Psychologist and Special Ed Social Worker

5) **Cost Factor Table**

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2024 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least $5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan.

Column G: If the Organizational Unit will receive at least $5,000 in FY 2025 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2025 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2025 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

Cost Factors		Amount in FY 2024 Adjusted Adequacy Target	Budgeted FY 2025 Investments with New Tier Funding [Required]	Budgeted FY 2025 Expenditures (All Resources) [Optional]	Optional District Narratives
Core Investments	Core Teachers	#N/A			*Enter optional context for core investment decisions.*
	Specialist Teachers	#N/A			
	Instructional Facilitator	#N/A	$393,508		
	Core Intervention Teacher	#N/A			
	Substitute Teachers	#N/A	$290,000		
	Guidance Counselor	#N/A	$101,000		
	Nurse	#N/A			
	Supervisory Aide	#N/A			
	Librarian	#N/A			
	Librarian Aide	#N/A			
	Principal	#N/A			
	Assistant Principal	#N/A			
	School Site Staff	#N/A	$80,000		
	Subtotal	**#N/A**	**$864,508**		

Per Student Investments	Gifted	#N/A			*Enter optional context for per student investment decisions.*
	Professional Development	#N/A	$136,213		
	Instructional Materials	#N/A	$136,213		
	Assessments	#N/A			
	Computer & Tech Equipment	#N/A			
	Student Activities	#N/A			
	Maintenance & Operations	#N/A			
	Central Office	#N/A			
	Employee Benefits	#N/A			
	Subtotal*	**#N/A**	**$272,426**		
Additional Investments	Low-Income Intervention Teacher	#N/A	$200,000		*Social Worker for Special Ed*
	Low-Income Pupil Support Staff	#N/A	$80,000		
	Low-Income Extended Day Teacher	#N/A			
	Low-Income Summer School Teacher	#N/A			
	EL Intervention Teacher	#N/A			
	EL Pupil Support Staff	#N/A	$56,625		
	EL Extended Day Teacher	#N/A			
	EL Summer School Teacher	#N/A			
	EL Core Teacher	#N/A	$70,000		
	Sp Ed Teacher	#N/A	$55,000		
	Sp Ed Instructional Assistant	#N/A			
	Sp Ed Psychologist	#N/A	$85,000		
	Subtotal	**#N/A**	**$546,625**		
	Other Investments		$70,000		
	Total**	**#N/A**	**$1,753,559**		**Tier Funding Check (Cell G90)** **Complete, G90=G31**

*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.

**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2024 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.

If some or all Tier Funding was invested outside of the cost factors, please describe. (*No more than 1000 characters, including spaces.*) **Required**	Building Renovations

Part III: Support for Special Student Groups

EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statue these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in cells G100-G102 below. If the Organizational Unit received at least $5,000 for any of the student groups, a response to the questions below is required. For amounts less than $5,000, a response is optional. All other EBF funds may be spent in any manner deemed appropriate by the school district.

Collaboration Opportunity *- Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.*

			Enter Amounts	Select type	
1)	**FY 2025 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY25 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.**	**Low-Income Students**	*$6,354,090*	Actual	**Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.*
		English Learners	*$616,818*	Actual	
		Special Education	*$3,213,961*	Actual	

2)	**Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)** Response Required	Low-Income Intervention Teacher	Yes	Low-Income Extended Day Teacher		Other Investments	
		[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
		Low-Income Pupil Support Staff	Yes	Low-Income Summer School Teacher			
		[Optional - Enter $]		*[Optional - Enter $]*			
	Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2025. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*)						
3)	**Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)** Response Required	English Learner Intervention Teacher		English Learner Extended Day Teacher		English Learner Core Teacher	Yes
		[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
		English Learner Pupil Support Staff	Yes	English Learner Summer School Teacher		Other Investments	
		[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
	Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2025. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*)						
4)	**Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)** Response Required	Special Education Teacher	Yes	Special Education Psychologist	Yes		
		[Optional - Enter $]		*[Optional - Enter $]*			
		Special Education Instructional Assistant		Other Investments	Yes		
		[Optional - Enter $]		*[Optional - Enter $]*			
	Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2025. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*) Required	Social Worker					

Plan Assurances

Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately reviewed by the Bilingual Parent Advisory Committee (BPAC). Responses in this plan should be aligned with information contained in the Bilingual Service Plan. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.

Collaboration Opportunity *- Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.*

1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners."

Required: yes

2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K."

Required: yes

3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2024."

Required: yes

4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2024-25.

Required

BPAC Meeting (MM/DD/YYYY)	8/27/2024
Name of Chair	Yesenia Malagon

Spending Plan Completion Tracker		
Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.		
Question	**Status**	**Acceptance Criteria**
Part 1, Q1	Complete	Character length of response must be >10 and <=2000, including spaces.
Part 1, Q2	Complete	A different response must be selected in G11, I11, and L11; cells cannot be blank.
Part 1, Q2 (Narrative)	Complete	Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces.
Part 2, Q1	Complete	A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31.
Part 2, Q2	Complete	A different response must be selected in G35, I35, and L35; cells cannot be blank.
Part 2, Q3	Complete	At least one response must be selected.
Part 2, Q4	Complete	Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated.
Part 2, Q4 (Narrative)	Complete	Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces.
Part 2, Q5 (Cell G90)	Complete	Cell G90 must be equal to the value in cell G31.
Part 2, Q5 (Narrative)	Complete	Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces.
Part 3, Q1 Low-Income Funds	Complete	A numeric value must be entered. A type must be selected in cell H100.
Part 3, Q1 English Learner Funds	Complete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101.
Part 3, Q1 Spec. Ed. Funds	Complete	A numeric value must be entered. A type must be selected in cell H102.
Part 3, Q2	Complete	At least one response must be selected.
Part 3, Q2 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q3	Complete	At least one response must be selected.
Part 3, Q3 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q4	Complete	At least one response must be selected.
Part 3, Q4 (Narrative	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Assurances 1	Complete	Response required if the value entered in cell G101>0.
Assurances 2	Complete	Response required if the value entered in cell G101>0.
Assurances 3	Complete	Response required if "Yes" selected in cell E133.
Assurances 4 (Meeting Date)	Complete	Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format.
Assurances 4 (Name of Chair)	Complete	Response required if "Yes" selected in cell E133.

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

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

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2025 budgeted expenditures over actual FY2024 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

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

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET
(Section 17-1.5 of the School Code)

School District Name: **Collinsville CUSD 10**
RCDT Number: **41057010026**

	Description	Funct. No.	Estimated Actual Expenditures, Fiscal Year 2024 (10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total	Budgeted Expenditures, Fiscal Year 2025 (10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total
1.	Executive Administration Services	2320	304,560			304,560	331,158		0	331,158
2.	Special Area Administration Services	2330	74,546			74,546	74,985		0	74,985
3.	Other Support Services - School Administration	2490				0	0		0	0
4.	Direction of Business Support Services	2510	133,100			133,100	137,621	0	0	137,621
5.	Internal Services	2570	129,739			129,739	132,650		0	132,650
6.	Direction of Central Support Services	2610	0		0	0	0		0	0
7.	Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8.	**Totals**		641,945	0	0	641,945	676,414	0	0	676,414
9.	**Estimated Percent Increase (Decrease) for FY2025 (Budgeted) over (Actual) FY 2024**									5%

REPORTING OF PUBLIC VENDOR CONTRACTS OF $1,000 OR MORE (School Districts Only)

In accordance with the School Code, Section 10-20.21, all ***school districts*** *are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the* ***school district*** *in excess of $1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services.* ***The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget.*** *All such contracts executed on or after July 1, 2007 must be approved by the school board.*

See: School Code, Section 10-20.21 - Contracts

Name of Vendor	Product or Service Provided	Net Revenue	Non-Monetary Remuneration	Purpose of Proceeds	Distribution Method and Recipient of Non-Monetary Remunerations Distributed

Reference Description

1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).

2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).

3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.

3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14

4 Principal on Bonds Sold:

(1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.

(2) Refunding Bonds can be entered in the Debt Services Fund only.

(3) Building Bonds can be entered in the Capital Projects Fund only.

(4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.

5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.

6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.

7 Cash plus investments must be greater than or equal to zero.

8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).

9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).

10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).

11 Include revenue accounts 1110 through 1115, 1117,1118 & 1120.

12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.

13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.

14 Only tuition payments made to <u>private facilities</u>. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.

15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (<u>principal only</u>) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)

16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
Only abatement of working cash fund can transfer its funds to any fund in most need of money (see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS

This worksheet checks various cells to assure that selected items are in balance.

Please fix errors below before submitting to ISBE.

Budget Item References	Message
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? **(Joint Agreements do not complete Deficit Reduction Plan.)**	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from **drop-down**. (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates **(Day, Month, Year)** must be input on Cover sheet.	OK
Board Names must be typed on Cover sheet.	ERROR - TYPE BOARD NAMES
3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) **must equal Other Uses** (BudgetSum 2-4 tab - Acct 8000).	
Estimated Beginning Fund Balance July, 1 2024 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2024 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2024 (CashSum 5 tab, All Funds) **cannot be negative.**	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) **cannot be negative.**	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) **must equal Other Disbursements** (CashSum 5 tab).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-11 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 12-20 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing

9.2. Approval of 2024-25 Amended Collinsville Area Vocational Center Budget

ITEM: 9.2
EXH: 9.2

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Amended Budget 2024-25 Collinsville Area Vocational Center**

The Tentative Amended Budget for Collinsville Area Vocational Center 2024-25 has been on file since May 20, 2025 for public view. An ad for the public hearing was published in the Troy Times Tribune newspaper on May 22, 2025. I have attached a summary of the budget adjustments for your review.

The reason for amending the budget is to update both revenues and expenses for the FY 2024-25 Budget year.

I recommend approval of the following suggested motion:

> "I move to approve the Amended 2024-25 Budget for the Collinsville Area Vocational Center as presented in Exhibit 9.2."

ss

Attachment

Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

CERTIFICATION OF REVENUES

I, Jamie L. Hadjan, Director of Finance, of Collinsville Unit School District No. 10, do hereby certify that the attached Collinsville Area Vocational Center amended budget was adopted at a meeting of the Board of Education of said School District held on the 23rd day of June, 2025. Said budget includes an estimate of revenues, by source, anticipated to be received by the district in the 2024-2025 fiscal year.

I have hereunto set my hand and the seal of said School District this 23rd day of June, 2025.

_____

Director of Finance

Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

CERTIFICATION OF AMENDED BUDGET

I, Vicki Reulecke, Secretary of the Board of Education of Collinsville Unit School District No. 10, do hereby certify that the attached Collinsville Area Vocational Center amended budget is a true and correct copy that was adopted at a meeting of the Board of Education of said School District held on the 23rd day of June 2025.

I have hereunto set my hand and the seal of said School District this 23rd day of June, 2025.

_____

Secretary, Board of Education

VOC FY25					
19-Aug-24					
VOC Budget	**Fund 10 Education**	**Fund 20 Operations & Building**	**Fund 40 Transportation**	**All Funds**	
Expected Fund Balance June 30, 2024	$ 538,639	$ -	$ -	$ 538,639	
FY25 Budget Revenues	$ 1,423,200	$ 49,000	$ 34,300	$ 1,506,500	
FY25 Budget Expenditures	$ 1,725,560	$ 28,900	$ 28,000	$ 1,782,460	
Expected Fund Balance June 30, 2025	$ 236,279	$ 20,100	$ 6,300	**$ 262,679**	
Notes: Added the Horticulture/Urban Ag Program for FY25					
23-Jun-25					
VOC Amended Budget FY25	Fund 10 Education	Fund 20 Operations & Bi	Fund 40 Transportation	All Funds	
Audited Fund Balance June 30, 2024	$538,616	$0.00	$0.00	$538,616	
				$0	
FY25 Revenues	$1,623,200.00	$42,000	$30,000	$1,695,200	
FY25 Expenditures	$1,725,560.00	$32,000	$28,000	$1,785,560	
Fund Balance June 30, 2025	$436,256	$10,000	$2,000.00	$448,256	

District Type:
- [ ] School District
- [x] Joint Agreement

Accounting Basis:
- [x] Cash
- [ ] Accrual

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2024 - June 30, 2025

Deficit Reduction Plan is not required

Is this an amended budget? Yes

Date of Amended Budget: 06/23/2025 *(MM/DD/YY)*

District Name: **Collinsville Area Career Ctr**

District RCDT No: **41057010041**

If your FY2024 AFR states that you need to do a deficit reduction plan and your FY2025 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Collinsville Area Career Ctr *, County of* Madison *,*
State of Illinois, for the Fiscal Year beginning July 1, 2024 *and ending* June 30, 2025 .

WHEREAS the Board of Education of Collinsville Area Career Ctr *,*
County of Madison *, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;*

AND WHEREAS a public hearing was held as to such budget on the 23rd *day of* June *, 20* 25 *,*
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

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

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be beginning July 1, 2024 *and ending* June 30, 2025 .

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

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 23rd *day of* June *, 20* 25
by a roll call vote of _____ *Yeas, and* _____ *Nays, to wit:*

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

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

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

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

(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: https://apps.isbe.net/iwas/asp/login.asp?js=true
Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

A	B	C	D	E	F	G	H	I	J	K	L
Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2024		538,616	0	0	0	0	0	0	0	0	
RECEIPTS/REVENUES (without Student Activity Funds)											
LOCAL SOURCES	1000	1,132,000	42,000	0	30,000	0	0	0	0	0	
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	467,838	0		0	0					
STATE SOURCES	3000	23,362	0	0	0	0	0	0	0	0	
FEDERAL SOURCES	4000	0	0	0	0	0	0	0	0	0	
Total Direct Receipts/Revenues [4]		1,623,200	42,000	0	30,000	0	0	0	0	0	
Receipts/Revenues for "On Behalf" Payments [2]	3998										
Total Receipts/Revenues		1,623,200	42,000	0	30,000	0	0	0	0	0	
DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
INSTRUCTION	1000	1,388,650				0			0		
SUPPORT SERVICES	2000	268,160	32,000		28,000	0	0		0	0	
COMMUNITY SERVICES	3000	0	0		0	0			0		
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	68,750	0	0	0	0	0		0	0	
DEBT SERVICES	5000	0	0	0	0	0			0	0	
PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
Total Direct Disbursements/Expenditures [9]		1,725,560	32,000	0	28,000	0	0		0	0	
Disbursements/Expenditures for "On Behalf" Payments [2]	4180	0	0	0	0	0	0		0	0	
Total Disbursements/Expenditures		1,725,560	32,000	0	28,000	0	0		0	0	
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(102,360)	10,000	0	2,000	0	0	0	0	0	
OTHER SOURCES/USES OF FUNDS											
OTHER SOURCES OF FUNDS (7000)											
PERMANENT TRANSFER FROM VARIOUS FUNDS											
Abolishment the Working Cash Fund [16]	7110										
Abatement of the Working Cash Fund [16]	7110										
Transfer of Working Cash Fund Interest	7120										
Transfer Among Funds	7130										
Transfer of Interest	7140										
Transfer from Capital Projects Fund to O&M Fund	7150		0								
Transfer of Excess Fire Prev & Safety Tax & Interest [3] Proceeds to O&M Fund	7160		0								
Transfer of Excess Accumulated Fire Prev & Safety Bond and Int [3a] Proceeds to Debt Service Fund	7170			0							
SALE OF BONDS (7200)											
Principal on Bonds Sold [4]	7210										
Premium on Bonds Sold	7220										
Accrued Interest on Bonds Sold	7230										
Sale or Compensation for Fixed Assets [5]	7300										
Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
Transfer to Capital Projects Fund	7800						0				
ISBE Loan Proceeds	7900										
Other Sources Not Classified Elsewhere	7990										
Total Other Sources of Funds [8]		0	0	0	0	0	0	0	0	0	

A	B	C	D	E	F	G	H	I	J	K	L
Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.											
Description: Enter Whole Numbers Only	**Acct #**	**(10) Educational**	**(20) Operations & Maintenance**	**(30) Debt Service**	**(40) Transportation**	**(50) Municipal Retirement/ Social Security**	**(60) Capital Projects**	**(70) Working Cash**	**(80) Tort**	**(90) Fire Prevention & Safety**	
OTHER USES OF FUNDS (8000)											
TRANSFER TO VARIOUS OTHER FUNDS (8100)											
Abolishment or Abatement of the Working Cash Fund [16]	8110										
Transfer of Working Cash Fund Interest	8120							0			
Transfer Among Funds	8130							0			
Transfer of Interest [6]	8140										
Transfer from Capital Projects Fund to O&M Fund	8150										
Transfer of Excess Fire Prev & Safety Tax & Interest [3] Proceeds to O&M Fund	8160										
Transfer of Excess Accumulated Fire Prev & Safety Bond [3a] and Int Proceeds to Debt Service Fund	8170										
Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
Taxes Pledged to Pay Principal on Revenue Bonds	8610										
Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
Taxes Pledged to Pay Interest on Revenue Bonds	8710										
Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
Taxes Transferred to Pay for Capital Projects	8810										
Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
Other Revenues Pledged to Pay for Capital Projects	8830										
Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
Other Uses Not Classified Elsewhere	8990										
Total Other Uses of Funds [9]		0	0	0	0	0	0	0	0	0	
Total Other Sources/Uses of Fund		0	0	0	0	0	0	0	0	0	
ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2025		436,256	10,000	0	2,000	0	0	0	0	0	
Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2024		110,804									
RECEIPTS/REVENUES (For Student Activity Funds)											
Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	21,000									
DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
Total Student Activity Direct Disbursements/Expenditures	1999	28,000									
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(7,000)									
Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2025		103,804									

A	B	C	D	E	F	G	H	I	J	K	L
Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
Description: Enter Whole Numbers Only	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Service**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**	
Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2024		649,420	0	0	0	0	0	0	0	0	
RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
LOCAL SOURCES	1000	1,153,000	42,000	0	30,000	0	0	0	0	0	
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	467,838	0		0	0					
STATE SOURCES	3000	23,362	0	0	0	0	0	0	0	0	
FEDERAL SOURCES	4000	0	0	0	0	0	0	0	0	0	
Total Direct Receipts/Revenues [6]		1,644,200	42,000	0	30,000	0	0	0	0	0	
Receipts/Revenues for "On Behalf" Payments [2]	3998	0	0	0	0	0	0	0	0	0	
Total Receipts/Revenues		1,644,200	42,000	0	30,000	0	0	0	0	0	
DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
INSTRUCTION	1000	1,416,650				0			0		
SUPPORT SERVICES	2000	268,160	32,000		28,000	0	0		0	0	
COMMUNITY SERVICES	3000	0	0		0	0			0		
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	68,750	0	0	0	0	0		0	0	
DEBT SERVICES	5000	0	0	0	0	0			0	0	
PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
Total Direct Disbursements/Expenditures [9]		1,753,560	32,000	0	28,000	0	0		0	0	
Disbursements/Expenditures for "On Behalf" Payments [2]	4180	0	0	0	0	0	0		0	0	
Total Disbursements/Expenditures		1,753,560	32,000	0	28,000	0	0		0	0	
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(109,360)	10,000	0	2,000	0	0	0	0	0	
OTHER SOURCES/USES OF FUNDS											
OTHER SOURCES OF FUNDS (7000)											
Total Other Sources of Funds [8]		0	0	0	0	0	0	0	0	0	
OTHER USES OF FUNDS (8000)											
Total Other Uses of Funds [9]		0	0	0	0	0	0	0	0	0	
Total Other Sources/Uses of Fund		0	0	0	0	0	0	0	0	0	
ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2025		540,060	10,000	0	2,000	0	0	0	0	0	

SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)

Description	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total By Object
Object Name											
Salaries	100	1,203,400	0		0		0		0	0	1,203,400
Employee Benefits	200	232,910	400		0	0	0		0	0	233,310
Purchased Services	300	26,000	18,600	0	28,000		0		0	0	72,600
Supplies & Materials	400	143,750	13,000		0		0		0	0	156,750
Capital Outlay	500	50,000	0		0		0		0	0	50,000
Other Objects	600	69,500	0	0	0	0	0		0	0	69,500
Non-Capitalized Equipment	700	0	0		0		0		0	0	0
Termination Benefits	800	0	0		0				0		0
Total Expenditures		1,725,560	32,000	0	28,000	0	0		0	0	1,785,560

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2024		538,616	0	0	0	0	0	0	0	0
Total Direct Receipts & Other Sources [8]		1,623,200	42,000	0	30,000	0	0	0	0	0
OTHER RECEIPTS										
Interfund Loans Payable (Loans from Other Funds)	411									
Interfund Loans Receivable (Repayment of Loans)	141									
Notes and Warrants Payable	433									
Other Current Assets	199									
Total Other Receipts		0	0	0	0	0	0	0	0	0
Total Direct Receipts, Other Sources, & Other Receipts		1,623,200	42,000	0	30,000	0	0	0	0	0
Total Amount Available		2,161,816	42,000	0	30,000	0	0	0	0	0
Total Direct Disbursements & Other Uses [9]		1,725,560	32,000	0	28,000	0	0	0	0	0
OTHER DISBURSEMENTS										
Interfund Loans Receivable (Loans to Other Funds) [10]	141									
Interfund Loans Payable (Repayment of Loans)	411									
Notes and Warrants Payable	433									
Other Current Liabilities	499									
Total Other Disbursements		0	0	0	0	0	0	0	0	0
Total Direct Disbursements, Other Uses, & Other Disbursements		1,725,560	32,000	0	28,000	0	0	0	0	0
ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2025		436,256	10,000	0	2,000	0	0	0	0	0
Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2024		110,804								
Total Direct Receipts & Other Sources [8]		21,000								
Total Amount Available		131,804								
Total Direct Disbursements & Other Uses [9]		28,000								
Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2025		103,804								
Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2024		649,420	0	0	0	0	0	0	0	0
Total Direct Receipts & Other Sources [8]		1,644,200	42,000	0	30,000	0	0	0	0	0
Total Other Receipts		0	0	0	0	0	0	0	0	0
Total Direct Receipts, Other Sources, & Other Receipts		1,644,200	42,000	0	30,000	0	0	0	0	0
Total Amount Available		2,293,620	42,000	0	30,000	0	0	0	0	0
Total Direct Disbursements & Other Uses [9]		1,753,560	32,000	0	28,000	0	0	0	0	0
Total Other Disbursements		0	0	0	0	0	0	0	0	0
Total Direct Disbursements, Other Uses, & Other Disbursements		1,753,560	32,000	0	28,000	0	0	0	0	0
Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2025		540,060	10,000	0	2,000	0	0	0	0	0

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	**1100**									
Designated Purposes Levies [11] (1110-1120)	-									
Leasing Purposes Levy [12]	1130									
Special Education Purposes Levy	1140									
FICA and Medicare Only Levies	1150									
Area Vocational Construction Purposes Levy	1160									
Summer School Purposes Levy	1170									
Other Tax Levies *(Describe & Itemize)*	1190									
Total Ad Valorem Taxes Levied by District		0	0	0	0	0	0	0	0	0
PAYMENTS IN LIEU OF TAXES	**1200**									
Mobile Home Privilege Tax	1210									
Payments from Local Housing Authority	1220									
Corporate Personal Property Replacement Taxes [13]	1230									
Other Payments in Lieu of Taxes *(Describe & Itemize)*	1290									
Total Payments in Lieu of Taxes		0	0	0	0	0	0	0	0	0
TUITION	**1300**									
Regular Tuition from Pupils or Parents (In State)	1311									
Regular Tuition from Other Districts (In State)	1312									
Regular Tuition from Other Sources (In State)	1313									
Regular Tuition from Other Sources (Out of State)	1314									
Summer School Tuition from Pupils or Parents (In State)	1321									
Summer School Tuition from Other Districts (In State)	1322									
Summer School Tuition from Other Sources (In State)	1323									
Summer School Tuition from Other Sources (Out of State)	1324									
CTE Tuition from Pupils or Parents (In State)	1331									
CTE Tuition from Other Districts (In State)	1332	1,132,000								
CTE Tuition from Other Sources (In State)	1333									
CTE Tuition from Other Sources (Out of State)	1334									
Special Education Tuition from Pupils or Parents (In State)	1341									
Special Education Tuition from Other Districts (In State)	1342									
Special Education Tuition from Other Sources (In State)	1343									
Special Education Tuition from Other Sources (Out of State)	1344									
Adult Tuition from Pupils or Parents (In State)	1351									
Adult Tuition from Other Districts (In State)	1352									
Adult Tuition from Other Sources (In State)	1353									
Adult Tuition from Other Sources (Out of State)	1354									
Total Tuition		1,132,000								
TRANSPORTATION FEES	**1400**									
Regular Transportation Fees from Pupils or Parents (In State)	1411									
Regular Transportation Fees from Other Districts (In State)	1412									
Regular Transportation Fees from Other Sources (In State)	1413									
Regular Transportation Fees from Co-curricular Activities (In State)	1415									
Regular Transportation Fees from Other Sources (Out of State)	1416									
Summer School Transportation Fees from Pupils or Parents (In State)	1421									
Summer School Transportation Fees from Other Districts (In State)	1422									
Summer School Transportation Fees from Other Sources (In State)	1423									
Summer School Transportation Fees from Other Sources (Out of State)	1424									
CTE Transportation Fees from Pupils or Parents (In State)	1431									
CTE Transportation Fees from Other Districts (In State)	1432									
CTE Transportation Fees from Other Sources (In State)	1433									
CTE Transportation Fees from Other Sources (Out of State)	1434									
Special Education Transportation Fees from Pupils or Parents (In State)	1441									
Special Education Transportation Fees from Other Districts (In State)	1442									

Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
Special Education Transportation Fees from Other Sources (In State)	1443									
Special Education Transportation Fees from Other Sources (Out of State)	1444									
Adult Transportation Fees from Pupils or Parents (In State)	1451									
Adult Transportation Fees from Other Districts (In State)	1452									
Adult Transportation Fees from Other Sources (In State)	1453									
Adult Transportation Fees from Other Sources (Out of State)	1454									
Total Transportation Fees					0					
EARNINGS ON INVESTMENTS	**1500**									
Interest on Investments	1510									
Gain or Loss on Sale of Investments	1520									
Total Earnings on Investments		0	0	0	0	0	0	0	0	0
FOOD SERVICE	**1600**									
Sales to Pupils - Lunch	1611									
Sales to Pupils - Breakfast	1612									
Sales to Pupils - A la Carte	1613									
Sales to Pupils - Other *(Describe & Itemize)*	1614									
Sales to Adults	1620									
Other Food Service *(Describe & Itemize)*	1690									
Total Food Service		0								
DISTRICT/SCHOOL ACTIVITY INCOME	**1700**									
Admissions - Athletic	1711									
Admissions - Other	1719									
Fees	1720									
Book Store Sales	1730									
Other District/School Activity Revenue *(Describe & Itemize)*	1790									
Student Activity Fund Revenues	1799	21,000								
Total District/School Activity Income (without Student Activity Funds 1799)		0	0							
Total District/School Activity Income (with Student Activity Funds 1799)		21,000								
TEXTBOOK INCOME	**1800**									
Textbook Rentals - Regular Textbooks	1811									
Textbook Rentals - Summer School Textbooks	1812									
Textbook Rentals - Adult/Continuing Education Textbooks	1813									
Textbook Rentals - Other *(Describe & Itemize)*	1819									
Textbook Sales - Regular Textbooks	1821									
Textbook Sales - Summer School	1822									
Textbook Sales - Adult/Continuing Education	1823									
Textbook Sales - Other *(Describe & Itemize)*	1829									
Other Textbook Income *(Describe & Itemize)*	1890									
Total Textbooks		0								
OTHER REVENUE FROM LOCAL SOURCES	**1900**									
Rentals	1910									
Contributions and Donations from Private Sources	1920									
Impact Fees from Municipal or County Governments	1930									
Services Provided Other Districts	1940									
Refund of Prior Years' Expenditures	1950									
Payments of Surplus Moneys from TIF Districts	1960									
Drivers' Education Fees	1970									
Proceeds from Vendors' Contracts	1980									
School Facility Occupation Tax Proceeds	1983									
Payment from Other Districts	1991									
Sale of Vocational Projects	1992									
Other Local Fees *(Describe & Itemize)*	1993									
Other Local Revenues *(Describe & Itemize)*	1999		42,000		30,000					
Total Other Revenue from Local Sources		0	42,000	0	30,000	0	0	0	0	0

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	**1000**	1,132,000	42,000	0	30,000	0	0	0	0	0
Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		1,153,000								
FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
Flow-Through Revenue from State Sources	2100	467,838								
Flow-Through Revenue from Federal Sources	2200									
Other Flow-Through Revenue *(Describe & Itemize)*	2300									
Total Flow-Through Receipts/Revenues From One District to Another District	**2000**	467,838	0		0	0				
RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
UNRESTRICTED GRANTS-IN-AID (3001-3099)										
Evidence Based Funding Formula (Section 18-8.15)	3001									
Reorganization Incentives (Accounts 3005-3021)	3005									
Fast Growth District Grants	3030									
Other Unrestricted Grants-In-Aid From State Sources *(Describe & Itemize)*	3099									
Total Unrestricted Grants-In-Aid		0	0	0	0	0	0		0	0
RESTRICTED GRANTS-IN-AID (3100-3900)										
SPECIAL EDUCATION										
Special Education - Private Facility Tuition	3100									
Special Education - Funding for Children Requiring Sp Ed Services	3105									
Special Education - Personnel	3110									
Special Education - Orphanage - Individual	3120									
Special Education - Orphanage - Summer Individual	3130									
Special Education - Summer School	3145									
Special Education - Other *(Describe & Itemize)*	3199									
Total Special Education		0	0		0					
CAREER AND TECHNICAL EDUCATION (CTE)										
CTE - Technical Education - Tech Prep	3200									
CTE - Secondary Program Improvement (CTEI)	3220									
CTE - WECEP	3225									
CTE - Agriculture Education	3235	23,362								
CTE - Instructor Practicum	3240									
CTE - Student Organizations	3270									
CTE - Other *(Describe & Itemize)*	3299									
Total Career and Technical Education		23,362	0			0				
BILINGUAL EDUCATION										
Bilingual Education - Downstate - TPI and TBE	3305									
Bilingual Education - Downstate - Transitional Bilingual Education	3310									
Total Bilingual Education		0				0				
State Free Lunch & Breakfast	3360									
School Breakfast Initiative	3365									
Driver Education	3370									
Adult Education (from ICCB)	3410									
Adult Education - Other *(Describe & Itemize)*	3499									
TRANSPORTATION										
Transportation - Regular and Vocational	3500									
Transportation - Special Education	3510									
Transportation - Other *(Describe & Itemize)*	3599									
Total Transportation		0	0		0	0				
Learning Improvement - Change Grants	3610									
Scientific Literacy	3660									
Truant Alternative/Optional Education	3695									

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
Early Childhood - Block Grant	3705									
Chicago General Education Block Grant	3766									
Chicago Educational Services Block Grant	3767									
School Safety & Educational Improvement Block Grant	3775									
Technology - Technology for Success	3780									
State Charter Schools	3815									
Extended Learning Opportunities - Summer Bridges	3825									
Infrastructure Improvements - Planning/Construction	3920									
School Infrastructure - Maintenance Projects	3925									
Other Restricted Revenue from State Sources *(Describe & Itemize)*	3999									
Total Restricted Grants-In-Aid		23,362	0	0	0	0	0	0	0	0
Total Receipts/Revenues from State Sources	**3000**	23,362	0	0	0	0	0	0	0	0
RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
Federal Impact Aid	4001									
Other Unrestricted Grants-In-Aid Received from Fed. Govt. *(Describe & Itemize)*	4009									
Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
Head Start	4045									
Construction (Impact Aid)	4050									
MAGNET	4060									
Other Restricted Grants-In-Aid Received from Fed. Govt. *(Describe & Itemize)*	4090									
Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
TITLE V										
Title V - Flexibility and Accountability	4100									
Title V - SEA Projects	4105									
Title V - Rural Education Initiative (REI)	4107									
Title V - Other *(Describe & Itemize)*	4199									
Total Title V		0	0		0	0				
FOOD SERVICE										
Breakfast Start-Up Expansion	4200									
National School Lunch Program	4210									
Special Milk Program	4215									
School Breakfast Program	4220									
Summer Food Service Admin/Program	4225									
Child and Adult Care Food Program	4226									
Fresh Fruit and Vegetables	4240									
Food Service - Other *(Describe & Itemize)*	4299									
Total Food Service		0				0				
TITLE I										
Title I - Low Income	4300									
Title I - Low Income - Neglected, Private	4305									
Title I - Migrant Education	4340									
Title I - Other *(Describe & Itemize)*	4399									
Total Title I		0	0		0	0				
TITLE IV										
Title IV - Student Support & Academic Enrichment Grant	4400									
Title IV - Part A – Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
Title IV - 21st Century	4421									
Title IV - Other *(Describe & Itemize)*	4499									
Total Title IV		0	0		0	0				
FEDERAL - SPECIAL EDUCATION										
Federal Special Education - Preschool Flow-Through	4600									
Federal Special Education - Preschool Discretionary	4605									
Federal Special Education - IDEA Flow Through	4620									
Federal Special Education - IDEA Room & Board	4625									
Federal Special Education - IDEA Discretionary	4630									
Federal Special Education - IDEA - Other *(Describe & Itemize)*	4699									
Total Federal Special Education		0	0		0	0				
CTE - PERKINS										
CTE - Perkins-Title IIIE Tech Prep	4770									
CTE - Other *(Describe & Itemize)*	4799									
Total CTE - Perkins		0	0			0				
Federal - Adult Education	4810									
ARRA - General State Aid - Education Stabilization	4850									
ARRA - Title I - Low Income	4851									
ARRA - Title I - Neglected, Private	4852									
ARRA - Title I - Delinquent, Private	4853									
ARRA - Title I - School Improvement (Part A)	4854									
ARRA - Title I - School Improvement (Section 1003g)	4855									
ARRA - IDEA - Part B - Preschool	4856									
ARRA - IDEA - Part B - Flow-Through	4857									
ARRA - Title IID - Technology - Formula	4860									
ARRA - Title IID - Technology - Competitive	4861									
ARRA - McKinney - Vento Homeless Education	4862									
ARRA - Child Nutrition Equipment Assistance	4863									
Impact Aid Formula Grants	4864									
Impact Aid Competitive Grants	4865									
Qualified Zone Academy Bond Tax Credits	4866									
Qualified School Construction Bond Credits	4867									
Build America Bond Tax Credits	4868									
Build America Bond Interest Reimbursement	4869									
ARRA - General State Aid - Other Government Services Stabilization	4870									
Other ARRA Funds - II	4871									
Other ARRA Funds - III	4872									
Other ARRA Funds - IV	4873									
Other ARRA Funds - V	4874									
ARRA - Early Childhood	4875									
Other ARRA Funds - VII	4876									
Other ARRA Funds - VIII	4877									
Other ARRA Funds - IX	4878									
Other ARRA Funds - X	4879									
Other ARRA Funds - Ed Job Fund Program	4880									
Total Stimulus Programs		0	0	0	0	0	0		0	0
Race to the Top Program	4901									
Race to the Top - Preschool Expansion Grant	4902									
Title III - Instruction for English Learners & Immigrant Students	4905									
Title III - English Language Acquistion	4909									
McKinney Education for Homeless Children	4920									
Title II - Eisenhower - Professional Development Formula	4930									
Title II - Teacher Quality	4932									
Title II - Part A – Supporting Effective Instruction – State Grants	4935									
Federal Charter Schools	4960									
State Assessment Grants	4981									

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
56	Grant for State Assessments and Related Activities	4982									
57	Medicaid Matching Funds - Administrative Outreach	4991									
58	Medicaid Matching Funds - Fee-For-Service Program	4992									
59	Other Restricted Grants Received from Fed. Govt. thru State *(Describe & Itemize)*	4998									
70	**Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State**		0	0	0	0	0	0		0	0
71	**TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES**	4000	0	0	0	0	0	0	0	0	0
72	**TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)**		1,623,200	42,000	0	30,000	0	0	0	0	0
73	**TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)**		1,644,200								

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
10 - EDUCATIONAL FUND (ED)										
INSTRUCTION (ED)	**1000**									
Regular Programs	1100									0
Tuition Payment to Charter Schools	1115									0
Pre-K Programs	1125									0
Special Education Programs (Functions 1200 - 1220)	1200									0
Special Education Programs Pre-K	1225									0
Remedial and Supplemental Programs K-12	1250									0
Remedial and Supplemental Programs Pre-K	1275									0
Adult/Continuing Education Programs	1300									0
CTE Programs	1400	1,007,850	165,750	22,800	142,250	50,000				1,388,650
Interscholastic Programs	1500									0
Summer School Programs	1600									0
Gifted Programs	1650									0
Driver's Education Programs	1700									0
Bilingual Programs	1800									0
Truant Alternative & Optional Programs	1900									0
Pre-K Programs - Private Tuition	1910									0
Regular K-12 Programs Private Tuition	1911									0
Special Education Programs K-12 Private Tuition	1912									0
Special Education Programs Pre-K Tuition	1913									0
Remedial/Supplemental Programs K-12 Private Tuition	1914									0
Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
Adult/Continuing Education Programs Private Tuition	1916									0
CTE Programs Private Tuition	1917									0
Interscholastic Programs Private Tuition	1918									0
Summer School Programs Private Tuition	1919									0
Gifted Programs Private Tuition	1920									0
Bilingual Programs Private Tuition	1921									0
Truants Alternative/Opt Ed Programs Private Tuition	1922									0
Student Activity Fund Expenditures	1999						28,000			28,000
Total Instruction[14] (Without Student Activity Funds 1999)	**1000**	1,007,850	165,750	22,800	142,250	50,000	0	0	0	1,388,650
Total Instruction14 (With Student Activity Funds 1999)	**1000**	1,007,850	165,750	22,800	142,250	50,000	28,000	0	0	1,416,650
SUPPORT SERVICES (ED)	**2000**									
Support Services - Pupil	**2100**									
Attendance & Social Work Services	2110									0
Guidance Services	2120									0
Health Services	2130									0
Psychological Services	2140									0
Speech Pathology & Audiology Services	2150									0
Other Support Services - Pupils *(Describe & Itemize)*	2190									0
Total Support Services - Pupil	**2100**	0	0	0	0	0	0	0	0	0
Support Services - Instructional Staff	**2200**									
Improvement of Instruction Services	2210									0
Educational Media Services	2220									0
Assessment & Testing	2230									0
Total Support Services - Instructional Staff	**2200**	0	0	0	0	0	0	0	0	0
Support Services - General Administration	**2300**									
Board of Education Services	2310		11,450							11,450
Executive Administration Services	2320									0
Special Area Administration Services	2330									0
Tort Immunity Services	2361, 2365									0
Total Support Services - General Administration	**2300**	0	11,450	0	0	0	0	0	0	11,450
Support Services - School Administration	**2400**									
Office of the Principal Services	2410	148,000	33,690	3,200	1,500		750			187,140
Other Support Services - School Administration *(Describe & Itemize)*	2490									0
Total Support Services - School Administration	**2400**	148,000	33,690	3,200	1,500	0	750	0	0	187,140

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
Support Services - Business	**2500**									
Direction of Business Support Services	2510									0
Fiscal Services	2520									0
Operation & Maintenance of Plant Services	2540	47,550	22,020							69,570
Pupil Transportation Services	2550									0
Food Services	2560									0
Internal Services	2570									0
Total Support Services - Business	**2500**	47,550	22,020	0	0	0	0	0	0	69,570
Support Services - Central	**2600**									
Direction of Central Support Services	2610									0
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630									0
Staff Services	2640									0
Data Processing Services	2660									0
Total Support Services - Central	**2600**	0	0	0	0	0	0	0	0	0
Other Support Services - Misc. *(Describe & Itemize)*	**2900**									0
Total Support Services	**2000**	195,550	67,160	3,200	1,500	0	750	0	0	268,160
COMMUNITY SERVICES (ED)	**3000**									0
PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	**4000**									
Payments to Other Dist & Govt Units (In-State)	**4100**									
Payments for Regular Programs	4110									0
Payments for Special Education Programs	4120									0
Payments for Adult/Continuing Education Programs	4130									0
Payments for CTE Programs	4140									0
Payments for Community College Programs	4170						68,750			68,750
Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
Total Payments to Other Dist & Govt Units (In-State)	**4100**			0			68,750			68,750
Payments for Regular Programs - Tuition	4210									0
Payments for Special Education Programs - Tuition	4220									0
Payments for Adult/Continuing Education Programs - Tuition	4230									0
Payments for CTE Programs - Tuition	4240									0
Payments for Community College Programs - Tuition	4270									0
Payments for Other Programs - Tuition	4280									0
Other Payments to In-State Govt Units - Tuition *(Describe & Itemize)*	4290									0
Total Payments to Other Dist & Govt Units - Tuition (In State)	**4200**						0			0
Payments for Regular Programs - Transfers	4310									0
Payments for Special Education Programs - Transfers	4320									0
Payments for Adult/Continuing Ed Programs - Transfers	4330									0
Payments for CTE Programs - Transfers	4340									0
Payments for Community College Program - Transfers	4370									0
Payments for Other Programs - Transfers	4380									0
Other Payments to In-State Govt Units - Transfers *(Describe & Itemize)*	4390									0
Total Payments to Other Dist & Govt Units-Transfers (In State)	**4300**			0			0			0
Payments to Other Dist & Govt Units (Out of State)	4400									0
Total Payments to Other Dist & Govt Units	**4000**			0			68,750			68,750
DEBT SERVICE (ED)	**5000**									
Debt Service - Interest on Short-Term Debt	**5100**									
Tax Anticipation Warrants	5110									0
Tax Anticipation Notes	5120									0
Corporate Personal Property Repl Tax Anticipated Notes	5130									0
State Aid Anticipation Certificates	5140									0
Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
Total Debt Service - Interest on Short-Term Debt	**5100**						0			0
Debt Service - Interest on Long-Term Debt	**5200**									0
Total Debt Service	**5000**						0			0
PROVISION FOR CONTINGENCIES (ED)	**6000**									0
Total Direct Disbursements/Expenditures (without Student Activity Funds (1999)		1,203,400	232,910	26,000	143,750	50,000	69,500	0	0	1,725,560

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
17	Total Direct Disbursements/Expenditures (with Student Activity Funds 1999)		1,203,400	232,910	26,000	143,750	50,000	97,500	0	0	1,753,560
18	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(102,360)
19	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(109,360)
20											
21	**20 - OPERATIONS AND MAINTENANCE FUND (O&M)**										
22	**SUPPORT SERVICES (O&M)**	**2000**									
23	**Support Services - Pupil**	**2100**									
24	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
25	**Support Services - Business**	**2500**									
26	Direction of Business Support Services	2510									0
27	Facilities Acquisition & Construction Services	2530									0
28	Operation & Maintenance of Plant Services	2540		400	18,600	13,000					32,000
29	Pupil Transportation Services	2550									0
30	Food Services	2560									0
31	**Total Support Services - Business**	**2500**	0	400	18,600	13,000	0	0	0	0	32,000
32	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
33	**Total Support Services**	**2000**	0	400	18,600	13,000	0	0	0	0	32,000
34	**COMMUNITY SERVICES (O&M)**	**3000**									0
35	**PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)**	**4000**									
36	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
37	Payments for Regular Programs	4110									0
38	Payments for Special Education Programs	4120									0
39	Payments for CTE Program	4140									0
40	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
41	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			0			0
42	Payments to Other Dist & Govt Units (Out of State) [14]	4400									0
43	**Total Payments to Other Dist & Govt Unit**	**4000**			0			0			0
44	**DEBT SERVICE (O&M)**	**5000**									
45	**Debt Service - Interest on Short-Term Debt**	**5100**									
46	Tax Anticipation Warrants	5110									0
47	Tax Anticipation Notes	5120									0
48	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
49	State Aid Anticipation Certificates	5140									0
50	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
51	**Total Debt Service - Interest on Short-Term Debt**	**5100**									0
52	**Debt Service - Interest on Long-Term Debt**	**5200**						0			0
53	**Total Debt Service**	**5000**									0
54	**PROVISION FOR CONTINGENCIES (O&M)**	**6000**						0			0
55	**Total Direct Disbursements/Expenditures**		0	400	18,600	13,000	0	0	0	0	0
56	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										32,000
57											10,000
58	**30 - DEBT SERVICE FUND (DS)**										
59	**PAYMENTS TO OTHER DIST & GOVT UNITS (DS)**	**4000**									
60	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
61	Payments for Regular Programs	4110									0
62	Payments for Special Education Programs	4120									0
63	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
64	**Total Payments to Other Dist & Govt Units (In-State)**	**4000**						0			0
65	**DEBT SERVICE (DS)**	**5000**									
66	**Debt Service - Interest on Short-Term Debt**	**5100**									
67	Tax Anticipation Warrants	5110									0
68	Tax Anticipation Notes	5120									0
69	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
70	State Aid Anticipation Certificates	5140									0

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
1	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
2	**Total Debt Service - Interest On Short-Term Debt**	**5100**						0			0
3	**Debt Service - Interest on Long-Term Debt**	**5200**									0
4	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0
5	**Debt Service - Other** *(Describe & Itemize)*	**5400**									0
6	**Total Debt Service**	**5000**			0			0			0
7	**PROVISION FOR CONTINGENCIES (DS)**	**6000**									0
8	**Total Direct Disbursements/Expenditures**				0			0			0
9	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										0
10											0
11	**40 - TRANSPORTATION FUND (TR)**										
12	**SUPPORT SERVICES (TR)**	**2000**									
13	**Support Services - Pupils**	**2100**									
14	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
15	**Support Services - Business**										
16	Pupil Transportation Services	2550			28,000						28,000
17	Other Support Services - Business *(Describe & Itemize)*	2900									0
18	**Total Support Services**	**2000**	0	0	28,000	0	0	0	0	0	28,000
19	**COMMUNITY SERVICES (TR)**	**3000**									0
20	**PAYMENTS TO OTHER DIST & GOVT UNITS (TR)**	**4000**									
21	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
22	Payments for Regular Program	4110									0
23	Payments for Special Education Programs	4120									0
24	Payments for Adult/Continuing Education Programs	4130									0
25	Payments for CTE Programs	4140									0
26	Payments for Community College Programs	4170									0
27	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
28	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			0			0
29	**Payments to Other Dist & Govt Units (Out-of-State)** *(Describe & Itemize)*	**4400**									0
30	**Total Payments to Other Dist & Govt Units**	**4000**			0			0			0
31	**DEBT SERVICE (TR)**	**5000**									
32	**Debt Service - Interest on Short-Term Debt**	**5100**									
33	Tax Anticipation Warrants	5110									0
34	Tax Anticipation Notes	5120									0
35	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
36	State Aid Anticipation Certificates	5140									0
37	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
38	**Total Debt Service - Interest On Short-Term Debt**	**5100**						0			0
39	**Debt Service - Interest on Long-Term Debt**	**5200**									0
40	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	**5300**									0
41	**Debt Service - Other** *(Describe & Itemize)*	**5400**									0
42	**Total Debt Service**	**5000**						0			0
43	**PROVISION FOR CONTINGENCIES (TR)**	**6000**									0
44	**Total Direct Disbursements/Expenditures**		0	0	28,000	0	0	0	0	0	28,000
45	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										2,000
46	**50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)**										
47	**INSTRUCTION (MR/SS)**	**1000**									
48	Regular Program	1100									0
49	Pre-K Programs	1125									0
50	Special Education Programs (Functions 1200-1220)	1200									0
51	Special Education Programs Pre-K	1225									0
52	Remedial and Supplemental Programs K-12	1250									0

A	B	C	D	E	F	G	H	I	J	K
Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
Remedial and Supplemental Programs Pre-K	1275									
Adult/Continuing Education Programs	1300									0
CTE Programs	1400									0
Interscholastic Programs	1500									0
Summer School Programs	1600									0
Gifted Programs	1650									0
Driver's Education Programs	1700									0
Bilingual Programs	1800									0
Truant Alternative & Optional Programs	1900									0
Total Instruction	**1000**		0							0
SUPPORT SERVICES (MR/SS)	**2000**									0
Support Services - Pupil	**2100**									
Attendance & Social Work Services	2110									
Guidance Services	2120									0
Health Services	2130									0
Psychological Services	2140									0
Speech Pathology & Audiology Services	2150									0
Other Support Services - Pupils *(Describe & Itemize)*	2190									0
Total Support Services - Pupil	**2100**		0							0
Support Services - Instructional Staff	**2200**									0
Improvement of Instruction Services	2210									
Educational Media Services	2220									0
Assessment & Testing	2230									0
Total Support Services - Instructional Staff	**2200**		0							0
Support Services - General Administration	**2300**									0
Board of Education Services	2310									
Executive Administration Services	2320									0
Special Area Administrative Services	2330									0
Claims Paid from Self Insurance Fund	2361									0
Risk Management and Claims Services Payments	2365									0
Total Support Services - General Administration	**2300**		0							0
Support Services - School Administration	**2400**									0
Office of the Principal Services	2410									
Other Support Services - School Administration *(Describe & Itemize)*	2490									0
Total Support Services - School Administration	**2400**		0							0
Support Services - Business	**2500**									0
Direction of Business Support Services	2510									
Fiscal Services	2520									0
Facilities Acquisition & Construction Services	2530									0
Operation & Maintenance of Plant Service	2540									0
Pupil Transportation Services	2550									0
Food Services	2560									0
Internal Services	2570									0
Total Support Services - Business	**2500**		0							0
Support Services - Central	**2600**									0
Direction of Central Support Services	2610									
Planning, Research, Development & Evaluation Services	2620									0
Information Services	2630									0
Staff Services	2640									0
Data Processing Services	2660									0
Total Support Services - Central	**2600**		0							0
Other Support Services - Misc. *(Describe & Itemize)*	**2900**									0
Total Support Services	**2000**		0							0
COMMUNITY SERVICES (MR/SS)	**3000**									0
PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	**4000**									0
Payments for Regular Programs	4110									
Payments for Special Education Programs	4120									0
Payments for CTE Programs	4140									0

	A	B	C	D	E	F	G	H	I	J	K
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2	Description: Enter Whole Numbers Only	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
82	Total Payments to Other Dist & Govt Units	4000		0							0
83	**DEBT SERVICE (MR/SS)**	**5000**									
84	**Debt Service - Interest on Short-Term Debt**	**5100**									
85	Tax Anticipation Warrants	5110									
86	Tax Anticipation Notes	5120									0
87	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
88	State Aid Anticipation Certificates	5140									0
89	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
90	**Total Debt Service**	**5000**									0
91	**PROVISION FOR CONTINGENCIES (MR/SS)**	**6000**						0			0
92	**Total Direct Disbursements/Expenditures**			0							0
93	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**							0			0
94											0
95	**60 - CAPITAL PROJECTS (CP)**										
96	**SUPPORT SERVICES (CP)**	**2000**									
97	**Support Services - Business**										
98	Facilities Acquisition & Construction Services	2530									
99	Other Support Services - Business *(Describe & Itemize)*	2900									0
00	**Total Support Services**	2000	0	0	0	0	0	0	0		0
01	**PAYMENTS TO OTHER DIST & GOVT UNITS (CP)**	**4000**									0
02	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
03	Payments to Regular Programs	4110									
04	Payment for Special Education Programs	4120									0
05	Payment for CTE Programs	4140									0
06	Payments to Other Govt Units - Programs (In-State) *(Describe & Itemize)*	4190									0
07	**Total Payments to Other Districts & Govt Units**	4000			0						0
08	**PROVISION FOR CONTINGENCIES (CP)**	**6000**						0			0
09	**Total Direct Disbursements/Expenditures**		0	0	0	0	0	0	0		0
10	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										0
11											0
12	**70 WORKING CASH FUND (WC)**										
13											
14	**80 - TORT FUND (TF)**										
15	**INSTRUCTION (TF)**	**1000**									
16	Regular Programs	1100									
17	Tuition Payment to Charter Schools	1115									0
18	Pre-K Programs	1125									0
19	Special Education Programs (Functions 1200 - 1220)	1200									0
20	Special Education Programs Pre-K	1225									0
21	Remedial and Supplemental Programs K-12	1250									0
22	Remedial and Supplemental Programs Pre-K	1275									0
23	Adult/Continuing Education Programs	1300									0
24	CTE Programs	1400									0
25	Interscholastic Programs	1500									0
26	Summer School Programs	1600									0
27	Gifted Programs	1650									0
28	Driver's Education Programs	1700									0
29	Bilingual Programs	1800									0
30	Truant Alternative & Optional Programs	1900									0
31	Pre-K Programs - Private Tuition	1910									0
32	Regular K-12 Programs Private Tuition	1911									0
33	Special Education Programs K-12 Private Tuition	1912									0
34	Special Education Programs Pre-K Tuition	1913									0
35	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
36	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
37	Adult/Continuing Education Programs Private Tuition	1916									0
38	CTE Programs Private Tuition	1917									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
39	Interscholastic Programs Private Tuition	1918									0
40	Summer School Programs Private Tuition	1919									0
41	Gifted Programs Private Tuition	1920									0
42	Bilingual Programs Private Tuition	1921									0
43	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
44	**Total Instruction**[14]	**1000**	0	0	0	0	0	0	0	0	0
45	**SUPPORT SERVICES (TF)**	**2000**									0
46	**Support Services - Pupil**	**2100**									
47	Attendance & Social Work Services	2110									
48	Guidance Services	2120									0
49	Health Services	2130									0
50	Psychological Services	2140									0
51	Speech Pathology & Audiology Services	2150									0
52	Other Support Services - Pupils *(Describe & Itemize)*	2190									0
53	**Total Support Services - Pupil**	**2100**	0	0	0	0	0	0	0	0	0
54	**Support Services - Instructional Staff**	**2200**									0
55	Improvement of Instruction Services	2210									
56	Educational Media Services	2220									0
57	Assessment & Testing	2230									0
58	**Total Support Services - Instructional Staff**	**2200**	0	0	0	0	0	0	0	0	0
59	**Support Services - General Administration**	**2300**									0
60	Board of Education Services	2310									
61	Executive Administration Services	2320									0
62	Special Area Administration Services	2330									0
63	Claims Paid from Self Insurance Fund	2361									0
64	Risk Management and Claims Services Payments	2365									0
65	**Total Support Services - General Administration**	**2300**	0	0	0	0	0	0	0	0	0
66	**Support Services - School Administration**	**2400**									0
67	Office of the Principal Services	2410									
68	Other Support Services - School Administration *(Describe & Itemize)*	2490									0
69	**Total Support Services - School Administration**	**2400**	0	0	0	0	0	0	0	0	0
70	**Support Services - Business**	**2500**									0
71	Direction of Business Support Services	2510									
72	Fiscal Services	2520									0
73	Facilities Acquisition & Construction Services	2530									0
74	Operation & Maintenance of Plant Services	2540									0
75	Pupil Transportation Services	2550									0
76	Food Services	2560									0
77	Internal Services	2570									0
78	**Total Support Services - Business**	**2500**	0	0	0	0	0	0	0	0	0
79	**Support Services - Central**	**2600**									0
80	Direction of Central Support Services	2610									
81	Planning, Research, Development & Evaluation Services	2620									0
82	Information Services	2630									0
83	Staff Services	2640									0
84	Data Processing Services	2660									0
85	**Total Support Services - Central**	**2600**	0	0	0	0	0	0	0	0	0
86	**Other Support Services - Misc.** *(Describe & Itemize)*	**2900**									0
87	**Total Support Services**	**2000**	0	0	0	0	0	0	0	0	0
88	**COMMUNITY SERVICES (TF)**	**3000**									0
89	**PAYMENTS TO OTHER DIST & GOVT UNITS (TF)**	**4000**									
90	**Payments to Other Dist & Govt Units (In-State)**	**4100**									
91	Payments for Regular Programs	4110									
92	Payments for Special Education Programs	4120									0
93	Payments for Adult/Continuing Education Programs	4130									0
94	Payments for CTE Programs	4140									0
95	Payments for Community College Programs	4170									0
											0

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
96	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									
97	**Total Payments to Other Dist & Govt Units (In-State)**	4100			0			0			0
98	Payments for Regular Programs - Tuition	4210									0
99	Payments for Special Education Programs - Tuition	4220									0
00	Payments for Adult/Continuing Education Programs - Tuition	4230									0
01	Payments for CTE Programs - Tuition	4240									0
02	Payments for Community College Programs - Tuition	4270									0
03	Payments for Other Programs - Tuition	4280									0
04	Other Payments to In-State Govt Units - Tuition *(Describe & Itemize)*	4290									0
05	**Total Payments to Other Dist & Govt Units - Tuition (In State)**	4200									0
06	Payments for Regular Programs - Transfers	4310						0			0
07	Payments for Special Education Programs - Transfers	4320									0
08	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
09	Payments for CTE Programs - Transfers	4340									0
10	Payments for Community College Program - Transfers	4370									0
11	Payments for Other Programs - Transfers	4380									0
12	Other Payments to In-State Govt Units - Transfers *(Describe & Itemize)*	4390									0
13	**Total Payments to Other Dist & Govt Units-Transfers (In State)**	4300			0			0			0
14	Payments to Other Dist & Govt Units (Out of State)	4400									0
15	**Total Payments to Other Dist & Govt Units**	4000			0			0			0
16	**DEBT SERVICE (TF)**	5000									
17	**Debt Service - Interest on Short-Term Debt**										
18	Tax Anticipation Warrants	5110									0
19	Tax Anticipation Notes	5120									0
20	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
21	State Aid Anticipation Certificates	5140									0
22	Other Interest or Short-Term Debt *(Describe & Itemize)*	5150									0
23	**Debt Service - Interest on Long-Term Debt**	5200									0
24	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	5300									0
25	**Debt Service - Other** *(Describe & Itemize)*	5400									0
26	**Total Debt Service**	5000			0			0			0
27	**PROVISION FOR CONTINGENCIES (TF)**	6000									0
28	**Total Direct Disbursements/Expenditures**		0	0	0	0	0	0	0	0	0
29	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										0
30											
31	**90 - FIRE PREVENTION & SAFETY FUND (FP&S)**										
32	**SUPPORT SERVICES (FP&S)**	2000									
33	**Support Services - Business**	2500									
34	Facilities Acquisition & Construction Services	2530									0
35	Operation & Maintenance of Plant Service	2540									0
36	**Total Support Services - Business**	2500	0	0	0	0	0	0	0		0
37	**Other Support Services - Misc.** *(Describe & Itemize)*	2900									0
38	**Total Support Services**	2000	0	0	0	0	0	0	0		0
39	**PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)**	4000									
40	Payments to Regular Programs	4110									0
41	Payments to Special Education Programs	4120									0
42	Other Payments to In-State Govt Units - Programs *(Describe & Itemize)*	4190									0
43	**Total Payments to Other Districts & Govt Units (FPS)**	4000						0			0
44	**DEBT SERVICE (FP&S)**	5000									
45	**Debt Service - Interest on Short-Term Debt**	5100									
46	Tax Anticipation Warrants	5110									0
47	Other Interest on Short-Term Debt *(Describe & Itemize)*	5150									0
48	**Total Debt Service - Interest on Short-Term Debt**	5100						0			0
49	**Debt Service - Interest on Long-Term Debt**	5200									0
50	**Debt Service - Payments of Principal on Long-Term Debt [15] (Lease/Purchase Principal Retired)** *(Describe & Itemize)*	5300									0

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

If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.

Revenue Check:	OK
Expenditure Check:	OK

Revenues Acct. (EstRev tab)	Amount	Describe Revenue
1190		
1290		
1614		
1690		
1790		
1819		
1829		
1890		
1993		
1999	$ 72,000	Tuition from other participating Districts
2300		
3099		
3199		
3299		
3499		
3599		
3999		
4009		
4090		
4199		
4299		
4399		
4499		
4699		
4799		
4998		

Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures
10-2190		
10-2490		
10-2900		
10-4190		
10-4290		
10-4390		
10-4400		
10-5150		
20-2190		
20-2900		
20-4190		
20-4400		
20-5150		
30-4190		
30-5150		
30-5300		
30-5400		
40-2190		
40-2900		
40-4190		
40-4400		
40-5150		
40-5300		
40-5400		
50-2190		
50-2490		
50-2900		
50-5150		
60-2900		
60-4190		
80-2190		
80-2490		
80-2900		
80-4190		
80-4290		
80-4390		
80-4400		
80-5150		
80-5300		
80-5400		
90-2900		
90-4190		
90-5150		
90-5300		

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)

Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	1,623,200	42,000	30,000		1,695,200
Direct Expenditures	1,725,560	32,000	28,000		1,785,560
Difference	(102,360)	10,000	2,000		(90,360)
Estimated Fund Balance - June 30, 2025	436,256	10,000	2,000		448,256

Deficit Reduction Plan is not required

A deficit reduction plan is required if the local board of education adopts (or amends) the 2024-2025 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

***Note:** The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.*

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2023-2024 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

	A	B	C	D	E	F	G
1	**School Districts Only*		DEFICIT REDUCTION PLAN				
2			ESTIMATED BUDGET				
3	*41057010041*		FY2024-2025				
4	*District Number*						
5	*Collinsville Area Career Ctr*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		538,616	0	0	0	538,616
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000	1,132,000	42,000	30,000	0	1,204,000
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	467,838	0	0		467,838
11	STATE SOURCES	3000	23,362	0	0	0	23,362
12	FEDERAL SOURCES	4000	0	0	0	0	0
13	Total Receipts/Revenues		1,623,200	42,000	30,000	0	1,695,200
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000	1,388,650				1,388,650
16	SUPPORT SERVICES	2000	268,160	32,000	28,000		328,160
17	COMMUNITY SERVICES	3000	0	0	0		0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	68,750	0	0		68,750
19	DEBT SERVICES	5000	0	0	0		0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0		0
21	Total Disbursements/Expenditures		1,725,560	32,000	28,000		1,785,560
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(102,360)	10,000	2,000	0	(90,360)
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		436,256	10,000	2,000	0	448,256

	A	B	H	I	J	K	L
1	**School Districts Only*		ESTIMATED BUDGET FY2025-2026				
2							
3	*41057010041*						
4	*District Number*						
5	*Collinsville Area Career Ctr*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		436,256	10,000	2,000	0	448,256
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		436,256	10,000	2,000	0	448,256

	A	B	M	N	O	P	Q
1	**School Districts Only*						
2							
3	*41057010041*				ESTIMATED BUDGET FY2026-2027		
4	*District Number*						
5	*Collinsville Area Career Ctr*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		436,256	10,000	2,000	0	448,256
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		436,256	10,000	2,000	0	448,256

	A	B	R	S	T	U	V
1	*School Districts Only*						
2							
3	*41057010041*				ESTIMATED BUDGET FY2027-2028		
4	*District Number*						
5	*Collinsville Area Career Ctr*						
6	*District Name*		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		436,256	10,000	2,000	0	448,256
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		436,256	10,000	2,000	0	448,256

	A	B	W	X	Y	Z
1	**School Districts Only*		SUMMARY			
2			BUDGET ADDENDUM - DEFICIT REDUCTION PLAN			
3	*41057010041*		ESTIMATED BUDGET			
4	*District Number*		*Date of Adoption:*			
5	*Collinsville Area Career Ctr*				*(Enter as MM/DD/YY)*	
6	*District Name*		FY2024-2025	FY2025-2026	FY2026-2027	FY2027-2028
7	ESTIMATED BEGINNING FUND BALANCE *(must equal prior Ending Fund Balance)*		538,616	448,256	448,256	448,256
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	1,204,000	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	467,838	0	0	0
11	STATE SOURCES	3000	23,362	0	0	0
12	FEDERAL SOURCES	4000	0	0	0	0
13	Total Receipts/Revenues		1,695,200	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	1,388,650	0	0	0
16	SUPPORT SERVICES	2000	328,160	0	0	0
17	COMMUNITY SERVICES	3000	0	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	68,750	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		1,785,560	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		(90,360)	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		0	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		448,256	448,256	448,256	448,256

Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2024-2025
through Fiscal Year 2027-2028

Collinsville Area Career Ctr ***41057010041***

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

1. **Background and Narrative of Budget Reductions:**

2. **Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2024-2025
through Fiscal Year 2027-2028

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:

Evidence-Based Funding: Fiscal Year 2025 Spending Plan

N/A - EBF Spending Plan Not Required for Amended Budgets

Part I: Achieving Student Growth and Making Progress Toward State Education Goals

questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core urces: time, money, people, and programs.

Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.

What are the Organizational Unit's strategic goals for student success for the 2024-25 school year? What measures will be used to evaluate progress? (*No more than 2000 characters, including spaces.*)

	Top Strategy 1	Top Strategy 2	Top Strategy 3
Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)			
If "Other" was selected in question 2, please describe. (*No more than 1000 characters, including spaces.*)			

Part II: Planned Use of Evidence-Based Funding

uestions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2025 EBF dollars. Key statistics related to EBF distributions are provided for your reference. 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

***Collaboration Opportunity** - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.*

Evidence-Based Funding Organizational Unit Results (FY 2024)	*Final Resources / Adequacy Target = Percent of Adequacy*	Average Student Enrollment	#N/A	Adequacy Target	#N/A
		Final Resources	#N/A	Percent of Adequacy	#N/A
	Base Funding Minimum + Tier Funding = Gross State Contribution	Tier Assignment	#N/A	Gross State Contribution	#N/A
		FY24 Base Funding Minimum	#N/A	FY 2024 Tier Funding	#N/A
	Within FY 2024 Gross State Contribution, Resources Attributable to Specific Populations	Low-Income Students	#N/A		
		English Learners (ELs)	#N/A		
		Special Education	#N/A		

	FY 2025 Tier Funding	Funding Type (Select)	**Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.*
FY 2025 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2025. Select whether the amount is estimated or actual funding.			

		Data Source 1	Data Source 2	Data Source 3
2)	Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)			

3)	Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)	Bilingual Program Director(s)		Principals		Bilingual Parent Advisory Committee	
		Special Ed. Program Director(s)		School Improvement Teams		Other Parent Group(s)	
		Other Program Leaders		Teacher or Support Staff Unions		Community Focus Group(s)	
		School Board Members		Other School Staff		Other	
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (*No more than 1000 characters, including spaces.*)						

		Priority Investment 1	Priority Investment 2	Priority Investment 3
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2025 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)			
	If "Other" was selected in question 4, please describe. (*No more than 1000 characters, including spaces.*)			

Cost Factor Table

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2024 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least $5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at https://www.isbe.net/ebfspendingplan.

5) **Column G:** If the Organizational Unit will receive at least $5,000 in FY 2025 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2025 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2025 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

Cost Factors		Amount in FY 2024 Adjusted Adequacy Target	Budgeted FY 2025 Investments with New Tier Funding [N/A]	Budgeted FY 2025 Expenditures (All Resources) [Optional]	Optional District Narratives
Core Investments	Core Teachers	#N/A			*Enter optional context for core investment decisions.*
	Specialist Teachers	#N/A			
	Instructional Facilitator	#N/A			
	Core Intervention Teacher	#N/A			
	Substitute Teachers	#N/A			
	Guidance Counselor	#N/A			
	Nurse	#N/A			
	Supervisory Aide	#N/A			
	Librarian	#N/A			
	Librarian Aide	#N/A			
	Principal	#N/A			
	Assistant Principal	#N/A			
	School Site Staff	#N/A			
	Subtotal	#N/A			

Per Student Investments	Gifted	#N/A			*Enter optional context for per student investment decisions.*
	Professional Development	#N/A			
	Instructional Materials	#N/A			
	Assessments	#N/A			
	Computer & Tech Equipment	#N/A			
	Student Activities	#N/A			
	Maintenance & Operations	#N/A			
	Central Office	#N/A			
	Employee Benefits	#N/A			
	Subtotal*	#N/A			
Additional Investments	Low-Income Intervention Teacher	#N/A			*Enter optional context for additional investment decisions.*
	Low-Income Pupil Support Staff	#N/A			
	Low-Income Extended Day Teacher	#N/A			
	Low-Income Summer School Teacher	#N/A			
	EL Intervention Teacher	#N/A			
	EL Pupil Support Staff	#N/A			
	EL Extended Day Teacher	#N/A			
	EL Summer School Teacher	#N/A			
	EL Core Teacher	#N/A			
	Sp Ed Teacher	#N/A			
	Sp Ed Instructional Assistant	#N/A			
	Sp Ed Psychologist	#N/A			
	Subtotal	#N/A			
	Other Investments				
	Total**	#N/A			**Tier Funding Check (Cell G90)**

*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.

**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2024 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.

If some or all Tier Funding was invested outside of the cost factors, please describe. (*No more than 1000 characters, including spaces.*)	

Part III: Support for Special Student Groups

statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statue these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-ne students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-. Current-year EBF amounts attributable to each of the special student groups must be reported in cells G100-G102 below. If the Organizational Unit received at least $5,000 for any of the student groups, a response to the questions below is required. For amounts less $5,000, a response is optional. All other EBF funds may be spent in any manner deemed appropriate by the school district.

Collaboration Opportunity *- Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.*

		Enter Amounts	Select type	
FY 2025 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY25 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	**Low-Income Students**			**Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.*
	English Learners			
	Special Education			

Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional	Low-Income Intervention Teacher		Low-Income Extended Day Teacher		Other Investments	
	[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
	Low-Income Pupil Support Staff		Low-Income Summer School Teacher			
	[Optional - Enter $]		*[Optional - Enter $]*			
Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2025. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*)						
Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional	English Learner Intervention Teacher		English Learner Extended Day Teacher		English Learner Core Teacher	
	[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
	English Learner Pupil Support Staff		English Learner Summer School Teacher		Other Investments	
	[Optional - Enter $]		*[Optional - Enter $]*		*[Optional - Enter $]*	
Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2025. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*)						
Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Optional	Special Education Teacher		Special Education Psychologist			
	[Optional - Enter $]		*[Optional - Enter $]*			
	Special Education Instructional Assistant		Other Investments			
	[Optional - Enter $]		*[Optional - Enter $]*			
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2025. (*Required if "Other Investments" selected above. No more than 500 characters, including spaces.*)						

Plan Assurances

ıe complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity e below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately reviewed by the Bilingual Parent Advisory Committee (BPAC). Responses in this plan should be aligned with information ained in the Bilingual Service Plan. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.

Collaboration Opportunity *- Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.*

1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners."

2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K."

3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2024."

4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2024-25.

BPAC Meeting (MM/DD/YYYY)	
Name of Chair	

Spending Plan Completion Tracker

the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.

Question	Status	Acceptance Criteria
1, Q1	Incomplete	Character length of response must be >10 and <=2000, including spaces.
1, Q2	Incomplete	A different response must be selected in G11, I11, and L11; cells cannot be blank.
1, Q2 (Narrative)	Complete	Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces.
2, Q1	Incomplete	A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31.
2, Q2	Incomplete	A different response must be selected in G35, I35, and L35; cells cannot be blank.
2, Q3	Incomplete	At least one response must be selected.
2, Q4	Incomplete	Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated.
2, Q4 (Narrative)	Complete	Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces.
2, Q5 (Cell G90)	Incomplete	Cell G90 must be equal to the value in cell G31.
2, Q5 (Narrative)	Complete	Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces.
3, Q1 Low-Income Funds	Incomplete	A numeric value must be entered. A type must be selected in cell H100.
3, Q1 English Learner Funds	Incomplete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101.
3, Q1 Spec. Ed. Funds	Incomplete	A numeric value must be entered. A type must be selected in cell H102.
3, Q2	Complete	At least one response must be selected.
3, Q2 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
3, Q3	Complete	At least one response must be selected.
3, Q3 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
3, Q4	Complete	At least one response must be selected.
3, Q4 (Narrative	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
rances 1	Complete	Response required if the value entered in cell G101>0.
rances 2	Complete	Response required if the value entered in cell G101>0.
rances 3	Complete	Response required if "Yes" selected in cell E133.
rances 4 (Meeting Date)	Complete	Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format.
rances 4 (Name of Chair)	Complete	Response required if "Yes" selected in cell E133.

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

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

e worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2025 budgeted expenditures over actual FY2024 expenditures. Budget ormation is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

e official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report. official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: Limitation of Administrative Costs

TIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET
ction 17-1.5 of the School Code)

School District Name: **Collinsville Area Career Ctr**
RCDT Number: **41057010041**

		Estimated Actual Expenditures, Fiscal Year 2024				Budgeted Expenditures, Fiscal Year 2025			
		(10)	(20)	(80)		(10)	(20)	(80)	
Description	**Funct. No.**	**Educational Fund**	**Operations & Maintenance Fund**	**Tort Fund**	**Total**	**Educational Fund**	**Operations & Maintenance Fund**	**Tort Fund**	**Total**
Executive Administration Services	2320				0	0		0	0
Special Area Administration Services	2330				0	0		0	0
Other Support Services - School Administration	2490				0	0		0	0
Direction of Business Support Services	2510				0	0	0	0	0
Internal Services	2570				0	0		0	0
Direction of Central Support Services	2610				0	0		0	0
Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
Totals		0	0	0	0	0	0	0	0
Estimated Percent Increase (Decrease) for FY2025 (Budgeted) over (Actual) FY 2024									Enter Actual Data

REPORTING OF PUBLIC VENDOR CONTRACTS OF $1,000 OR MORE (School Districts Only)

*accordance with the School Code, Section 10-20.21, all **school districts** are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all ntracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the **school district** in excess of $1,000, including without limitation vending achine contracts, sports and other attire, class rings, and photographic services.* ***The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget.*** *All such ntracts executed on or after July 1, 2007 must be approved by the school board.*

ee: School Code, Section 10-20.21 - Contracts

Name of Vendor	Product or Service Provided	Net Revenue	Non-Monetary Remuneration	Purpose of Proceeds	Distribution Method and Recipient of Non-Monetary Remunerations Distributed

Reference Description

1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).

2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).

3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.

3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14

4 Principal on Bonds Sold:

(1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.

(2) Refunding Bonds can be entered in the Debt Services Fund only.

(3) Building Bonds can be entered in the Capital Projects Fund only.

(4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.

5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.

6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.

7 Cash plus investments must be greater than or equal to zero.

8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).

9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).

10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).

11 Include revenue accounts 1110 through 1115, 1117,1118 & 1120.

12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.

13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.

14 Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.

15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)

16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)

Only abatement of working cash fund can transfer its funds to any fund in most need of money (see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS

This worksheet checks various cells to assure that selected items are in balance.

Please fix errors below before submitting to ISBE.

Budget Item References	Message
1. Deficit Reduction Plan (DefReductPlan 23-27 tab)	
Is Deficit Reduction Plan Required? **(Joint Agreements do not complete Deficit Reduction Plan.)**	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
2. Cover Page (Cover tab)	
District Name must be selected from **drop-down.** (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates **(Day, Month, Year)** must be input on Cover sheet.	OK
Board Names must be typed on Cover sheet.	ERROR - TYPE BOARD NAMES
3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) **must equal Other Uses** (BudgetSum 2-4 tab - Acct 8000)**.**	
Estimated Beginning Fund Balance July, 1 2023 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2023 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2023 (CashSum 5 tab, All Funds) **cannot be negative.**	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) **cannot be negative.**	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) **must equal Other Disbursements** (CashSum 5 tab)**.**	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
7. Estimated Revenue (EstRev 6-11 tab)	
Amounts must be input for revenue.	OK
8. Estimated Expenditures (EstExp 12-20 tab)	
Amounts must be input for expenditures.	OK
9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
10. EBF Spending Plan	
All required questions have been answered.	OK

End of Balancing

9.3. Approval of Board Policy Updates and Reviews

Board Policy Updates
PRESS Update 118

Notes from Dr. Skertich:

2:260 School Board: Uniform Grievance Procedure
Title IX Changes

4:15 Operational Services: Identity Protection
Cyber Security & Protecting Personally Identifiable Information

4:80 Operational Services: Accounting and Audits
Capital Asset Threshold

5:10 General Personnel: Equal Employment Opportunity and Minority Recruitment
Title IX Contacts

5:20 General Personnel: Workplace Harassment Prohibited
Title IX contacts and changes due to court rulings

5:60 General Personnel: Expenses
Legal References

5:100 General Personnel: Staff Development Program
Trauma, Violence and Sexual Abuse Training

6:150 Instruction: Home and Hospital Instruction
Home & hospital instruction related to pregnancy, birth and/or violence

6:235 Instruction: Access to Electronic Networks
AI use and implementation

7:10 Students: Equal Educational Opportunities
Sexual Harassment

7:20 Students: Harassment of Students Prohibited
Reporting Claims and Title IX

7:60 Students: Residence
Inter-district transfers related to pregnancy and/or domestic violence

7:70 Students: Attendance and Truancy
Attendance – valid cause. Promote attendance training.

7:180 Students: Prevention of and Response to Bullying, Intimidation, and Harassment
Title IX

7:185 Students: Teen Dating Violence Prohibited
Sexual Harassment

7:190 Students: Student Behavior
Sexting Definition. Fire Arm Reporting.

7:200 Students: Suspension Procedures
Support services for suspension. Support person for discipline guidelines.

7:210 Students: Expulsion Procedures
Support Person – Expulsion Hearing

7:250 Students: Student Support Services
Counseling notification – domestic, sexual and parenting resource

7:255 Students: Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
New Policy: *Title IX – Expecting parents, victim of domestic or sexual violence*

7:270 Students: Administering Medicines to Students
Diabetes Supplies and Equipment

7:310 Students: Restrictions on Publications; Elementary Schools
Sexting Definition

7:315 Students: Restrictions on Publications; High Schools
Sexting Definition

7:340 Students: Student Records
Legal References

5-Year Review Policies – No Changes

2:50 School Board: Board Member Term of Office

2:60 School Board: Board Member Removal from Office

2:140 School Board: Review and Monitoring

4:20 Operational Services: Fund Balances

4:110 Operational Services: Transportation

5:35 General Personnel: Compliance with the Fair Labor Standards Act

5:40 General Personnel: Communicable and Chronic Infectious Disease

6:10 Instruction: Educational Philosophy and Objectives

6:40 Instruction: Curriculum Development

6:190 Instruction: Extracurricular and Co-Curricular Activities

6:240 Instruction: Field Trips and Recreational Class Trips

7:330 Students: Student Use of Buildings – Equal Access

8:25 Community Relations: Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

8:95 Community Relations: Parental Involvement

Board Policy Updates
PRESS Update 118

Notes from Dr. Skertich:

2:260 School Board: Uniform Grievance Procedure
Title IX Changes

4:15 Operational Services: Identity Protection
Cyber Security & Protecting Personally Identifiable Information

4:80 Operational Services: Accounting and Audits
Capital Asset Theshold

5:10 General Personnel: Equal Employment Opportunity and Minority Recruitment
Title IX Contacts

5:20 General Personnel: Workplace Harassment Prohibited
Title IX contacts and changes due to court rulings

5:60 General Personnel: Expenses
Legal References

5:100 General Personnel: Staff Development Program
Trauma, Violence and Sexual Abuse Training

6:150 Instruction: Home and Hospital Instruction
Home & hospital instruction related to pregnancy, birth and/or violence

6:235 Instruction: Access to Electronic Networks
AI use and implementation

7:10 Students: Equal Educational Opportunities
Sexual Harassment

7:20 Students: Harassment of Students Prohibited
Reporting Claims and Title IX

7:60 Students: Residence
Inter-district transfers related to pregnancy and/or domestic violence

7:70 Students: Attendance and Truancy
Attendance – valid cause. Promote attendance training.

7:180 Students: Prevention of and Response to Bullying, Intimidation, and Harassment
Title IX

7:185 Students: Teen Dating Violence Prohibited
Sexual Harassment

7:190 Students: Student Behavior
Sexting Definition. Fire Arm Reporting.

7:200 Students: Suspension Procedures
Support services for suspension. Support person for discipline guidelines.

7:210 Students: Expulsion Procedures
Support Person – Expulsion Hearing

7:250 Students: Student Support Services
Counseling notification – domestic, sexual and parenting resource

7:255 Students: Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
New Policy: *Title IX – Expecting parents, victim of domestic or sexual violence*

7:270 Students: Administering Medicines to Students
Diabetes Supplies and Equipment

7:310 Students: Restrictions on Publications; Elementary Schools
Sexting Definition

7:315 Students: Restrictions on Publications; High Schools
Sexting Definition

7:340 Students: Student Records
Legal References

Document Status: Draft Update

SCHOOL BOARD

2:260 Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 *et seq*.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, *Title IX Grievance Procedure*[PRESSPlus1]
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 *et seq*.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq*.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq.* (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff *et seq*.
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this

grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq*.), the Title IX Coordinator or designee shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement,

(2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

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

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

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

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

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

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers

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

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.PRESSPlus2

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's

Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator,[PRESSPlus3] and the Complaint Managers.

Nondiscrimination Coordinator:

Dr. Mark B. Skertich, Superintendent
Collinsville CUSD #10
201 W. Clay St.,
Collinsville, IL 62234
bskertich@cusd.kahoks.org
618/346-6350

Title IX Coordinator:

Mr. Brad Hyre
Collinsville CUSD #10
123 W. Clay St.,
Collinsville, IL 62234
bhyre@cusd.kahoks.org
618/346-6350

Complaint Managers:

Mr. Brad Hyre
Collinsville CUSD #10
123 W. Clay St.,
Collinsville, IL 62234
Email: bhyre@cusd.kahoks.org
618/346-6350 ext. 4235

Ms. LaToya Berry-Coleman
Collinsville CUSD #10
201 W. Clay St.,
Collinsville, IL 62234
lcoleman@cusd.kahoks.org
618/346-6350 ext. 4238

LEGAL REF.:

8 U.S.C. §1324a *et seq.*, Immigration Reform and Control Act.

20 U.S.C. §1232g, Family Education Rights Privacy Act.

20 U.S.C. §1400, The Individuals with Disabilities Education Act.

20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 *et seq.*, Age Discrimination in Employment Act.

29 U.S.C. §791 *et seq.*, Rehabilitation Act of 1973.

29 U.S.C. §2612, Family and Medical Leave Act.

42 U.S.C. §2000d *et seq.*, Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e *et seq.*, Title VII of the Civil Rights Act of 1964.

42 U.S.C. §2000ff *et seq.*, Genetic Information Nondiscrimination Act.

42 U.S.C. §11431 *et seq*., McKinney-Vento Homeless Assistance Act.

42 U.S.C. §12101 *et seq*., Americans With Disabilities Act; 28 C.F.R. Part 35.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, Ill. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, Ill. False Claims Act.

775 ILCS 5/, Ill. Human Rights Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: September 23, 2024

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

PRESSPlus 2. A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment,

and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please click here to submit the name and contact information that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:15 Identity Protection

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable cybersecurity and other measures to safeguard information including:PRESSPlus1 (1) *protected personally identifiable information*, (2) other

types of information that a federal ~~awarding~~ agency, pass-through ~~agency~~entity, or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information)*, when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

2 C.F.R. §200.303(e).

5 ILCS 179/, Identity Protection Act.

30 ILCS 708/, Grant Accountability and Transparency Act

50 ILCS 205/3, Local Records Act.

105 ILCS 10/, Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: August 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for *personally identifiable information* and *protected personally identifiable information*.

*Personally Identifiable Information (*PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some PII is available in public sources such as telephone books and websites. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not attached to any single category of information or technology. Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

Protected personally identifiable information (Protected PII) means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records,

and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, available at PRESS Online by logging in at www.iasb.com. Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing,* as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of $510,000[PRESSPlus1] and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is

unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention[PRESSPlus2] of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) may obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

2 C.F.R. §200 *et seq*.

30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill.Admin.Code 7000 *et seq*.

105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8 and 5/17-1 *et seq*.

23 Ill.Admin.Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

Adopted: August 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. A minimum threshold of $10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. **Issue 118, April 2025**

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure.

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

Nondiscrimination Coordinator: **Title IX Coordinator:**

Dr. Mark B. Skertich, Superintendent
Collinsville CUSD #10
201 W. Clay St., Collinsville, IL 62234
bskertich@cusd.kahoks.org
618/346-6350

Mr. Brad Hyre

Collinsville CUSD #10
123 W. Clay St., Collinsville, IL 62234

bhyre@cusd.kahoks.org
618/346-6350

Complaint Managers:

Kevin Robinson, Dir. HR.

Collinsville CUSD #10

201 W. Clay St., Collinsville, IL 62234

Email: krobiso@cusd.kahoks.org

618/346-6350 ext. 4242

~~Brad Hyre, Asst. Supt. of Student Services~~

LaToya Berry-Coleman, Dir. Of Curriculum

Collinsville CUSD #10

123 W. Clay St., Collinsville, IL 62234

Email: lcoleman@cusd.kahoks.org

618/346-6350 ext. 4235

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

Minority Recruitment

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

LEGAL REF.:

8 U.S.C. §1324a *et seq*., Immigration Reform and Control Act.

20 U.S.C. §1681 *et seq*., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §218d, Fair Labor Standards Act.

29 U.S.C. §621 *et seq*., Age Discrimination in Employment Act.

29 U.S.C. §701 *et seq*., Rehabilitation Act of 1973.

38 U.S.C. §4301 *et seq*., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 *et seq*., Civil Rights Act of 1991.

42 U.S.C. §2000d *et seq*., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §2000e *et seq*., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

42 U.S.C. §2000ff *et seq*., Genetic Information Nondiscrimination Act of 2008.

42 U.S.C. §2000gg *et seq*., Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.

42 U.S.C. §2000e(k), Pregnancy Discrimination Act.

42 U.S.C. §12111 *et seq*., Americans with Disabilities Act, Title I.

Ill. Constitution, Art. I, §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/, Religious Freedom Restoration Act.

820 ILCS 55/10, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.

820 ILCS 112/, Ill. Equal Pay Act of 2003.

820 ILCS 180/30, Victims' Economic Security and Safety Act.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

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

Adopted: January 27, 2025

Collinsville Community Unit School District 10

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities, reproductive health decisions, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure;* 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

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

Sexual Harassment Prohibited

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

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

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

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

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, Title IX Coordinator,[PRESSPlus1] and/or a Complaint Manager. An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure.* If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Nondiscrimination Coordinator:

Dr. Mark B. Skertich,

Superintendent

Collinsville CUSD #10

201 W. Clay St.,

Collinsville, IL 62234

bskertich@cusd.kahoks.org

618/346-6350

Title IX Coordinator:

Mr. Brad Hyre

Collinsville CUSD #10

123 W. Clay St.,

Collinsville, IL 62234

bhyre@cusd.kahoks.org

618/346-6350

Complaint Managers:

Kevin Robinson, Dir. HR.

Collinsville CUSD #10

201 W. Clay St.,

Collinsville, IL 62234

Email: krobiso@cusd.kahoks.org

618/346-6350 ext. 4242

Ms. LaToya Berry-Coleman

Collinsville CUSD #10

201 W. Clay St.,

Collinsville, IL 62234

Email: lcoleman@cusd.kahoks.org

618/346-6350 ext. 4238

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly forward a report or complaint may be disciplined, up to

and including discharge.

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

For any report or complaint alleging sexual ~~-based~~ PRESSPlus2 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq*.), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

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

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

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/).

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

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

Recourse to State and Federal Fair Employment Practice Agencies

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

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

LEGAL REF.:

42 U.S.C. §2000e *et seq.*, Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.

20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.

56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.

Vance v. Ball State Univ., 570 U.S. 421 (2013).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).

Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).

Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).

Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).

Faragher v. City of Boca Raton, 524 U.S. 775 (1998).

Harris v. Forklift Systems, 510 U.S. 17 (1993).

Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).

Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

Adopted: January 27, 2025

PRESSPlus Comments

PRESSPlus 1. Please click here to submit the name and contact information that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:60 Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible,

employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District should represent GSA per diem for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will

be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status* for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.
8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

2 C.F.R. §200.4754. PRESSPlus1

30 ILCS 708/130, Grant Accountability and Transparency Act.

50 ILCS 150/, Local Government Travel Expense Control Act.

105 ILCS 5/10-22.32.

820 ILCS 115/9.5, Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Adopted: May 18, 2020

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

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

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
    a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
    b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
    c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
    d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
    e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
    f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to

everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11.
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
    a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
    b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
    c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
    d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
    a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
    a. Teacher-student conduct;
    b. School employee-student conduct; and
    c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

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

1. Ongoing professional development for ~~teachers, administrators,~~ all school personnel and school resource officers~~, and staff regarding~~ on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b),PRESSPlus1 the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall

document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. §Part 106~~.8(d)~~ (see Board policy 2:265, *Title IX Grievance Procedure*).
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
12. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*).PRESSPlus2

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

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

LEGAL REF.:

20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.

105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-

23.12, 5/10-23.13, 5/22-80(h), 5/22-95, ~~and~~ 5/24-5, and 5/26A.[PRESSPlus3]

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 145/25, Care of Students with Diabetes Act

105 ILCS 150/25, Seizure Smart School Act.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/4, Abused and Neglected Child Reporting Act.

745 ILCS 49/, Good Samaritan Act.

775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.

77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: September 23, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, which requires each designated Article 26A Resource Person to either (1) be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence, including training in the subjects set forth in 105 ILCS 5/26A-35(b)(i), or (2) have participated in an in-service training program under 105 ILCS 5/10-22.39(d) that includes training on the rights of minors to consent to counseling services and psychotherapy under the Mental Health and Developmental Disabilities Code within 12 months prior to designation. However, 105 ILCS 5/10-22.39(d) was deleted by P.A. 103-542 and its training contents are in 105 ILCS 5/10-22.39(b-25).

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requires employees

whose duties include resolution of Article 26A complaints to initially complete at least eight hours of training on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete six hours of training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. See sample administrative procedures 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

See pp. 28-30 of the June 2024 report of the second ESS Task Force for existing training requirements that may be suitable to fulfill Article 26A training requirements, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

PRESSPlus 3. The Legal References are updated. **Issue 118, April 2025**

Document Status: Draft Update

INSTRUCTION

6:150 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances:PRESSPlus1

1. ~~(1) b~~Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction., ~~and (2) f~~
2. For up to three months after the child's birth or a miscarriage.PRESSPlus2
3. When a student must care for his or her ill child if:
   a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health conditionPRESSPlus3 that would require the student to be absent from school for two or more consecutive weeks; and
   b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.:

105 ILCS 5/10-19.05(e), 5/10-22.6a, 5/14-13.01, and 5/18-4.5.

23 Ill.Admin.Code §§1.520, 1.610, and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: August 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a *ESS Law,* eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Number 2 does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.* **Issue 118, April 2025**

PRESSPlus 3. *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. **Issue 118, April 2025**

Document Status: Draft Update

INSTRUCTION

6:235 Access to Electronic Networks

Please refer to the following current agreement:

Agreement between Collinsville Community Unit District No. 10 and Collinsville Education Association.

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

The term *electronic networks* includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any

material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Use of Artificial Intelligence (AI)-Enabled Tools[PRESSPlus1]

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies 1:30, *School District Philosophy*, and 7:345, *Use of Educational Technologies.*

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network.Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Violations

The failure of any user to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks,* or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.:

20 U.S.C. §7131, Elementary and Secondary Education Act.

47 U.S.C. §254(h) and (l), Children's Internet Protection Act.

47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.

115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

720 ILCS 5/26.5.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

A Statewide Generative AI and Natural Language Processing Taskforce issued a report to the General Assembly in December 2024 (https://doit.illinois.gov/content/dam/soi/en/web/doit/meetings/ai-taskforce/reports/2024-gen-ai-task-force-report.pdf) that recommended the Ill. State Board of Education provide guidance on the use of AI in schools, best practices, and educator training. The U.S. Dept. of Education released a toolkit to assist education leaders with the safe, ethical, and equitable integration of AI within education systems, available at: http://downloads.microscribepub.com/il/press/federal_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24_20250221.pdf. Note: This resource may no longer be available on a federal government website but is being maintained at PRESS Online to provide consistent subscriber access.

Adopting policy language that addresses AI provides (a) a way for boards to monitor how this technology is being used in the district, and (b) an opportunity for the board and the superintendent to

examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this subhead, the board may want to have a conversation with the superintendent to determine how local conditions, resources, and current practices will support the full implementation of a policy that addresses AI and its goals. The use of AI will be most effective when the policy reflects local conditions and circumstances. Consult the board attorney about these issues. See sample administrative procedure 6:235-AP3, *Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, available at PRESS Online by logging in at www.iasb.com, for a suggested framework for developing an AI plan and guidelines. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

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

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Any student may file a sexual harassment~~discrimination~~PRESSPlus1 complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

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

LEGAL REF.:

20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 *et seq.*, Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.

Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

Ill. Constitution, Art. I, §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, 5/26A, and 5/27-1.

775 ILCS 5/1-101 *et seq.*, Illinois Human Rights Act.

775 ILCS 35/5, Religious Freedom Restoration Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: January 27, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. ~~A student may choose to report to an employee of the student's same gender.~~[PRESSPlus1]

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure.* The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.[PRESSPlus2]

Nondiscrimination Coordinator: **Title IX Coordinator:**

Dr. Mark B. Skertich, Mr. Brad Hyre

Superintendent

Collinsville CUSD #10

201 W. Clay St.,

Collinsville, IL 62234

bskertich@cusd.kahoks.org

618/346-6350

Collinsville CUSD #10

123 W. Clay St.,

Collinsville, IL 62234

bhyre@cusd.kahoks.org

618/346-6350

Complaint Managers:

Brad Hyre, Asst. Supt. of Student Services

Collinsville CUSD #10

123 W. Clay St.,

Collinsville, IL 62234

Email: bhyre@cusd.kahoks.org

618/346-6350 ext. 4235

Ms. LaToya Berry-Coleman

Collinsville CUSD #10

201 W. Clay St.,

Collinsville, IL 62234

lcoleman@cusd.kahoks.org

618/346-6350 ext. 4238

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

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

For any report or complaint alleging sexual ~~-based~~ PRESSPlus3 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure,* should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the

Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

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

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance* Procedure, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 *et seq*., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/26A, 5/27-1, and 5/27-23.7.

775 ILCS 5/1-101 *et seq.*, Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

Adopted: September 23, 2024

PRESSPlus Comments

PRESSPlus 1. This sentence is stricken because the preceding sentence already states that students are encouraged to report to any employee with whom the student is comfortable speaking. **Issue 118, April 2025**

PRESSPlus 2. Please click here to submit the name and contact information that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:60 Residence

Resident Students

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

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

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition, provided that the parent(s)/guardian(s) provide transportation and that the student remains in good standing.

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

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

Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with 105 ILCS 5/14-1.11, 5.14-1.11a, and 5/14-1.11b.

Non-Resident Students

Non-resident students may not attend District schools.

Admission of Non-Resident Students Pursuant to an Agreement or Order

Non-resident students may attend District schools pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to

provide for tuition-free attendance by foreign exchange students and non-resident pupils of charitable institutions.

3. According to an intergovernmental agreement, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A.[PRESSPlus1]
4. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. School Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b.

LEGAL REF.:

42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.12a, 5/10-20.12b, 5/10-22.5, 5/10-22.5a, 5/14-1.11, 5/14-1.11a, ~~and~~ 5/14-1.11b, and 5/26A.

105 ILCS 45/, Education for Homeless Children Act.

105 ILCS 70/, Educational Opportunity for Military Children Act.

23 Ill.Admin.Code §1.240.

Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200, 235 Ill.App.3d 652 (5th Dist. 1992).

Joel R. v. Board of Education of Manheim School District 83, 292 Ill.App.3d 607 (1st Dist. 1997).

Kraut v. Rachford, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 6:15 (School Accountability *containing* "School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring"), 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

Adopted: June 24, 2024

PRESSPlus Comments

PRESSPlus 1. Nonresident students may include students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *Ensuring Success in School Law*, eff. 7-1-25. Interdistrict transfer is not required by Article 26A, but including language about it in this policy is recommended in the 2024 Ensuring Success in School (ESS) Task Force Report to the Governor and the General Assembly, available here: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. For further information about the 2024 ESS Task Force, see footnote 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider),[PRESSPlus1] observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence.[PRESSPlus2] Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

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

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in

grade 8 or below who are absent without prior parent/guardian notification.

5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, ~~or~~and information about available community ~~agency~~ services relevant to such students' needs. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
   a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
   b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to ~~teachers, administrators~~all school personnel, Board members, and school resource officers~~, and staff~~PRESSPlus3 on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

~~Monitoring~~Updating

Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

105 ILCS 5/22-92 and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, ~~and~~ 5/26-18, and 5/26A.

705 ILCS 405/3-33.5, Juvenile Court Act of 1987.

23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

Adopted: January 22, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

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

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

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is

meant to be illustrative and non-exhaustive.

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. The plan must be consistent with the requirements listed below.

1. Definitions

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

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

    B. *Cyber-bullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images,

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

C. *Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

D. *School personnel* means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator,[PRESSPlus1] Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Dr. Mark B. Skertich, Superintendent
Collinsville CUSD #10
201 W. Clay St., Collinsville, IL 62234
bskertich@cusd.kahoks.org
618/346-6350

Title IX Coordinator:

Mr. Brad Hyre
Collinsville CUSD #10
123 W. Clay St., Collinsville, IL 62234
bhyre@cusd.kahoks.org
618/346-6350

Male Complaint Manager:

Brad Hyre, Asst. Supt. of Student Services

123 W. Clay, Collinsville, IL 62234

bhyre@cusd.kahoks.org

Telephone: 618-346-6350 ext. 4235

Female Complaint Manager:

LaToya Berry-Coleman, Director of Curriculum & Assessment

201 W. Clay, Collinsville, IL 62234

lcoleman@cusd.kahoks.org

Telephone: 618-346-6350 ext. 4238

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
    c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
    d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

    The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee may use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including

discharge with regard to employees, or suspension and/or expulsion with regard to students.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification of areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

    The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

    1. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
    2. If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
    3. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

    The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. This Bullying Prevention and Response Plan is consistent with the policies of the School Board.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

Adopted: June 24, 2024

PRESSPlus Comments

PRESSPlus 1. Please click here to submit the name and contact information that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

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

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

1. Fully implements and enforces each of the following Board policies:
   a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
   b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual ~~discrimination, including sex-based~~ harassment,PRESSPlus1 in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
   c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
   d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
   a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
   b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's

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

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated
by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: September 23, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and *Where* Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:

    a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.

e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.

g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ PRESSPlus1 Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered -off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions*, *non-consensual*

dissemination of private sexual images, and *non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law.[PRESSPlus2] ?

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the

school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.

12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others.PRESSPlus3 It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33~~needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property~~.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012(720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents ~~involving battery against staff members~~ to ~~the Ill. State Board of Education~~ISBE through its web-based School Incident Reporting System as they occur during the year and no later than ~~August 1~~July 31[PRESSPlus4] for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other ~~certificated [~~licensed~~]~~ educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33[PRESSPlus5] ~~needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property~~. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary

rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated
by Reference: 7:190-AP4, (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. §7971, Pro-Children Act of 2004.

20 U.S.C. §7961 *et seq.*, Gun Free Schools Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/24-24, 5/26-12, 5/27-23.7, and 5/31-3.

105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

23 Ill.Admin.Code §§1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: January 22, 2024

PRESSPlus Comments

PRESSPlus 1. This text is moved to #7, below. **Issue 118, April 2025**

PRESSPlus 2. This definition of sexting is adapted from Merriam-Webster's definition at www.merriam-webster.com/dictionary/sexting, and it incorporates offenses under State law that address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, available at PRESS Online by logging in at www.iasb.com, for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample

administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-100, added by P.A. 103-806. **Issue 118, April 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-27.1A and and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). **Issue 118, April 2025**

PRESSPlus 5. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
    a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
    b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
    c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
    d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
    e. Depending upon the length of the out-of-school suspension, include the following applicable information:
        i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
            a. A threat to school safety, or
            b. A disruption to other students' learning opportunities.
        ii. For a suspension of 4 or more school days, an explanation:

a. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
c. That the student's continuing presence in school would either:
    i. Pose a threat to the safety of other students, staff, or members of the school community, or
    ii. Substantially disrupt, impede, or interfere with the operation of the school.
d. Of~~For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining~~ what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
    a. At the review, the student~~'s~~ and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer~~ and may be represented by counsel~~. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing.PRESSPlus1
    b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim.PRESSPlus2
    c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
    d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

Goss v. Lopez, 419 U.S. 565 (1975).

105 ILCS 5/10-20.14, 5/10-22.6.

23 Ill.Admin.Code §1.280.

CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

Adopted: January 27, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. For the definition of *support person*, see sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:210 Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
    a. Include the time, date, and place for the hearing.
    b. Briefly describe what will happen during the hearing.
    c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
    d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer.PRESSPlus1
    e. Inform the student and parent(s)/guardian(s) that a support personPRESSPlus2 of their choice and at their expense is permitted to accompany the student throughout the proceedings.
    f. List the student's prior suspension(s).
    g. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
    h. Ask that the student or parent(s)/guardian(s) ~~or attorney~~ inform the Superintendent or Board Attorney if the student will ~~be represented by an attorney~~appear with a representative and/or support person and, if so, provide the ~~attorney's~~ name(s) and contact information for the representative and/or support person.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
    a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student.
    b. The student and his or her parent(s)/guardian(s) may ~~be represented by counsel~~appear

with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing.PRESSPlus3

c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim.PRESSPlus4

5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
6. If the Board acts to expel the student, its written expulsion decision shall:
   a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
   b. Provide a rationale for the specific duration of the recommended expulsion.
   c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
   d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
7. Upon expulsion, the District may refer the student to appropriate and available support services.

LEGAL REF.:

Goss v. Lopez, 419 U.S. 565 (1975).

105 ILCS 5/10-20.14, 5/10-22.6.

CROSS REF.: 5:100 (Staff Development); 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities)

Adopted: January 24, 2022

PRESSPlus Comments

PRESSPlus 1. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. For the definition of support person, see sample administrative procedure 7:255-AP1, *Supporting Students who are Parents, Expectant Parents, or Victims of Sexual or Domestic Violence,* available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

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

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. ~~Guidance and s~~School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550.PRESSPlus1

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

*Erin's Law*Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

Article 26A Domestic or Sexual Violence and Parenting Resource PersonnelPRESSPlus2

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that ~~T~~this policy ~~shall be~~is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their

confidentiality protected in accordance with Board policy and District procedures.[PRESSPlus3]

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, ~~and~~ 5/21B-25(G), and 5/26A.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Diseases), 7:340 (Student Records)

Adopted: January 23, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

Document Status: Draft Update - New

7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

New/Unpublished Section

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents,[PRESSPlus1] or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A).[PRESSPlus2]

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year.[PRESSPlus3]
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35.[PRESSPlus4]
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person.[PRESSPlus5]
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45.[PRESSPlus6]
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40.[PRESSPlus7]
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25.[PRESSPlus8]
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f).[PRESSPlus9] Confidentiality procedures will:[PRESSPlus10]
    a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
    b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-

20(c).[PRESSPlus11]

10. Complies with State and federal law and aligns with Board policies.[PRESSPlus12]

Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students,[PRESSPlus13] a Complaint Manager, or any employee with whom the person is comfortable speaking.[PRESSPlus14]

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.[PRESSPlus15]

Nondiscrimination Coordinator:	**Title IX Coordinator:**
Name	Name
Address	Address
Email	Email
Telephone	Telephone

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc.

This policy does not increase or diminish the ability of the District or the parties to exercise any other

rights under existing law.

Policy Review[PRESSPlus16]

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

Retaliation Prohibited[PRESSPlus17]

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension or expulsion, with regard to students.

LEGAL REF.:

105 ILCS 5/26A.

105 ILCS 10/, Ill. School Student Records Act.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. **Issue 118, April 2025**

PRESSPlus 2. This policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in

place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: www.isbe.net/Documents/ess-task-force-final-report0610.pdf.

105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.

Issue 118, April 2025

PRESSPlus 3. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. See footnote 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for further information about training requirements. **Issue 118, April 2025**

PRESSPlus 5. 105 ILCS 5/26A-40(e), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Agents* is not defined and who is considered an agent for the district is fact-specific; consult the board attorney for guidance. **Issue 118, April 2025**

PRESSPlus 6. 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 7. 105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. Providing accommodations to ensure equal educational opportunities for students who are parents and expectant parents is also required by federal regulations implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) and ISBE sex equity regulations. 34 C.F.R. §106.40 and 49 C.F.R. §25.445; 23 Ill.Admin.Code §200.50. See policy 7:10, *Equal Educational Opportunities*, and sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, available at PRESS Online by logging in at www.iasb.com. Reasonable accommodations for breastfeeding students are also required by 105 ILCS 5/10-20.60. **Issue 118, April 2025**

PRESSPlus 8. 105 ILCS 5/26A-25 and 5/26A-20(c), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-

1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Sample administrative procedures are available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 9. 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The ESS Law amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. **Issue 118, April 2025**

PRESSPlus 10. Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

The policy text is based on recommendations of the second ESS Task Force. See p. 14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. The Ill. School Student Records Act (ISSRA) permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance. Issue 118, April 2025**

PRESSPlus 11. 105 ILCS 5/26A-20(c)(1)-(6), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, states elements that must be in a district's "policy on the procedures" that a student or their parent/guardian may follow if he or she chooses to report an incident of alleged domestic or sexual violence. Having a "policy on the procedures" is a misnomer because the board does not adopt procedures but rather, through policy, directs the superintendent to establish procedures to implement policy. Only the required element at 105 ILCS 5/26A-20(c)(6), to establish a complaint resolution procedure, appears in this policy's text because the remaining elements are not board work and therefore inappropriate to include in board policy. Instead, required elements from 105 ILCS 5/26A-20(c)(1)-(5) appear in sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 12. See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for a list of board policies implicated by the ESS Law and that may interact with this policy. **Issue 118, April 2025**

PRESSPlus 13. If the district does not an employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District

Edits." **Issue 118, April 2025**

PRESSPlus 14. By including “any employee” in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 118, April 2025**

PRESSPlus 15. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please click here to submit the name and contact information that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 16. 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 17. 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* (*SMA Form*) is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a qualifying plan, provided the student's parent/guardian has completed and signed an SMA Form. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan.PRESSPlus1

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, or epinephrine injectors, or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, and/or medication, or the storage of any medication by school personnel.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement Section 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

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

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
    a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
    b. Copies of the registry identification cards are provided to the District;

c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.

2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

The District reserves the right to restrict or otherwise stop allowing the administration of medical cannabis to a child if the District or school would lose federal funding as a result.

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated epinephrine injector, or an opioid antagonist, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of an undesignated epinephrine injector, and/or an undesignated opioid antagonist. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30, and 5/22-33.

105 ILCS 145/, Care of Students with Diabetes Act.

105 ILCS 150/, Seizure Smart School Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

720 ILCS 550/, Cannabis Control Act.

23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

Adopted: January 22, 2024

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 145/30; 105 ILCS 150/30. This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:310 Restrictions on Publications; Elementary Schools

School-Sponsored Publications and Web Sites

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

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

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

Non-School Sponsored Publications Accessed or Distributed On-Campus

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

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

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

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy 7:190, *Student Behavior*,[PRESSPlus1] and/or Student Handbooks; or
4. Is reasonably viewed as promoting illegal drug use.

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

publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

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

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

105 ILCS 5/27-23.7.

Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

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

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:315 (Restrictions on Publications; High Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: January 24, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior.* **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:315 Restrictions on Publications; High Schools

Definitions

Libel means the willful or negligent publication of provably false and unprivileged statements of fact that do demonstrable harm to a living person's reputation.

Obscene means lewd; impure; indecent; calculated to shock the moral sense of humans by a disregard of chastity or modesty. Objectionable or offensive to accepted standards of decency.

School official means a Building Principal or designee.

School-sponsored media means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

Slander means the speaking of false statements of fact that seriously harm a living person's reputation.

Student journalist means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

Student media adviser means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and School Board policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate in 105 ILCS 5/27-20.08; and

6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties; or
4. Incites students to:
    a. Commit an unlawful act;
    b. Violate any of the District's policies, including but not limited to (1) its educational mission in policies 1:30, *School District Philosophy* and 6:10, *Educational Philosophy and Objectives*, and (2) speech that is socially inappropriate or inappropriate due to the maturity of the students pursuant to policies 6:65, *Student Social and Emotional Development* and 7:180 *Prevention of and Response to Bullying, Intimidation, and Harassment*; or
    c. Materially and substantially disrupt the orderly operation of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Superintendent or designee and/or student media adviser may review, edit, and delete such media material before publication or distribution of the media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy.

Non-School Sponsored Publications Accessed or Distributed On Campus

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

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

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

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy 7:190, *Student Behavior*, PRESSPlus1 and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the

citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or

6. Encourages or incites students to violate any Board policies.

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

Non-School Sponsored Publications Accessed or Distributed Off-Campus

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

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

105 ILCS 5/27-20, and 5/27-23.7.

105 ILCS 80/, Speech Rights of Student Journalists Act.

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).

Morse v. Frederick, 551 U.S. 393 (2007).

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

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:310 (Restrictions on Publication; Elementary Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: January 24, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior.* **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

LEGAL REF.:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.

50 ILCS 205/7, Local Records Act.

105 ILCS 5/10-20.12b, 5/10-20.40, ~~and~~ 5/14-1.01 et seq., and 5/26A-30.PRESSPlus1

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85/, Student Online Personal Protection Act.

325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.

750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.

23 Ill.Admin.Code Parts 226 and 375.

Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).

Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: January 23, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. . **Issue 118, April 2025**

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure.

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

Nondiscrimination Coordinator: **Title IX Coordinator:**

Dr. Mark B. Skertich, Superintendent
Collinsville CUSD #10
201 W. Clay St., Collinsville, IL 62234
bskertich@cusd.kahoks.org
618/346-6350

Mr. Brad Hyre

Collinsville CUSD #10
123 W. Clay St., Collinsville, IL 62234

bhyre@cusd.kahoks.org
618/346-6350

Complaint Managers:

Kevin Robinson, Dir. HR.

Collinsville CUSD #10

201 W. Clay St., Collinsville, IL 62234

Email: krobiso@cusd.kahoks.org

618/346-6350 ext. 4242

~~Brad Hyre, Asst. Supt. of Student Services~~

LaToya Berry-Coleman, Dir. Of Curriculum

Collinsville CUSD #10

123 W. Clay St., Collinsville, IL 62234

Email: bhyre@cusd.kahoks.org

618/346-6350 ext. 4235

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

Minority Recruitment

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

LEGAL REF.:

8 U.S.C. §1324a *et seq*., Immigration Reform and Control Act.

20 U.S.C. §1681 *et seq*., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §218d, Fair Labor Standards Act.

29 U.S.C. §621 *et seq*., Age Discrimination in Employment Act.

29 U.S.C. §701 *et seq*., Rehabilitation Act of 1973.

38 U.S.C. §4301 *et seq*., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 *et seq*., Civil Rights Act of 1991.

42 U.S.C. §2000d *et seq*., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §2000e *et seq*., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

42 U.S.C. §2000ff *et seq*., Genetic Information Nondiscrimination Act of 2008.

42 U.S.C. §2000gg *et seq*., Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.

42 U.S.C. §2000e(k), Pregnancy Discrimination Act.

42 U.S.C. §12111 *et seq*., Americans with Disabilities Act, Title I.

Ill. Constitution, Art. I, §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/, Religious Freedom Restoration Act.

820 ILCS 55/10, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.

820 ILCS 112/, Ill. Equal Pay Act of 2003.

820 ILCS 180/30, Victims' Economic Security and Safety Act.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

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

Adopted: January 27, 2025

Collinsville Community Unit School District 10

5-Year Review

Document Status: Review and Monitoring

SCHOOL BOARD

2:50 Board Member Term of Office

The term of office for a School Board member begins immediately after both of the following occur:[PRESSPlus1]

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct.*

The term ends 4 years later when the successor assumes office.

LEGAL REF.:

10 ILCS 5/2A-1.1, 5/22-17, and 5/22-18.

105 ILCS 5/10-10, 5/10-16, and 5/10-16.5.

CROSS REF.: 2:30 (School District Elections), 2:80 (Board Member Oath and Conduct), 2:210 (Organizational School Board Meeting)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5- Year Review

Document Status: Review and Monitoring

SCHOOL BOARD

2:60 Board Member Removal from Office

If a majority of the School Board determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office.[PRESSPlus1]

LEGAL REF.:

105 ILCS 5/3-15.5.

CROSS REF.: 2:70 (Vacancies on the School Board - Filling Vacancies)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5- Year Review

Document Status: Review and Monitoring

SCHOOL BOARD

2:80 Board Member Oath and Conduct

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:[PRESSPlus1]

I, (*name*), **do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Collinsville Community Unit School District #10, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

I shall foster with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Collinsville Community Unit School District #10;

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Collinsville Community Unit School District #10; and

I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting ; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards*. A copy of the *Code* shall be displayed in the regular Board meeting room.

LEGAL REF.:

105 ILCS 5/10-16.5.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:50 (Board Member Term of Office), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational School Board Meeting)

Adopted: January 28, 2019

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

5 Year Review

Document Status: Review and Monitoring

SCHOOL BOARD

2:140 Communications To and From the Board

The School Board welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website. PRESSPlus1

The Superintendent or designee shall:

1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and
2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

50 ILCS 205/20, Local Records Act.

CROSS REF.: 2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and Concerns)

Adopted: August 19, 2019

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5-Year Review

Document Status: Review and Monitoring

Communications To and From the Board

2:140-E Exhibit - Guidance for Board Member Communications, Including Email Use

The Open Meetings Act (OMA) requires the School Board to discuss District business only at a properly noticed Board meeting. 5 ILCS 120/. Other than during a Board meeting, a majority or more of a Board-quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This *Guidance* assumes a Board has seven members and covers issues arising from Board policy 2:140, *Communications To and From the Board.* PRESSPlus1

Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a do not reply/forward alert to the group, such as: "BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."

2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.

3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.

4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.

5. A Board member should include a do not reply/forward alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: "BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."

6. Board members should not forward email received from another Board member.

When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?

An electronic communication must be disclosed if it is a *public record* as defined by FOIA, unless a specific exemption applies. A public record is any recorded information "pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body." 5 ILCS 140/2. Email sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a *public record* (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the email is subject to disclosure under FOIA, barring an applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

> **First**, the communication pertains to the transaction of public business, and
>
> **Second**, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

This test is from the appellate court decision in *City of Champaign v. Madigan*, 992 N.E.2d 629 (Ill.App.4th 2013).

The following *examples* describe FOIA's treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.
2. An electronic communication pertaining to public business that is:
   a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work would not be a public record. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate OMA and, thus, are subject to disclosure during proceedings to enforce OMA.
   b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address will be a public record and subject to FOIA. The electronic communication is under the control of the District.
   c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server will be a public record and subject to FOIA. The electronic communication is under the control of the District.
   d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough members to constitute a majority or more of a Board-quorum will be a public record and subject to FOIA. The electronic communication is in the District's possession.
   e. Either sent to or from a Board member's personal electronic device during a Board meeting will be a public record and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

The District's Freedom of Information Officer and/or Board Attorney will help determine when a specific communication must be disclosed pursuant to a FOIA request.

When Must Electronic Communications Be Retained?

Email that qualifies under FOIA as a *public record* will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation. 50 ILCS 205/. An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved **retention schedule.** Of course, email pertaining to public business that is sent or received by a Board Member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

Important: Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. This is referred to as a *litigation hold*. For more discussion of a litigation hold, see 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4

DATED : January 27, 2020

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5 Year Review

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:20 Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.[PRESSPlus1]

The School District will seek to establish year-end fund balances representing 10 percent of the annual revenues for each operating fund by budgeting a surplus in each fund.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted: August 19, 2019

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5 Year Review

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:110 Transportation

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Ill. State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a *serious safety hazard* due to either (a) vehicular traffic or rail crossing or (b) *a course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740 ILCS 147/. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. The District may provide transportation to and from school-sponsored activities. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.PRESSPlus1

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the 1½ miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

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

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

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Pre-Trip and Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection

procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.:

20 U.S.C. §6312(c)(5)(B), Elementary and Secondary Education Act.

42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-22.22 and 5/29-1 *et seq.*

105 ILCS 45/1-15 and /1-17.

625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-813.1, 5/12-815, 5/12-816, 5/12-821, and 5/13-109.

23 Ill.Admin.Code §§1.510 and 226.750; Part 120.

92 Ill.Admin.Code Part 440.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:280 (Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 7:220 (Bus Conduct)

Adopted: April 15, 2019

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5-Year Review

Document Status: Review and Monitoring

General Personnel

5:35 Compliance with the Fair Labor Standards Act

Job Classifications[PRESSPlus1]

The Superintendent will ensure that all job positions are identified as either "exempt" or "non-exempt" according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are "exempt" or "non-exempt." "Exempt" and "non-exempt" employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. "Overtime" is time worked in excess of 40 hours in a single workweek.

Overtime

Please refer to the following current agreements:

Agreement between the Board of Education and the Collinsville Educational Assistants Association an affiliate of the Illinois Education Association-NEA and the National Education Association

Agreement between the Board of Education and Service Employees International Union, Local 316, Custodial and Maintenance Personnel

Agreement between the Board of Education and Service Employees International Union, Local 316, Office Employees

For employees not covered by these agreements:

A non-exempt employee shall not work overtime without his or her supervisor's express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee's written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off.*

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without

pay in accordance with Board policy 5:240, *Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Employment Termination and Suspensions*.

Implementation

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.:

820 ILCS 105/4a.

29 U.S.C. §201 et seq., Fair Labor Standards Act; 29 C.F.R. Parts 516, 541, 548, 553, 778, and 785.

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions), 5:310 (Compensatory Time-Off)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5 Year Revis

Document Status: Review and Monitoring

General Personnel

5:40 Communicable and Chronic Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies.PRESSPlus1

An employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. The Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Review Team shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law.

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.:

42 U.S.C. §12101 *et seq.*, Americans With Disabilities Act, amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325; 29 C.F.R. §1630.1 *et seq.*

29 U.S.C. §791, Rehabilitation Act of 1973; 34 C.F.R. §104.1 *et seq.*

105 ILCS 5/24-5.

20 ILCS 2305/6, Department of Public Health Act.

820 ILCS 40/, Personnel Record Review Act.

77 Ill.Admin.Code Part 690, Control of Communicable Diseases.

CROSS REF.: 2:150 (Committees), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that

each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5 Year Review

Document Status: Review and Monitoring

INSTRUCTION

6:10 Educational Philosophy and Objectives

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential.[PRESSPlus1] The objectives for the educational program are to:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become lifelong learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, *Equal Educational Opportunities*.

In order for the School Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

CROSS REF: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

5 Year Review

Document Status: Review and Monitoring

INSTRUCTION

6:40 Curriculum Development

Adoption[PRESSPlus1]

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum District-wide and articulated across all grade levels,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff

members.

LEGAL REF.:

20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.

105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:170 (Title I Programs) , 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

Adopted: August 19, 2019

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

5 Year Review

Document Status: Review and Monitoring

INSTRUCTION

6:190 Extracurricular and Co-Curricular Activities

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day.[PRESSPlus1] They do not include field trips, homework, or occasional work required outside the school day for a scheduled class. "Co-curricular activity" refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. "Extracurricular activity" refers to an activity that is not part of the curriculum, is not graded, does not offer credit, and does not take place during classroom time; it includes competitive interscholastic activities and clubs. The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by School Board policy, 7:330, *Student Use of Buildings - Equal Access*.

Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

In order to be eligible to participate in any school-sponsored or school-supported athletic activity, a student must maintain a passing grade in at least five (5) of the courses in which the student is enrolled. Any student-participant failing to meet these academic criteria shall be suspended from the activity for 7 calendar days or until the specified academic criteria are met, whichever is longer.

LEGAL REF.:

105 ILCS 5/10-20.30 and 5/24-24.

CROSS REF.: 4:170 (Safety), 7:10 (Equal Educational Opportunities), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

5 Year Review

Document Status: Review and Monitoring

INSTRUCTION

6:240 Field Trips and Recreational Class Trips

Title has been updated. Original Title: Field Trips and Recreational Class Trips

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.[PRESSPlus1]

All field trips must have the Superintendent or designee's prior approval. The Board of Education hereby delegates to the Superintendent and his/her designee, the authority to approve all field trips, including those field trips that extend overnight. However, school sponsored trips involving international travel shall require Board approval.

The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip; and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for a fee waiver under Board policy 4:140, *Waiver of Student Fees*. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

Recreational Class Trips

Recreational class trips are permissible provided they do not interfere with the District's educational goals. The provisions in this policy concerning field trips are also applicable to recreational class trips, except those regarding educational value.

LEGAL REF.:

105 ILCS 5/29-3.1.

CROSS REF.: 4:140 (Waiver of Student Fees), 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:270 (Administering Medicines to Students)

Adopted: December 17, 2018

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the

review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

Document Status: Review and Monitoring

STUDENTS

7:330 Student Use of Buildings - Equal Access

Student groups or clubs that are not school sponsored are granted free use of school premises for a meeting or series of meetings under the following conditions:[PRESSPlus1]

1. The meeting is held during those non-instructional times identified by the Superintendent or designee for non-curricular student groups, clubs, or organizations to meet. *Non-instructional time* means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends. *Non-curricular student groups* are those student groups, clubs, or organizations that do not directly relate to the curriculum.
2. All non-curriculum related student groups that are not District sponsored receive substantially the same treatment.
3. The meeting is student-initiated, meaning that the request is made by a student.
4. Attendance at the meeting is voluntary.
5. The school will not sponsor the meeting.
6. School employees are present at religious meetings only in a non-participatory capacity.
7. The meeting and/or any activities during the meeting do not materially or substantially interfere with the orderly conduct of educational activities.
8. Non-school persons do not direct, conduct, control, or regularly attend the meetings.
9. The school retains its authority to maintain order and discipline.
10. A school staff member or other responsible adult is present in a supervisory capacity.
11. The Superintendent or designee approves the meeting or series of meetings.

The Superintendent or designee shall develop administrative procedures to implement this policy.

LEGAL REF.:

Equal Access Act, 20 U.S.C. §4071 *et seq.*

Board of Education of Westside Community School Dist. v. Mergens, 496 U.S. 226, 110 S.Ct. 2356, 110 L.Ed.2d 191 (1990).

Gernetzke v. Kenosha Unified School Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied,* 122 S.Ct. 1606.

CROSS REF.: 7:10 (Equal Educational Opportunities), 8:20 (Community Use of School Facilities)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240,

Board Policy Development, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

Document Status: Review and Monitoring

COMMUNITY RELATIONS

8:25 Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

No material or literature shall be posted or distributed that would: (1) disrupt the educational process, (2) violate the rights or invade the privacy of others, (3) infringe on a trademark or copyright, or (4) be defamatory, obscene, vulgar, or indecent.PRESSPlus1 No material, literature, or advertisement shall be posted or distributed without advance approval as described in this policy.

Community, Educational, Charitable, or Recreational Organizations

Community, educational, charitable, recreational, or similar groups may, under procedures established by the Superintendent, advertise events pertinent to students' interests or involvement. All advertisements must (1) be student-oriented, (2) prominently display the sponsoring organization's name, and (3) be approved in advance by the Superintendent or designee. The District reserves the right to decide where and when any advertisement or flyer is distributed, displayed, or posted.

Commercial Companies and Political Candidates or Parties

Commercial companies may purchase space for their advertisements in or on: (1) athletic field fences; (2) athletic, theater, or music programs; (3) student newspapers or yearbooks; (4) scoreboards; or (5) other appropriate locations. The advertisements must be consistent with this policy and its implementing procedures and be appropriate for display in a school context. Prior approval from the Superintendent or designee is needed for all commercial or political advertisements.

No individual or entity may advertise or promote its interests by using the names or pictures of the School District, any District school or facility, staff members, or students except as authorized by and consistent with administrative procedures and approved by the Board.

Material from candidates and political parties will not be accepted for posting or distribution, except when used as part of the curriculum.

LEGAL REF.:

Lamb's Chapel v. Center Moriches Union Free School Dist., 113 S.Ct. 2141 (1993).

Berger v. Rensselaer Central School Corp., 982 F.2d 1160 (7th Cir. 1993), *cert. denied*, 113 S.Ct. 2344 (1993).

Sherman v. Community Consolidated School Dist. 21, 8 F.3d 1160 (7th Cir. 1993), *cert. denied*, 114 S.Ct. 2109 (1994).

Hedges v. Wauconda Community Unit School Dist., No. 118, 9 F.3d 5 (7th Cir. 1993).

Victory Through Jesus Sports Ministry v. Lee's Summit R-7 Sch. Dist., 640 F.3d 329 (8th Cir. 2011), *cert. denied*, 132 S.Ct. 592 (2011).

DiLoreto v. Downey Unified School Dist., 196 F.3d 958 (9th Cir. 1999).

CROSS REF.: 7:325 (Student Fundraising Activities), 7:330 (Student Use of Buildings - Equal

Access)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

5 Year Review

Document Status: Review and Monitoring

COMMUNITY RELATIONS

8:95 Parental Involvement

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall:[PRESSPlus1]

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the School Board on the implementation of this policy.

CROSS REF.: 6:170 (Title I Programs), 6:250 (Community Resource Persons and Volunteers), 8:10 (Connection with the Community), 8:90 (Parent Organizations and Booster Clubs)

ADMIN. PROC.: 6:170-E1 (District Level Parental Involvement Compact in Title I Programs), 6:170-E2 (School Level Parental Involvement Compact in Title I Programs)

Adopted: August 16, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

10. **New Business**

10.1. Approve Renewal of Treasurers Bond

ITEM: 10.1
EXH: E-10.1

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Approve Renewal of Treasurers Bond**

The school treasurer is required to be covered by a surety bond that provides for a minimum of 10% of all monies that he/she has in their custody. Based on estimated balance of $70,000,000, the surety bond amount has been established at $7,000,000. The premium for said surety bond is $6,213.00.

I recommend approval of the following suggested motion:

> "I move that the Board of Education accept the renewal from One 80 Intermediaries for a Treasurers Bond for the annual premium amount of $6,213.00."

ss

Attachment

ONE80 INTERMEDIARIES
Brokers' Risk

333 West Wacker Dr. | Suite 1200 | Chicago | IL | 60606
Phone (312) 906-8111 | www.brokersrisk.com

May 16, 2025

Collinsville C.U.S.D. #10

SENT VIA EMAIL

Re: Non-member Treasurer's Bond #22665

Dear Dr. Skertich:

Thank you for the opportunity to provide Collinsville C.U.S.D. #10 with a quotation for the continuation of your bond for the period 7/01/2025 through 7/01/2026.

Following is a quotation, which will remain valid for thirty (30) days. Please let me know the status of the quotation by checking the appropriate box, signing the bottom portion of this page and returning it via email as soon as possible.

If you have any questions, please do not hesitate to call.

Sincerely

Angie Baker

Angie Baker
Underwriter
abaker@one80.com

/pa

☐ Please Bind Coverage for Dennis E. Craft for a Non-member Treasurer's Bond with a limit of $7,000,000 and an annual cost of $6,213.00.
*annual cost includes $565 bond issuance fee.

☐ Do Not Bind Coverage At This Time.

School Representative Signature: _____

School Representative Title: _____

Date: _____

PLEASE RETURN TO BIND COVERAGE

All ancillary bonds are subject to minimum premium.

10.2. Spending in FY26 Prior to Budget FY26 Approval

ITEM: 10.2
EXH.: E-10.2

BOARD AGENDA
June 23, 2024

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2024**

RE: **Spending in FY26 Prior to FY26 Budget Approval**

The underlying authority to spend district funds is the board approved budget (105 ILCS 5/17-1). However, the budget approval for FY26 budget takes place in August for Vocational and for Unit in September. To bridge the timeframe gap, I recommend the board approve spending in those months for both, Collinsville Community Unit School District No.10 and Collinsville Area Vocational Center. All expenditures are reflected in the Board Reports for each month.

> "I move that the Board authorize the interim expenditures of Collinsville Community Unit School District No. 10 and Collinsville Area Vocational Center funds from July 1, 2025 through the date of final approval of the 2026 fiscal budgets."

SS

10.3. AVC 2025-26 Tentative Budget

ITEM: 10.3
EXH: E-10.3

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **AVC 2025-26 Tentative Budget**

The following motion should be presented designating our detailed budget as the Tentative Budget for the Collinsville Area Vocational Center:

> "I move that the budget as attached be designated the Tentative Budget for the Collinsville Area Vocational Center Joint Agreement for the fiscal year beginning July 1, 2025 and ending June 30, 2026 and that it be made available for public inspection for at least thirty days beginning June 24, 2025 in the Administrative Office of Collinsville Community Unit School District No.10 at 201 West Clay Street, Collinsville, Illinois, and further that a public hearing of said budget be held at 6:30 p.m. on the 18th day of August, 2025 at the Administration Annex, 123 W. Clay Street, Collinsville, Illinois 62234."

ss

Attachment

VOC FY26					
23-Jun-25					
Tentative VOC Budget	**Fund 10 Education**	**Fund 20 Operations & Building**	**Fund 40 Transportation**	**All Funds**	
Expected Fund Balance June 30, 2025	$ 448,256	$ -	$ -	$ 448,256	
FY26 Budget Revenues	$ 1,601,500	$ 42,000	$ 30,000	$ 1,673,500	
FY26 Budget Expenditures	$ 1,810,822	$ 32,000	$ 28,000	$ 1,870,822	
Expected Fund Balance June 30, 2026	$ 238,934	$ 10,000	$ 2,000	**$ 250,934**	

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
10R000 1999 0000 99 000000	MISC INCOME	0.00	0.00	0.00	0.00	0.00
10R000 19-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10R063 4998 0000 99 000000	ESSER III	0.00	0.00	0.00	0.00	0.00
10R063 49-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10R064 4998 0000 99 000000	ESSER II	0.00	0.00	0.00	0.00	0.00
10R064 49-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10R067 3235 0000 99 250000	THREE CIRCLES GRANT FY25	20,000.00	0.00	0.00	0.00	20,000.00
10R067 32-- ---- -- ------		20,000.00	0.00	0.00	0.00	20,000.00
10R078 2120 0000 99 000000	EDUCATIONAL PATHWAY GRANT	48,000.00	0.00	0.00	0.00	48,000.00
10R078 21-- ---- -- ------		48,000.00	0.00	0.00	0.00	48,000.00
10R081 1811 0000 99 000000	PREK REGISTRATION	0.00	0.00	0.00	0.00	0.00
10R081 18-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10R095 1332 0000 99 000000	TUITION -OTHER PART DISTRICTS	1,138,500.00	0.00	0.00	0.00	1,138,500.00
10R095 13-- ---- -- ------		1,138,500.00	0.00	0.00	0.00	1,138,500.00
10R095 1510 0000 99 000000	INTEREST ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00
10R095 15-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10R095 2100 0000 99 000000	VOC ED FORMULA THRU STATE FUND	395,000.00	0.00	0.00	0.00	395,000.00
10R095 21-- ---- -- ------		395,000.00	0.00	0.00	0.00	395,000.00
10R095 7800 0000 99 000000	TRANSFER FROM O & M	0.00	0.00	0.00	0.00	0.00
10R095 7801 0000 99 000000	TRANSFER FROM TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
10R095 78-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10R--- ---- ---- -- ------		1,601,500.00	0.00	0.00	0.00	1,601,500.00
10E000 1130 1200 99 000000	VOC SUB	0.00	0.00	0.00	0.00	0.00
10E000 1130 2140 99 000000	VOCATIONAL SUB - MED	0.00	0.00	0.00	0.00	0.00
10E000 1130 2180 99 000000	VOCATIONAL SUB 2.2 TRS	0.00	0.00	0.00	0.00	0.00
10E000 1130 2190 99 000000	VOCATIONAL SUB THIS	0.00	0.00	0.00	0.00	0.00
10E000 11-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10E050 1400 1100 99 000000	CYBERSECURITY SALARY	40,000.00	0.00	0.00	0.00	40,000.00
10E050 1400 1200 99 000000	CYBERSECURITY SUB SALARY	500.00	0.00	0.00	0.00	500.00
10E050 1400 2140 99 000000	CYBERSECURITY MEDICARE	1,000.00	0.00	0.00	0.00	1,000.00
10E050 1400 2180 99 000000	CYBERSECURITY 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E050 1400 2190 99 000000	CYBERSECURITY THIS	0.00	0.00	0.00	0.00	0.00
10E050 1400 2210 99 000000	CYBERSECURITY LIFE INS	22.00	0.00	0.00	0.00	22.00
10E050 1400 2220 99 000000	CYBERSECURITY HEALTH INS	5,300.00	0.00	0.00	0.00	5,300.00
10E050 1400 4100 99 000000	CYBERSECURITY TEACH SUPPLIES	7,000.00	0.00	0.00	0.00	7,000.00
10E050 14-- ---- -- ------		53,822.00	0.00	0.00	0.00	53,822.00
10E063 1130 4200 99 000000	ESSER III Textbooks	0.00	0.00	0.00	0.00	0.00
10E063 1130 5400 99 000000	ESSER III CAPITAL EXPENDITURE	0.00	0.00	0.00	0.00	0.00
10E063 11-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10E067 1401 1110 99 250000	THREE CIRCLES GRANT - FY25	0.00	0.00	0.00	0.00	0.00

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
10E067 1401 2140 99 250000		0.00	0.00	0.00	0.00	0.00
10E067 1401 2180 99 250000		0.00	0.00	0.00	0.00	0.00
10E067 1401 2190 99 250000		0.00	0.00	0.00	0.00	0.00
10E067 14-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10E076 1400 4100 99 000000	GRANT CTE SUPPLIES	0.00	0.00	0.00	0.00	0.00
10E076 1400 4110 99 000000	PERKINS SUPPLIES	0.00	0.00	0.00	0.00	0.00
10E076 1400 5400 99 000000	CTE EQUIPMENT	0.00	0.00	0.00	0.00	0.00
10E076 14-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10E076 2210 4100 99 000000	CTE SUPPLIES	0.00	0.00	0.00	0.00	0.00
10E076 22-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10E077 1409 4100 99 000000	CAREER EXPLORATIONS	0.00	0.00	0.00	0.00	0.00
10E077 14-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10E078 1400 4110 99 000000	ED PATHWAY GRANT- SUPPLIES	0.00	0.00	0.00	0.00	0.00
10E078 1400 5400 99 000000	ED PATHWAY GRANT- CAPITAL EXP	0.00	0.00	0.00	0.00	0.00
10E078 1400 5410 99 000000	ED PATHWAY GRANT-FURNITURE	0.00	0.00	0.00	0.00	0.00
10E078 14-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
10E080 1401 1100 99 000000	HORTICULTURE/URBAN AG SALARY	62,000.00	0.00	0.00	0.00	62,000.00
10E080 1401 1200 99 000000	HORTICULTURE/URBAN AG SUB	500.00	0.00	0.00	0.00	500.00
10E080 1401 2140 99 000000	HORTICULTURE/URBAN AG MED	1,000.00	0.00	0.00	0.00	1,000.00
10E080 1401 2180 99 000000	HORTICULTURE/ URBAN AG 2.2 TRS	0.00	0.00	0.00	0.00	0.00
10E080 1401 2190 99 000000	HORTICULTURE/URBAN AG THIS	0.00	0.00	0.00	0.00	0.00
10E080 1401 2210 99 000000	HORTICULTURE/URBAN AG LIFE	22.00	0.00	0.00	0.00	22.00
10E080 1401 2220 99 000000	HORTICULTURE/URBAN AG HEALTH	11,500.00	0.00	0.00	0.00	11,500.00
10E080 1401 3230 99 000000	HORTICULTUR/URBAN AG REPR/MAIN	1,000.00	0.00	0.00	0.00	1,000.00
10E080 1401 4100 99 000000	HORTICULTURE/URBAN AG SUPPLIES	10,000.00	0.00	0.00	0.00	10,000.00
10E080 14-- ---- -- ------		86,022.00	0.00	0.00	0.00	86,022.00
10E081 1421 1100 99 000000	CHILD DEV SALARY (1.5 FTE)	137,000.00	0.00	0.00	0.00	137,000.00
10E081 1421 1200 99 000000	CHILD DEV SUB SALARY	500.00	0.00	0.00	0.00	500.00
10E081 1421 2140 99 000000	CHILD DEV MEDICARE	2,000.00	0.00	0.00	0.00	2,000.00
10E081 1421 2180 99 000000	CHILD DEVELOPMENT - 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E081 1421 2190 99 000000	CHILD DEVELOPMENT - THIS	0.00	0.00	0.00	0.00	0.00
10E081 1421 2210 99 000000		44.00	0.00	0.00	0.00	44.00
10E081 1421 2220 99 000000	CHILD DEVELOPMENT-HEALTH	16,000.00	0.00	0.00	0.00	16,000.00
10E081 1421 3230 99 000000	CHILD DEV REP/MAINT	100.00	0.00	0.00	0.00	100.00
10E081 1421 4100 99 000000	CHILD DEVELOPMENT SUPPLIES	3,000.00	0.00	0.00	0.00	3,000.00
10E081 14-- ---- -- ------		158,644.00	0.00	0.00	0.00	158,644.00
10E082 1417 1100 99 000000	HEALTH OCC SALARY	125,000.00	0.00	0.00	0.00	125,000.00
10E082 1417 1150 99 000000	HEALTH OCCUP SAL NON CERT	0.00	0.00	0.00	0.00	0.00
10E082 1417 1200 99 000000	HEALTH OCCUP SUB SALARY	0.00	0.00	0.00	0.00	0.00
10E082 1417 2140 99 000000	HEALTH OCC MEDICARE	2,000.00	0.00	0.00	0.00	2,000.00

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
10E082 1417 2180 99 000000	HEALTH OCC 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E082 1417 2190 99 000000	HEALTH OCC THIS	0.00	0.00	0.00	0.00	0.00
10E082 1417 2210 99 000000	HEALTH OCCUP LIFE INS	44.00	0.00	0.00	0.00	44.00
10E082 1417 2220 99 000000	HEALTH OCCUP HEALTH INS	21,000.00	0.00	0.00	0.00	21,000.00
10E082 1417 3220 99 000000	HEALTH OCC lAUNDRY SERV	200.00	0.00	0.00	0.00	200.00
10E082 1417 3230 99 000000	HEALTH OCC REP/MAINT	500.00	0.00	0.00	0.00	500.00
10E082 1417 4100 99 000000	HEALTH OCC SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00
10E082 14-- ---- -- ------		150,744.00	0.00	0.00	0.00	150,744.00
10E083 1421 1100 99 000000	FOOD SERVICE SALARY	62,500.00	0.00	0.00	0.00	62,500.00
10E083 1421 1200 99 000000	FOOD SERVICE SUB SALARY	500.00	0.00	0.00	0.00	500.00
10E083 1421 2140 99 000000	FOOD SERVICE MEDICARE	1,000.00	0.00	0.00	0.00	1,000.00
10E083 1421 2180 99 000000	FOOD SERVICE 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E083 1421 2190 99 000000	FOOD SERVICE THIS	0.00	0.00	0.00	0.00	0.00
10E083 1421 2210 99 000000	FOOD SERVICE LIFE INS	22.00	0.00	0.00	0.00	22.00
10E083 1421 2220 99 000000	FOOD SERVICE HEALTH INS	10,500.00	0.00	0.00	0.00	10,500.00
10E083 1421 3220 99 000000	FOOD SERVICE LAUNDRY SVC	500.00	0.00	0.00	0.00	500.00
10E083 1421 3230 99 000000	FOOD SERVICE REP/MAINT SVC	2,000.00	0.00	0.00	0.00	2,000.00
10E083 1421 4100 99 000000	FOOD SERVICE SUPPLIES	7,000.00	0.00	0.00	0.00	7,000.00
10E083 14-- ---- -- ------		84,022.00	0.00	0.00	0.00	84,022.00
10E085 1418 1100 99 000000	DENTAL ASSISTANT SALARY	75,000.00	0.00	0.00	0.00	75,000.00
10E085 1418 1200 99 000000	DENTAL ASST SUB	500.00	0.00	0.00	0.00	500.00
10E085 1418 2140 99 000000	DENTAL ASST MEDICARE	1,000.00	0.00	0.00	0.00	1,000.00
10E085 1418 2180 99 000000	VOCATIONAL SUB 2.2 TRS	0.00	0.00	0.00	0.00	0.00
10E085 1418 2190 99 000000	VOCATIONAL SUB THIS	0.00	0.00	0.00	0.00	0.00
10E085 1418 2210 99 000000	DENTAL ASST LIFE	22.00	0.00	0.00	0.00	22.00
10E085 1418 2220 99 000000	DENTAL ASST HEALTH INS	11,500.00	0.00	0.00	0.00	11,500.00
10E085 1418 4100 99 000000	DENTAL ASST SUPPLIES	15,000.00	0.00	0.00	0.00	15,000.00
10E085 14-- ---- -- ------		103,022.00	0.00	0.00	0.00	103,022.00
10E087 1447 1100 99 000000	AUTO BODY SALARY	64,000.00	0.00	0.00	0.00	64,000.00
10E087 1447 1200 99 000000	AUTO BODY SUB	500.00	0.00	0.00	0.00	500.00
10E087 1447 2140 99 000000	AUTO BODY MEDICARE	1,100.00	0.00	0.00	0.00	1,100.00
10E087 1447 2180 99 000000	AUTO BODY 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E087 1447 2190 99 000000	AUTO BODY THIS	0.00	0.00	0.00	0.00	0.00
10E087 1447 2210 99 000000	AUTO BODY LIFE INS	22.00	0.00	0.00	0.00	22.00
10E087 1447 2220 99 000000	AUTO BODY HEALTH INS	11,000.00	0.00	0.00	0.00	11,000.00
10E087 1447 3230 99 000000	AUTO BODY REP/MAINT SVC	3,000.00	0.00	0.00	0.00	3,000.00
10E087 1447 4100 99 000000	AUTO BODY SUPPLIES	20,000.00	0.00	0.00	0.00	20,000.00
10E087 1447 4120 99 000000	AUTO BODY REP SUPPLIES	500.00	0.00	0.00	0.00	500.00
10E087 14-- ---- -- ------		100,122.00	0.00	0.00	0.00	100,122.00
10E088 1447 1100 99 000000	AUTO MECH SAL	86,000.00	0.00	0.00	0.00	86,000.00

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
10E088 1447 1200 99 000000	AUTO MECHANIC SUB SALARY	500.00	0.00	0.00	0.00	500.00
10E088 1447 2140 99 000000	AUTO MECHANIC MEDICARE	1,100.00	0.00	0.00	0.00	1,100.00
10E088 1447 2180 99 000000	AUTO MECHANIC 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E088 1447 2190 99 000000	AUTO MECHANIC THIS BP	0.00	0.00	0.00	0.00	0.00
10E088 1447 2210 99 000000	AUTO MECHANIC LIFE INS	22.00	0.00	0.00	0.00	22.00
10E088 1447 2220 99 000000	AUTO MECH HEALTH INS	11,500.00	0.00	0.00	0.00	11,500.00
10E088 1447 3230 99 000000	AUTO MECH REP/MAINT SVC	3,000.00	0.00	0.00	0.00	3,000.00
10E088 1447 4100 99 000000	AUTO MECH SUPPLIES	12,000.00	0.00	0.00	0.00	12,000.00
10E088 1447 4120 99 000000	AUTO MECH REP SUPPLIES	500.00	0.00	0.00	0.00	500.00
10E088 14-- ---- -- ------		114,622.00	0.00	0.00	0.00	114,622.00
10E089 1446 1100 99 000000	BLDG TRADES SAL	92,500.00	0.00	0.00	0.00	92,500.00
10E089 1446 1200 99 000000	BLDG TRADES SAL SUB	500.00	0.00	0.00	0.00	500.00
10E089 1446 2140 99 000000	BUILDING TRADES MED	1,200.00	0.00	0.00	0.00	1,200.00
10E089 1446 2180 99 000000	BLDG TRADES 2.2 TRS Bp	0.00	0.00	0.00	0.00	0.00
10E089 1446 2190 99 000000	BLDG TRADES THIS	0.00	0.00	0.00	0.00	0.00
10E089 1446 2210 99 000000	BUILDING TRADES LIFE INS	22.00	0.00	0.00	0.00	22.00
10E089 1446 2220 99 000000	BLDG TRADES HEALTH INS	11,500.00	0.00	0.00	0.00	11,500.00
10E089 1446 3230 99 000000	BLDG TRADES REP/MAINT SVC	0.00	0.00	0.00	0.00	0.00
10E089 1446 4100 99 000000	BLDG TRADES SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00
10E089 1446 4120 99 000000	BLDG TRADES REP SUPPLIES	0.00	0.00	0.00	0.00	0.00
10E089 14-- ---- -- ------		107,722.00	0.00	0.00	0.00	107,722.00
10E091 1447 1100 99 000000	ELECTRONICS SALARY	75,000.00	0.00	0.00	0.00	75,000.00
10E091 1447 1200 99 000000	ELECTRONICS SALARY SUB	500.00	0.00	0.00	0.00	500.00
10E091 1447 2140 99 000000	ELECTRONICS MEDICARE	650.00	0.00	0.00	0.00	650.00
10E091 1447 2180 99 000000	ELECTRONICS 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E091 1447 2190 99 000000	ELECTRONICS THIS	0.00	0.00	0.00	0.00	0.00
10E091 1447 2210 99 000000	ELECTRONICS LIFE INS	22.00	0.00	0.00	0.00	22.00
10E091 1447 2220 99 000000	ELECTRONICS HEALTH INS	5,300.00	0.00	0.00	0.00	5,300.00
10E091 1447 3230 99 000000	ELECTRONICS REP/MAINT SVC	500.00	0.00	0.00	0.00	500.00
10E091 1447 4100 99 000000	ELECRONICS SUPPLIES	10,000.00	0.00	0.00	0.00	10,000.00
10E091 1447 4120 99 000000	ELECTRONICS MAINT SUPPLIES	500.00	0.00	0.00	0.00	500.00
10E091 14-- ---- -- ------		92,472.00	0.00	0.00	0.00	92,472.00
10E092 1430 1100 99 000000	LAW ENFORCEMENT SALARY	77,000.00	0.00	0.00	0.00	77,000.00
10E092 1430 1200 99 000000	LAW ENFORCEMENT SUBS	500.00	0.00	0.00	0.00	500.00
10E092 1430 2140 99 000000	LAW ENFORCEMENT MEDICARE	1,000.00	0.00	0.00	0.00	1,000.00
10E092 1430 2180 99 000000	LAW ENFORCEMENT 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E092 1430 2190 99 000000	LAW ENFORCEMENT THIS	0.00	0.00	0.00	0.00	0.00
10E092 1430 2210 99 000000	LAW ENFORCEMENT LIFE INS	22.00	0.00	0.00	0.00	22.00
10E092 1430 2220 99 000000	LAW ENFORCEMENT HEALTH INS	11,500.00	0.00	0.00	0.00	11,500.00
10E092 1430 4100 99 000000	LAW ENFORCEMENT SUPPLIES	1,000.00	0.00	0.00	0.00	1,000.00

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
10E092 14-- ---- -- ------		91,022.00	0.00	0.00	0.00	91,022.00
10E093 1448 1100 99 000000	MACHINE SHOP SALARY	35,000.00	0.00	0.00	0.00	35,000.00
10E093 1448 1200 99 000000	MACHINE SHOP SUB SALARY	500.00	0.00	0.00	0.00	500.00
10E093 1448 2140 99 000000	MACHINE SHOP MEDICARE	500.00	0.00	0.00	0.00	500.00
10E093 1448 2180 99 000000	MACHINE SHOP 2.2 TRS BP	0.00	0.00	0.00	0.00	0.00
10E093 1448 2190 99 000000	MACH SHOP THIS	0.00	0.00	0.00	0.00	0.00
10E093 1448 2210 99 000000	MACHINE SHOP LIFE INS	22.00	0.00	0.00	0.00	22.00
10E093 1448 2220 99 000000	MACHINE SHOP HEALTH INS	5,300.00	0.00	0.00	0.00	5,300.00
10E093 1448 3230 99 000000	MACHINE SHOP REP/MAINT SVC	2,000.00	0.00	0.00	0.00	2,000.00
10E093 1448 4100 99 000000	MACH SHOP SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
10E093 1448 4120 99 000000	MACHINE SHOP MAINT SUPPLIES	0.00	0.00	0.00	0.00	0.00
10E093 14-- ---- -- ------		48,322.00	0.00	0.00	0.00	48,322.00
10E094 1448 1100 99 000000	WELDING SALARY	120,000.00	0.00	0.00	0.00	120,000.00
10E094 1448 1200 99 000000	WELDING SUB SALARY	500.00	0.00	0.00	0.00	500.00
10E094 1448 2140 99 000000	WELDING MEDICARE	1,600.00	0.00	0.00	0.00	1,600.00
10E094 1448 2180 99 000000	WELDING 2,2 TRS BENEFIT	0.00	0.00	0.00	0.00	0.00
10E094 1448 2190 99 000000	WELDING THIS	0.00	0.00	0.00	0.00	0.00
10E094 1448 2210 99 000000	WELDING LIFE INS	44.00	0.00	0.00	0.00	44.00
10E094 1448 2220 99 000000	WELDING HEALTH INS	16,000.00	0.00	0.00	0.00	16,000.00
10E094 1448 3230 99 000000	WELDING REP/MAINT SVC	1,000.00	0.00	0.00	0.00	1,000.00
10E094 1448 4100 99 000000	WELDING SUPPLIES	15,000.00	0.00	0.00	0.00	15,000.00
10E094 1448 4120 99 000000	WELDING MAINT SUPPLIES	500.00	0.00	0.00	0.00	500.00
10E094 14-- ---- -- ------		154,644.00	0.00	0.00	0.00	154,644.00
10E095 1400 3320 99 000000	VOC GEN TRAVEL	7,000.00	0.00	0.00	0.00	7,000.00
10E095 1400 3330 99 000000	STAFF STATE/NAT COMP TRAVEL	2,000.00	0.00	0.00	0.00	2,000.00
10E095 1400 4100 99 000000	VOC GENL SUPPLIES	6,000.00	0.00	0.00	0.00	6,000.00
10E095 1400 4111 99 000000	VOC GENL STUDENT SUPPLIES	7,500.00	0.00	0.00	0.00	7,500.00
10E095 1400 4112 99 000000	VOC GENL WORKBOOKS	1,000.00	0.00	0.00	0.00	1,000.00
10E095 1400 4130 99 000000	VOC GENL SOFTWARE	10,000.00	0.00	0.00	0.00	10,000.00
10E095 1400 4150 99 000000	STUDENT BANQUET/AWARDS	500.00	0.00	0.00	0.00	500.00
10E095 1400 4200 99 000000	VOC GENL TEXTBOOKS	15,000.00	0.00	0.00	0.00	15,000.00
10E095 1400 5400 99 000000	VOC GENERAL CAPITAL OUTLAY	40,000.00	0.00	0.00	0.00	40,000.00
10E095 1400 5410 99 000000	AVC CLASSROOM FURNITURE	30,000.00	0.00	0.00	0.00	30,000.00
10E095 1448 4100 99 000000	VOC GENL IND WELD GASES	8,000.00	0.00	0.00	0.00	8,000.00
10E095 14-- ---- -- ------		127,000.00	0.00	0.00	0.00	127,000.00
10E095 2310 2170 99 000000	THIS ADMINISTRATOR	700.00	0.00	0.00	0.00	700.00
10E095 2310 2180 99 000000	VOC ADMIN 2.2 TRS BP	5,000.00	0.00	0.00	0.00	5,000.00
10E095 2310 2190 99 000000	VOC ADM THIS BP	5,750.00	0.00	0.00	0.00	5,750.00
10E095 23-- ---- -- ------		11,450.00	0.00	0.00	0.00	11,450.00
10E095 2410 1100 99 000000	VOC DIRECTOR SALARY	106,000.00	0.00	0.00	0.00	106,000.00

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
10E095 2410 1150 99 000000	VOC SECRETARY SALARY	49,000.00	0.00	0.00	0.00	49,000.00
10E095 2410 1250 99 000000	VOC SECRY SUB SALARY	0.00	0.00	0.00	0.00	0.00
10E095 2410 2120 99 000000	VOC SECRETARY IMRF	7,250.00	0.00	0.00	0.00	7,250.00
10E095 2410 2130 99 000000	VOC SECRETARY FICA	4,750.00	0.00	0.00	0.00	4,750.00
10E095 2410 2140 99 000000	VOC MEDICARE	650.00	0.00	0.00	0.00	650.00
10E095 2410 2170 99 000000	VOC THIS ADM	0.00	0.00	0.00	0.00	0.00
10E095 2410 2180 99 000000	VOC 2,2 TRS BENEFIT	0.00	0.00	0.00	0.00	0.00
10E095 2410 2190 99 000000	VOC TRIS BP	0.00	0.00	0.00	0.00	0.00
10E095 2410 2210 99 000000	VOC OFFICE LIFE INS	50.00	0.00	0.00	0.00	50.00
10E095 2410 2220 99 000000	VOC OFFICE HEALTH INS	21,000.00	0.00	0.00	0.00	21,000.00
10E095 2410 3230 99 000000	VOC SCH SUPR OFF REP & MAINT	100.00	0.00	0.00	0.00	100.00
10E095 2410 3320 99 000000	VOC SCH SUPR OFF TRAVEL/MILAGE	4,000.00	0.00	0.00	0.00	4,000.00
10E095 2410 3400 99 000000	VOC SCH SUPR OFF POSTAGE	100.00	0.00	0.00	0.00	100.00
10E095 2410 4100 99 000000	VOC OFFICE SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00
10E095 2410 6400 99 000000	VOC SCH SUPER DUES	1,000.00	0.00	0.00	0.00	1,000.00
10E095 24-- ---- -- ------		195,900.00	0.00	0.00	0.00	195,900.00
10E095 2520 6400 99 000000	DUES AND FEES	0.00	0.00	0.00	0.00	0.00
10E095 2520 6900 99 000000	MISCELLANEOUS ACCOUNTING ADJ	0.00	0.00	0.00	0.00	0.00
10E095 2540 1100 99 000000	CUSTODIAL SALARY	40,000.00	0.00	0.00	0.00	40,000.00
10E095 2540 1200 99 000000	CUSTODIAL SUB SALARY	500.00	0.00	0.00	0.00	500.00
10E095 2540 1300 99 000000	CUSTODIAL OT SALARY	500.00	0.00	0.00	0.00	500.00
10E095 2540 2120 99 000000	CUSTODIAL IMRF	6,500.00	0.00	0.00	0.00	6,500.00
10E095 2540 2130 99 000000	CUSTODIAL FICA	4,500.00	0.00	0.00	0.00	4,500.00
10E095 2540 2140 99 000000	CUSTODIAL MEDICARE	0.00	0.00	0.00	0.00	0.00
10E095 2540 2210 99 000000	CUSTODIAL LIFE INS	20.00	0.00	0.00	0.00	20.00
10E095 2540 2220 99 000000	CUSTODIAL HEALTH INS	10,500.00	0.00	0.00	0.00	10,500.00
10E095 2540 4600 99 000000	NATURAL GAS (NOT IN FUND 20)	0.00	0.00	0.00	0.00	0.00
10E095 2540 4650 99 000000	ELECTRICITY	0.00	0.00	0.00	0.00	0.00
10E095 25-- ---- -- ------		62,520.00	0.00	0.00	0.00	62,520.00
10E095 4140 6700 99 000000	TUITION FOR COSMOTOLOGY	68,750.00	0.00	0.00	0.00	68,750.00
10E095 41-- ---- -- ------		68,750.00	0.00	0.00	0.00	68,750.00
10E--- ---- ---- -- ------		1,810,822.00	0.00	0.00	0.00	1,810,822.00
1----- ---- ---- -- ------		-209,322.00	0.00	0.00	0.00	-209,322.00
20R095 1332 0000 99 000000	TUITION FROM OTHER DISTRICTS	42,000.00	0.00	0.00	0.00	42,000.00
20R095 13-- ---- -- ------		42,000.00	0.00	0.00	0.00	42,000.00
20R095 1510 0000 00 000000	INTEREST ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00
20R095 15-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
20R095 1999 0000 99 000000	TUITION FROM OTHER DISTRICTS	0.00	0.00	0.00	0.00	0.00
20R095 19-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
20R--- ---- ---- -- ------		42,000.00	0.00	0.00	0.00	42,000.00

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act
20E095 2533 3120 99 000000	VOC ARCH/ENG SVCS	0.00	0.00	0.00	0.00	0.00
20E095 2540 2140 99 000000		0.00	0.00	0.00	0.00	0.00
20E095 2540 2170 99 000000		0.00	0.00	0.00	0.00	0.00
20E095 2540 2180 99 000000		0.00	0.00	0.00	0.00	0.00
20E095 2540 2190 99 000000		0.00	0.00	0.00	0.00	0.00
20E095 2540 2400 99 000000	CUSTODIAL UNIFORMS	400.00	0.00	0.00	0.00	400.00
20E095 2540 3210 99 000000	VOC TRASH REMOVAL	13,100.00	0.00	0.00	0.00	13,100.00
20E095 2540 3230 99 000000	REPAIRS AND MAINT SERV	5,000.00	0.00	0.00	0.00	5,000.00
20E095 2540 3250 99 000000	VOC SECURITY SYSTEM	500.00	0.00	0.00	0.00	500.00
20E095 2540 3400 99 000000	PHONE CHARGES	0.00	0.00	0.00	0.00	0.00
20E095 2540 4100 99 000000	CUSTODIAL SUPPLIES	8,000.00	0.00	0.00	0.00	8,000.00
20E095 2540 4120 99 000000	MAINTENANCE SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
20E095 2540 7000 99 000000	VOC NON-cAP EXPENDITURE	0.00	0.00	0.00	0.00	0.00
20E095 25-- ---- -- ------		32,000.00	0.00	0.00	0.00	32,000.00
20E095 4160 6000 99 000000	TRANSFER TO EDUCATION FUND	0.00	0.00	0.00	0.00	0.00
20E095 41-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
20E--- ---- ---- -- ------		32,000.00	0.00	0.00	0.00	32,000.00
2----- ---- ---- -- ------		10,000.00	0.00	0.00	0.00	10,000.00
40R095 1332 0000 99 000000	TUITION FROM OTHER DISTRICTS	30,000.00	0.00	0.00	0.00	30,000.00
40R095 13-- ---- -- ------		30,000.00	0.00	0.00	0.00	30,000.00
40R095 1510 0000 00 000000	INTEREST ON INVESTMENTS	0.00	0.00	0.00	0.00	0.00
40R095 15-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
40R095 1999 0000 99 000000	TUITION FROM OTHER DISTRICTS	0.00	0.00	0.00	0.00	0.00
40R095 19-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
40R--- ---- ---- -- ------		30,000.00	0.00	0.00	0.00	30,000.00
40E095 2550 3310 99 000000	VOC FIELD TRIPS	3,000.00	0.00	0.00	0.00	3,000.00
40E095 2550 3320 99 000000	VOC REG TRANSP FIRST STUDENT	25,000.00	0.00	0.00	0.00	25,000.00
40E095 2550 3335 99 000000	VOC MISC TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
40E095 25-- ---- -- ------		28,000.00	0.00	0.00	0.00	28,000.00
40E095 4160 6000 99 000000	TRANSFER TO EDUCATION FUND	0.00	0.00	0.00	0.00	0.00
40E095 41-- ---- -- ------		0.00	0.00	0.00	0.00	0.00
40E--- ---- ---- -- ------		28,000.00	0.00	0.00	0.00	28,000.00
4----- ---- ---- -- ------		2,000.00	0.00	0.00	0.00	2,000.00
Grand Revenue Totals		1,673,500.00	0.00	0.00	0.00	1,673,500.00
Grand Expense Totals		1,870,822.00	0.00	0.00	0.00	1,870,822.00
Grand Totals		197,322.00	0.00	0.00	0.00	197,322.00
		Loss				Loss

FDTLOC FUNC OBJ SJ SOURCE	Account Level Description	2025-26 Original Budget	July 2025-26 Monthly Activity	2025-26 FYTD Activity	Encumbered Amount	Unencumbered Balance - YTD Act

Number of Accounts: 219

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

10.4. Activity Account for CHS Bowling Team

ITEM: 10.4
EXH: E-10.4

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Activity Account for CHS Bowling Team**

Daniel Toberman, Collinsville High School Principal, has requested that an activity account be established for the Bowling Team at Collinsville High School. This account will be used to deposit monies from various community donations and fundraising activities. Sean Hay will be the responsible person for this account.

I recommend approval of the following suggested motion:

> "I move that one activity account for the Collinsville High School Bowling Team be established within the Trust & Agency fund effective June 23, 2025."

ss

Attachment

COLLINSVILLE HIGH SCHOOL
Collinsville Community Unit District No. 10
2201 S. Morrison Avenue
Collinsville, Illinois 62234
(618) 346-6320
FAX (618) 346-6341

TO: Mrs. Jamie Hadjan

FROM: Dr. Daniel Toberman, Principal

DATE: June 5, 2025

SUBJECT: Establishing an activity account - CHS Bowling

I recommend an activity account be established for The Bowling team at Collinsville High School. The account will be used to purchase bowler tape, sanding pads, ball conditioners, etc. Funds will be raised through community donations and fundraisers. The account will be in Sean Hay's name as he is the Bowling coach.

Thank you for your consideration.

Daniel Toberman
Principal

kv

10.5. Announcement of Board of Education Committee Assignments

Board of Education
Committee Assignments June 23, 2025

Budget Committee: Dennis Craft (Chairman); Vicki Reulecke; Michele Stutts; and
Alternate Members: Gary Peccola and Jennifer Hasamear

Curriculum Committee: Vicki Reulecke (Chairman); Jane Soehlke; Lori Billy; and
Alternate Members: Dennis Craft and Gary Peccola

Facilities Committee: Gary Peccola (Chairman); Dennis Craft; Jennifer Hasamear; and
Alternate Members: Jane Soehlke and Lori Billy

Special Education Concerns: Michele Stutts and Alternate Member Jane Soehlke

10.6. Approval of Consolidated District Plan

Application Printout Instructions

eGrant Management System

Printed Copy of Application

Applicant:	COLLINSVILLE C U SCH DIST 10
Application:	Consolidated District Plan - 00
Cycle:	Original Application
Sponsor/District:	COLLINSVILLE C U SCH DIST 10
Date Generated:	6/9/2025 1:04:53 PM
Generated By:	latoyacoleman

Contact Information Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Berry-Coleman	LaToya	N

Phone*	Extension	Email*
618 346 6350		lcoleman@cusd.kahoks.org

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity.The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances.In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used)

Collinsville School District serves an academically, culturally, and socioeconomically diverse population of students and families. The district is strongly committed to equal access and treatment for all students, families, and employees. In order to overcome barriers that impede equitable access we will continue to 1). provide teacher training on practices that address individual achievement gaps. The training will involve differentiated instruction, classroom management and trauma, and teaching strategies for students with disabilities and limited English language skills 2) We will use a universal screener to support ongoing student performance and SEL needs of all student subgroups. 3)We will survey attendees at grant-related events to solicit information regarding special access requirements. 4) We will hire and recruit individuals from social and ethnic minority groups to the greatest extent possible 5) We will offer translators at all events as needed 6) We will arrange for technology assisted devices for participants in need of such services and 6) We will post material, schedules of events, and program information in appropriate languages to make sure all families have an understanding and accessibility to the information.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's Englisher Learner (EL) count, shown below:

1092

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion ofTitle III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
Kimberly	Kimberly	

Phone	Extension	Email
618 346 6301	5932	kpoe@cusd.kahoks.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages.If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- (●) Initial submission for the fiscal year
- ( ) Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

Needs Assessment and Programs Instructions

1. Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- [x] Title I, Part A - Improving Basic Programs
- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [x] Title III - Language Instruction Educational Program (LIEP)
- [x] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

The LEA will use federal resources to supplement district initiatives and meet school improvement goals as they relate to subgroup performance. Resources will be used to improve the culture and climate of schools, increase academic achievement, and meet social emotional needs of students based on the results of the 5 Essentials survey, EL parent advisory survey, Title 1 survey, district assessment data and school report card data. The LEA will use Title 1, 2,3, 4, and IDEA funds to support continuous improvement by providing ongoing professional development to teachers as it relates to subgroup performance and provide material and resources that are needed to meet student performance goals. Funds will also be used to support programs that focus on meeting both academic and social needs of students. The LEA will monitor the school improvement process by meeting with teams to set school improvement goals and monitoring academic data. The expenditures will be monitored at the district level and all funds will be aligned to district and school improvement plans.

Response from the approved prior year Consolidated District Plan.

The LEA will use federal resources to supplement district initiatives and meet school improvement goals as they relate to subgroup performance. Resources will be used to improve the culture and climate of schools, increase academic achievement, and meet social emotional needs of students based on the results of the 5 Essentials survey, EL parent advisory survey, Title 1 survey, district assessment data and school report card data. The LEA will use Title 1, 2,3, 4, and IDEA funds to support continuous improvement by providing ongoing professional development to teachers as it relates to subgroup performance and provide material and resources that are needed to meet student performance goals. Funds will also be used to supports programs that focus on meeting both academic and social needs of students. The LEA will monitor the school improvement process by meeting with teams to set school improvement goals and monitoring academic data. The expenditures will be monitored at the district level and all funds will be aligned to school improvement plans.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

(•) Yes ( ) No

If Yes Braiding is selected, you will need to indicate which fund sources will be used in the box below.

- [ ] Title I, Part A - Improving Basic Programs
- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [ ] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low-Income Schools
- [ ] IDEA, Part B - Flow-Through

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

(•) Yes ( ) No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

- [ ] Title II to Title I
- [ ] Transfer Partial Funds
- [ ] Transfer All Funds

☐	Title IV to Title I	☐	Transfer Partial Funds	☐	Transfer All Funds
☐	Title II to Title IV	☐	Transfer Partial Funds	☐	Transfer All Funds
☑	Title IV to Title II	☑	Transfer Partial Funds	☐	Transfer All Funds

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district uses various tools to evaluate the district's needs. As a result, staff development in reading, math, writing, science, social emotional learning, bilingual education, diversity and equity, family engagement, school safety, instruction and technology remain an essential component to meeting district and school improvement goals. Professional development is a collaborative effort among all funding sources. Teachers attend weekly professional learning communities where they analyze data and evaluate student's progress. The district, overall, has consistently scored below the state average on reading, math, and science assessments. This year's growth data from district benchmark assessments shows that progress has been made in various schools. In order to continue increasing subgroup performance and close the achievement gap, the district will continue offering training in effective instructional strategies, poverty and trauma awareness, tier 2 and 3 intervention strategies, SEL and positive behavior supports. Culture and Climate surveys show evidence of supporting the whole child. Title IV funds will continue to support the whole child, safe and healthy student initiatives, and college and career readiness. These initiatives include bullying prevention programs, mental health seminars, violence prevention presentations, school safety initiatives, STEM, and various enrichment programs. Funds will be used to pay for professional speakers, material, and substitutes when needed. In addition, all 3rd grade students in the district will participate in STEM day activities to reinforcement what students are learning in the classroom and to explore hands-on STEM activities. This event will require the purchase of material and transportation to the event. Students in grades 4-6 will engage in career related events that are designed to promote awareness in different career fields. According to our School Report Card data, SAT scores in 2024 were below the state average with only 19% of 11th graders meeting in ELA and 14% meeting in Math. A big focus in our high school is on college and career readiness and increasing academic achievement for students. We will continue to offer stipends to teachers for SAT tutoring after school and on Saturday. We will also purchase any material needed for these activities. Teachers will continue to receive training as it relates to these goals.Academic data also shows that achievement gaps still exist but there has been improvement. To support learning loss and close achievement gaps, elementary schools, intermediate school, the middle and high schools will continue offering summer learning programs. These programs provide small group remediation and interventions. An early start program, JumpStart, will allow students in K, 5th, and 7th grades to participate in academic and social programs 4-5 days before school officially starts. This program will also support students individual needs. Parent engagement will continue to be a big focus for FY26. Improving the home/school connection through the use of digital resources that support our curriculum in order to allow parents opportunities to engage in their child's learning. A parent liaison will work with parents in the community to support parent needs as they relate to mental health resources, academic resources, college and care readiness resources and any resources that are available to parents and students in the community.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

Needs Assessment Impact Instructions

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. ☑ School and/or district report card(s)
- B. ☑ Five Essentials Survey
- C. ☑ Student achievement data (disaggregated by student groups)
- D. ☑ Current recruitment and retention efforts and effectiveness data
- E. ☑ Professional development plan(s)
- F. ☑ School improvement plan(s)
- G. ☐ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☑ Other

List and describe other instruments and/or processes that were used in the needs assessment.

Strategic Planning survey and planTitle 1 Staff and Parent SurveyInstructional Coaching SurveyTechnology SurveyTitle III - Bilingual Parent Advisory Committee SurveyTitle III - English Learner Curriculum Committee SurveyAimsweb Plus and STAR Benchmark data

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

Based on student achievement data from aimswebPlus and STAR, our interventionists will continue to provide academic support in reading and math for students attending Title 1 schools. Research based interventions will be utilized by Title 1 staff to close the achievement gap in our Tier 3 student population. Title 1 will provide support for ELL Tier 3 students using research based Spanish interventions. AimswebPlus benchmark assessments, STAR assessments and progress monitoring will be used to evaluate academic growth. The Title 1 staff survey indicates the need for professional development specifically for the math interventions purchased during FY25. All K-4 interventionists will receive training on implementing the Touch Math Intervention with fidelity. Schools will receive training to assist with the successful implementation of Moving with Math - Foundations and/or Moving with Math - Math By Topic.The parent survey indicated that parents appreciate and approve of the new parent involvement initiatives rolled out this year that are designed to increase parents' knowledge of what their child is expected to know and be able to do in reading and math at their grade level. The Title 1 department will continue to offer assistance with interpreting report cards and test scores as well as understanding grade level expectations. RTI interventionists will begin providing progress monitoring data and student goals at each trimester. The Tier 3 RTI reports will be sent home with report cards beginning 2025-2026.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

According to various needs assessments, staff development is an essential component to meeting district and school improvement goals. Continuous professional development will be offered in Science of Reading, Math, Writing, Science, Social Emotional Learning, Diversity and Equity, Instruction and Technology. The district, overall, has consistently scored below the state average on reading, math, and science assessments. Current report card data shows that progress has been made in various schools and the needs assessments show the areas of weakness and where additional training needs to happen. In order to increase subgroup performance and close the achievement gap, the district will continue to offer training in poverty and trauma awareness, tier 2 and 3 intervention strategies, culturally responsive teaching and positive behavior supports.The Elementary Curriculum Council continues to review the curriculum to ensure standards are being covered and students are being exposed to the skills they need to improve academic achievement. New curriculum resources were recently adopted and teachers will continue professional development throughout the year to master strategies in teaching phonics, writing, spelling, reading, and vocabulary. Instructional coaches will also continue to offer after school training sessions in these areas, in addition to small group instruction and SEL. Math intervention resources will be purchased for the coming year and training for teachers will be ongoing. The Strategic Planning Team, the PBIS Committees, the Family Engagement Committee and School Improvement Teams will continue to evaluate their plans quarterly and provide staff with resources needed to effectively implement new programs.

G. Title III - LIEP

The needs and goals of the English Learner (EL) Department for the 2025-2026 school year were identified through a comprehensive analysis of multiple data sources, including the ACCESS for ELLs English Proficiency Assessment, the English Learner Curriculum Committee survey, the Bilingual Parent Advisory Committee (BPAC) survey, and local STAR assessment data. These data points were compiled, reviewed, and prioritized to inform our planning of professional development and student-centered initiatives for the upcoming academic year. The goals will be revisited throughout the school year to ensure continued alignment and responsiveness.One of the department's primary goals is to increase the diversity of certified teachers and support personnel across the district. Research indicates that minority students benefit academically and socially when they have access to teachers of color. Furthermore, white students also demonstrate improved critical thinking, creativity, and problem-solving skills when taught by a diverse teaching staff. Through the Elevating Educators Grant, which provided funding for teachers to earn an ESL endorsement or a Master's degree in TESOL, six district educators have successfully completed their programs and are now directly serving EL students. This initiative supports both workforce diversity and specialized instructional capacity.To better meet the needs of English Learners, the department will provide ongoing professional development in Sheltered Instruction Observation Protocol (SIOP). These training sessions will be offered during:District-wide Institute DaysProfessional Learning Communities (PLCs)Other designated professional development timesSIOP training will equip certified and non-certified staff with instructional strategies that enhance language development while maintaining content rigor. In addition, cultural competency training will be embedded in professional learning to help educators and administrators better understand and respond to the diverse cultural backgrounds of the student population. These initiatives reinforce the district's broader commitment to fostering a safe, inclusive, and equitable learning environment where all students feel respected, supported, and capable of success.To ensure that the district's curriculum and programming reflect the diversity of the student body, Collinsville CUSD 10 will actively encourage minority teachers and staff to participate in curriculum, equity, and strategic planning committees. Their insights will help shape policies and practices that are culturally responsive and equitable. This approach promotes shared leadership and ensures that diverse perspectives inform the educational experience across all grade levels.

H. Title III - ISEP

The Bilingual Parent Advisory Committee (BPAC) survey identified a significant need to improve postsecondary awareness among immigrant and minority students and their families. Many are unaware of the available resources for skill development, college enrollment, and financial assistance. To address this, the English Learner Department will focus on supporting all immigrant students who aspire to pursue postsecondary education. This includes providing accessible information on college and career pathways, scholarship opportunities, financial aid, and career training programs. Parent engagement will be a priority, ensuring that families receive the necessary support to navigate the college application process.Additionally, community partners will be invited to participate in parent meetings to discuss relevant issues affecting minority students, including resources for students eligible for DACA. These sessions will also provide guidance on how to complete applications and access online tools.The English Learner Curriculum Committee continues to improve the curriculum to ensure it is academically rigorous and prepares students to become lifelong learners.To align with state assessments and promote critical thinking, EL teachers will participate in professional development focused on incorporating higher-level questioning techniques. These instructional strategies will help students engage in deeper learning and improve performance on standardized assessments.Career awareness is now a key component of Collinsville CUSD 10's curriculum across all grade levels, K-12. Career-related activities will be embedded into instructional units to expose students to a variety of professions and educational pathways.Hosting an annual District Career Fair where local professionals and business owners, including parents, share information about their careers and the skills required.Developing partnerships with community organizations to offer job shadowing and career exploration opportunities.Inviting guest speakers from the community to present in classrooms or at school events, enhancing real-world connections and student engagement.These efforts aim to ensure that all students-especially English Learners and minority students-are equipped with the knowledge, skills, and resources to successfully navigate their educational and career futures.

I. Title IV, Part A - Student Support and Academic Enrichment

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

As a response to the results from the Culture and Climate Survey, Title IV funds will continue to support a wide range of programs aligned with whole child development and student well-being. These initiatives include:Bullying prevention programsMental health seminarsViolence prevention presentationsSchool safety effortsSTEM enrichment opportunitiesFunding will be allocated for professional speakers, program materials, and substitute coverage when needed to facilitate these activities. All third-grade students in the district will participate in a district-wide STEM Day. This engaging event reinforces classroom instruction and introduces students to hands-on STEM experiences. Title IV funds will be used to cover the cost of materials and transportation. Additionally, elementary students will have the opportunity to attend an after-school Coding Camp, co-hosted by IMSA and Collinsville CUSD 10, to further support early STEM engagement.A major focus at the high school level is college and career readiness, with an emphasis on improving academic performance and postsecondary outcomes. Title IV funding will support the following:Stipends for teachers providing Advanced Placement (AP) and ACT tutoring after schoolPurchase of instructional materials for enrichment and test preparationOngoing professional development aligned to these goalsThese efforts aim to provide students with greater access to high-quality academic support and postsecondary preparation resources.Title IV will also fund enrichment programs that contribute to a well-rounded education, including:World Languages - Teachers will purchase updated instructional materials to enhance the Spanish curriculum.Music Education - Music teachers will attend Orff training this summer to explore new instructional practices.Leadership Programs - Students will engage in activities that build soft skills and encourage student voice.Teachers involved in these programs will receive stipends for their work outside of regular school hours, along with opportunities for targeted professional development.To address and close achievement gaps across all grade levels, the district will continue to implement early intervention strategies supported by Title IV funding:JumpStart Program - Offered at the elementary, intermediate, and middle school levels, JumpStart provides academic and social-emotional support 4-5 days prior to the official start of school. Title IV will fund stipends for staff and instructional materials.Dropout Prevention Program (CMS) - Collinsville Middle School will host a summer academic remediation program designed to keep students engaged and on track for success.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Topic areas of professional development for staff working with students with disabilities include Trauma Informed Teaching practices, working with students with challenging behaviors, behavior management, externalizing and internalizing behaviors, continued development of IEPs including conducting Functional Behavioral Assessments and Behavior Intervention Plans, Data Collection and progress monitoring of goals and objectives, Transition Planning, best co-teaching practices, implementation of ABA for students with Autism, ongoing training regarding best practices to further support the implementation of Language Live, Read Well, My Math and Glencoe Math for the instructional English Language Arts and Math classes in the special education setting and continued training on Unique Learning Systems which is being used in the Life Skills and Autism Self Contained classes. Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students who require special education services. Training on communication devices (AAC) for students with limited verbal expressions. Language Live, an English Language Arts curriculum program which includes a key technology component, is used with students enrolled in grades 5th through 8th with IEPs receiving English Language Arts instruction in the special education classroom setting. The data collected and analyzed from the benchmarks and progress monitoring pieces in the program as well as data collected through Aimsplus benchmarks and progress monitoring indicated student growth in their reading comprehension and fluency. After successful implementation of Language Live in 5th - 8th grades, the vertical alignment of similar materials and curriculum was expanded by adding Read Well to include Kindergarten to 4th Grade students with IEPs receiving English Language Arts instruction in the special education classroom setting. Both Language Live and Read Well will continue to be used for the 2025-2026 school year. However, all students will also have access to Fundations and Wit and Wisdom in order to provide continuity for students who are transitioning in and out of the general education setting for their ELA instruction and support. Additionally, My Math and Glencoe Math 1, 2 and 3 will continue to be implemented in all instructional special education math classes in grades K-8. Utilizing these two series when teaching students with identified math deficits in the smaller special education setting will be beneficial in providing consistency for students receiving these services district wide. The general education curriculum for Math in grades K-5 is Envision Math. All Special Education classes will have access to this resource and the teachers will be trained in this curriculum series as well so the students who transition in between the general education setting and the special education setting for their Math instruction and support will have familiarity. There will be 1:1 devices such as chromebooks and/or ipads that will continue to be used in the classrooms to allow for increased opportunities for the individualization of student instruction. Teachers of students with Autism will continue to receive support through professional development sessions provided on-site with continuous feedback as well as have access and training to implement PEAK ABA curriculum. Hollywood Heights Alternative School will continue to enroll K-12 students with more intensive identified needs. Additionally, the social emotional curriculum, AIM (Accept, Identify, Move) is being implemented in all self contained emotional support classrooms so there is vertical alignment throughout the program district wide. This implementation is being supported via ongoing site based trainings and remotely held webinars from Dr. Mark Dixon. Unique Learning Systems is still being used in our Life Skills and Autism classes district wide and training and support will be offered to all staff working in those classrooms so the vertical alignment and consistency is in place as students transition from classroom to classroom district wide.

L. IDEA, Part B - Preschool

Supplemental materials for the classroom teachers and related service providers as well as professional development for the early childhood special education teachers and related service providers as well as non-certified staff such as educational assistants will continue to be provided to benefit students ages 3-5 with disabilities. Supplemental classroom materials and curriculum for academics; supplemental materials and curriculum for social emotional skills; supplemental materials for speech and language development; additional support for students with health needs such as toileting and feeding provided by a health care attendant; continued professional development for teachers and related staff working with students in the early childhood special education program; proportionate share for speech and language services for non-public students ages 3-5 who have been identified as eligible to receive those special education services. Collinsville Unit 10 School District's Early Childhood Special Education Program continues to provide a continuum of services for students ages 3-5 with mild, moderate and severe disabilities. The continuum of services includes a blended model and co-teach model to provide maximum interaction with non-disabled peers as well as a smaller self contained setting for students with more intensive needs. However, there is a current expansion of the co-teaching model in order to support more students in the same learning environment as their non-disabled peers to provide typically developing models.

Legislative Requirement:
[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

Stakeholder Involvement Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [ ] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Collinsville CUSD 10 will actively engage a diverse group of stakeholders-including parents, students, educators, community members, and business partners-in the planning, implementation, and evaluation of district initiatives.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*
Check all that apply.

- A. [x] Teachers (1,7,8)
- B. [x] Principals (1,7,8)
- C. [x] Other school leaders (1,8)
- D. [x] Paraprofessionals (1)
- E. [x] Specialized instructional support personnel (1,2,3,4,8)
- F. [ ] Charter school leaders (in a local educational agency that has charter schools) (1)
- G. [x] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. [ ] Parent liaisons
- I. [x] Title I director (1)
- J. [x] Title II director (1)
- K. [x] Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. [x] Title IV director (1)
- M. [x] Special Education director
- N. [x] Guidance staff
- O. [x] Community members and community based organizations (7)
- P. [ ] Business representatives (2,3,4)
- Q. [ ] Researchers (7)
- R. [ ] Institutions of Higher Education (7)
- S. [ ] Homeless Liaison
- T. [x] Other - specify Strategic Planning Committee
- U. [x] Additional Other - specify Portrait of a Graduate Committee

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings.Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated

District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

All district schools actively participated in the development of School Improvement Plans through collaborative School Improvement Teams. These teams included a diverse group of stakeholders-teachers, administrators, support staff, instructional coaches, and community members-ensuring broad representation and input.Culture and Climate surveys were completed by teachers, parents, and students. Alongside these, multiple needs assessments and data from the Illinois State School Report Card were reviewed and utilized to inform and shape school and district-level goals.To further ensure inclusive decision-making, a Strategic Planning Committee was established. This committee, composed of teachers, administrators, parents, students, and community members, convened six times beginning in January 2025. A community-wide survey was administered, and the feedback was carefully analyzed. Stakeholders provided valuable input on key areas including student success, human resources, student services, finances, and public relations. These insights significantly influenced district priorities and the allocation of resources to promote a safe, supportive environment addressing both academic and social-emotional needs of all students.Additional stakeholder feedback was gathered through the Title I Parent Survey and departmental surveys from PreK and English Learner programs.Throughout the year, School Administrators met monthly to align district and school improvement goals. School Leadership Teams also convened three times to analyze data and set targeted goals aligned with building-level needs.The 5Essentials Survey, conducted from January to March 2024, provided key insights from parents, teachers, and students. These results were reviewed in Fall 2024 and directly influenced the formulation of building-specific improvement plans.Finally, on June 23, 2025, the School Board formally approved the Consolidated District Plan (CDP), reflecting the collective efforts and shared vision of all stakeholders.

Response from the prior year Consolidated District Plan.

School improvement teams at all district schools contributed in completing School Improvement Plans. Teams are comprised of teachers, administrators, support staff, instructional coaches and community members. Culture Climate surveys were completed by teachers, parents, and students. Results from various needs assessments, in addition to state school report cards, impacted the development of this plan. The district received community feedback from stakeholders in various forms during the summer of 2021. Stakeholders provided feedback on a safe return to via committee meetings, public comments on the district's website from July 23, 2021 until July 26, 2021 and during a public hearing held on July 26, 2021 at 6:00 PM. Collectively this information shaped and affirmed the district use of funds to provide a safe environment and address all students academic and social emotional needs. Parents additionally completed the Title 1 Parent survey and surveys through the PreK and ELL departments. School Administrators met monthly throughout the school year to discuss district and school improvement goals. School Leadership teams met 3 times this year to discuss data and set school improvement goals.The 5 Essential survey was completed in Jan.-March 2023 and results were reviewed in the Fall 2023. Results of the survey influenced building level school improvement plans. School Board Meeting-- On May 20, 2024 the School Board approved the CDP.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The Collinsville School District recognizes the critical role of ongoing communication and collaboration between families and schools in supporting student achievement. We actively promote parent engagement through a variety of structures and opportunities that allow families to stay informed, provide input, and partner with educators throughout the school year.Ongoing communication between teachers and parents is maintained through regular parent-teacher conferences, weekly newsletters, progress reports, and annual surveys. In addition, parents have opportunities to provide input through Title I and ELL Parent Advisory Councils, collaboration with a dedicated district parent liaison, and participation in Special Education IEP meetings.To reinforce our commitment to family engagement, the district sends home Title I Parent Compacts annually. These compacts affirm the shared responsibility among schools, families, and students for academic success and outline ways families can stay involved in their child's learning. We also connect with parents through a newly implemented app, Parent Square. Each school hosts a variety of family-focused events and activities designed to foster parent involvement and build strong school-home connections. These activities help families engage meaningfully in the educational process.The ELL Department meets quarterly with the ELL Parent Advisory Group to gather feedback on services provided and to collaborate on ways to support multilingual learners and their families. Similarly, the Title I Parent Advisory Council convenes multiple times per year to offer input on Title I programming.Parents are encouraged to actively participate in IEP meetings to support students receiving special education services. The district also invites all stakeholders-parents, students, and staff-to complete the annual Culture and Climate Survey, which helps inform both district and school-level planning.To ensure the continuous improvement of family engagement strategies, Building Leadership Teams meet quarterly to review School Improvement Plans, which include family involvement goals and action steps.

Response from the prior year Consolidated District Plan.

The Collinsville School District addresses the importance of communication between teachers and parents on an ongoing basis through Parent-teacher conferences in all schools, weekly newsletters, progress reports, parent surveys, Title 1 and ELL Parent Advisory groups, a district parent liaison and through Special Education IEP meetings. Each of these events allow parents the opportunity to give input on the programs and services we provide. To ensure Parent Involvement throughout the year, we send home the Title I Parent Compacts to let families know that we are dedicated to parent involvement as well as the importance of it to their child's academic progress. Each school hosts a variety of family activities to engage parents in the educational process. The district hired a parent liaison last year to work with our parents in high needs areas to ensure they are receiving information about resources provided by the district and the community. The ELL Department meets with the ELL Parent Advisory group 4 times a year to seek their input on services offered to their families. The Title 1 Parent Advisory also meets several times a year and provide input on the program. Parents are also encouraged to attend their child's IEP meeting as needed through the special education department. Parents, teachers, and students are encouraged to complete the Culture and Climate annual survey.Building leadership teams will meet quarterly to review School Improvement Plans.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district will continue to implement the annual 5 Essential Survey to parents and offer a host of family related activities and events. Title I will offer opportunities for parent involvement through a variety of family events, including student success meetings, family reading nights, and family science nights, and parent-teacher conferences. The Title 1 department will meet with a parent advisory team quarterly to plan programs and services centered around parent education and family engagement.Parents of English Learners will have an opportunity to serve on the EL Parent Advisory board. This board meets quarterly to become informed of EL program recommendations, review title III grant, discuss concerns and celebrate successes of the program. Parents will also be invited to participate in open house, parent teacher conferences, reading and STEM nights, Cinco De Mayo annual events, home visit programs, surveys, and a variety of school based events within the school community.

Response from the prior year Consolidated District Plan.

The district will continue to implement the annual 5 Essential Survey to parents and offer a host of family related activities and events. Title I will offer opportunities

for parent involvement through a variety of family events that will take place in our STREAM Room, Community Parks and Title I Schools. The Title 1 department will meet with a parent advisory team quarterly to plan programs and services centered around parent education and family engagement.Parents of English Learners will have an opportunity to serve on the EL Parent Advisory board. This board meets quarterly to become informed of EL program recommendations, review title III grant, discuss concerns and celebrate successes of the program. Parents will also be invited to participate in open house, parent teacher conferences, reading and STEM nights, Cinco De Mayo annual events, home visit programs, surveys, and a variety of school based events within the school community.The parent liaison will plan quarterly events throughout the district to inform parents of resources available to them through the district and community.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESEA section 1112(a)(1)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

Private School Participation File Upload instructions are linked below. Click here for general page instructions.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?
(•) Yes ( ) No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Holy Cross Lutheran School	☐	(•) Yes ( ) No Number of Low-Income Student(s): 4	(•) Yes ( ) No Total Enrollment Number Student(s): 183	(•) Yes ( ) No Total Enrollment Number Student(s): 183	Choose File No file chosen doc02419320250603152756.pdf
Maryville Christian School	☐	( ) Yes (•) No Number of Low-Income Student(s): 0	( ) Yes (•) No Total Enrollment Number Student(s): 592	( ) Yes (•) No Total Enrollment Number Student(s): 592	Choose File No file chosen doc02419520250603152927.pdf
SS Peter and Paul School	☐	(•) Yes ( ) No Number of Low-Income Student(s): 17	(•) Yes ( ) No Total Enrollment Number Student(s): 179	(•) Yes ( ) No Total Enrollment Number Student(s): 179	Choose File No file chosen doc02419720250603153025.pdf
ST John Neumann	☐	( ) Yes (•) No Number of Low-Income Student(s): 0	(•) Yes ( ) No Total Enrollment Number Student(s): 239	(•) Yes ( ) No Total Enrollment Number Student(s): 239	Choose File No file chosen doc02419820250603153145.pdf
Good Shepherd Lutheran	☐	(•) Yes ( ) No Number of Low-Income Student(s): 23	( ) Yes ( ) No Total Enrollment Number Student(s):	( ) Yes ( ) No Total Enrollment Number Student(s):	Choose File No file chosen doc02427920250605155152.pdf
Father McGivney	☐	( ) Yes (•) No Number of Low-Income Student(s): 0	(•) Yes ( ) No Total Enrollment Number Student(s): 325	(•) Yes ( ) No Total Enrollment Number Student(s): 325	Choose File No file chosen doc02420020250603153338 (2).pdf

Comments:

Preschool Coordination Instructions

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [ ] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter
No Preschool Programs

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The Collinsville School District is committed to ensuring a smooth and supportive transition for children moving from early childhood programs into kindergarten. Ongoing collaboration occurs between the district's Early Childhood, Title I, and English Learner (EL) programs, with a focus on alignment, family engagement, and school readiness.Program coordinators from each department meet regularly to coordinate efforts that support transitioning students. A key component of this collaboration includes spring parent-teacher conferences for families of children entering kindergarten in the upcoming school year. These conferences serve to update parents on their child's developmental and academic progress and to provide information on kindergarten expectations, routines, and readiness skills.To further support families, each child entering kindergarten receives a summer learning packet, designed to reinforce foundational skills and prepare students for a successful start to the school year.The Early Childhood and Title I Departments also collaborate to promote kindergarten enrollment and registration, helping to ensure that all families in the community are informed and prepared. Throughout the school year, both departments co-host a variety of family engagement events, offering families opportunities to connect with school staff, ask questions, and learn how to support their child's educational journey.These coordinated efforts reflect the district's commitment to early learning, family partnerships, and a strong start for all students.

Response from the approved prior year Consolidated District Plan.

The district's early childhood programs, title one programs and EL programs collaborate on an ongoing basis. The district program coordinators collaborate in regards to children transitioning from the early childhood program to kindergarten. The early childhood programs offer spring conferences for those students and families who will be entering kindergarten for that school year. The purpose of the conferences is to update families on their child's progress and explain what kindergarten may look like for their children. Teachers also discuss what possible expectations kindergarten teachers may have for students entering the program in the coming fall. Every child entering kindergarten goes home with a summer learning packet. The early childhood and title departments also work at helping publicize kindergarten enrollment and registration dates for transitioning families in the community. In addition, both departments host collaborating family involvement events throughout the school year.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [ ] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Elevate academic performance among all students, with focused effort on reducing disparities among student subgroups.

1. **Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   The district will continue to meet the needs of all students by implementing a standards aligned curriculum, a positive behavior intervention program, a social emotional learning program, and enrichment programs in science, math, STEM, advance courses, and world languages. Students will be assessed and data analyzed to make sure interventions are provided in a timely manner. Technology will be apart of every students daily instruction to provide a real-world experience. English language learners will receive instruction in both their native language and English language when possible to enhance biliteracy skills. Programs and services will be evaluated annually and adjustments made to meet the needs of all students.

   Response from the prior year Consolidated District Plan.

   The district will continue to meet the needs of all students by implementing a standards aligned curriculum, a positive behavior intervention program, a social emotional learning program, and enrichment programs in science, math, STEM, advance courses, and world languages. Students will be assessed and data analyzed to make sure interventions are provided in a timely manner. Technology will be apart of every students daily instruction to provide a real-world experience. English language learners will receive instruction in both their native language and English language when possible to enhance biliteracy skills. Programs and services will be evaluated annually and adjustments made to meet the needs of all students.

2. **List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   At-risk students in language arts will be identified using data from AimswebPlus, STAR, and Illinois Assessment of Readiness (IAR), along with teacher and parent recommendations. We anticipate that 75% of identified at-risk students will demonstrate average or greater growth in language arts by the end of the school year, as measured by AimswebPlus and STAR assessments. Individual student progress will be consistently monitored throughout the year using AimswebPlus progress monitoring tools.Similarly, at-risk students in mathematics will be identified through AimswebPlus, STAR, EngageNY, and IAR data, in conjunction with teacher input. We expect that 75% of identified at-risk students will also show average or greater growth in mathematics by the end of the year. AimswebPlus progress monitoring tools will be used consistently to track individual student growth throughout the school year.To ensure academic achievement in both subjects, assessment data will be regularly reviewed and analyzed to determine students' progress and levels of proficiency. This analysis will take place during data collaboration meetings, where results from assessments-such as AimswebPlus, progress monitoring tools, and classroom performance-will be compiled and evaluated to determine the effectiveness of interventions and support strategies.The district will continue to implement data days, IEP meetings, and Professional Learning Community (PLC) days to review and analyze student data. This collaborative process will be used to monitor progress and identify additional supports needed for all student subgroups, ensuring equitable access to academic success.

   Response from the prior year Consolidated District Plan.

   At risk students will be identified in the area of language arts by using aimswebPlus, STAR, and IAR data along with teacher and parent recommendation and input. We anticipate that, 75% of the identified at risked students will show average growth in language arts, by the end of the school year with use of the aimswebPlus and STAR assessments. The aimswebPlus progress monitoring tool will be used to monitor individual growth on a consistent basis throughout the school year as well. At risk students will be identified in the area of mathematics by using aimswebPlus, STAR, Engage NY, and IAR data along with teacher recommendation and input. We anticipate that, 75% of the identified at risked students will show average growth in mathematics, by the end of the year with use of the AIMS Web assessment. The aimswebPlus progress monitoring tool will be used to monitor individual growth on a consistent basis throughout the school year as well. To ensure academic achievement in language arts and math assessment scores will be analyzed to determine the level of achievement. These scores will be reviewed and analyzed on a regular basis throughout the school year during data collaboration meetings. The scores of various assessments including AIMSweb, progress monitoring tools and classroom performance will be analyzed and put together for all interested parties to evaluate to determine the effectiveness of the program for the specific students.The district will continue to implement data days, IEP meetings and PLC days to review and analyze data and identify students needing additional supports. The process will be used for all subgroups being addressed.

3. **Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards.This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Individual students who need additional help meeting the challenging state academic standards will be instructed in language arts with interventions such as UFLI, Leveled Literacy Intervention, Seeing Stars, Jolly Phonics, Six Minute Solution, and Freckle ELA . Students will focus on phonics, decoding, vocabulary, fluency and comprehension in a small group setting with a Title I teacher and/or reading interventionist. These students will have ongoing progress monitoring to ensure academic success.In Math, students who need additional assistance meeting the state standards will be instructed using the math core curriculum along with On Cloud Nine, Moving with Math Foundations, Moving with Math Math by Topic, Touch Math, Scholastic Fast Math, Freckle Math, Reflex and Frax Math and best practices for math interventions. Interventions will be used in a small group setting and Tier 3 students will have ongoing progress monitoring throughout the instructional period.For English Learners and Immigrant students electronic resources are utilized to increase home to school connection. We are always looking for ways to improve parent involvement in their students' learning while reviewing basic foundational skills at home.RAZ kids plus is a resource that English Learner teachers' use to assign electronically specific stories according to language ability and cultural relevance. Scholastic News provides current events at the level of their English ability. All students are reading the same article and are able to give feedback based on their comprehension. Parents are also encouraged to read the articles and talk about the topic with their family. Other supplemental resources include Lexia Learning, Reading A to Z, Off2Class, Vista Higher Learning- Get ReadyTeachers will use technology and small group instruction to differentiate and meet the needs of their students in the classroom. Secondary students will be placed in appropriate courses for their skill level which may include extended time in math and an additional class for reading instruction.

   Response from the prior year Consolidated District Plan.

   Individual students who need additional help meeting the challenging state academic standards will be instructed in language arts with interventions such as Leveled Literacy Intervention, Seeing Stars, Jolly Phonics, Six Minute Solution and Freckle ELA. Students will focus on phonics, decoding, vocabulary, fluency and comprehension in a small group setting with a Title I teacher and/or reading interventionist. These students will have ongoing progress monitoring to ensure academic success.In Math, students who need additional assistance meeting the state standards will be instructed using the math core curriculum along with On Cloud Nine, Number Worlds, Scholastic Fast Math, Freckle Math, Reflex and Frax Math and best practices for math interventions such as reteaching and games. These will be used in a small group setting and students will have ongoing progress monitoring throughout the instructional period.For English Learners and Immigrant students electronic resources are utilized to increase home to school connection. We are always looking for ways to improve parent involvement in their students' learning while reviewing basic foundational skills at home.RAZ kids plus is a resource that English Learner teachers' use to assign electronically specific stories according to language ability and cultural relevance. Scholastic News provides current events at the level of their English ability. All students are reading the same article and are able to give feedback based on their comprehension. Parents are also encouraged to read the articles and talk about the topic with their family. Other supplemental resources include Lexia Learning, Reading A to Z, Off2Class, Vista Higher Learning- Get ReadyTeachers will use technology and small group instruction to differentiate and meet the needs of their students in the classroom. Secondary students will be placed in appropriate courses for their skill level which may include extended time in math and an additional class for reading instruction.

4. **Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]**

   For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Assessment scores of at risk students will be reviewed and analyzed often to determine the level of achievement. The scores of various assessments including aimswebPlus, STAR, and IAR progress monitoring tools will also be used to monitor individual growth on a consistent basis to ensure that these students are making academic progress. Elementary and Middle School students will receive small group math and all students will have access to technology. Weekly staff PLC meetings will be used to collaborate and look at date to improve student academic growth.Students with language barriers will be instructed using the most effective strategies to meet their needs. This may include small group instruction, co-teaching support, bilingual classrooms, or online courses in their native language. Students will be assessed in both English and Spanish to ensure both language skills and academic content skills are being identified and addressed. For English Learners and Immigrant students electronic resources are utilized to increase home to school connection. We are always looking for ways to improve parent involvement in their students' learning while reviewing basic foundational skills at home.RAZ kids plus is a resource that English Learner teachers' use to assign electronically specific stories according to language ability and cultural relevance. Scholastic News provides current events at the level of their English ability. All students are reading the same article and are able to give feedback based on their comprehension. Parents are also encouraged to read the articles and talk about the topic with their family. ACCESS data shows that our English Learner students have the least improvement on the ACCESS speaking domain. By using Lexia students will hear modeling, record themselves speaking, listen to their pronunciation. By using Lexia, EL teachers will be able to provide instant and private feedback. Also EL teachers will incorporate various opportunities to speak in small groups to increase confidence and provide an encouraging environment.English Learner students usually do not attend general tutoring sessions therefore we created an after school tutoring specifically for our EL students. EL teachers and bilingual education assistants will provide instruction and review topics as needed. Based on a diversity survey one of the topics needing improvement is that minority students need to see more representation of themselves in our lessons, literature and administration, faculty and staff. EL teachers will discuss topics that are relevant; such as bilingualism is a strength, career readiness and how we are more alike than different. Monthly, the district will incorporate a variety of heritage facts, holidays and celebrations including food, music and dance customs into our daily awareness via lessons and videos.

Response from the prior year Consolidated District Plan.

Assessment scores of at risk students will be reviewed and analyzed often to determine the level of achievement. The scores of various assessments including AIMSweb, STAR, and IAR progress monitoring tools will also be used to monitor individual growth on a consistent basis to ensure that these students are making academic progress. Elementary and Middle School students will receive small group math and all students will have access to technology. Weekly staff PLC meetings will be used to collaborate and look at date to improve student academic growth.Students with language barriers will be instructed using the most effective strategies to meet their needs. This may include small group instruction, co-teaching support, bilingual classrooms, or online courses in their native language. Students will be assessed in both English and Spanish to ensure both language skills and academic content skills are being identified and addressed. For English Learners and Immigrant students electronic resources are utilized to increase home to school connection. We are always looking for ways to improve parent involvement in their students' learning while reviewing basic foundational skills at home.RAZ kids plus is a resource that English Learner teachers' use to assign electronically specific stories according to language ability and cultural relevance. Scholastic News provides current events at the level of their English ability. All students are reading the same article and are able to give feedback based on their comprehension. Parents are also encouraged to read the articles and talk about the topic with their family. ACCESS data shows that our English Learner students have the least improvement on the ACCESS speaking domain. By using Lexia students will hear modeling, record themselves speaking, listen to their pronunciation. By using Lexia, EL teachers will be able to provide instant and private feedback. Also EL teachers will incorporate various opportunities to speak in small groups to increase confidence and provide an encouraging environment.English Learner students usually do not attend general tutoring sessions therefore we created an after school tutoring specifically for our EL students. EL teachers and bilingual education assistants will provide instruction and review topics as needed. Based on a diversity survey one of the topics needing improvement is that minority students need to see more representation of themselves in our lessons, literature and administration, faculty and staff. EL teachers will discuss topics that are relevant; such as bilingualism is a strength, career readiness and how we are more alike than different. The Diversity Committee has attended training and will lead discussions to increase awareness. Monthly, the district will incorporate a variety of heritage facts, holidays and celebrations including food, music and dance customs into our daily awareness via lessons and videos.

5. **Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**[5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

To ensure that all students are successful learners all certified and non-certified instructional employees will receive high quality professional development in content areas, interventions, data analysis, technology integration, standards based instruction, classroom management, etc. The Curriculum Committee will continue to address disparities in the curriculum and school programs to ensure high levels of inclusion for all students. Employees will be encouraged to attend workshops, conferences, meetings, seminars, etc. at the local, state and national levels. At the elementary and middle school level, instructional coaches will support the districts goals and support teachers in the classroom when it comes to progress monitoring, modeling lessons and data analysis. Instructional coaches will also give in district training on topics the district deems important. To assure there is no disparities, professional development is a component of the yearly teacher evaluation tool that the district uses to keep track that teachers are participating in ongoing professional development.Teachers are only assigned to classrooms for which the qualify to teach. The district works with the ROE to ensure teachers meet the qualifications. Teachers are evaluated on performance of student growth and professional practice.

Response from the prior year Consolidated District Plan.

To ensure that all students are successful learners all certified and non-certified instructional employees will receive high quality professional development in content areas, interventions, data analysis, technology integration, standards based instruction, classroom management, etc. A Diversity and Equity Committee will continue to address disparities in the curriculum and school programs to ensure high levels of inclusion for all students. Employees will be encouraged to attend workshops, conferences, meetings, seminars, etc. at the local, state and national levels. At the elementary and middle school level, instructional coaches will support the districts goals and support teachers in the classroom when it comes to progress monitoring, modeling lessons and data analysis. Instructional coaches will also give in district training on topics the district deems important. To assure there is no disparities, professional development is a component of the yearly teacher evaluation tool that the district uses to keep track that teachers are participating in ongoing professional development.Teachers are only assigned to classrooms for which the qualify to teach. The district works with the ROE to ensure teachers meet the qualifications. Teachers are evaluated on performance of student growth and professional practice.

6. **Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement.** [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district actively supports the development of effective school library programs across all schools to promote digital literacy and improve academic achievement. At the elementary level, each building is equipped with Promethean Boards that teachers use to display digital books and engage students with online interactive reading programs such as Accelerated Reader and MyOn. These tools allow students to access and explore a wide range of reading materials online, supporting both literacy development and student engagement.At the middle and high school levels, librarians collaborate with teachers to deliver research and digital literacy presentations tailored to classroom needs. The high school library also conducts a freshman orientation, designed to introduce students to the library's digital resources and foster academic success from the outset of their high school experience.In addition, the district maintains a substantial budget for library and media materials, ensuring that all school libraries remain well-stocked with up-to-date publications and resources. This continued investment supports equitable access to information, enhances curriculum delivery, and strengthens students' digital literacy skills across all grade levels.

Response from the prior year Consolidated District Plan.

The measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement are in all of our elementary buildings. We have Promethean boards that teachers use to display digital books, online interactive reading programs such as Accelerated Reader and MyOn Reading programs which allows the children to read a variety of materials online as well.At the Middle School and High School levels our librarians have provided research and digital literacy presentations at the request of teachers and our high school offers a freshman orientation to familiarize all new students with the digital components of the library to promote academic achievement. Our district also has a substantial budget for library and media material and supplies that assist in keeping our libraries shelves well stocked with current publications.

7. **Describe how the district will identify and serve gifted and talented students by using objective criteria.** [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

As a district we identify gifted and talented students by using assessments and strategies to ensure students with high potential are identified. Once they are identified we differentiated instruction for them by condensing, modifying, or streamlining the regular curriculum to reduce repetition of previously mastered material. We also compact what students already know to allow time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.At the elementary level, we use Renzulli Learning, a project-based enrichment program for our gifted learners. We also offer many STEM opportunities.At middle school we offer advance classes in English, Math and Science, including after school programs. We also offer a STEM program, Career Enrichment and a World Language. At our high school the students have an opportunity to enroll in Advanced Placement Classes, which allow placement of students with similar abilities and/or performance together for instruction for more appropriate, rapid, and advanced instruction, which allows them to advance quickly academically.

Response from the prior year Consolidated District Plan.

As a district we identify gifted and talented students by using assessments and strategies to ensure students with high potential are identified. Once they are identified we differentiated instruction for them by condensing, modifying, or streamlining the regular curriculum to reduce repetition of previously mastered material. We also compact what students already know to allow time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.At the elementary level, we use Renzulli Learning, a project-based enrichment program for our gifted learners. We also offer many STEM opportunities.At middle school we offer advance classes in English, Math and Science, including after school programs. We also offer a STEM program, Career Enrichment and a World Language. At our high school the students have an opportunity to enroll in Advanced Placement Classes, which allow placement of students with similar abilities and/or performance together for instruction for more appropriate, rapid, and advanced instruction, which allows them to advance quickly academically.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:
[1] Title I, Part A, Section 1112(b)(1)(A)
[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A
**Required field for only Title I, Part A

College and Career Readiness Instructions

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [ ] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Provide robust and developmentally appropriate college and career planning resources to students at all grade levels, ensuring readiness for life beyond graduation.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

The district vertically aligns its curriculum to meet the needs of students as they progress from one grade level to the next. Students are assessed using the same assessment methods from elementary school through high school and student data is tracked throughout their educational career. As students enter middle school, they are given a career interest survey to evaluate their strengths and interests and to set goals for graduation. The high school offers vocational classes, cooperative work programs, and dual credit courses from area colleges. We have full time counselors available to assist students with their career goals and prepare them for college and career readiness. We have also implemented career development courses and/or programs at all levels.The district middle school hosts an 8th grade parent night and a jumpstart program for incoming 8th graders. The high also has 9th grade orientation and a summer jumpstart program. These programs allow for a smooth transition from 6th grade to middle school and from 8th grade to high school. High school students have many opportunities to do college visits, FAFSA nights, and Career Fairs.

Response from the approved prior year Consolidated District Plan.

The district vertically aligns its curriculum to meet the needs of students as they progress from one grade level to the next. Students are assessed using the same assessment methods from elementary school through high school and student data is tracked throughout their educational career. As students enter high school, they are given a career interest survey to evaluate their strengths and interests and to set goals for graduation. The high school offers vocational classes, cooperative work programs, and dual credit courses from area colleges. We have full time counselors available to assist students with their career goals and prepare them for college and career readiness. We have also implemented career development courses and/or programs at all levels.The district middle school hosts an 8th grade parent night and a jumpstart program for incoming 8th graders. The high also has 9th grade orientation and a summer jumpstart program. These programs allow for a smooth transition from K-6 to middle school and from 8th grade to high school. High school students have many opportunities to do college visits, FAFSA nights, and Career Fairs.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

NOTE: If not applicable because district serves only grades K-8, enter ***Elementary District***

([count] of 7500 maximum characters used)

Our high school students have the opportunity to participate in the Collinsville Area Vocational Center. It is a two year, public vocational training center for junior and senior level high school students. Students are drawn from nine area high schools and attend 2 1/2 hour classes taught by instructors who have many hours of actual work experience in their fields. Each program area is designed to emphasize proper work habits, employable skills, and career opportunities, as well as give students a work environment related to their chosen fields. Many of our programs have dual credit and/or articulation agreements with the community colleges, where many of our graduates continue their education.

Response from the approved prior year Consolidated District Plan.

Our high school students have the opportunity to participate in the Collinsville Area Vocational Center. It is a two year, public vocational training center for junior and senior level high school students. Students are drawn from nine area high schools and attend 2 1/2 hour classes taught by instructors who have many hours of actual work experience in their fields. Each program area is designed to emphasize proper work habits, employable skills, and career opportunities, as well as give students a work environment related to their chosen fields. Many of our programs have dual credit and/or articulation agreements with the community colleges, where many of our graduates continue their education.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Professional Development - Highly Prepared and Effective Teachers and School Leaders Instructions

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [ ] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Develop and implement a comprehensive, ongoing, professional development plan tailored to the diverse needs of teachers and support staff.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING.**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

1 Professional Development for instructional methods improvement for ELA and mathematics RTI Tier 3 interventions. Interventionists will receive training to ensure the newly purchased math interventions, including Moving with Math and TouchMath, are implemented with fidelity. Interventionists will continue to receive training on effective phonics instruction aligned to the science of reading research. For the purpose of continuity, interventionists will receive training related to the K-4 classroom ELA and mathematics curriculum, including Fundations, Wit and Wisdom, and enVision.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Staff development is a critical component in achieving both district-wide and school-level improvement goals. To support student learning and enhance instructional practices, the district will offer ongoing professional development in key areas including Reading, Math, Writing, Science, Social Emotional Learning (SEL), Diversity and Equity, Instructional Strategies, and Technology Integration.District data indicates that performance in reading, math, and science continues to fall below the state average. However, current Illinois Report Card data shows signs of progress in several schools, and recent needs assessments have identified specific areas requiring additional support and targeted training.To improve outcomes for all students, particularly those in underperforming subgroups, the district will prioritize professional learning in the following areas:Poverty and trauma-informed practicesTier 2 and Tier 3 intervention strategiesPositive Behavior Interventions and Supports (PBIS)Additionally, with the adoption of new curriculum resources, educators will receive training on effectively implementing these materials to improve the quality of reading instruction and ensure alignment with academic standards.

G. Title III - LIEP

Professional Development for instructional methods improvement for Multilingual Learners including conferences, virtual workshops, and training: ESSA-Multilingual Conferences, NABE, Bureau of Education and Research, Illinois Resource Center and TESOL. One of this year's training will include SIOP for general education teachers who have multilingual learners in their classrooms. Some of the other trainings for Multilingual Teachers will include Teaching for Biliteracy, Vista Learning, I-Station, Read 180 and Raz-kids.

H. Title III - ISEP

Professional Development for improvement of instructional methods for Immigrant Students and their writing skills. 1. Launching the writing workshop for Multilingual Learners. 2. Supporting Multilingual Learners by modeling and deconstructing the genre. 3. Assess, Confer, Teach and create author's agency with your multilingual writers. 4. Creative Writing - Free Write 3D.

I. Title IV, Part A - Student Support and Academic Enrichment

Funds will be used to support teaching the whole child. Training will be offered in student behavior, social emotional learning, STEM, ACT prep, and college and career readiness.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Behavioral Assessments and Behavior Intervention Plans, Data Collection and progress monitoring of goals and objectives, Co-teaching Strategies, Transition Planning, implementation of ABA for students with Autism, ongoing trainings on best practices to further support the implementation of Language Live, Read Well, My Math and Glencoe Math for the instructional English Language Arts and Math classes in the special education setting and continued training on Unique Learning Systems which is being used in the Life Skills and Autism Self Contained classes. Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students who require special education services. Additionally, related service providers will continue to receive professional development through various platforms such as speechlanguagepathology.com and summit online subscriptions in order to keep them current on best practices and research based interventions in their fields.

L. IDEA, Part B - Preschool

Early childhood teachers and the related staff providers such as Speech and Language pathologists, occupational therapists, physical therapists and the school social worker and school psychologist will have professional development opportunities provided to them regarding the delivery and principles of ABA, least restrictive environment, assessment tools and the pyramid model for behavior management strategies.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Safe and Healthy Learning Environment Instructions

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [ ] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [ ] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

---

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

At the elementary, middle and high school levels our district effectively enforces a school based disciplinary management style to keep school and school-related activitiesfree of disruption of any incidences. The elementary and middle schools will continue to implement PBIS, Positive Behavior Interventions and Support. Students will engage in teambuilding activities, conflict resolution, organization strategies, etc. Teachers will continue to receive training in Trauma, Restorative Practices, and Classroom Management Strategies. All of these trainings will be in the effort to build relationships with students and keep students in the classroom. All of our schools will continue to implement bully prevention programs which will include trainings for teachers and staff, students awareness, the KahoKIND program, and character education programs that encourage students to have good character. Students will also have access to clubs and organizations that promote leadership and good character development. Teacher will also be trained on using an SEL screening tool.

Response from the prior year Consolidated District Plan.

At the elementary, middle and high school levels our district effectively enforces a school based disciplinary management style to keep school and school-related activitiesfree of disruption of any incidences. The elementary and middle schools will continue to implement PBIS, Positive Behavior Interventions and Support. The middle school will implement a new program, Kahok Connections, that will support proactive approaches to discipline issues. Students will engage in teambuilding activities, conflict resolution, organization strategies, etc. Teachers will continue to receive training in Trauma, Restorative Practices, and Classroom Management Strategies. All of these trainings will be in the effort to build relationships with students and keep students in the classroom. Teachers and administrators will continue to participate in a diversity and equity training to help us become more aware of the disadvantages of minority students.All of our schools will continue to implement bully prevention programs which will include trainings for teachers and staff, students awareness, the KahoKIND program, and character education programs that encourage students to have good character. Students will also have access to clubs and organizations that promote leadership and good character development.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.);*

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Reserved Title 1 funds are used to support district efforts that provide school supplies, clothing, and transportation to and from school. Our district family liaison purchases items needed to support our homeless population.

Response from the prior year Consolidated District Plan.

Reserved Title 1 funds are used to support district efforts that provide school supplies, clothing, and transportation to and from school to homeless students.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - COLLINSVILLE HIGH SCHOOL	○	○	◉	○	
1003 - Collinsville Middle School	○	○	◉	○	
2001 - WEBSTER ELEMENTARY SCHOOL	◉	○	○	○	5/27/2025
2006 - CASEYVILLE ELEMENTARY SCHOOL	◉	○	○	○	5/27/2025
2011 - KREITNER ELEM SCHOOL	◉	○	○	○	5/27/2025
2014 - JOHN A RENFRO ELEMENTARY SCHOOL	◉	○	○	○	5/27/2025
2020 - SUMMIT ELEMENTARY SCHOOL	◉	○	○	○	5/27/2025
2022 - MARYVILLE ELEM SCHOOL	○	○	◉	○	
2023 - TWIN ECHO ELEM SCHOOL	◉	○	○	○	5/27/2025
2024 - Dorris Intermediate Sch	○	○	◉	○	
3001 - HOLLYWOOD HEIGHTS	○	○	◉	○	

Describe anticipated Reorganizations:

Title I Specific Requirements - Part Two Instructions

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [x] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [x] Our district goals are to ensure that all children receive a high-quality education and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting the same standards.

1. **School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))**
   Section 1111(d)
   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
   If the district does not have any schools identified as comprehensive or targeted, enter
   No schools identified under this part
   ([count] of 7500 maximum characters used)

   Based on the results of the needs assessments for underperforming schools, Collinsville Middle School (2023), will continue to work on improving school culture and climate and increasing academic achievement. Collinsville Middle School was designated as a targeted school in 2023. Collinsville Middle School was designated based on growth outcomes in the multiracial subgroup in ELA and Math. The middle school has and will continue to implement researched based intervention programs, such as Read 180, for all students not meeting instructional goals. PLC teams will meet weekly to review and analyze data and monitor student growth. Title 1 Part A will provide stipends to teachers to attend professional development pertaining to school improvement, intervention material, and provide funding for Student Success family programs.

   Response from the approved prior year Consolidated District Plan.

   Based on the results of the needs assessments for underperforming schools, Collinsville Middle School (2023), will continue to work on improving school culture and climate and increasing academic achievement. Collinsville Middle School was designated as a targeted school in 2023. Collinsville Middle School was designated based on growth outcomes in the multiracial subgroup in ELA and Math. The middle school has and will continue to implement researched based intervention programs, such as Read 180, for all students not meeting instructional goals. PLC teams will meet weekly to review and analyze data and monitor student growth. Title 1 Part A will provide stipends to teachers to attend training/committee work and purchase intervention material.

2. **Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?* (Section 1112(b)(5))**
   - ( ) Yes
   - (•) No

3. **Select the poverty criteria below that will be used to rank school attendance centers.A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))**
   Measures of Poverty from 1113(5)(A) and (B)
   - [ ] School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
   - [ ] TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
   - [ ] Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
   - [x] Direct Certification.

4. **Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs.Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))**
   Section 1114 and 1115
   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
   ([count] of 7500 maximum characters used)

   Our schoolwide program includes all qualifying K-4 elementary building attendance centers, including Caseyville Elementary, Summit Elementary, Twin Echo Elementary, Webster Elementary, Renfro Elementary and Kreitner Elementary. Title 1 funds will continue to be used to meet the needs of these schools by providing support staff, material, and professional development as deemed necessary. Reading - Students in grades K-4 who are identified as Tier 3 reading students (lowest performing) receive 30-45 minutes of small group reading instruction daily, provided by Title I staff. Title 1 staff salaries and research based interventions are paid with Title 1 grant funds. Math - Students in grades K-4 who are identified as Tier 3 math students (lowest performing) receive 30-45 minutes of small group math instruction 3-5 days per week, provided by Title I staff. Title 1 staff salaries and research based interventions are paid with Title 1 grant funds.Summer School - Students are selected using spring benchmark assessment data extracted from aimswebPlus and STAR. The summer school program offers four additional weeks of instruction designed to close the achievement gap.

   Response from the approved prior year Consolidated District Plan.

   Our schoolwide program includes all elementary building attendance centers in the Title I grant, including Caseyville Elementary, Jefferson Elementary, Summit Elementary, Twin Echo Elementary, Webster Elementary, Renfro Elementary and Kreitner Elementary. Title 1 funds will continue to be used to meet the needs of these schools by providing support staff, material, and professional development as deemed necessary. Reading - Students in grades K-4 who are identified as Tier 3 reading students (lowest performing) receive 30-45 minutes of small group reading instruction daily, provided by Title I staff. Title 1 staff salaries and research based interventions are paid with Title 1 grant funds. Math - Students in grades K-4 who are identified as Tier 3 math students (lowest performing) receive 30-45 minutes of small group math instruction 3-5 days per week, provided by Title I staff. Title 1 staff salaries and research based interventions are paid with Title 1 grant funds.Summer School - Students are selected by greatest need according to aimswebPlus and STAR data. The summer school program offers four additional weeks of instruction designed to close the achievement gap.

5. **In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))**
   For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

IDEA Specific Requirements Instructions

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- [ ] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [ ]

1. **How was the comprehensive needs assessment information used for planning grant activities?*This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.**

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Professional development topics that continue to be an area of need include but are not limited to: Best co-teaching practices, differentiated instruction, MTSS, Social Emotional Learning, Inclusive practices, Trauma Informed Practices in Education, conducting Functional Behavioral Assessments and writing Behavior Intervention Plans, Data Collection for measuring progress and completing present levels of performance, quality Transition Planning including appropriate assessment tools and activities, implementation of ABA for students with Autism, ongoing professional development for working with students with significant emotional deficits and challenging behaviors and incorporating meaningful technology into the classroom. The need for the continued use of Supplemental curriculum, many of them with a technology component, will continue to be used to support differentiation and meeting the widely diverse needs of students in special education. Additionally, consistency and vertical alignment in the curriculum and instructional as well as behavior management practices throughout district programs such as the self contained emotional support classes, special education instructional language arts and math classes, and the life skills and autism classes will continue to be addressed to ensure consistency as students transition throughout the district. We will continue to utilize online professional development tools for the Related Service Providers to utilize such as SpeechLanguagePathology.com and Summit Professional Education for OT, PT and SLPs in order to support their professional growth and continuing education licensure requirements.

   Response from the approved prior year Consolidated District Plan.

   Similar topics of professional development from prior years were identified including: Trauma Informed Practices in Education, conducting Functional Behavioral Assessments and writing Behavior Intervention Plans, Data Collection for measuring progress and completing present levels of performance, quality Transition Planning including appropriate assessment tools and activities, implementation of ABA for students with Autism, ongoing professional development for working with students with significant emotional deficits and challenging behaviors and incorporating meaningful technology into the classroom. The need for the continued use of Supplemental curriculum, many of them with a technology component, will continue to be used to support differentiation and meeting the widely diverse needs of students in special education. Additionally, consistency and vertical alignment in the curriculum and practices throughout district programs such as the self contained emotional support classes, special education instructional language arts and math classes, and the life skills and autism classes has also been identified and has been and will continue to be addressed to ensure consistency as students transition throughout the district. The Master Teacher, Paraeducator online training program will continue to be utilized to provide targeted, ongoing professional development opportunities for the educational assistants in the district. We also utilize online professional development tools for the Related Service Providers to utilize such as SpeechLanguagePathology.com and Summit Professional Education for OT, PT and SLPs.

2. **Summarize the activities and programs to be funded within the grant application.***

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   The amount of support staff necessary to provide adequate supervision and instructional techniques for our students with more severe and profound needs continues to increase every year. There are multiple educational assistants and health care attendants required in our more specialized classrooms in order to provide a safe and engaging learning environment. These positions are often funded with the IDEA Grant. Many supplemental curriculum programs are also funded with the IDEA Grant. For example, Language Live, an English Language Arts curriculum program which includes a key technology component, is used with students enrolled in grades 5th through 8th with IEPs receiving English Language Arts instruction in the special education instructional setting. The data collected and analyzed from the benchmarks and progress monitoring pieces in the program as well as data collected through Aimsplus benchmarks and progress monitoring indicated student growth in their reading comprehension and fluency. Both Language Live and Read Well will continue to be used for the upcoming 2025-2026 school year. Additionally, My Math and Glencoe Math 1, 2 and 3 will continue to be implemented in the instructional special education math classes in grades K-8 for the 2025-2026 school year along with the Envision Math series that general education is using in grades K-5. 1:1 devices such as chromebooks and/or ipads will continue to be used in the classrooms to allow for increased opportunities for the individualization of student instruction. Teachers of students with Autism will continue to receive support through professional development sessions provided on-site with continuous feedback. Hollywood Heights Alternative School will continue to enroll K-12 students with more intensive social emotional needs. The social emotional curriculum, AIM (Accept, Identify, Move) is being implemented in all self contained emotional support classrooms so there is vertical alignment throughout the program district wide. This implementation is being supported via ongoing site based trainings and remotely held webinars from Dr. Mark Dixon, BCBA. Unique Learning Systems has been adopted by all of the Life Skills and self contained Autism Classes in the district from Early Childhood classes to Collinsville High School in order to provide a consistent curriculum as students who require that intensive special education programming move from building to building in the district. Continuous professional development opportunities will be available as needed for staff to ensure they are implementing all supplemental curriculum with fidelity and integrity and using the data from those programs to continue to drive instruction and improve student outcomes.Professional development needs will continue to be met for our teachers, related service providers and educational assistants. Topic areas of professional development for staff working with students with disabilities include Trauma Informed Teaching practices, working with students with challenging behaviors, externalizing and internalizing behaviors, continued development of IEPs including conducting Functional Behavioral Assessments and Behavior Intervention Plans, Data Collection and progress monitoring of goals and objectives, Transition Planning, implementation of ABA for students with Autism, ongoing trainings on best practices to further support the implementation of Language Live, Read Well, My Math and Glencoe Math for the instructional English Language Arts and Math classes in the special education setting and continued training on Unique Learning Systems which is being used in the Life Skills and Autism Self Contained classes from Early Childhood through Collinsville High School. Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students who require special education services.

   Response from the approved prior year Consolidated District Plan.

   The amount of support staff necessary to provide adequate supervision and instructional techniques for our students with more severe and profound needs continues to increase every year. There are multiple educational assistants and health care attendants required in our more specialized classrooms in order to provide a safe and engaging learning environment. These positions are often funded with the IDEA Grant. Many supplemental curriculum programs are also funded with the IDEA Grant. For example, Language Live, an English Language Arts curriculum program which includes a key technology component, is used with students enrolled in grades 5th through 8th with IEPs receiving English Language Arts instruction in the special education instructional setting. The data collected and analyzed from the benchmarks and progress monitoring pieces in the program as well as data collected through Aimsplus benchmarks and progress monitoring indicated student growth in their reading comprehension and fluency. After successful implementation of Language Live in 5th - 8th grades, the vertical alignment of similar materials and curriculum was expanded by adding Read Well to include Kindergarten to 4th Grade students with IEPs receiving English Language Arts instruction in the special education instructional setting. Both Language Live and Read Well will continue to be used for the 2023-2024 school year. Additionally, My Math and Glencoe Math 1, 2 and 3 will continue to be implemented in all instructional special education math classes in grades K-8 for the 2023-2024 school year. Utilizing these two series when teaching students with identified math deficits in the smaller special education setting will be beneficial in providing consistency for students receiving these services district wide. 1:1 devices such as chromebooks and/or ipads will continue to be used in the classrooms to allow for increased opportunities for the individualization of student instruction. Teachers of students with Autism will continue to receive support through professional development sessions provided on-site with continuous feedback. Hollywood Heights Alternative School will continue to enroll K-12 students with more intensive social emotional needs. The social emotional curriculum, AIM (Accept, Identify, Move) is being implemented in all self contained emotional support classrooms so there is vertical alignment throughout the program district wide. This implementation is being supported via ongoing site based trainings and remotely held webinars from Dr. Mark Dixon, BCBA of Shawnee Behavioral Services. Unique Learning Systems has been adopted by all of the Life Skills and self contained Autism Classes in the district from Early Childhood classes to Collinsville High School in order to provide a consistent curriculum as students who require that intensive special education programming move from building to building in the district. Continuous professional development opportunities will be available as needed for staff to ensure they are implementing all supplemental curriculum with fidelity and integrity and using the data from those programs to continue to drive instruction and improve student outcomes.Professional development needs will continue to be met for our teachers, related service providers and educational assistants. Topic areas of professional development for staff working with students with disabilities include Trauma Informed Teaching practices, working with students with challenging behaviors, externalizing and internalizing behaviors, continued development of IEPs including conducting Functional Behavioral Assessments and Behavior Intervention Plans, Data Collection and progress monitoring of goals and objectives, Transition Planning, implementation of ABA for students with Autism, ongoing trainings on best practices to further support the implementation of Language Live, Read Well, My Math and Glencoe Math for the instructional English Language Arts and Math classes in the special education setting and continued training on Unique Learning Systems which is being used in the Life Skills and Autism Self Contained classes from Early Childhood through Collinsville High School. Supplemental curriculum, many of them technology based, will continue to be used to support differentiation and meeting the widely diverse needs of students who require special education services.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.***

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

There continues to be an increase of students being identified with severe and profound autism, cognitive disabilities, and social emotional disabilities. Not only has the amount of students with these needs increased, but the nature of their disability has intensified. This has been the trend the past several years since coming out of the COVID Pandemic. While there are not any major plans to the scope of services for 2025-2026 special education programs, the amount of support staff needed such as educational assistants and health care attendants necessary to keep all of the students engaged and safe in their learning environment continues to increase each year. It is imperative to continue to staff each of our specialized classrooms with the appropriate amount of resources in order to keep our students in their least restrictive environment. These specialized program classes will implement Unique Learning Systems and ABA via the PEAK Curriculum which remains an important factor for all classes to be consistent with curriculum, materials and behavior management strategies as students move throughout the district from Early Childhood through High School.

Response from the approved prior year Consolidated District Plan.

There has been an increased amount of students we are identifying and providing services to with severe and profound autism, cognitive disabilities, and social emotional disabilities. Not only has the amount of students with these needs increased, but the nature of their disability has intensified. While there have been no major changes planned for the scope of nature of services for 2023-2024 special education programs, the amount of support staff needed such as educational assistants and health care attendants necessary to keep all of the students engaged and safe in their learning environment continues to increase each year. It is imperative to staff each of our specialized classrooms with the appropriate amount of resources to keep our students in their least restrictive environment. These classes will continue to implement Unique Learning Systems and ABA via PEAK which remains an important factor for all classes to be consistent with curriculum, materials and behavior management strategies as students move throughout the district from Early Childhood through High School. Additionally, through conversations with the Early Intervention providers in our area and we are projecting to continue to see this trend as they are proving services to children who are displaying many characteristics of students with intensive needs with developmental disabilities. Many of these children will be transitioning to our public school district by the end of the first semester of the 2023-2024 school year as they turn 3 years old.

4. **How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**

   https://www.isbe.net/Pages/SPPAPR-Indicators.aspx

   DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

   ([count] of 7500 maximum characters used)

   Indicator 3 is directly supported through IDEA grant funds by utilizing supplemental curriculum and materials to support student academic growth and therefore increase their proficiency on state assessments. Indicator 4 is supported through IDEA Grant funds via professional development opportunities on various behavior management strategies as well as social emotional curriculum, crisis prevention trainings, and trauma informed practices. Indicators 5 and 6 are supported by IDEA funds through professional development on inclusion practices, differentiation and coteaching strategies. Additionally, supplemental supplies and materials that can be used to support students with various individualized needs in the general education classrooms are supported through the IDEA grant (i.e., fidgets, flexible seating needs, assistive technology, etc.). Indicator 13 is also supported with IDEA funds through professional development opportunities on transition planning. In general, grant funds used on professional development directly supports the district's performance on the majority of the State Performance plan indicators.

*Required field

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

Program: Youth in Care Stability

Purpose: To comply with ESSA requirements for educational stability for students who are Youth in Care.

Required For: All Illinois school districts and state-authorized charter schools

Resources:
ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014
US Department of Education (USDE) web page for Students in Foster Care
The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
Educational Stability Requirements (Effective October 7, 2008)
Public Act 099-0781 (effective 8/12/2016)
USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)
Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section)
ESEA of 1965 as Amended, Section 6312(c)

Background

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

Definition and References

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:

https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx

Requirements

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
   a. Contracted services - taxis, student transport companies, etc. - see note below
   b. Public transportation such as city buses, rails, etc.
   c. Carpools - see note below
   d. School/District staff - see note below
   e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP

5. Local funds

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Hyre	Bradley	Assistant Superintendent - Student Services	bhyre@cusd.kahoks.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*

☐ Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

---

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care.Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

BEST INTEREST DETERMINATION GUIDELINESRequirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay.SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA).SEQUENCE:1. When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency worker must notify the principal and the local superintendent. If the new residence is not in the same school zone, the LEA POC must be notified and invited to participate in the Best Interest Determination (BID). The child welfare agency must advise the child's current school the necessary timeframe for determining the child's most appropriate school placement;2. Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin transportation designee.a. The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.b. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making processb. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below) if the BID results in a decision to maintain the current school enrollment. This information is given to the LEA POC to include in the BID.3. The Child Welfare Agency worker, LEA POC, classroom instructor, social worker and other essential members of BID share their information on the appropriateness of the educational setting. The Child Welfare Agency worker and the LEA POC jointly determine the child's best interest for school placement, in consultation with the child and other key partners.4. The best interest determination for school placement is completed as quickly as possible after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest;5. If the BID decision is that the student will remain in the current school, the LEA POC notifies the school of origin transportation designee, who then assists the Child Welfare Agency worker in arranging transportation to and from school. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.The following factors should be considered when determining whether a foster care student remains in the school of origin include: (and for developing Transportation Procedures for a foster care student to remain at the school of origin include):1. Appropriateness of the current educational setting and proximity of placement;2. Preferences of the child (Which school does the child prefer?, Why?);3. Preferences of the child's parent(s) or education decision-maker(s);4. Influence of the school climate on the child, including safety (Are there any safety issues to consider?);5. Duration (How long is the placement expected to last and what is the permanent plan?);6. Time of placement change (Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?);7. Type of transportation available;8. How the length of the commute would impact the child, based on the child's developmental stage; (How would the length of commute impact the child?);9. Flexibility in school schedule;10. Academic ability and school preference (How strong is the child academically?11. History of school transfers and how they have impacted the child; (How many schools has the child attended this year? The past few years?);12. Placement of the child's sibling(s); (Does the child have siblings placed in the school?);13. The child's attachment to the school, including meaningful relationships with staff and peers; (Does the child have positive peer relationships? Connection to staff?)14. The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;15. Impact of extracurricular activities on transportation options;16. Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA) and17. Maturity and behavioral capacity (Does the youth have any anxieties about the upcoming move or changes in his/her life?).Development of this Transportation Plan for Students in Foster Care included the following participants:Bradley Hyre, CUSD10 Assistant Superintendent for Student Services, Local LEA POC, and CUSD10 pupil transportation directorDr. Brad Skertich, CUSD10 Superintendent of SchoolsLizeth Jimenez, CUSD10 McKinney-Vento point of contactAli Underwood, CUSD10 Director of Special EducationCarla Terry, First Student Bus Company Local ManagerTammy Eickelman, First Student Bus Company Local Routing Director

Response from the approved prior year Consolidated District Plan.

BEST INTEREST DETERMINATION GUIDELINESRequirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay.SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA).SEQUENCE:1. When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency worker must notify the principal and the local superintendent. If the new residence is not in the same school zone, the LEA POC must be notified and invited to participate in the Best Interest Determination (BID). The child welfare agency must advise the child's current school the necessary timeframe for determining the child's most appropriate school placement;2. Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin transportation designee.a. The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.b. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making processb. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below) if the BID results in a decision to maintain the current school enrollment. This information is given to the LEA POC to include in the BID.3. The Child Welfare Agency worker, LEA POC, classroom instructor, social worker and other essential members of BID share their information on the appropriateness of the educational setting. The Child Welfare Agency worker and the LEA POC jointly determine the child's best interest for school placement, in consultation with the child and other key partners.4. The best interest determination for school placement is completed as quickly as possible after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest;5. If the BID decision is that the student will remain in the current school, the LEA POC notifies the school of origin transportation designee, who then assists the Child Welfare Agency worker in arranging transportation to and from school. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.The following factors should be considered when determining whether a foster care student remains in the school of origin include: (and for developing Transportation Procedures for a foster care student to remain at the school of origin include):1. Appropriateness of the current educational setting and proximity of placement;2. Preferences of the child (Which school does the child prefer?, Why?);3. Preferences of the child's parent(s) or education decision-maker(s);4. Influence of the school climate on the child, including safety (Are there any safety issues to consider?);5. Duration (How long is the placement expected to last and what is the permanent plan?);6. Time of placement change (Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?);7. Type of transportation available;8. How the length of the commute would impact the child, based on the child's developmental stage; (How would the length of commute impact the child?);9. Flexibility in school schedule;10. Academic ability and school preference (How strong is the child academically?11. History of school transfers and how they have impacted the child; (How many schools has the child attended this year? The past few years?);12. Placement of the child's sibling(s); (Does the child have siblings placed in the school?);13. The child's attachment to the school, including meaningful relationships with staff and peers; (Does the child have positive peer relationships? Connection to staff?)14. The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;15. Impact of extracurricular activities on transportation options;16. Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA) and17. Maturity and behavioral capacity (Does the youth have any anxieties about the upcoming move or changes in his/her life?).Development of this Transportation Plan for Students in Foster Care included the following participants:Bradley Hyre, CUSD10 Assistant Superintendent for Student Services, Local LEA POC, and CUSD10 pupil transportation directorDr. Brad Skertich, CUSD10 Superintendent of SchoolsLizeth Jimenez, CUSD10 McKinney-Vento point of contactAli Underwood, CUSD10 Director of Special EducationCarla Terry, First Student Bus Company Local ManagerTammy Eickelman, First Student Bus Company Local Routing Director

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation hereSee Section 504 here

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREFoster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.Students who are in Foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the BID. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.Requirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay.If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).If the school District can offer an existing means of transportation at no additional cost, the Child Welfare Agency will not be charged.

Response from the approved prior year Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREFoster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.Students who are in Foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the BID. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.Requirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in

foster care should be enrolled in his or her new school without delay.If the student has an IEP that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).If the school District can offer an existing means of transportation at no additional cost, the Child Welfare Agency will not be charged.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREStudent is Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.Requirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay.

Response from the approved prior year Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREStudent is Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.Requirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without delay.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision.NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREDISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.Dispute resolution procedures will include: 1) The DCFS/Foster Parent appeals to the school district administration (i.e., Superintendent of Schools, Director of Special Education, or Director of Curriculum & Assessment) who will act as dispute mediator. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)). DCFS will have the final determination if a resolution cannot be agreed upon.

Response from the approved prior year Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREDISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.Dispute resolution procedures will include: 1) The DCFS/Foster Parent appeals to the school district administration (i.e., Superintendent of Schools, Director of Special Education, or Director of Curriculum & Assessment) who will act as dispute mediator. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)). DCFS will have the final determination if a resolution cannot be agreed upon.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

To ensure all appropriate school personnel are informed of ESSA requirements for Youth in Care, the district/school will implement a comprehensive and ongoing training and support program. This program will include: 1) regular training sessions topics such as Best Interest Determinations (BIDs), maintaining school of origin placements, and the importance of uninterrupted education and for all relevant staff (ie administrators, teachers, counselor, social workers and special education staff), clearly defined staff responsibilities, and coordinated collaboration with child welfare agencies. Program goals will include collaboration with child welfare agencies including: communication channels, joint procedures and written procedures for transportation, enrollment and student records transfers, timely and collaborative BID meetings, and ongoing communication and open dialogue regarding student placements, emerging needs, and any concerns impacting educational stability. The district will establish mechanisms to regularly evaluate its ESSA implementation, including tracking the number of Youth in Care, their academic outcomes, and the effectiveness of BIDs. Data related to student mobility, attendance, and academic achievement will be analyzed to identify gaps and guide continuous improvement efforts. In summary, the district/school will cultivate a supportive and responsive environment for Youth in Care by ensuring staff are well-trained, roles and responsibilities are clearly defined, collaboration with child welfare agencies is strong, and program implementation is continually assessed and refined.

*Required field

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Requirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without dela y.BEST INTEREST DETERMINATION GUIDELINESRequirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without dela y.SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA).SEQUENCE:1. When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency worker must notify the principal and the local superintendent. If the new residence is not in the same school zone, the LEA POC must be notified and invited to participate in the Best Interest Determination (BID). The child welfare agency must advise the child's current school the necessary timeframe for determining the child's most appropriate school placement;2. Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin transportation designee.a. The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.b. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making processb. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below) if the BID results in a decision to maintain the current school enrollment. This information is given to the LEA POC to include in the BID.3. The Child Welfare Agency worker, LEA POC, classroom instructor, social worker and other essential members of BID share their information on the appropriateness of the educational setting. The Child Welfare Agency worker and the LEA POC jointly determine the child's best interest for school placement, in consultation with the child and other key partners.4. The best interest determination for school placement is completed as quickly as possible after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest;5. If the BID decision is that the student will remain in the current school, the LEA POC notifies the school of origin transportation designee, who then assists the Child Welfare Agency worker in arranging transportation to and from school. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.The following factors should be considered when determining whether a foster care student remains in the school of origin include: (and for developing Transportation Procedures for a foster care student to remain at the school of origin include):1. Appropriateness of the current educational setting and proximity of placement;2. Preferences of the child (Which school does the child prefer?, Why?);3. Preferences of the child's parent(s) or education decision-maker(s);4. Influence of the school climate on the child, including safety (Are there any safety issues to consider?);5. Duration (How long is the placement expected to last and what is the permanent plan?);6. Time of placement change (Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?);7. Type of transportation available;8. How the length of the commute would impact the child, based on the child's developmental stage; (How would the length of commute impact the child?);9. Flexibility in school schedule;10. Academic ability and school preference (How strong is the child academically?11. History of school transfers and how they have impacted the child; (How many schools has the child attended this year? The past few years?);12. Placement of the child's sibling(s); (Does the child have siblings placed in the school?);13. The child's attachment to the school, including meaningful relationships with staff and peers; (Does the child have positive peer relationships? Connection to staff?)14. The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;15. Impact of extracurricular activities on transportation options;16. Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA) and17. Maturity and behavioral capacity (Does the youth have any anxieties about the upcoming move or changes in his/her life?).Development of this Transportation Plan for Students in Foster Care included the following participants:Bradley Hyre, CUSD10 Assistant Superintendent for Student Services, Local LEA POC, and CUSD10 pupil transportation directorDr. Brad Skertich, CUSD10 Superintendent of SchoolsLizeth Jimenez, CUSD10 McKinney-Vento point of contactAli Underwood, CUSD10 Director of Special EducationCarla Terry, First Student Bus Company Local ManagerTammy Eickelman, First Student Bus Company Local Routing Director

Response from the approved prior year Consolidated District Plan.

Requirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without dela y.BEST INTEREST DETERMINATION GUIDELINESRequirements under Title I of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping children who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a child to change schools. If it is not in the best interest of a child to remain in his or her school of origin, a child in foster care should be enrolled in his or her new school without dela y.SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1) Appropriateness of the current educational setting and proximity of placement; 2) Preferences of the child; 3) Preferences of the child's parent(s) or education decision-maker(s); 4) The child's attachment to the school, including meaningful relationships with staff and peers; 5) Placement of the child's sibling(s); 6) Influence of the school climate on the child, including safety; 7) The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; 8) History of school transfers and how they have impacted the child; 9) How the length of the commute would impact the child, based on the child's developmental stage; and 10) Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA).SEQUENCE:1. When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency worker must notify the principal and the local superintendent. If the new residence is not in the same school zone, the LEA POC must be notified and invited to participate in the Best Interest Determination (BID). The child welfare agency must advise the child's current school the necessary timeframe for determining the child's most appropriate school placement;2. Upon receipt of the invitation to participate in the BID, the LEA POC notifies the school of origin transportation designee.a. The LEA POC should provide the student's name, current school, new residence address, and whether the student has an IEP with specialized transportation.b. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making processb. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below) if the BID results in a decision to maintain the current school enrollment. This information is given to the LEA POC to include in the BID.3. The Child Welfare Agency worker, LEA POC, classroom instructor, social worker and other essential members of BID share their information on the appropriateness of the educational setting. The Child Welfare Agency worker and the LEA POC jointly determine the child's best interest for school placement, in consultation with the child and other key partners.4. The best interest determination for school placement is completed as quickly as possible after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest;5. If the BID decision is that the student will remain in the current school, the LEA POC notifies the school of origin transportation designee, who then assists the Child Welfare Agency worker in arranging transportation to and from school. Due to the mobility rate of youth experiencing foster care, all efforts will be made to keep foster care youth in the school of origin.The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.The following factors should be considered when determining whether a foster care student remains in the school of origin include: (and for developing Transportation Procedures for a foster care student to remain at the school of origin include):1. Appropriateness of the current educational setting and proximity of placement;2. Preferences of the child (Which school does the child prefer?, Why?);3. Preferences of the child's parent(s) or education decision-maker(s);4. Influence of the school climate on the child, including safety (Are there any safety issues to consider?);5. Duration (How long is the placement expected to last and what is the permanent plan?);6. Time of placement change (Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?);7. Type of transportation available;8. How the length of the commute would impact the child, based on the child's developmental stage; (How would the length of commute impact the child?);9. Flexibility in school schedule;10. Academic ability and school preference (How strong is the child academically?11. History of school transfers and how they have impacted the child; (How many schools has the child attended this year? The past few years?);12. Placement of the child's sibling(s); (Does the child have siblings placed in the school?);13. The child's attachment to the school, including meaningful relationships with staff and peers; (Does the child have positive peer relationships? Connection to staff?)14. The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;15. Impact of extracurricular activities on transportation options;16. Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Ac (EEOA) and17. Maturity and behavioral capacity (Does the youth have any anxieties about the upcoming move or changes in his/her life?).Development of this Transportation Plan for Students in Foster Care included the following participants:Bradley Hyre, CUSD10 Assistant Superintendent for Student Services, Local LEA POC, and CUSD10 pupil transportation directorDr. Brad Skertich, CUSD10 Superintendent of SchoolsLizeth Jimenez, CUSD10 McKinney-Vento point of contactAli Underwood, CUSD10 Director of Special EducationCarla Terry, First Student Bus Company Local ManagerTammy Eickelman, First Student Bus Company Local Routing Director

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- [x] a. Pre-existing transportation route
- [x] b. New transportation route
- [x] c. Route-to-route hand-offs
- [x] d. District-to-district boundary hand-offs
- [x] e. Other services for which student is eligible, such as IDEA transportation options

- [x] f. Options presented by DCFS worker
- [x] g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- [x] h. Other - describe
  Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.
- [ ] i. Other - describe
- [ ] j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREFUNDING OPTIONS:1. Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion);2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation);3. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Response from the approved prior year Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREFUNDING OPTIONS:1. Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion);2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation);3. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREDISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Response from the approved prior year Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREDISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREThe LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.DISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Multiple factors will be considered and addressed in the BID when determining transportation options for foster care students, including: safety for the student and other students being transported; student age; length of commute; and distance. Information from the SOO transportation designee about these factors will be provided so that the BID will be comprehensive and will include consideration of cost-effective measures.The following options will be considered to provide SOO transportation: 1. An existing bus route can be used; 2) An existing bus route can be modified slightly to accommodate the new address; 3) Specialized transportation offered to other students can be accessed, such as: a) Special education; b) Alternative education; c) Magnet school; or d) McKinney-Vento transportation; 4) Existing specialized transportation can be modified slightly to accommodate the new address; 5) Additional options that could be accessed by the district; 6) School district alternatives not provided directly by the school district that the LDSS could access or that would be willing to assist in accessing (this could be facilitating the arrangement or providing the transportation and being reimbursed). Examples include: a) Contracted transport; or b) Public transportation such as city buses, Metro, etc.; 7) The LDSS worker also should explore options outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Response from the approved prior year Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREThe LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.DISPUTE RESOLUTION:If there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).Multiple factors will be considered and addressed in the BID when determining transportation options for foster care students, including: safety for the student and other students being transported; student age; length of commute; and distance. Information from the SOO transportation designee about these factors will be provided so that the BID will be comprehensive and will include consideration of cost-effective measures.The following options will be considered to provide SOO transportation: 1. An existing bus route can be used; 2) An existing bus route can be modified slightly to accommodate the new address; 3) Specialized transportation offered to other students can be accessed, such as: a) Special education; b) Alternative education; c) Magnet school; or d) McKinney-Vento transportation; 4) Existing specialized transportation can be modified slightly to accommodate the new address; 5) Additional options that could be accessed by the district; 6) School district alternatives not provided directly by the school district that the LDSS could access or that would be willing to assist in accessing (this could be facilitating the arrangement or providing the transportation and being reimbursed). Examples include: a) Contracted transport; or b) Public transportation such as city buses, Metro, etc.; 7) The LDSS worker also should explore options outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREThe Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest. (ESEA section 1112(c)(5)(B)). School Education Associations (SEA) and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. These procedures will align with the broader school stability processes found in the Joint Guidance on School Placement for Students in Foster Care.School districts and DCFS must work together well to serve all children in

their care. Fulfilling the commitments made in ESSA to foster children is a very important step in that collaboration.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Response from the approved prior year Consolidated District Plan.

COLLINSVILLE CUSD10 TRANSPORTATION PLAN FOR STUDENTS PLACED IN FOSTER CAREThe Every Student Succeeds Act of 2015 (ESSA) requires that school districts and child welfare agencies collaborate to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded to maintain children in foster care in their school of origin during the time students are in foster care when it is in their best interest. (ESEA section 1112(c)(5)(B)). School Education Associations (SEA) and State or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care, as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. These procedures will align with the broader school stability processes found in the Joint Guidance on School Placement for Students in Foster Care.School districts and DCFS must work together well to serve all children in their care. Fulfilling the commitments made in ESSA to foster children is a very important step in that collaboration.Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education.In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

1092 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*	First Name*	Middle Initial
Poe	Kim	

Phone*

618 346 6301

Email*

kpoe@cusd.kahoks.org

EL Program Director Requirements:

Administrative Endorsement ☑

ESL/Bilingual Endorsement ☑

Administrator Requirements

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

Collinsville CUSD 10 has Dual Language self-contained classrooms at the following schools; Kreitner Elementary K-4, Caseyville Elementary K-4 and Dorris Intermediate 5th grade which decreases the caseloads for the TBE collaborative services. At DIS there will be two teaching teams to teach the Multilingual Learners which will include all content areas and there is a bilingual paraprofessional to provide language support with the ESL monolingual teacher in the 2 self-contained classrooms. There are 2 ESL teachers and 1 bilingual teacher who travel to low attendance centers who provide daily services according to the language proficiency levels at the TPI programs, (Renfro, Maryville, Summit, Webster, Twin Echo, Hollywood Heights). The number of students vary every year. There are not students at each grade level at our elementary schools. CMS has self-contained English classes where students are placed according to their English proficiency levels (newcomers, beginners, intermediates and advanced). At CMS, there are 2 bilingual educational assistants who provide language support in Science and Social Studies. CHS multilingual programming is similar to the middle school. CHS has self contained EL teachers who provide Spanish Instruction to the newcomers and beginners. ESL instruction is provided to the Intermediate and Advanced level multilinguals. There are 3 bilingual paraprofessionals who provide language support in courses required to graduate(social studies, math and electives). There are 2 bilingual science teachers that have several multilingual learners sections, and they provide language support.

*Required field

Attendance Center Enrollment Information Instructions

1092 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs
		Grade Span	TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	Language Codes Alphabetical
1.	Caseyville Elementary	PK-4	☑	☑	☐	☐	☑	☐	☑	☐	☐	0	2	3	1	001
2.	Kreitner Elementary	PK-4	☑	☑	☐	☐	☑	☐	☑	☐	☐	1	0	10	0	001
3.	Maryville Elementary	K-4	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
4.	Renfro Elementary	K-4	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
5.	Summit Elementary	K-4	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
6.	Twin Echo Elementary	K-4	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
7.	Webster Elementary	K-4	☑	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	001
8.	Dorris Elementary	5-6	☑	☑	☐	☐	☑	☐	☑	☐	☑	1	0	4	1	001
9.	Collinsville Middle	7-8	☑	☑	☐	☐	☐	☐	☑	☐	☑	5	1	0	0	001
10.	Collinsville High	9-12	☑	☑	☐	☐	☐	☐	☑	☐	☑	6	0	1	0	001
11.	Collinsville Area Vocational Center	9-12	☑	☐	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	001
12.	Hollywood Heights Alternative Center	K-12	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
13.	William M Bedell - ARC	K-12	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
14.	Center for Educational Opportunity	K-12	☑	☐	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	001
15.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
16.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
17.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
18.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
19.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
20.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
21.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
22.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
23.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
24.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
25.			☐	☐	☐	☐	☐	☐	☐	☐	☐					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

BSP Professional Development Instructions

1092 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance.These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☑	Current Research in the Teaching of EL Students	10/01/2025	☑	☐	30
☑	Methods for Teaching in the Native Language and Method of Teaching ESL	11/01/2025	☑	☐	12
☑	Language Assessment	09/01/2025	☑	☐	30
☑	Issues Related to the Native Culture and the Culture of the United States	12/01/2025	☑	☐	40
☑	Issues Related to EL Students with Disabilities	01/01/2026	☑	☑	50
☑	Program Standards	03/01/2026	☑	☐	30
☑	District Identification Assessment	09/01/2025	☑	☑	20
☑	Program Design	09/01/2025	☑	☑	30
☑	Basic Instructional Techniques for Teachers of EL Students	01/01/2026	☑	☐	25
☑	Spanish Language Arts	01/01/2026	☑	☐	12
☑	Others (Specify):	08/12/2025	☑	☐	30

EL Teachers will receive training on Maravillas and Raz-Plus during the teacher institute. I-Station training will be provided during PLCs.

Comments:

*Required field

BSP TBE Requirements Instructions

1092 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes (●) No ( )

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes (●) No ( )

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for part-time placement. Yes (●) No ( )

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program? Yes ( ) No ( )

Comments:

Multilingual Learners are offered Spanish Language Arts in the TBE programs. We use Maravillas - McGraw Hill and their assessments. Teachers are required to have attended virtually the professional development for Spanish Language Arts. Students are measured and monitored by using STAR, I-Station and AIMS Plus and the local tools to assess Spanish Language Development which will provide comparative data to measure student learning and progress. This data will help guide the English Learning Curriculum Committee with decisions on curriculum development, new curriculum, lesson planning and supplemental material purchases. The data will be reviewed as to which ELs reached or are close to reaching their benchmarks. STAR and I-Station progress reports will be utilized for parent-teacher conferences and grade level meetings. Data will be reviewed comparing the Dual Language students who have been in the program for 3 or more years to TBE students who have been in the program for 3 or more years receiving pull out services to determine program effectiveness.

*Required field

TBE Parent Advisory Committee Instructions

1092 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes (●)
No ( )

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following:parents, legal guardians, transitional bilingual teachers, counselors, and community leaders.A majority of its members must be parents of students enrolled in the TBE program.This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson	Yesenia Malagon	Role	CM	Language(s)	Spanish, English	Telephone	618 346 6301
Street	108 W. Church Street	City	Collinsville	State	IL	Zip+4	62234
Committee Member	Maria Santiago	Role	T	Language(s)	Spanish, English	Telephone	618 346 6205
Street	433 S. 2nd Street	City	Caseyville	State	IL	Zip+4	62232
Committee Member	Leslie Ramirez	Role	T	Language(s)	Spanish, English	Telephone	618 346 6213
Street	9000 College Street	City	Collinsville	State	IL	Zip+4	62234
Committee Member	Shequita Weaver	Role	T	Language(s)	English	Telephone	618 346 6265
Street	311 Camelot Dr.	City	Collinsville	State	IL	Zip+4	62234
Committee Member	Kate Berger	Role	T	Language(s)	Spanish, English	Telephone	618 343 2100

Street	9649 Collinsville Rd.	City	Collinsville	State	IL	Zip+4	62234

Committee Member	Kim Poe	Role	T	Language(s)	Spanish, English	Telephone	618 346 6205
Street	108 W. Church Street	City	Collinsville	State	IL	Zip+4	62234

Committee Member	Ana Mariela Gutierrez	Role	P	Language(s)	Spanish	Telephone	314 971 8241
Street	3005 N 60th Street	City	Fairmont City	State	IL	Zip+4	62201

Committee Member	Maria Sanchez	Role	P	Language(s)	Spanish	Telephone	618 593 4080
Street	1411 SAINT CLAIR AVE	City	Collinsville	State	IL	Zip+4	62234

Committee Member	Elba Gutierrez	Role	P	Language(s)	Spanish	Telephone	929 319 0525
Street	5200 COLLINSVILLE RD LOT 25	City	Fairmont City	State	IL	Zip+4	62201

Committee Member	Blanca Martinez	Role	P	Language(s)	Spanish	Telephone	314 339 4983
Street	3645 BATES ST 3W	City	St. Louis	State	MO	Zip+4	63116

Committee Member	Yadria Castro	Role	P	Language(s)	Spanish	Telephone	618 512 7984
Street	2715 N 39TH ST	City	Fairmont City	State	IL	Zip+4	62201

Committee Member	Sandra Manuel-Juan	Role	P	Language(s)	Spanish	Telephone	618 581 6866
Street	3319 VFW LN	City	Collinsville	State	IL	Zip+4	62234

Committee Member	Brenda Ortiz-Cortez	Role	P	Language(s)	Spanish	Telephone	618 971 3298
Street	16 SUSANNE CT	City	Caseyville	State	IL	Zip+4	62232

Committee Member	Francisca Castillo-Lorenzo	Role	P	Language(s)	Spanish	Telephone	618 666 9056
Street	3128 PRINCETON AVE	City	Collinsville	State	IL	Zip+4	62234

Committee Member	Zaira Mendez	Role	P	Language(s)	Spanish	Telephone	314 541 3908
Street	405 S LONG ST	City	Caseyville	State	IL	Zip+4	62232

Committee Member	Valeria De Anda	Role	P	Language(s)	Spanish	Telephone	618 514 4781
Street	322 E OFALLON DR	City	Caseyville	State	IL	Zip+4	62232

Committee Member	Rosalba Pille Valerio	Role	P	Language(s)	Spanish	Telephone	618 670 9902
Street	2853 N 44TH ST	City	Fairmont City	State	IL	Zip+4	62201

Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

☑ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:
Yesenia Malagon

Date: 06/05/0205

☑ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:
Yesenia Malagon

Date: 06/05/2025

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Meeting	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	08/28/2025	Bilingual Advisory Committee Training (required activity).
2.	09/25/2025	Review EL programs: Dual Language, TBE, TPI and Emergent Bilinguals
3.	11/18/2025	Family Reading Event and resources for families
4.	05/01/2026	Review SY 27 Budget and Elect Officers - Community Resources

Comments:

10.7. Approval of Collective Bargaining Agreement Between the Collinsville Community Unit School District #10 and the Collinsville Education Association

Collective Bargaining Agreement

between

Collinsville Community Unit School District No. 10

and

Collinsville Education Association

An affiliate of Illinois Education Association and the National Education Association

2025-2028

INDEX

			Page
ARTICLE I	**RECOGNITION**		**1**
ARTICLE II	**ASSOCIATION RIGHTS**		**2**
	Section 1.	Free and open exchange of views	2
	Section 2.	Use of school buildings for meetings	2
	Section 3.	Building membership meetings	2
	Section 4.	Names and addresses of new employees	2
	Section 5.	Association meetings	2
	Section 6.	Association days	2
	Section 7.	Building representatives	2
	Section 8.	Employee conferences	2
	Section 9.	Personnel files	2
	Section 10.	Evaluation material	2
	Section 11.	Use of facilities for communication	3
	Section 12.	Membership discrimination	3
	Section 13.	Copies of Agreement	3
	Section 14.	Board agenda	3
	Section 15.	Salary statements	3
	Section 16.	Operating procedures	3
	Section 17.	Meetings with Superintendent	3
	Section 18.	Special state or federal funds	3
	Section 19.	Dues deduction	3
ARTICLE III	**GRIEVANCE PROCEDURE**		**4**
	Section 1.	Definitions	4
	Section 2.	Procedures	4
	Section 3.	Stipulations	6
ARTICLE IV	**EMPLOYMENT CONDITIONS**		**8**
	Section 1.	Arrival and departure time	8
	Section 2.	Extracurricular participation	8
	Section 3.	Relief periods	8
	Section 4.	Preparation period	9
	Section 5.	Professional staff meetings	9
	Section 6.	Regular teachers as substitutes	10
	Section 7.	Relief time for special teachers	10
	Section 8.	Extracurricular compensation	10
	Section 9.	Calendar	11
	Section 10.	Statement of Economic Interests	12
	Section 11.	Teacher Dress and Appearance	12
	Section 12.	Lesson Plans	12
	Section 13	Grading	12
	Section 14	Employment Conditions for Special Education Certified Staff	13

			Page
ARTICLE V	**EMPLOYEE FACILITIES, EQUIPMENT AND MATERIALS**		**13**
	Section 1.	Employee reference material	13
	Section 2.	Staff dining room	13
	Section 3.	Telephone facilities	13
	Section 4.	Storage space for school supplies	13
	Section 5.	Personal storage space	13
	Section 6.	Employee parking area	13
	Section 7.	Communication system	13
	Section 8.	Clerical facilities	13
	Section 9.	Lounge facilities	13
	Section 10.	Requisitions for supplies	13
	Section 11.	Textbook and instructional supply adoption	14
	Section 12.	Computer Security and District Network/Internet Use Policy	14
	Section 13.	Surveillance Cameras	15
	Section 14.	Running Start Program	15
ARTICLE VI	**STAFF PROTECTION**		**15**
	Section 1.	Complaints against teachers	15
	Section 2.	Teacher's right to answer complaint	15
	Section 3.	Damage to personal property	16
	Section 4.	Classroom discipline	16
	Section 5.	Suspension and Expulsion of Pupils	16
	Section 6.	Policy Governing Corporal Punishment	16
ARTICLE VII	**EMPLOYEE AUTHORITY AND RESPONSIBILITY**		**16**
	Section 1.	Board support	16
ARTICLE VIII	**EMPLOYEE EVALUATION**		**17**
	Section 1.	Principal's responsibility	17
	Section 2.	Itinerant staff assigned to Home-School	19
	Section 3.	Employee knowledge of observation	19
	Section 4.	Informal and impromptu visits	19
	Section 5.	Employee Performance Rating of “Needs Improvement”	19
	Section 6.	Employee Performance Rating of “Unsatisfactory” and Remediation	19
	Section 7.	Review of Evaluation Plan	20
ARTICLE IX	**EMPLOYEE DISCIPLINE**		**20**
	Section 1.	Definition of employee discipline and due process	20
	Section 2.	Emergency response	21
	Section 3.	Confidentiality – meetings	21
	Section 4.	Confidentiality – information	21

			Page
ARTICLE X	**EMPLOYMENT QUALIFICATIONS AND ASSIGNMENTS**		**21**
	Section 1.	Assignment outside of major field	21
	Section 2.	Degree requirements	21
	Section 3.	Certification	21
	Section 4.	Professional conferences and meetings	21
	Section 5.	Notification of assignments	21
	Section 6.	Employee transfers	21
	Section 7.	Vacancies	22
	Section 8.	Involuntary transfers	22
	Section 9.	Teacher Displacement for Reasons Other Than RIF	22
	Section 10.	Summer school positions	22
	Section 11.	Considerations in filling summer school positions	22
	Section 12.	Posting of summer school positions	23
	Section 13.	Recommendations for employment of summer school teachers	23
	Section 14.	Permanent Substitute Teacher	23
	Section 15.	Standards and Expectations for Coaches	24
ARTICLE XI	**CLASS SIZE**		**26**
	Section 1.	Class sizes K through 6	26
	Section 2.	Class sizes 7 through 12	26
	Section 3.	"Make All Efforts" for Class Size Grades K-6	27
	Section 4.	70/30 IEP Ratio	27
	Section 5.	Special Education Caseload	27
	Section 6.	ELL/Bilingual	27
ARTICLE XII	**REDUCTION IN TEACHERS**		**28**
	Section 1.	Association to be informed	28
	Section 2.	Procedures for reduction	28
	Section 3.	Re-employment procedures	30
	Section 4.	Bumping provisions	30
	Section 5.	Proficient Ratings	30
ARTICLE XIII	**LEAVES**		**31**
	Section 1.	Sick leave	31
	Section 2.	Parental leave	33
	Section 3.	Personal leave	34
	Section 4.	Jury duty	35
	Section 5.	Sustained incapacity	35
	Section 6.	Funeral leave	35
	Section 7.	Military leave	35
	Section 8.	Sabbatical leave	36

Page

Section 9. Deduct days 37
Section 10. Unused accumulated sick leave days 38

ARTICLE XIV ATTENDANCE INCENTIVE 38

Section 1. Qualifications for additional amount to be added to salary 38
Section 2. Changes in TRS rules 39
Section 3. Notice of Retirement Submission 39
Section 4. TRS Limits 39
Section 5. Failure to Retire as Scheduled 39
Section 6. TRS Rules on Attendance Incentive 39
Section 7. Attendance Incentive Payout 40

ARTICLE XV FRINGE BENEFITS 40

Section 1. Health insurance 40
Section 2. TRS Contributions 40
Section 3. Employee Badge Activity Pass 41
Section 4. 403(b) Plan 41

ARTICLE XVI COMPENSATION 42

Section 1. Salary schedule 42
Section 2. Experience credit 42
~~Section 3. Master's Degree Equivalency 42~~
Section 3. Ten or twelve month pay period option 42
Section 4. Salary computational errors 42
Section 5. Automotive mileage 43
Section 6. Summer School 43
Section 7. Night School 43
Section 8. Saturday School 43
Section 9. Homebound program 43
Section 10. Irregular teaching duty 43
Section 11. Driver's Education (Behind the Wheel) 43
Section 12. No unauthorized deduction 43
Section 13. Worker's Comp 43
Section 14. 60 hour Master's degrees 44
Section 15. Lead Teachers 44
Section 16. Early Retirement Incentive 44

ARTICLE XVII COMMITTEES 46

Vocational Committee 46
Special Education Concerns 46
Board Liaison Budget Committee 46

			Page
ARTICLE XVIII	**TERMINATION AND NEGOTIATIONS PROCEDURES**		**46**
	Section 1.	Good faith negotiations	46
	Section 2.	Responsibility to meet	46
	Section 3.	Delegation of power and authority	46
	Section 4.	Selection of negotiating representatives	46
	Section 5.	Negotiations starting date	47
	Section 6.	Designation of spokesperson	47
	Section 7.	Public not invited	47
	Section 8.	Communication of negotiations process	47
	Section 9.	Resource consultants	47
	Section 10.	Records of negotiation meetings	47
	Section 11.	Items agreed upon	47
	Section 12.	Impasse	47
	Section 13.	Costs for mediator	47
	Section 14.	Changes to Agreement	47
	Section 15.	Contracts prior to reaching agreement	47
	Section 16.	Ratification and approval	48
ARTICLE XIX	**EFFECT OF AGREEMENT**		**48**
	Section 1.	Legality	48
	Section 2.	Terms and conditions	48
	Section 3.	Reflection of terms and conditions in contracts	48
	Section 4.	No strike during duration of Agreement	48
	Section 5.	Effective dates of contract	48
AGREEMENT	**ADOPTION AND SIGNATURES**		**48**

ATTACHMENTS:

- TEACHERS' SALARY SCHEDULE: ~~2022-2023, 2023-2024, 2024-2025~~ 2025-2026, 2026-2027, 2027-2028
- ATHLETIC PERCENTAGE SCHEDULE: ~~2022-2023, 2023-2024, 2024-2025~~ 2025-2026, 2026-2027, 2027-2028
- EXTRACURRICULAR PERCENTAGE SCHEDULE: ~~2022-2023, 2023-2024, 2024-2025~~ 2025-2026, 2026-2027, 2027-2028
- GRIEVANCE FORM
- INTERNAL SUBSTITUTE TEACHER REPORTING FORM
- DISTRICT DEDUCT DAY REQUEST FORM
- MEMORANDUM OF AGREEMENT ON CO-TEACHING
- SIDE LETTER & FORMS FOR CATASTROPHIC ILLNESS AND INJURY
- MEMORANDUM OF AGREEMENT ON MENTORING PROGRAM
- MEMORANDUM OF AGREEMENT ON RESPONSE TO INTERVENTIONS (RtI)
- COLLINSVILLE MIDDLE SCHOOL RESPONSE TO INTERVENTION (RtI)
- MEMORANDUM OF AGREEMENT FOR COLLINSVILLE HIGH SCHOOL RESPONSE TO INTERVENTION (RtI)
- MEMORANDUM OF AGREEMENT ON HOLLYWOOD HEIGHTS SCHEDULE
- MEMORANDUM OF UNDERSTANDING ON DEPARTMENT CHAIR POSITIONS

AGREEMENT

The Board of Education of the Collinsville Community Unit School District No. 10, State of Illinois (hereinafter referred to as the "Board"), and the Collinsville Education Association, an affiliate of the Illinois Education Association and the National Education Association (hereinafter called the "Association"), on behalf of the Association and behalf of the employees in the bargaining unit recognized and described in Article I of this Agreement, agree as follows:

ARTICLE I: RECOGNITION

Section 1. The Board of Education of School District No. 10, Madison County, Collinsville, Illinois, recognizes the Collinsville Education Association as the sole and exclusive negotiating agent for all regularly employed professionally certified personnel, except for administrative and supervisory personnel. When used hereinafter in this Agreement, the term "teacher" or "teachers" shall refer to a member or members of the bargaining unit represented by the Association.

ARTICLE II: ASSOCIATION RIGHTS

Section 1. Attainment of educational objectives of the District requires mutual understanding and cooperation between the Board, the Administrative and Supervisory Staff and the Professional Teaching Personnel. To this end, free and open exchange of views is desirable and necessary, with all parties in deliberation leading to the determination of matters of mutual concern.

Section 2. The Association and its representatives shall have the right to use school buildings for meetings outside of school hours provided that when special custodial service is required, the Board may make a reasonable charge if a custodian is needed.

Section 3. All members of the Association Board of Directors shall have the right to call meetings of the membership in that building. Time for announcements of the date and place of Association meetings shall be provided in regular staff meetings in each building if the Principal is informed in advance.

Section 4. Names and addresses of newly hired employees shall be provided to the Association following approval of their contracts.

Section 5. The first Thursday of each month shall be for Association meetings and no school-sponsored teachers' meeting shall be held on this day.

Section 6. Officers and delegates of the Association shall be excused without loss of pay for an aggregate of forty (40) days for Association conferences and business with the provision that the Association pay the cost of the substitute teachers. Official request for such released time shall be made by the President(s) of the Association to the Superintendent or his/her designee. Each Co-President may use no more than fifteen (15) Association days in any one contract year. All other officers and delegates of the Association may use no more than twelve and one half (12 ½) Association days in any one contract year.

Section 7. The Association may appoint Association Members in each building as its official representative who shall be recognized by all parties to this Agreement.

Section 8. An employee shall have the right to have Association representation at all meetings which relate to potential or actual adverse employment action against the employee. The employee shall also have the right to Association representation at any follow-up meetings. The supervisor, administrator, or Board shall notify the employee and Association Representative in writing at least three (3) workdays in advance of any such meetings (except in cases in which the administrator determines is an emergency), giving reasons for the meeting.

Section 9. Employees shall have the right to examine, in the presence of the person responsible for the files, the contents of their personnel file in their building and the central office except for those documents that are exempt by law. Copies of the contents of the file which are not restricted may be made available to the employee subject to a fee schedule.

Section 10. An employee shall examine all material of an evaluative nature to be placed in their personnel file prior to its inclusion in the file.

Article II: Association Rights (cont'd.)

Section 11. The Association shall have the use of the institutional bulletin boards, mailboxes and other communication media.

Section 12. Employees shall have the right to organize, join and assist the Association and to participate in professional negotiations with the Board. The Board shall not discriminate against any employee with respect to hours, wages, terms and conditions of employment for reason of membership in the Association, participation in negotiations with the Board, or the institution of any grievance, complaint or proceeding under this Agreement.

Section 13. Within thirty (30) days of ratification of the Agreement, the Board shall have the Agreement prepared and available electronically to the Association.

Section 14. In an attempt to keep the Association informed, an agenda of all regular and special meetings of the Board will be provided to the Association President(s) prior to the meeting, along with minutes of the preceding meeting.

Section 15. The Board shall not issue individual employee salary statements during negotiations before agreement has been reached between the Board and the Association. However, the Board may issue individual contracts to new employees.

Section 16. In the development of the operating procedures, we recognize the value and desirability of employee involvement and encourage their recommendations.

Section 17. The Association Board of Directors shall meet at regular monthly intervals with the Superintendent of Schools to discuss matters of common concern. These matters may include, but are not limited to (1) practices that affect the welfare of pupils and/or employees, (2) alleged injustices that may develop because of the lack of Board or administrative policy, (3) the professional conduct of staff, and (4) matters that reflect on the School District and/or the teaching profession.

Section 18. The teaching staff shall be informed of any new program or project for utilization of special state or federal funds and the views of the Association shall be considered by the administration and Board of Education.

Section 19. Any teacher who is a member of the Association shall be granted payroll deduction of dues upon receipt of a signed dues deduction request form. Executed dues deduction request forms shall be furnished to the Business Manager prior to the first of the month in which the deduction goes into effect. The District shall not be responsible for any make-up deductions on requests. Such authorization for dues deduction shall continue in effect from year to year unless revoked in writing between June 1 and September 1 of any year. Such fee shall be paid to the Association by the employer no later than ten (10) days following deduction.

ARTICLE III: GRIEVANCE PROCEDURE

Section 1: Definitions:

1.1 A grievance is defined as a complaint by an employee, a group of employees or the Association that there has been a violation, misinterpretation or misapplication of one or more specific provisions of this Agreement or Board policy directly affecting wages, hours, and terms and conditions of employment of the employees covered by this Agreement.

1.2. An "aggrieved person" is a person or persons making the claim.

1.3 A "party in interest" is the person or persons making the claim and any person who might be required to take action or against whom action might be taken in order to resolve the claim.

1.4 The failure of an employee to act on any grievance within the prescribed time limits, will act as a bar to any further appeal and an administrator's failure to give a decision within the time limits shall permit the grievant to proceed to the next step. The time limits, however, may be extended by mutual agreement.

1.5 All time limits consist of employee working days, except when a grievance is not resolved before the close of the current school term, time limits shall consist of all weekdays in order that the matter may be resolved as soon thereafter as possible.

1.6 In the event a grievance is filed which might not be finally resolved at "Step Two" under the time limits set forth herein by the end of the school term, and which, if left unresolved until the beginning of the following school term could result in irreparable harm to a party in interest, the time limits set forth herein will be reduced; therefore, the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is practical.

Section 2. Procedures:

The parties acknowledge it is usually most desirable for an employee and the immediately involved supervisor to resolve problems through free and informal communications. The employee shall be entitled to have a representative of the Association present to assist during such informal communications. If the matter is not resolved informally, a formal grievance may be filed in accordance with the following procedure:

2.1 STEP ONE. The grievant and/or the Association shall present the grievance in writing, on a form to be adopted for this purpose by the parties, to the immediately involved supervisor no later than twenty (20) days following the act or omission giving rise to the grievance, or within twenty (20) days of the time the grievant knew or reasonably should have known of such event. The written grievance shall state the specific violation, misinterpretation, or misapplication of the Agreement or Board policy alleged to be violated and the remedy requested. The immediately involved supervisor shall provide a written answer to the grievant and the Association no later than ten (10) days after receipt of the written grievance with reasons for the decision.

Article III: Grievance Procedure (cont'd.)

2.2 **STEP TWO.** If the grievance is not resolved at Step One, then the grievance shall be sent to the Superintendent no later than ten (10) days after receipt of the Step One answer. The Superintendent shall arrange for a meeting with the representatives of the Association to take place no later than ten (10) days after his/her receipt of the appeal to attempt to resolve the grievance. Each party shall have the right to include in its presentation such witnesses and advisors as it deems necessary. Upon conclusion of this meeting, the Superintendent shall have ten (10) days in which to provide a written decision with reasons for the decision.

2.3 **STEP THREE.** If the grievance is not resolved at Step Two, the grievance may be appealed in writing to the Board of Education no later than ten (10) days after receipt of the Superintendent's decision. The Board of Education shall arrange for a review to take place no later than fifteen (15) days after the Board's receipt of the grievance. Such review will be conducted in committee session. The grievant and the Association shall have the right to have present such witnesses and representatives as they deem necessary. A full record of such meeting will be kept and made available upon request to any party in interest. Upon conclusion of the review, the President of the Board of Education shall have fifteen (15) days in which to file the written decision of the Board with the grievant and the Association, with reasons for the decision.

2.4 **STEP FOUR.** If the grievance is not satisfactorily resolved at Step Three, the Association and Board may mutually agree to request mediation of the grievance. If the parties do not mutually agree to mediation within fifteen (15) days following the date the Association receives the Step Three answer, the Association may advance the grievance to Step Five (binding arbitration). If the parties mutually agree to mediation, the Board and the Association shall attempt to agree on the selection of a mediator. If the parties are unable to agree on the selection of a mediator within the said fifteen (15) days, the request for mediation shall be submitted to the Federal Mediation and Conciliation Service (FMCS) which shall appoint a mediator from its staff to assist the parties in attempting to resolve the grievance. The mediation process shall begin as soon as practical following the appointment of the mediator, and shall continue for a period not to exceed thirty (30) days from the date the mediator is appointed, unless the parties mutually agree to extend the mediation period.

2.5 **STEP FIVE.** If the grievance is not satisfactorily resolved at Step Three or Step Four, the Association at its option, may submit the matter to binding arbitration. If a demand for arbitration is not filed within thirty (30) days following the date the Association receives the Step Three answer or within thirty (30) days following the conclusion of the Step Four mediation process, whichever is later, the grievance shall be deemed withdrawn. The Association shall send notice of the demand for arbitration to the Board of Education at the time the demand is made. Within fifteen (15) days following the date the Board receives the demand for arbitration, the Board and the Association shall attempt to agree on the selection of an arbitrator. If the parties are unable to agree on the selection of an arbitrator within the said fifteen (15) days, the demand for arbitration shall be submitted to the Federal Mediation and Conciliation Service (FMCS) which shall act as administrator of the proceedings in accordance with the Voluntary Arbitration Rules of the American Arbitration Association (AAA).

Article III: Grievance Procedure (cont'd.)

The arbitrator to whom any grievance shall be submitted in accordance with the provisions of this Article shall, insofar as may be necessary for the determination of such grievance, have authority to interpret and apply the provisions of this Agreement, but such arbitrator shall not have the authority to alter, or add to or subtract from, in any way, the terms and conditions of this Agreement.

The decision of the arbitrator shall be final and binding upon the Board and the Association unless contrary to the laws of the State of Illinois. Binding arbitration is not applicable to the negotiation process.

The costs of arbitration shall be borne equally by the Board of Education and the Collinsville Education Association.

Section 3. Stipulations

3.1 Bypassing Steps

If the Association and the Superintendent agree, any Step of the grievance procedure may be bypassed and the grievance brought directly to the next Step.

3.2 Released Time

Should the administration schedule a grievance hearing during working hours that necessitates the presence of an employee and/or Association representative, the employee and/or Association representative shall be released from their regular assignment without loss of pay. Should an arbitration proceeding be scheduled during working hours, the Association president(s) or designee(s), the Association Grievance Committee chairperson or designee, and the grievant(s) shall be released from their regular assignments without loss of pay to attend the entire arbitration proceeding. Any District employee called by the Association to give testimony at an arbitration proceeding shall be released from their regular assignments without loss of pay for the time that is necessary for them to come to the arbitration proceeding, give their testimony, and return to their regular assignment. The administration shall be advised by the Association prior to the hearing as to the number of witnesses expected to be called.

3.3. Grievance Withdrawal

A grievance may be withdrawn at any level without establishing precedent.

3.4. Class Grievance

Class grievances involving more than one employee and/or one or more supervisors, grievances involving an administrator above the building level, or a grievance that applies to the C.E.A. itself may be initially filed at Step Two.

Article III: Grievance Procedure (cont'd.)

3.5. No Reprisals Clause

No reprisals shall be taken by the District against any employee because of the employee's participation in a grievance.

3.6 Representation

An employee shall have the right to have an Association representative present at all levels of this grievance procedure, and no employee shall be required to discuss a grievance without the presence of an Association representative.

3.7 Disclosure of Pertinent Information

The District shall promptly provide, upon request by the Association, all information and material pertinent to a grievance within seven (7) days following the District's receipt of such request.

3.8 Filing of Materials

All records and materials related to a grievance shall be filed separately from the personnel files of employees.

ARTICLE IV: EMPLOYMENT CONDITIONS

Section 1. Teachers shall be required to report not less than ten (10) minutes before the start of school and be in their assigned classroom or at their classroom door not less than five (5) minutes before the start of the school day, except for those situations where a few teachers shall be required for supervision before the opening of school, at which time up to thirty (30) minutes of equivalent released time in their daily work schedule shall be allowed. Each teacher shall otherwise remain after school for a period of ten (10) minutes, unless otherwise excused by his/her building principal or supervisor; the principal or supervisor shall keep a log of the excuse requests, which shall include specific reasons for the intended absence, excluding Fridays and the days before all holidays, in which case they may be considered excused unless specifically asked to stay by the principal or supervisor.

Section 2. Teacher participation in extracurricular assignments shall be made from those who accept voluntarily.

Section 3. Each elementary teacher shall be provided fifteen (15) minute morning and afternoon relief periods utilizing teacher aides.

3.1 The teacher assistant staff of each elementary building shall include one assistant employed during the lunch periods for the purpose of providing release time to a teacher who would otherwise have supervisory responsibilities. This assistant shall provide relief in turn to each teacher on a rotating basis. It is the intent of the parties that all elementary teachers shall be so relieved on an equitable basis and duty schedules shall be arranged accordingly.

3.2 The Board agrees to direct the Administration to review all teachers' duty schedules and to eliminate any unnecessary supervisory duties which are presently being served by teachers.

3.3 In order for a deviation from Article IV, Section 3 to occur for any school year, not less than 75% of the Association members in an affected school(s) must vote to approve such deviation. If less than 75% of the Association members in the affected school(s) vote to approve such deviation for any school year, the configuration of teacher relief periods and recess periods for that building shall be as set forth in the first paragraph of this Section. Such deviation shall only be permitted following a vote wherein not less than 75% of the Association members in that school vote in favor of the deviation. Such vote shall be by secret ballot, conducted by the Association through its Building Representatives at that school. Such secret ballot vote shall be conducted one time prior to the end of the school year preceding the school year for which the deviation is being considered.

The Board and the Association agree that any deviations from Article IV, Section 3 which are approved in accordance with the provision of this subsection shall be effective for only one school year, and shall terminate at the end of that school year. Association members within an affected school may renew the deviation for a subsequent school year if not less than 75% of the Association members assigned to that school vote in favor of renewing the deviation. Such a vote shall be by secret ballot, conducted by the Association through its Building Representatives at that school. Such vote shall be conducted one time prior to the end of the school year preceding the school year for which the deviation is being considered. Every Association member assigned to that school shall be permitted to participate in the secret ballot vote.

Article IV: Employment Conditions (cont'd.)

No further deviations from any provision of the Agreement or from any Board policies shall be permitted without the prior written agreement of the Board and the Association.

Section 4. Secondary teachers shall have at least one preparation period per school day. Preparation periods for elementary teachers shall be provided when specialists are scheduled and when the presence of the teacher is not necessary to the program. Specialist time shall be a minimum of ninety (90) minutes per week at the Kindergarten through 6th Grade levels, which will be scheduled by the administration in segments of time in its discretion.

Preparation time shall be defined as the time received by teachers during the normal workday that teachers are expected to spend for the purpose of evaluating students, conferring with parents, colleagues, and/or administrators, preparing for class lessons and/or conducting other educational activities. Teachers receiving preparation time may be assigned to cover a class period, subject to the conditions set forth in Section 6 of this Article.

4.1 Classroom Interruptions: Interruptions during the regular class periods reduces the effectiveness of the educational process and should be kept to a minimum.

Section 5. The Association and the Board recognize the need for having an adequate but limited number of professional staff meetings.

5.1 Building faculty meetings, if scheduled, shall not exceed one (1) per month, except in emergency situations. Such meetings shall be held either before or after the normal school day and shall not exceed one (1) hour in duration. The teachers will be notified five (5) days in advance of such meetings except in cases of emergency.

5.2 Departmental or curriculum meetings, if scheduled, shall not exceed one (1) per month per teacher, except under unusual circumstances, in which case two (2) meetings may be held. Such meetings shall be held after the normal "teacher work day" and shall not exceed one (1) hour in duration. The activities of the committee may be determined either by the members of the committee or by the Superintendent's designee.

5.3 The Superintendent or his/her designee may schedule meetings for curriculum planning and textbook evaluation during all or part of the regular "teacher work day." Principals, supervisors, department heads and teachers shall work together in developing plans for curriculum meetings, workshops and institutes.

Article IV: Employment Conditions (cont'd.)

5.4 Effective with the 2012-2013 school year, the District will provide teachers with collaboration training during some or all faculty meetings scheduled under section 5.1 above.

Effective with the 2013-2014 school year, Wednesday afternoon, each week that school is in session, is designated "Collaboration Time." Students will be dismissed one half hour early and employees to stay one additional half hour for a total time of one hour. Collaboration time will not be scheduled on the first or last student attendance day of the school year, nor the day before a holiday. The agenda for collaboration time will be developed jointly between faculty and administration.

Effective with the 2022-2023 school year, one Wednesday per month may be designated for the district to use as training time for employees. The district will determine the focus of these meetings.

It is agreed that ~~RTI issues~~ discussion on improving student learning, academic achievement, and data from student assessments will be a part of each meeting or an entire meeting each month. It is agreed that faculty meetings will not be scheduled, with the exception of emergency situations, and curriculum meetings will not be called. It is agreed that collaboration time is considered part of the normal work day for employees in attendance and both sides agree that attendance and participation is expected. Collaboration time will not interfere with any employee's preparation period.

Section 6. Every attempt shall be made by the administrative staff to obtain an adequate supply of qualified substitute teachers. Only in cases of extreme emergency will the principal assign a certified teacher to serve on a substitute basis. The certified teacher will only be asked to substitute during their prep period. Any certified employee who serves as a substitute shall be compensated at the rate of .0008 of the base salary.

6.1 A substitute shall also be provided for the Nurse(s) in the event of absence.

6.2 The Board and the Administration agree to hire substitutes for nurse's aides in the event of absence.

6.3 The district will make an effort to provide qualified substitutes in the co-taught classrooms for the general education teacher, special education teacher, and/or the educational assistant(s) when the general education teacher, special education teacher, or educational assistant(s) are absent.

Section 7. All special teachers who teach on a full-time basis shall receive relief and preparation time no less than the regular teacher of that grade level which they serve. Relief and preparation time can be interpreted as conditions other than the actual teacher-pupil performance such as a longer noon hour, recesses, and planning periods that may occur either on a daily or weekly basis.

Section 8. All extracurricular activities for which compensation is paid shall be performed outside of the normal teacher's workday.

8.1 This clause shall be inapplicable in any year that the full seven (7) period-day is not in effect.

Article IV: Employment Conditions (cont'd.)

8.2 The CEA and Board agree that it is in the District's best interest to hire the best qualified people to fill vacant positions. When filling an extra-curricular position and two candidates have virtually the same qualifications, preference in hiring will be given to a candidate who is currently a Unit 10 teacher. When two Unit 10 teachers are candidates for the same extra-curricular position and both have virtually the same qualifications, preference shall be given to the candidate who has the lesser number of extra-curricular assignments. The assessment of the candidates' qualifications rests with the administrator(s) who are interviewing for the position.

Section 9. Calendar

9.1 A teacher institute day of five hours duration will be scheduled the first and second day of the school year. Teachers may work in the school buildings beyond the five hours devoted to the institute in preparation of the first day of student attendance.

9.2 One and one-half (1½) in-service days will be used for parent/teacher conferences in all schools the second or third Thursday and Friday of the second quarter. Conferences will be held Thursday for seven (7) hours between the hours of 12:00 p.m. and 8:00 p.m., and Friday from 7:30 a.m. to 12:30 p.m. Teachers will receive a one (1) hour dinner on Thursday. Total time scheduled for conferences will be the same as the total time of the teachers' regular workday. In the event the District is legally required to establish 176 student attendance days in a school year, the district will designate both days designated as parent-teacher conference days e-learning days, in which students will not attend school but will complete a teacher prepared e-learning project on both days.

9.3 The first scheduled school day immediately following the Winter Break shall be a student attendance day and not a teacher institute day. A teacher institute day of five hours duration will be scheduled the Friday before the Dr. Martin Luther King, Jr. holiday. Teachers may work in the school buildings beyond the five hours devoted to the institute.

9.4 When a county-wide teacher institute is held by the ROE, Unit 10 will schedule a teacher institute on the same day, so Unit 10 teachers can attend. When a county-wide institute day is held during the school year, the Friday before Dr. Martin Luther King, Jr. holiday will be a half-day in-service. This will allow two teacher institute days to start the school year.

9.5 A teacher institute day of five hours duration will be scheduled the last day of the school year. (See paragraph 9.6 below on teacher institute days).

9.6 Teacher institute programs must be approved by the Superintendent, Board of Education, and Regional Superintendent of Schools prior to the institutes. A teacher institute program for each teacher institute day will be developed each spring for the following school year. A committee of district administrators and CEA representatives will prepare the teacher institute program to present to the Superintendent for approval by May 1 of each year.

Article IV: Employment Conditions (cont'd.)

Section 10. Employees who are required to file a State of Economic Interests must file the form and provide the school Business Office with a copy of the employee's receipt of filing not later than the required filing date. Notification of the need to provide a copy of receipt to the Board Office shall be given 30 days in advance of any withholding of salary payments. In the event such evidence is not provided to the Business Office, the District shall withhold salary payments to the employee until compliance is provided.

Section 11. Teacher Dress and Appearance

11.1 The CEA and the Board share a mutual desire to present a positive image of our schools. The CEA acknowledges that teachers have a responsibility to present an appropriate appearance when at work. The Board acknowledges that teachers desire to be able to use their professional judgment in determining what attire is appropriate. The parties agree that teacher attire should be neat, clean, and appropriate to the particular work environment, work style, and seasonal time of the year. Ripped, torn, or dirty clothing are not considered appropriate attire.

Section 12. Lesson Plans

On the last workday of each week, teachers and itinerate teachers shall have lesson plans written in advance for the following week. Classroom teachers shall leave their lesson plans in their classroom at a location mutually agreed upon with their administrator. Itinerate teachers shall leave a copy of their lesson plans in the office of the last building in which he/she worked on the last day of the week.

All grade books and lesson plan books, both hard copy and electronic, are the property of the school district and must be submitted to the principal, upon request, at the end of each school year, (Ref: Board Policy 6:280).

Section 13. Grading

13.1 For K through 6th grades, there shall be five (5) working days from the end of the quarter to the date that grades are required to be submitted for teachers to compile, enter and submit grades. For 7th through 12th grades, there shall be three (3) working days from the end of the quarter to the date that grades are required to be submitted for teachers to compile, enter and submit grades (fourth quarter grades will be due prior to the end of the quarter).

13.2 During the last seven (7) days of school, there shall be no formal observations held. Informal observations will not penalize a teacher for his/her use of instructional time to complete the end-of-year grading requirements.

13.3 K-2 teachers shall be given an extra day to convert the beginning, developing and secure report card marks to State-acceptable marks for the State report.

Article IV: Employment Conditions (cont'd.)

13.4 If there is any problem with technology (hardware or software), then the date that grades are due shall be extended to allow teachers adequate time to complete grades after the problem is fixed. The time will be mutually agreed upon by the Association leadership and the Administration.

Section 14. Employment Conditions for Special Education Certified Staff

14.1 Special education teachers who are involved in the development of individualized education plans (IEPs) may request release time each school year for testing and the writing of IEP(s) up to two (2) days release time per school year. These may be taken in half day increments and work will be completed on school grounds.

ARTICLE V: EMPLOYEE FACILITIES, EQUIPMENT AND MATERIALS

Section 1. The Board and the Association mutually recognize the importance of continuous use of adequate employee reference material in maintaining a high level of professional performance. Suggestions for additional reference materials are encouraged.

Section 2. Each school will have designated areas, apart from students, for use as a staff dining room. The meeting of this standard is subject to the limitations of existing building facilities.

Section 3. Telephone facilities shall be made available to employees for their reasonable use for school related business. ~~Effort shall be made to provide public pay phone facilities.~~

3.1 Personal calls on school phones, except in emergencies, are discouraged. If a long distance personal call is made, this charge must be billed to the employee's home.

Section 4. Space shall be provided in which teachers may safely store instructional materials and supplies.

Section 5. The Board shall provide one of the following facilities for each employee: a separate locked desk or filing cabinet with lock. The Board shall also provide a suitable closet or locker space for coats and personal articles.

Section 6. The Board shall provide adequate parking space for employees at schools where areas can be made available and their use will not interfere with the instructional program.

Section 7. A communication system shall be provided in all new school buildings so that teachers can communicate with the school's main office from their work stations.

Section 8. The Board agrees to make available for each building typing, duplicating facilities, and clerical personnel to aid the employees in the proper execution of their assigned duties.

Section 9. An employee lounge shall be provided in any new buildings, or considered in additions of existing buildings. These and existing lounges shall be adequately furnished and cleaned daily. Air conditioning shall be installed in all faculty lounges.

Article V: Employee Facilities, Equipment and Materials (cont'd.)

Section 10. Annually, each employee shall be given the opportunity to submit, through the principal, requisitions for instructional materials and supplies for the following school year. Such requests shall be submitted on forms provided by the Director of Business Affairs and shall be in sufficient detail as to provide positive identification on all items for the purpose of taking bids and purchasing. Requests shall also contain a statement as to the intended use of the item and how it will contribute to the effective presentation of the subject for which it is intended; this information to be used by the

principal, appropriate administrator, and the Superintendent in determining the educational priority to be assigned the request. These requests shall be due in time for their consideration in the preparation of the tentative budget, as determined by the Superintendent and the Director of Business Affairs.

10.1 The need for the employees to know the disposition of their requests prior to the start of school in the fall is recognized, and as a general practice, this information will be in the hands of the respective principals one week before the opening of school.

10.2 Employees may also submit, through their respective principals, requisitions or requests for materials necessary during the current school year. Needless to say, employees are encouraged to include items for which the need is foreseeable in their annual requisitions, and items requested during the year should be identified in detail, and the need justified the same as with annual requests. Notification to the employee through the principals as to the disposition or status of the request shall be made within three or four weeks of the receipt of the request in the central office.

Section 11. In that textbooks, supplies, and computer software are tools of the teaching profession, the Board expects the selection of textbooks, supplies, and computer software to involve the classroom teacher. The Board recognizes that library reference materials, maps and globes, laboratory equipment, audio-visual equipment, teaching aids, current periodicals, standardized tests and questionnaires, and similar materials are also tools of the teaching profession. Further, textbooks should reflect the contribution of minority groups to the historical, scientific, and social development of the United States, and this factor shall be one of the criteria, where applicable, to be used in the ultimate selection of textbooks and other materials. The Board recognizes that the teachers of a given grade level, subject area or department, such as Special Education, Music, P.E., are the most knowledgeable to select the appropriate textbooks, library materials and other instructional materials for their subject and/or grade level. Accordingly, the following procedure shall be used to adopt textbooks, library materials and any supplemental instructional materials:

11.1 Textbook adoption shall be on recommendation of the Superintendent or his/her delegated representative with the advice of a representative committee of teachers involved in its use. The teachers in the grade level or subject area shall, after study and investigation, make recommendations to the appropriate department chairman, sub-department, or elementary curriculum chairman. The recommendations, with a written endorsement and certificate of evaluation, as originally presented by the teachers, shall then be submitted to the appropriate administrator who shall present the recommendations to the Superintendent for presentation to the Board.

Article V: Employee Facilities, Equipment and Materials (cont'd.)

11.2 The Board shall take formal action on the teachers' recommendations. The Board shall accept the teachers' recommendations unless it has sufficient and good cause to reject them. To take formal action shall mean to vote in official session to accept, reject, or refer back through the administration to the teachers. The Board shall notify through the administration the involved teachers of its decision within ten (10) days of its decision. If the Board's action shall be other than acceptance, such notification shall list in writing the reasons for its actions.

Section 12. The Board policy regarding computer security and District network/Internet use that was negotiated and agreed to between the Board and the CEA on or about February 5, 1998 shall govern employees' use of District computer equipment and use of the District's electronic network.

Section 13. Surveillance Cameras: The District agrees that it will not install surveillance cameras in student instructional areas or teachers' lounges without first giving notice and bargaining with the Association consistent with the Illinois Educational Labor Relations Act. In the event surveillance cameras are installed in student instructional areas or teachers' lounges, the following procedures shall apply:

A. The District shall not use any surveillance tape from student instructional areas or teachers' lounges to evaluate the performance of teachers nor shall these tapes be used to investigate complaints of poor job performance lodged against teachers. Rather, surveillance tapes from student instructional areas and teachers' lounges can only be used to investigate allegations of student or teacher criminal misconduct.

B. If the District uses a surveillance tape to investigate teacher criminal misconduct, the Association shall be provided a copy of the surveillance tape at no cost.

Section 14. It is agreed that there will be a cap limit of twenty-nine students per year that may participate in the Running Start Program beginning with the 2018-19 school year.

ARTICLE VI: STAFF PROTECTION

Section 1. All complaints or allegations brought against a teacher(s) shall remain confidential and may only be disclosed or discussed with persons with a need to know the information. Any complaint or allegations against a teacher(s), deemed by the Superintendent or his/her designee to be appropriate for investigation and which might warrant action against the teacher(s), shall be brought to the attention of the teacher(s) involved in a timely manner and before any final action against the teacher(s). The Superintendent or his/her designee will schedule a conference with the teacher(s) to discuss the complaint and to allow the teacher(s) to respond to the complaint. Complaints that have not been investigated or which are determined by the Board or its representative to have no validity shall not be placed in the teacher's personnel file.

Article VI: Staff Protection (cont'd.)

No notice of a complaint by a parent, parents, or student shall be included in the teacher's personnel file unless a conference is held between the teacher and an administrator and a copy of the complaint is given to the teacher in writing. Following the conference the administrator will give the teacher a written summary of the conference and may place the summary in the personnel file. The administrator may offer to remove the summary from the personnel file after a specified period of time provided no further incidents of that nature or of a related nature are observed or reported during that time period. No material related to any such complaint shall be used for punitive or disciplinary action against a teacher unless it has been placed in the teacher's personnel file in accordance with the requirements of this Article. This does not preclude administrators from holding conferences with the teacher for the purpose of gaining information concerning the problem or tendering remedial suggestions.

Section 2. The teacher shall have the right to answer any material filed under Section 1 above, and her/his answer shall be attached to the complaint.

Section 3. The Board shall indemnify and protect employees against any loss, damage, or destruction of personal effects while on duty for the District due to fire or "acts of God," subject to the insurable interest of the School District against such losses.

Section 4. Although the Board recognizes that the teacher has the responsibility for the maintenance of discipline within his or her classroom, the Board also recognizes its responsibility to give all reasonable support and assistance to the teacher with respect to the maintenance of control and discipline in the classroom.

4.1 A teacher may temporarily exclude a pupil from a class when, in the opinion of the teacher, the grossness of an offense, the persistence of the behavior, or the disruptive effect of any violation makes the continued presence of the pupil intolerable. The teacher shall fill out the appropriate form, indicating the problem and what remedial steps have been taken, and send it to the principal.

4.2 A pupil temporarily excluded by a teacher shall be sent from the classroom to the appropriate office, and the pupil shall be referred to the building principal or the principal's designee.

4.3 The building principal or the principal's designee shall take appropriate action to solve the discipline problem. Should the principal's decision include the re-admittance of the pupil to class, the teacher shall be notified in writing or through a teacher/principal conference of the conditions under which the re-admittance of the pupil is granted.

4.4 If the misconduct continues or if the pupil fails the conditions as set by the building principal for re-admittance, the teacher and principal shall meet to resolve the situation.

Section 5. Procedures for suspension and expulsion of pupils from school shall be distributed to administrators, teachers, students and parents each year.

Section 6. The Board's policy governing the use of corporal punishment shall be in accordance with the School Code. A written statement by the Board governing the use of corporal punishment of pupils shall be distributed to all employees no later than the first week of each school term.

ARTICLE VII: EMPLOYEE AUTHORITY AND RESPONSIBILITY

Section 1. The Board recognizes its responsibility to give all reasonable support and assistance to employees with respect to the maintenance of control and discipline in the classroom. The Board further recognizes that the teacher may not be expected to assume ongoing responsibility for emotionally disturbed students.

1.1 The parties recognize that pupils having special problems may require specialized experience. Teachers having such students in their classroom may request special help.

1.2 The Board, to assist the teacher, will endeavor to provide remedial reading teachers in accordance with the State recommendation.

ARTICLE VIII: EMPLOYEE EVALUATION

Section 1. Certified employees shall be evaluated while serving in their professional capacities by an administrator qualified under 105 ILCS 5/24A-3. The evaluator is responsible for written evaluations of all certified employees assigned to him/her. The evaluator's responsibilities include:

1.1 Orienting each employee to the evaluative procedures and instruments during the first five weeks of their evaluation cycle.

1.2 Assuring that all tenured employees who receive a proficient or an excellent evaluation are evaluated at least once every three years which shall consist of the following:

1.2.1 A goal-setting and evaluation procedures pre-conference (with access to the evaluation plan documents which will be explained to the employee) within the first forty (40) employee working days of the evaluation cycle. The evaluation cycle will begin February 16. Each employee who has attended the goal-setting and evaluation pre-conference will sign off that they attended said conference~~. [For the 2012-2013 school year ONLY, tenured teachers' evaluation cycle will begin on the first working day of the school year and the goal-setting and evaluation procedures pre-conference will be conducted within the first five (5) weeks of the work year.]~~

1.2.2 At least one formal observation consisting of a pre-conference, an observation (30 minutes minimum) within 10 working days of the pre-conference, and a post-observation conference within 10 days of the observation. The purpose of the post-observation conference will be to discuss the over-all performance observed. In addition, the administrator will provide the employee an opportunity to request additional observation(s) *and be observed* for purposes of demonstrating improved performance in any area.

1.2.3 Informal performance observations will be as needed or appropriate. Within ten (10) working days, written comments which are noted as an informal observation will be shared with the employee. A conference will be held between the evaluator and employee to discuss the informal observation report, provided the employee submitted a written request for such a conference to the evaluator within 10 school days from the date he/she received the informal observation report.

The administrator will provide the employee an opportunity to request additional observation(s) *and be observed* for purposes of demonstrating improved performance in any area.

Article VIII: Employee Evaluation (cont'd.)

1.2.4 A performance reflection conference will be held between the employee and his/her evaluator by February 1 of the final year of the evaluation cycle.

1.2.5 A summative conference will be held prior to February 15 of the final year of the evaluation cycle. The written summative evaluation document, which will include the overall performance rating, will be presented to the employee at this conference.

1.2.6 The employee may request in writing additional informal and/or formal observations throughout the evaluation cycle but prior to the date of the performance reflection conference.

1.3 Non-tenured employees will receive a written evaluation every year which shall consist of the following:

1.3.1 A goal-setting and evaluation procedure pre-conference (with access to the evaluation plan documents provided which will be explained to the employee) within the first five (5) weeks of the evaluation cycle. For first-year employees, the evaluation cycle will begin on the first day of employment; for continuing employees, the evaluation cycle will begin on February 16. Each employee who has attended the goal-setting and evaluation pre-conference will sign off that they attended such conference.

1.3.2 At least one formal observation consisting of a pre-conference, an observation (30 minutes minimum) within 10 working days of the pre-conference, and a post-observation conference within 10 days of the observation. The purpose of the post-observation conference will be to discuss the over-all performance observed. In addition, the administrator will provide the employee an opportunity to request additional observation(s) and be observed for purposes of demonstrating improved performance in any area.

1.3.3 Informal performance observations will be as needed or appropriate. Within ten (10) working days, written comments which are noted as an informal observation will be shared with the employee. A conference will be held between the evaluator and employee to discuss the informal observation report, provided the employee submitted a written request for such a conference to the evaluator within 10 school days from the date he/she received the informal observation report.

The administrator will provide the employee an opportunity to request additional observation(s) *and be observed* for purposes of demonstrating improved performance in any area.

Article VIII: Employee Evaluation (cont'd.)

1.3.4 A performance reflection conference will be held between the employee and his/her evaluator by February 1.

1.3.5 A summative conference will be held prior to February 15 of the final year of the evaluation cycle. The written summative evaluation document, which will include the overall performance rating, will be presented to the employee at this conference.

1.3.6 The employee may request, in writing, additional informal and/or formal observations throughout the evaluation cycle but prior to the date of the performance reflection conference.

1.4 Documents of an evaluative nature which may be referenced in or attached to an employee's final evaluation provided the documents were written remarks shared by/with the employee. All observations (informal and formal) shall be based on verifiable, or observable, or measurable criteria and/or conform to any applicable rubric and ratings system of the evaluation plan.

1.5 The written summative evaluation document, after being signed by the employee, shall be filed in the employee's personnel file in the central administration office, and a duplicate of that report shall be made available to the employee. The employee may attach written remarks to this document.

1.6 Providing definite, positive assistance in rectifying professional difficulties, if any are indicated, during the evaluation cycle. In the event of remediation, a consulting employee from within the District, when possible, will be made available. The consulting employee shall be selected from a list of qualifying consulting employees supplied by the Association, or from a list supplied by the **Regional Office of Education**, in the event the Association elects not to provide such a list.

1.7 Reports of substitute employees should not be of an evaluative nature and a copy of the report will be available to the regular employee.

Section 2. Itinerant staff shall be assigned to a home-school by the administration prior to the first week of school. Except for IEP coordinators and school psychologists, the home-school principal, or his/her qualified designee, will be the evaluator of the itinerant employee. IEP coordinators and school psychologists will be evaluated by the district's special education director.

Section 3. All monitoring or observation of the work performance of an employee shall be conducted with the full knowledge of the employee.

Section 4. The above stipulations do not preclude informal and impromptu visits to the classroom for the purpose of informal evaluation.

Section 5. In the event that a tenured employee receives a performance rating of "Needs Improvement," the employee shall be subject to a professional development plan. The evaluator, in consultation with the employee, and taking into account the employee's on-going professional responsibilities including his or her regular teaching assignments, shall develop the professional development plan. The evaluator and employee will have an initial meeting to discuss the employee's performance issues as indicated from deficiencies noted in their evaluation. A second meeting will be held to finalize the professional development plan, at which time the employee may bring a District

employee to provide professional support at this meeting. The professional development plan shall be developed within 30 school days of the receipt of the "Needs Improvement" rating by the teacher.

Section 6. In the event that a tenured employee receives a performance rating of "Unsatisfactory," the employee shall be subject to a remediation plan. The certified employee, the Association, a consulting teacher and the employer all shall participate in the development of the remediation plan. The development and commencement of the remediation plan shall commence within 30 school days of the receipt of the "Unsatisfactory" rating by the teacher.

Section 7. The evaluation plan may be changed in accordance with the Illinois School Code, 105 ILCS 5/24A-4 and state regulations. Such changes, if any, shall be developed in cooperation with the Association. The Association will appoint a committee of five (5) members to meet with five (5) District administrators to cooperate in the development of any changes to the District's evaluation plan. The parties will mutually agree on the date/time for committee meetings. Until such time, the certified employee evaluation instrument in effect during the current Agreement shall continue to be used.

ARTICLE IX: EMPLOYEE DISCIPLINE

Section 1. For members of the bargaining unit represented by the Association, employee discipline shall mean written reprimand, suspension without pay, or dismissal. The Board subscribes to the principles of due process and progressive discipline, and shall not administer discipline against a teacher without good cause. For purposes of this Article, dismissal shall not apply to non-tenured teachers. Tenured teachers may only be dismissed pursuant to the Illinois School Code.

1.1 Prior to administering discipline, the Board or the appropriate administrator shall conduct a fair and objective investigation to determine whether the teacher has violated a rule or policy of the District. The alleged offense and the past record of the teacher will be taken into consideration when deciding whether to administer discipline and in determining the appropriate degree of discipline. The degree of discipline to be administered in a particular case shall be reasonably related to the seriousness of the proven offense.

1.2 Prior to administering a written reprimand, the administrator issuing the written reprimand shall provide to the teacher written notice of the allegations in question, and shall provide the teacher the opportunity to have a hearing on the allegations before the administrator issuing the written reprimand. If the teacher requests such a hearing, he/she shall be entitled to have an Association representative of his/her choice present at the hearing to advise, assist, and represent the teacher. At the hearing, the teacher and his/her Association representative shall have the opportunity to cross-examine witnesses bringing testimony against the teacher, and shall have the opportunity to present evidence on his/her own behalf.

1.3 Suspensions without pay may only be issued by the Superintendent or the Board. Teachers suspended without pay may request a hearing in closed session before the Board to review his/her suspension without pay. The teacher shall be entitled to have an Association representative of his/her choice present at the hearing to advise, assist, and represent the teacher. At the hearing, the teacher and his/her Association representative shall have the opportunity to cross-examine

witnesses bringing testimony against the teacher, and shall have the opportunity to present evidence on his/her own behalf.

Article IX: Employee Discipline (cont'd.)

Section 2. Nothing in this Article shall be interpreted to prevent the Superintendent from immediately placing on a non-disciplinary administrative leave with pay any employee whose conduct can reasonably be construed to create a condition of emergency which threatens or may threaten the health, safety or welfare of any student or school personnel. Prior to imposing an administrative leave with pay on an employee, the principal shall inform the employee of the decision and the reason(s) therefore. Following completion of the investigation, if the District decides that no disciplinary action is warranted, no record of the administrative leave with pay or the investigation will be included in the employee's personnel records. If, following the completion of the investigation, the District decides that disciplinary action is warranted, the employee shall be afforded the due process set forth in Section 1 above.

Section 3. All meetings or hearings conducted pursuant to this Article shall be confidential.

Section 4. The District will not disclose personnel information except in accordance with the Illinois Personnel Records Review Act.

ARTICLE X: EMPLOYMENT QUALIFICATIONS AND ASSIGNMENTS

Section 1. Employees shall not be assigned on a regular basis outside the scope of their teaching certificate or their major or minor fields of preparation except for good cause.

Section 2. No new teacher shall normally be employed for a regular teaching assignment who does not have a bachelor's degree from an accredited college or university. An exception shall be made in the case of vocational instructors whose need for technical skill in the subject to be taught makes it necessary to compromise standards as to formal training in order to secure a teacher capable of performing the assignment well.

Section 3. The employment of teachers shall be confined to candidates holding proper certification and qualifications as it pertains to their position(s) in accordance to State Board of Education Document Number 1.

Section 4. The Board shall continue to provide reasonable funds for staff development activities such as attendance at professional conferences and meetings and in-district programs relating to their teaching assignment and professional growth as a teacher. Prior authorization of the Superintendent is required to attend professional conferences and meetings. Limitations may be placed on the funds allocated for an individual to attend a specified professional conference or meeting.

Section 5. All teachers shall be notified as soon as possible of their specific assignments for the next school year.

Section 6. Employees may make written application to the Director or Assistant Superintendent of Human Resources for transfer to any available open position in the District for which they are qualified.

Article X: Employment Qualifications and Assignments

Section 7. The Board supports a policy of considering filling vacancies, including vacancies in supervisory and administrative positions from within the faculty and staff. Whenever a permanent vacancy arises, the Superintendent, or his/her designee, shall post notice of same on the ~~central office bulletin board~~ online job posting platform and, email a written notice to all district employees~~. when buildings are staffed with teachers, send a written notice to each school building for posting, and notice to the Association President~~. The Superintendent or his/her designee may simultaneously place a public advertisement for the purpose of accepting external applications for the vacant position. Whenever a permanent vacancy arises two (2) weeks before the start of school, teachers shall be given a minimum of three (3) calendar days to make application. Any time buildings are staffed with teachers, a teacher shall be given a minimum of three (3) school days to make application. If an applicant, following an interview, is not selected, he/she may contact the administrator with whom they interviewed within ten (10) school days of the notification. Upon the request of the employee, a conference will be held and the reasons for the selection of another candidate will be discussed.

Section 8. The District agrees that, in the event it considers the involuntary transfer of a member of the bargaining unit represented by the Association, such involuntary transfer will only be implemented for legitimate District purposes and not in an arbitrary or capricious manner, or for punitive reasons. The District will not implement such a transfer without providing to the affected teacher(s) and the Association a written notice containing an explanation as to the reasons(s) why the transfer is being made. This notice shall be in writing and shall be given within thirty (30) calendar days prior to the effective date of the transfer. Prior to the effective date of the transfer, the Superintendent or his/her designee will meet with the affected teacher(s) and Association representative(s) to review and discuss the reasons for the transfer.

8.1 The Board shall release the teacher from their contract if they so request if a qualified replacement is available.

8.2 The teacher involuntarily transferred may apply for and will receive consideration for a transfer into future vacancies.

Section 9. Teachers Displaced for Reasons Other Than Reduction In Force ("RIF"):

In the event a teacher's position is eliminated for a reason other than a RIF, the teacher shall be permitted to bump into any position for which he/she is qualified, provided that such teacher:

a) Is certificated for the position he/she is bumping into, and
b) Has more District seniority than the teacher he/she is bumping.

Section 10. Positions in the Collinsville summer school program shall, to the extent possible, be filled by teachers regularly employed in the Collinsville school system.

Section 11. In filling summer school positions, consideration shall be given to a teacher member's degree of competence, experience, subject level or grade level qualifications and quality of teaching performance.

Article X: Employment Qualifications and Assignments (cont'd)

Section 12. All openings for summer school shall be posted as early as possible so interested teacher members may apply.

Section 13. The ultimate selection of summer school teachers to be recommended to the Board of Education for employment shall be made by the Superintendent of Schools in accordance with the above guidelines.

Section 14. **Permanent Substitute Teacher**:

The Board and the CEA agree as follows with respect to permanent substitute teachers:

1. The position of permanent substitute teacher, if and when utilized by the Board or Administration, will be considered included in the bargaining unit represented by the CEA.

2. The position of permanent substitute teacher will not be utilized except in cases of extreme emergency and where no other practical alternative options are available.

3. The position of permanent substitute teacher shall not be used as a form of disciplinary action against a teacher; nor shall a teacher be involuntarily assigned to the position of permanent substitute teacher as a means to avoid, bypass, or forego the agreed upon procedures for employee observation, evaluation, remediation, and discipline.

4. A teacher who is assigned to the position of permanent substitute teacher shall suffer no reduction in salary, benefits, seniority, employment status, or other terms and conditions of employment due to the assignment to permanent substitute teacher.

5. An assignment to the position of permanent substitute teacher shall be considered a temporary assignment which will not exceed the remainder of the school year.

6. Individuals assigned to the position of permanent substitute teacher shall be properly certified and qualified for the duties attendant to that position, in accordance with the Agreement, Board policies, rules and regulations of the Illinois State Board of Education, and applicable state and federal statutory and case law.

7. The job description which will be utilized for the position of permanent substitute teacher shall be the Teacher Job Description which is contained in the District's Evaluation Plan.

8. Individuals assigned to the position of permanent substitute teacher shall be entitled to a duty-free lunch period equivalent to that provided to all other bargaining unit members within the building to which the permanent substitute teacher is assigned.

9. Individuals assigned to the position of permanent substitute teacher shall be entitled to relief and preparation periods in accordance with the provisions of the Agreement.

Article X: Employment Qualifications and Assignments (cont'd)

10. An individual assigned to the position of permanent substitute teacher shall not be formally evaluated until after that individual resumes a regular classroom assignment. The time spent as a permanent substitute teacher shall not be included in the evaluation of such individual, unless the teacher fails to perform the duties of the permanent substitute position.

11. An individual assigned to the position of permanent substitute teacher and who is required to travel between or among work sites as a part of that assignment shall be entitled to compensation for mileage in accordance with the Agreement.

12. The workday for a permanent substitute teacher shall be the same as for all other bargaining unit members within the building to which the permanent substitute teacher is assigned.

13. The duties of a permanent substitute teacher shall be essentially the same in nature as those of the teacher whom the permanent substitute teacher is replacing. A permanent substitute teacher shall not be expected or required to perform work or duties that do not normally fall within the purview of certified teaching work. Individuals assigned to the position of permanent substitute teacher shall not be expected or required to write lesson plans, unless the regular teacher is unable or unwilling to write the lesson plans.

14. An individual assigned to the position of permanent substitute teacher will be the first called each day when the District is calling to arrange for substitutes.

Section 15. Standards and Expectations for Coaches

This list is intended by the District and the CEA to serve as a set of guidelines and mutual understandings to assist coaches in developing and implementing their respective programs, and not to be a part of the evaluation of coaches, except as previously bargained and included in the coaches' evaluation process and instrument.

1. Conduct regular practices appropriate to the sport.

2. Teach the fundamentals and rules of the game to participants.

3. Encourage participants, by use of example, to practice good sportsmanship in practice and at games, both in victory and in defeat.

4. Develop and implement a set of team rules and expectations that will be applied fairly and equitably to all participants.

5. Abide by IHSA and appropriate conference rules, constitutions, and by-laws.

6. Maintain open and honest communications with the athletic director and administrative staff.

7. Maintain open and honest communications with players and parents.

Article X: Employment Qualifications and Assignments (cont'd)

8. Remember that coaching decisions should reflect the best interest of the team/program.

9. Assist athletes in the pursuit of college/university scholarships.

10. Work with the booster club (if one exists) to promote the program.

11. Maintain positive communication with the press; report contest results to the press in a timely manner.

12. Encourage the athlete to do his/her best.

13. Maintain the safety and welfare of athletes during practices and competition.

14. Maintain current knowledge of techniques and strategies of the game.

15. The coach shall have the sole responsibility to determine who competes in the contest and the amount of playing time for each player.

16. The Board agrees to the following item in the Standards and Expectations for Fans and Parents:

With respect to any questions, concerns, or complaints that a participant, parent or guardian, or fan may have concerning any aspect of the program, the following communication channel will be adhered to:

a. If a participant, parent or guardian, or fan has any questions, concerns, or complaints, about their son(s)/daughter(s) exclusively, or the program, they should first contact their son(s)'/daughter(s)' coach at a time that can be mutually agreed upon. The day of a contest is usually not considered a mutually agreed upon time by the coaching staff. The coaching staff should be contacted during reasonable daytime hours.

b. If a participant, parent or guardian, or fan has any questions, concerns, or complaints, the proper communication channels are listed below:

1) Appropriate coach for the team level
2) Head Coach
3) Athletic Director
4) Principal

c. Meeting with the Class Level Coaches may include the Head Coach at the option of the Class Level Coach. All meetings may include the option of having the next level of personnel in attendance. Meetings with the next level of staff may be requested if the concerns have not been remedied. However, the proper chain of command must be followed.

Article X: Employment Qualifications and Assignments (cont'd)

d. The participant, parent or guardian, or fan raising the question, concern, or complaint can expect an explanation from the Coach regarding the Coach's decision; however, the participant, parent or guardian, or fan will be expected to accept/respect the explanation provided for them.

e. Any questions, concerns or complaints raised by a participant, parent or guardian, or fan shall be handled in a confidential manner among the coach involved and his/her Association representatives if requested, the person or persons raising the question, concern or complaint, and the individual(s) indicated in the above-listed proper communication channels, as appropriate.

f. No such question, concern, or complaint shall be discussed with or presented to any other individuals without the prior knowledge and agreement of the involved Coach, and without first exhausting the above-listed communication channel.

ARTICLE XI: CLASS SIZE

Section 1. The administration shall make all efforts not to have more than twenty-four (24) pupils assigned to Kindergarten and Grades 1, 2, and 3. All efforts shall be made not to have more than twenty-eight (28) pupils assigned to Grades 4, 5, and 6.

1.1 If a class size for Grades K-6 is larger than the above after the first two weeks of school of any given semester, the Superintendent of Schools shall set a meeting date with the teachers who so desire and the building principals whose class sizes exceed the stated numbers. If the problem of oversized classes is not resolved at this meeting, the Superintendent shall give a written report to the Association within one week of the above mentioned meeting, stating the reasons class size or sizes cannot, or should not, be reduced, and a copy of the report shall be presented to the Board in open meeting.

Section 2. All efforts shall be made for junior high middle school and high school classes not to exceed thirty (30) pupils, except in team teaching situations and where work stations will determine the number of pupils per class.

2.1 If a class size for middle school or high school are larger than the above after the first two weeks of school of any given semester, the Superintendent of Schools shall have a meeting within the third week of the semester with the teachers, Association representatives, and the building principals whose class sizes exceed the stated numbers. The Superintendent shall notify all parties of the meeting.

Section 3. The term "make all efforts", as used above in Section 1 shall take into consideration potential negative impact on students and will include, but not be limited to the following:

a. Transferring students between sections in the building.

b. Busing students to a different building.

Article XI: Class Size (cont'd)

c. Requesting parents to voluntarily transport their child to a different building.

d. Create a new section subject to Board approval

e. Requesting recommendations from the Association for ideas on how to address the class size issue(s).

Section 4. 70/30 IEP Ratio. 70/30 class ratio.

4.1 The 30% shall be calculated by the number of students enrolled in the class.

4.2 If more than 30% of the students have IEP's, then the Administration shall notify the Association with ten (10) working days of the overage (of the circumstance) and the Association leadership and district shall mutually agree on any exception by using ISBE Form 34-38A.

Section 5. Special Education Caseload

In any general education classroom, the total number of general education students and students with special needs will be subject to the class size language set forth in Article XI of the current parties' collective bargaining agreement and such numbers will not exceed the case load/class size limits pertaining to students with special needs as set forth in Section 226.730 of the Illinois Administrative Code.

A special education teacher or educational assistant(s) shall be present with the general education teacher, as mandated by the student's IEP, while special needs students are in the general education classroom with the general educational teacher.

If a student is enrolled in a PE and/or Music section that exceeds the maximum class capacity due to grade level class size or 70/30 ratio, then an Educational Assistant will remain with the student(s) during that specific class period.

Section 6. ELL/Bilingual

6.1 Dual Language teachers shall be provided substitutes (up to 5 days for Kindergarten and 2 days for 1st – 6th) to complete state testing.

6.2 Any certified teacher asked to administer language proficiency tests before the start of the school year shall be compensated at the contractual hourly rate.

6.3 In self-contained Emergent Bilingual classes, the maximum number of students shall not exceed established class size limits for those grade levels. If the class includes students from grade levels differing in class size limits, class size will be limited to the lesser of the two (i.e. in a 3rd and 4th grade classroom, the class size limit would be 24 students.)

ARTICLE XII: REDUCTION IN TEACHERS

Section 1. When reductions in the total teaching staff are under consideration, the Board shall so inform the Association at least thirty (30) days prior to a final decision. The Association shall be given an opportunity to suggest reasonable alternatives to reductions. Within fifteen (15) days of notification, the Association shall submit its suggestions in writing and the Board or its representative shall respond in writing within fifteen (15) days of receipt of the Association's suggestions. The Board agrees that it will not implement a reduction in force until after bargaining in good faith has been completed.

Section 2. Reduction of tenured or non-tenured teachers, other than through attrition, as a result of the decision of the school board to decrease the number of teachers employed by the board or discontinue some particular type of teaching service, shall be as follows:

A. Each teacher shall be categorized into one or more positions for which the teacher is qualified to hold. Within each position the teachers shall be placed in Grouping 1, 2, 3 or 4, which are defined as follows:

1. **Group 1:** Non-tenured teachers who have not received a performance evaluation rating.

2. **Group 2:** Non-tenured and tenured teachers who have received a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

3. **Group 3:** Non-tenured and tenured teachers who have received a performance evaluation rating of at least Satisfactory or Proficient on both of the teacher's last 2 performance evaluation rating, if only one rating is available, unless the teacher qualifies for placement into Group 4.

4. **Group 4:** Non-tenured and tenured teachers whose last 2 performance evaluation ratings are Excellent and each teacher with 2 Excellent performance evaluation ratings out of the teacher's last 3 performance evaluation ratings with a third rating of Satisfactory or Proficient.

B. Reduction In Force Committee: This committee will be comprised of an equal number of Association members and District Administrators.

C. Among teachers qualified to hold a position, teachers must be dismissed in the order of their groupings, with teachers in Group 1 dismissed first and teachers in Group 4 dismissed last.

D. The sequence of dismissal within each Group shall be as follows:

1. **Group 1:** As the discretion of the school board

Article XII: Reduction in Teachers (cont'd)

2. Group 2: The teacher with the lowest average evaluation rating shall be dismissed first and so on. The teacher's average performance evaluation rating shall be calculated using the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or the teacher's last performance evaluation rating, if only one rating is available, using the following numerical values: 4 for Excellent; 3 for Proficient or Satisfactory; 2 for Needs Improvement; and 1 for Unsatisfactory. If teachers in Group 2 have the same average performance evaluation ratings, the order of dismissal shall comply with the order of dismissal for teachers in Group 2, 3 and 4.

3. Group 2, Group 3 and Group 4:

a. Those teachers with one (1) year or less of service in the District.

b. Those teachers with more than one (1) year but less than two (2) years of service in the District.

c. Those teachers with more than two (2) years but less than three (3) years of service in the District but who have not achieved tenure.

d. Those teachers with two (2) years but less than three (3) years of service in the District.

e. Those teachers with three (3) years but less than four (4) years of service in the District.

f. Etc.

If two (2) or more teachers have had equal length of service in the District, then the tie-breakers are as follows:

I. Teachers dismissed first at the BA Vertical Lane; teachers dismissed second at the BA +16 Vertical Lane; and so on.

II. Actual hiring date by the Board.

III. In case of equal seniority up through Point (b) above, the following shall apply: Grades Kindergarten through Grade Six teachers shall be given priority at the K through 6 levels and Grade 7 through Grade 12 teachers shall be given priority for positions at the 7 through 12 levels.

IV. If a final tie-breaker is needed, the selection of the teacher will be made by the casting of lots, in the presence of all parties in interest.

E. Teachers may not enroll in classes after March 1 for purposes of either bumping or to avoid being bumped. For those teachers who may be involved in the bumping process who have received additional certification in another subject area or level prior to March 1, or who are enrolled during the term that March 1 falls, must submit substantiating evidence for completed courses or contemplated completed courses to the Assistant Superintendent, Personnel, by March 1. Failure to notify the Assistant Superintendent, Personnel, by this date relieves the Board of its bumping obligation as it pertains to this Section.

Article XII: Reduction in Teachers (cont'd)

F Seniority shall be defined as continuous contractual service, including Board leave. Seniority does not accumulate from a previous contractual employment, but only from the last official hiring date; except where an honorable discharge was given because of a reduction and the teacher returns within two (2) years from the layoff date.

Section 3. If the Board increases the number of teachers, or if a teacher resigns at any time after the layoff(s), the Board shall offer re-employment to the teacher laid off Group 2, 3 or 4 in the reverse order of the layoff specified above provided said teacher has proper certification. Said offer of re-employment shall be subject to a fifteen (15) month limitation from the last day of contractual teacher-pupil contact. All known vacancies shall be filled prior to the opening of the school term if properly certificated reduced staff are available.

3.1 A teacher's failure to respond affirmatively within twenty (20) calendar days after mailing of the Board's letter sent by registered mail to the teacher's address on file with the Board recalling such teacher shall result in termination of the teacher's rights of recall hereunder. The Board will accept from the teacher any signed statement indicating a desire not to be hired back as it pertains to this Article.

Section 4. If an employee's position is eliminated under a Reduction In Force, that person shall be permitted to bump into any position for which he/she is qualified, provided that such teacher:

a) is certificated for the position he/she is bumping into, and
b) has more District seniority than the teacher he/she is bumping; and
c) is in the same or higher Group number than the teacher he/she is bumping.

4.1 In case of equal seniority, grades kindergarten through six teachers shall be given priority at the K through 6 levels, and grades 7 through 12 teachers shall be given priority for positions at the 7 through 12 levels.

Section 5. The parties specifically agree that all "Proficient" ratings issued to teachers on or before September 1, 2012 under the current teacher evaluation plan shall be considered ratings of "Excellent" for purposes of determining a teacher's placement in the appropriate Grouping for purpose of a Reduction In Force.

ARTICLE XIII: LEAVES

Section 1. Sick Leave

1.1 Each teacher shall be entitled to a normal annual allotment of ~~thirteen (13)~~ fourteen (14) total sick leave days per year with unlimited accumulation. Teachers who reach an accumulation of one hundred thirty-five (135) days of sick leave at the end of a school year will be entitled to a normal annual allotment of thirty-five (35) sick leave days at the start of the next school year. For each school year after a teacher receives the thirty-five (35) day normal allotment of sick leave, the teacher will receive a normal allotment of ~~thirteen (13)~~ fourteen (14) sick leave days until the teacher reaches the next threshold of 225 accumulated days. Teachers who reach an accumulation of two hundred twenty-five (225) days of sick leave at the end of a school year will be entitled to a normal annual allotment of fifty-five (55) sick leave days at the start of the next school year. For each school year after a teacher receives the fifty-five (55) day normal allotment of sick leave, the teacher will receive a normal allotment of ~~thirteen (13)~~ fourteen (14) sick leave days.

Any employee who receives an increased allotment as a result of meeting one of the designated sick leave days thresholds will only receive the increased allotment the first time they meet each designated threshold. Should any employee fall below one of thresholds after receiving an increased allotment, they are not eligible for a second increased allotment should they meet that threshold again. These normal annual allotment amounts will be effective the start of the 2022-2023 school year and determined based on a teacher's accumulated sick leave at the end of the 2021-22 school year.

Such sick leave shall accumulate without limit. Sick leave shall be interpreted to mean personal illness, quarantine at home, serious illness or death in the immediate family or household, Sick leave shall also be interpreted to mean birth, adoption, placement for adoption, and the acceptance of a child in need of foster care. The immediate family, for the purposes of this Section, shall include: parents, spouse, domestic partner, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, legal guardians and any relative living in the same household. Prior to the return to duty from any serious illness or injury, a statement from a physician attesting to the physical and/or emotional and/or mental ability of the teacher to perform his/her work responsibilities must be presented to his/her immediate supervisor.

1.2 A Sick Leave Bank will be established to provide extended sick leave to employees who, as a consequence of an approved prolonged personal illness or hospitalization and recovery, have exhausted their accumulated sick leave. The Sick Leave Bank will be subject to the following (only exception could be child with catastrophic circumstances) guidelines:

1.2.1 All employees covered by this Agreement and all Unit 10 administrators and supervisors shall have the opportunity to participate in the Bank. Participation in the Bank by an employee shall be voluntary. An employee who is not a participant in the Bank shall not be eligible to withdraw days from the Bank.

Article XIII: Leaves (cont'd.)

1.2.2 A three-member Sick Leave Bank committee will be established each school year to act as the governing body for the administration of the Sick Leave Bank. Said committee shall consist of two (2) employees named by the Association, and an administrator named by the Superintendent. The Sick Leave Bank committee shall be authorized to promulgate written rules and regulations for the implementation and administration of the Bank. If the Board goes against the unanimous recommendation of the committee, they must state their reasons in writing.

1.2.3 Employees desiring to participate in the Bank shall file written notification of such desire with the Sick Leave Committee at any time from the first full week of school through September 15 of any school year. The employee's participation in the Bank shall continue from year to year unless revoked in writing by the employee between the first full week of school and September 15 of any year. Employees must have accumulated at least 30 unused sick days to be eligible to join the Bank.

1.2.4 Each employee participating in the Bank shall contribute yearly two (2) non-redeemable sick days to the Bank. If the Bank contains 500 or more days at the end of a school year, no additional contributions shall be made for the following year, except that new participants shall be required to contribute a minimum of two (2) days.

1.2.5 No employee will be able to withdraw days from the Sick Leave Bank until their own accumulated sick leave days have been exhausted and a request has been presented to the Sick Leave Bank Committee for Sick Leave Bank withdrawal, accompanied by a doctor's written verification of the employee's illness.

1.2.6 Members of the Sick Leave Bank will be eligible to withdraw a maximum of ninety (90) sick leave days from the Bank during a 3-year period of time.

1.2.7 Any days remaining in the Bank at the end of a school year will be carried forward to the next school year.

1.2.8 In the event the Bank is depleted of days before the end of the school year, the Bank will cease to furnish benefits for the remainder of that year.

1.2.9 The Sick Leave Bank will not apply for normal maternity leave or child-care or for persons receiving Worker's Compensation.

1.2.10 If the employee commences to draw disability benefits under the State Retirement System, she/he will cease to draw benefits from the Sick Leave Bank.

1.2.11 Should the Bank be dissolved for any reason with days remaining in the Bank, the days shall be returned to all currently participating employees on a pro-rated basis.

Article XIII: Leaves (cont'd.)

1.3 **Employee Catastrophic Illness and Injury Policy:**

1.3.1 In the event that a certified employee (i.e. ineligible for the District's sick bank) contracts a catastrophic illness or injury and in the event the said employee has insufficient sick days to complete the recovery from the incident, it will be the policy of the Board of Education to allow other employees to donate sick days up to sixty (60) school days to the individual. Employees eligible to donate sick days are those who have accumulated sick days in excess of forty-five (45) days. If the ill or injured employee commences to draw benefits under the state retirement or disability system, he/she will cease to draw benefits from donated days. Any remaining donated days will be placed in a reserve for future needs under this policy. In the event of the death of the requester, any remaining days will be placed in reserve for future needs of this policy. Donated days once accepted by the Sick Bank Committee for this purpose are non-returnable. Only the number of days requested by the ill or injured employee will be granted. Reapplication is required if the ill or injured employee needs more days than originally requested. Under no circumstances will the total of donated days allowed be more than sixty (60) school days in a three year time period. Donations will be made per incident. Employees donating sick days will utilize the form provided by the Superintendent's office. Individual records of donations will remain confidential and become part of the employee's personnel record. Once the number of donated days reaches the number required by the application, other donations will not be accepted and will be returned.

1.3.2 The donation of sick days to another employee will be deducted from the donor's accumulated sick days and will not be eligible for Teachers' Retirement System credit. The donor's attendance incentive will not be affected.

1.3.3 This policy is not available to those certified employees who have become eligible to join the District's regular Sick Bank Reserve. This policy does not apply for normal maternity leave, child care or care of relatives. (Only exception could be child with catastrophic circumstances.)

1.3.4 It will be the responsibility of the Sick Bank Committee to inform the certified staff of donations needed under this policy.

Section 2. Parental Leave

2.1 Parental leave applies to the birth, pending adoption, adoption or placement for adoption of a child. Eligible teachers shall be entitled to twelve weeks of unpaid parental leave consistent with the Board's policy under the Family Medical Leave Act. The Board shall continue to pay its portion of the teacher's health insurance premium during any period covered under FMLA.

Parental leave may be granted by the Board without pay beyond the 12 weeks of FMLA leave. Leave shall not exceed one calendar year per pregnancy, and the employee shall retain and accrue seniority during the first year of the leave or part thereof and during any period of FMLA leave, but shall not accrue seniority for any period of the leave that is extended beyond the first year or part thereof, except as required by the Family and Medical Leave Act. The employee shall advance a step on the salary schedule provided that the employee has completed at least 80 days of the school year.

Article XIII: Leaves (cont'd.)

2.2 The employee shall notify the Director or Assistant Superintendent of Human Resources of the intent to take a maternity leave and the dates the leave is requested 30 days prior to the date the leave is to commence.

2.3 Sick leave may be used if needed for medical reasons if the employee is unable to work either prior to commencement of leave following the designated return to work date. Use of sick leave may require a physician's statement.

2.4 Subject to the regulation of the insurance carrier, employees on maternity leave may, by their own arrangement, continue their membership in the insurance plan of the District.

2.5 Employees returning from maternity leave shall be assigned to a position for which they are qualified, but not necessarily the exact assignment held prior to taking leave.

2.6 Extension of maternity leave may be granted by mutual agreement in the event of an unforeseen problem.

2.7 Prior to their return to duty, a statement from their physician attesting to their physical ability to resume their teaching responsibilities must be presented to their immediate supervisor.

Section 3. Personal Leave

3.1 The Board shall grant three (3) days personal leave per year at full pay, subject to the following conditions:

3.1.1 Such leave shall be accumulative up to a maximum of three (3) days. No more than five (5) bargaining unit members may use personal leave before a school holiday and no more than five (5) bargaining unit members may use personal leave after a school holiday. Bargaining unit members are only allowed this type of approval once per school year. A member may only take leave before OR after the holiday (If you take personal leave before a holiday you can not take personal leave after the holiday). Members will be approved on a first come, first serve basis.

3.1.2 Once an employee has accumulated the maximum of three (3) unused personal leave days, any additional personal leave days granted to the employee pursuant to this Section will accumulate as sick leave.

3.1.3 Any notification of personal leave shall be made at least three (3) calendar days prior to the date of the leave (except in emergencies) in the absence management system. No reason need be given. A voluntary reason may be given if desired.

3.1.4 Any employee who has accumulated personal leave days prior to the effective date of this Agreement shall have all such accumulated personal leave days converted into sick days and added to her/his sick leave accumulation upon the effective date of this Agreement. Such conversion shall be reflected on the employee's paycheck stub for the payroll period immediately following the effective date of this Agreement.

Article XIII: Leaves (cont'd.)

3.1.5 This Section should not be construed that sick leave days and personal leave days are interchangeable.

Section 4. Jury Duty

4.1 Necessary time absent shall be allowed for jury duty. The employee shall be afforded the difference in pay between the employee's daily rate and the per diem rate for this duty. The per diem rate shall not include compensated expense for meals, travel, etc.

Section 5. Sustained Incapacity

5.1 In the event an employee experiences a continual illness or serious injury within a given school term which would prevent them from performing their regular duties in Unit 10, salary payments would continue for the current fiscal year or school term, provided the employee has been a certified employee in the School District for twenty (20) years and has sixty (60) days accumulated sick leave.

Section 6. Funeral Leave

6.1 Reasonable time at full pay shall be granted for funeral leave for members of the immediate family. Such leave shall not be deducted from sick leave. Prior arrangements with the Superintendent or his/her designee is required for determination of the number of days to be granted. For purposes of this Section, immediate family shall be defined as follows: parents, spouse, domestic partner, brothers, sisters, children, grandparents, grandchildren, parents-in-law, sisters-in-law, brothers-in-law, grandparents-in-law, legal guardians, and any relative living in the same household. Funeral leave for other than members of the immediate family must be requested in advance, in writing, and approved by the Superintendent and shall be deducted from accumulated sick leave.

Section 7. Military Leave

7.1 Military leave shall be granted upon application to the Board of Education to any staff member who is inducted or enlists in any branch of the armed forces of the United States and serves no more than

one enlisted period. They shall be accorded a position for which they are qualified at the beginning of the school term following their release from active duty, provided notice of their intent to return to the school is received not later than June 1st preceding the school year following their return. Upon return from such leave, a staff member shall be placed on the salary schedule at the level which they would have achieved had they remained actively employed in the system during the period of their absence. Sick leave shall not accrue during military leave. That which was accumulated before leave shall remain in force. Credit for military service shall not count toward the acquiring of tenure. This does not apply to employees under contract where no duties were performed.

7.2 If National Guard or Reserve annual tour of training should occur during the school year, the employee required to participate shall be granted temporary leave of absence. The employee shall receive their regular salary minus basic pay which they will receive from the government for each school day spent in government service.

Article XIII: Leaves (cont'd.)

Section 8. Sabbatical Leave

8.1 The sabbatical leave program is for certificated personnel. It is to be granted primarily for the purpose of improvement of the School District and secondarily for the individual's benefit.

8.2 The sabbatical leave may be used for such activities as research, study, and travel, with emphasis placed on special type programs that are of educational value. The sabbatical leave is not intended to merely give the recipient an opportunity to attend classes or attain an advanced degree that otherwise could be earned through evening and summer classes--unless it falls into a special program category.

8.3 The approval or denial of the sabbatical leave therefore will be determined by the nature of the request and its educational value as perceived by the applicant, the screening committee, and the Board of Education.

8.4 All applicants for sabbatical leave must have a bachelor's degree, a minimum of six (6) consecutive years full-time experience in this school system, and have at least seven (7) full years of teaching service available before mandatory retirement age.

8.5 The maximum number of full year sabbaticals granted annually shall be two (or four one-half year sabbaticals).

8.6 Sabbatical leaves may be granted for periods of one or two Unit No. 10 semesters.

8.7 Teachers granted sabbatical leave shall receive the minimum salary as provided by the Illinois School Code or one-half their yearly salary, whichever is greater. Salaries will be paid bi-weekly to those on leave the same as those on regular service.

8.8 The sabbatical leave time shall not be construed as a break in consecutive years of service.

8.9 Sabbatical leaves shall not be granted to any individual more than once every seven (7) years.

8.10 All who are granted sabbatical leaves will be expected to return to this school system for a minimum of one full year's service immediately following completion of the sabbatical leave program, or return all monies received under the sabbatical leave program, except in the case of death or permanent disability. The return service requirement may be postponed at the discretion of the Board of Education upon the recommendation of the Superintendent and the Sabbatical Leave Screening Committee.

8.11 Upon the recommendations of the Superintendent and the Sabbatical Leave Screening Committee, and with the approval of the Board, the sabbatical leave may be continued for the benefit of the School District to complete work in process. The teacher shall receive all benefits of this sabbatical leave program for the continued period except salary.

8.12 Leave of absence may be granted for a period following the sabbatical leave year, but shall include no benefits beyond the normal leave of absence.

Article XIII: Leaves (cont'd.)

8.13 The return service requirement of one full year's service immediately following a sabbatical leave shall be postponed during a granted leave of absence or sabbatical leave continuation, but must be fulfilled at the end of this extension of leave or the financial restitution made.

8.14 The screening committee shall be composed of the Superintendent and three administrators appointed by the Superintendent, plus eight faculty members to be selected by the teachers' organization. Two members of the faculty group shall represent the high school, two members shall represent the junior high school, and four members shall represent the elementary schools.

8.15 Each year two teacher members will be replaced.

8.16 The screening committee will evaluate the written applications and recommend to the Board of Education an order for selection of the sabbatical leave candidate.

8.17 Work plans for the sabbatical leave must be submitted with application for leave to the Superintendent. The Board of Education requires a final progress report to be sent to the Superintendent by all teachers on sabbatical leave within a month after completion of sabbatical. The report shall be shared with the members of the screening committee.

8.18 Applications for all sabbatical leaves must be submitted in writing to the Board office by April 15th of the school year preceding the requested leave. At the Board office, applications will be dated at receipt and a record made of the receipt. Applications will then be forwarded to the screening committee no later than April 20th.

8.19 The screening committee shall submit a list of recommendations, along with all applications received, to the Superintendent by May 1.

8.20 The Board of Education shall take final action no later than the regular Board meeting in May.

8.21 The Superintendent shall notify the screening committee and all applicants as to the final decision of the Board within five (5) days after the final action of the Board.

Section 9. For employees who wish to be absent from work beyond the use of sick leave, personal leave, funeral leave, or leave of absence, deduct days may be requested. This request must be presented to the Superintendent of Schools, in writing, on the District Deduct Day Request Form stating the reason for the need to be absent. These days will not be granted automatically and will only be considered for unusual situations. For any days needed for absence due to an extended illness or injury where sick leave has terminated, a written request will not be necessary; these days will be automatically deducted from the employee's salary.

Article XIII: Leaves (cont'd.)

Section 10. Unused Accumulated Sick Leave Days

10.1 The employee shall be entitled to apply any or all of his/her accumulated sick leave days upon retirement for additional service credit with the Illinois Teachers' Retirement System in accordance with the maximum amount of additional service credit allowable under the applicable TRS Rules and Regulations.

ARTICLE XIV: ATTENDANCE INCENTIVE

Section 1. Upon an employee's separation or retirement from Collinsville Community Unit School District No. 10, the employee shall be credited for each year of good attendance in the District in accordance with the following schedule, which schedule applies to years of good attendance earned prior to the 2019-2020 contract year:

Annual Days of Attendance	Attendance Incentive Compensation
180 Days	$480.00
179 Days	$385.00
178 Days	$300.00
177 Days	$225.00
176 Days	$200.00
175 Days	$175.00
174 Days	$150.00
173 Days	$125.00

Upon an employee's separation or retirement from Collinsville Community Unit School District No. 10, the employee shall be credited for each year of good attendance in the District in accordance with the following schedule, which schedule applies to years of good attendance earned in the 2019-2020 contract year and thereafter:

Annual Days of Attendance	Attendance Incentive Compensation
180-179 Days	$500.00
178-177 Days	$400.00
176-175 Days	$300.00
174-173 Days	$150.00

Article XIV: Attendance Incentive (cont'd.)

In determining the employee's record of attendance for the purposes of this Section, only the use of sick leave, ~~and~~ personal leave, and dock days will be considered as days of non-attendance to be subtracted from the employee's perfect attendance record. The employee's use of family and medical leave, Association leave, jury duty or court appearance leave, funeral leave, maternity or child-rearing leave, military leave, sabbatical leave, ~~unpaid leaves of absence~~, leaves for professional development, absence due to in-service training, leave provided under the Americans with Disabilities Act, leave required due to an employment-related injury or illness under the Illinois Workers' Compensation and Occupational Diseases Act, the employee's observance of religious holidays, and any other leave taken at the request of the Board shall be counted as days of attendance for purposes of this Section.

Upon written request from an employee, the District shall provide written notification to the employee, not later than 30 calendar days following receipt of the employee's request, as to the amount of compensation the employee has earned pursuant to this Section as of the start of that school year.

Upon the death of an employee qualified under this Section, the monies due for the time so accumulated will be paid to the estate of the employee.

In order to qualify for attendance incentive compensation, an employee must have at least 10 accumulated sick leave days at the time of separation or retirement.

Section 2. The Board and the Association agree that if, during the term of this Agreement, any changes occur in TRS rules and regulations, or in interpretation thereof, which would reduce, diminish, abrogate, or negate any of the benefits provided by this Article as of the effective date of this Agreement, the parties will meet within sixty (60) calendar days following the effective date of the TRS rule or interpretation change to renegotiate the provisions of the Agreement directly affected by such change, for the purpose of bringing the provisions of this Article into compliance with any such change so that the benefits provided pursuant to the Article as of the effective date of this Agreement are not reduced, diminished, abrogated, or negated.

Section 3. Upon submission of a 1, 2, or 3 year notice of retirement, part of the Attendance Incentive will be added to the teacher's creditable earnings in each year of the pre-retirement to increase the teacher's total creditable earnings to a maximum of 6% over the previous year's earnings.

Section 4. Any Attendance Incentive that the teacher would not receive because of the 6% limit, will be paid to the teacher post-retirement as non-creditable earnings.

Section 5. Failure of a teacher to retire as scheduled will result in the teacher receiving payment only for the balance of his/her incentive benefit when he/she reapplies for retirement. This remaining balance will be subject to the 6% limit and post-employment payment procedures.

Section 6. The parties agree to submit this concept to TRS for its review and approval Section 76. In the event legislation and/or administrative rules do not include attendance inventive payments in the 6% TRS penalty cap calculation, the parties agree the attendance inventive will be paid to retiring teachers in a manner to maximize creditable earnings.

Article XIV: Attendance Incentive (cont'd.)

Section 7. Effective with the 2019-2020 school year, the employee may elect to have the attendance incentive paid out on a yearly basis. If the employee elects to have their attendance incentive paid out on a yearly basis they must submit an irrevocable request to the Director of Human Resources prior to September 1st. Once the employee is enrolled in a yearly pay out they will remain that way until they separate or retire from Collinsville Community Unit School District No. 10. The yearly pay out for the attendance incentive will be paid by July 31st. All yearly attendance incentives earned prior to the 2019-2020 contract year and earned in any contract year prior to an employee making an election for a yearly pay out shall be paid to the employee upon the employee's separation or retirement from Collinsville Community Unit School District No. 10 pursuant to the procedures set forth above.

ARTICLE XV: FRINGE BENEFITS

Section 1. Health Insurance

1.1 For each full-time employee who desires to participate, the Board shall pay 100% of the cost of the premium for single coverage under a group health insurance plan for the duration of the contract.

1.2 The District shall also provide eligible employees with 100% Board paid dental insurance and life insurance ($11,000 life insurance coverage per employee) for the duration of this agreement.

1.3 In addition to the Board's contribution for single coverage, the Board shall contribute $75.00 for each employee toward a group health plan for family/spouse coverage for each full-time employee who desires to participate in the family/spouse plan for the duration of this agreement.

1.4 All employees are subject to eligibility requirements.

1.5 Insurance Committee. A representative committee made up of all groups of employees (with at least 50% of the committee members named by the Association) will evaluate the insurance coverage, company, etc. The parties understand and agree that so long as the District continues to provide insurance through MISSVIC under a contract for insurance coverage, premium costs and benefits shall be determined by MISSVIC. Prior to the expiration of any contract with MISSVIC the Insurance Committee and Board may mutually agree to renew the MISSVIC contract. If either the Board or the Insurance Committee proposes that insurance coverage be provided by an insurance carrier other than MISSVIC then the Board and Insurance Committee shall negotiate the proposed change in the insurance carrier/company, coverage, etc. and further agree that these negotiations must be completed prior to the deadline for renewing any existing insurance carrier contract.

Section 2. The Board shall pay, on behalf of employees an amount of 9% (9.8901 cost factor) of each employee's creditable earnings to the State of Illinois Teacher's Retirement System (TRS). A teacher's required contribution to TRS above the amount of the board's TRS contribution, and the Board's contribution on behalf of teachers, will be tax sheltered as permitted by law. The salary amount as printed on the individual employment agreement issued annually shall reflect such TRS contributions.

ARTICLE XV: Fringe Benefits (cont'd.)

Section 3. District 10 teachers are authorized to use their issued name badge as a pass to attend all District 10 home activities at no cost. The pass will be valid for the employee and one guest at each event, but the pass cannot be used to attend the District 10 Basketball Tournament (currently called the Schnucks Tournament) and cannot be used to attend events that IHSA charges admission fees.

Section 4. Collinsville CUSD 10 403(b) Plan: The District will contract with a third-party administrator (TPA) to serve as the third-party administrator of the District's 403(b) plan.

1. All aspects of the 403(b) plan shall comply with federal laws and regulations.

2. The District will request the third-party administrator to include the following in the District's 403(b) plan, provided that 1) the item does not cost the District any additional fees/expenses and 2) the item is authorized under federal laws and regulations. The Third-Party Administrator will determine whether or not any of the items will result in an additional cost to the District and whether the item can be included in the District's 403(b) plan under federal laws and regulations.

a. Current vendors will be included in the 403(b) plan provided the vendor meets all criteria and obligations to be included in the plan.

b. The transfer of funds (exchanges) between approved products offered by different providers.

c. Information sharing agreements for legacy products to which new investments are not being made.

d. Available to all employees under the universal availability requirement.

e. Contribution limits, including catch up provisions for employees 50 years of age or older and catch up provisions for products that had catch up provisions for those with 15 years of service.

f. Opportunities to enroll in the plan products and opportunities to change investments.

g. On-line access to accounts.

h. Product features such as Roth IRA and 457(b) contributions to offer flexibility, loans, financial hardship withdrawals and payroll slots for the providers.

3. Prior to the District implementing a discretionary change to the 403(b) plan or changing Third-Party Administrators, the District will notify its labor organizations and meet its bargaining obligations consistent with the Illinois Educational Labor Relations Act. However, the TPA shall retain the authority to make unilateral changes to the plan to ensure it remains in compliance with federal laws and regulations, but the employees shall be notified of any said changes.

ARTICLE XVI: COMPENSATION

Section 1. Salary Schedule

1.1 The basic salaries of employees covered by this Agreement shall be attached to and incorporated in this Agreement.

Section 2. Experience Credit

2.1 A new employee with experience shall be placed on the appropriate step on the salary schedule based on his/her prior full-time certified public teacher experience in state or out of state not to exceed step fifteen (15).

Experience shall be considered as teaching experience or work experience for Career Technical Education positions (i.e., CAVC teacher: Mechanic with 6 years of prior full-time experience will be placed on step 7). Experience shall be considered for Registered Nurses (RN) who have worked in a school setting and acquired their Certified School Nurse licensure. (i.e. RN in the school setting with 3 years of experience will be placed on step 4 after acquiring their Certified School Nurse Licensure).

2.2 A person hired in a position prior to November 1st will be entitled to experience credit for that entire year. A substitute in a position prior to November 1st and subsequently hired into that position will be entitled to experience credit for that entire year.

~~**Section 3. Master's Degree Equivalency**~~

~~3.1 Effective the 1976-77 school year, Master's Degree equivalency (40 semester hours) shall no longer be payable on the salary schedule. Those teachers who are already on the Master's Equivalency shall be paid as a Master Degree teacher in effect to the duration of their employment.~~

Section 3. Ten or Twelve Month Pay Period Option

3.1 ~~Teachers shall have the option of receiving their salaries on a ten month basis or on a twelve month basis. Teachers who choose the ten month plan shall receive twenty-two (22) bi-weekly pays commencing in September and ending in June~~. Teachers ~~who choose the twelve month plan~~ shall receive twenty-six (26) or twenty-seven (27) bi-weekly, meaning every two weeks, pays commencing in September and ending in August. ~~Anyone employed effective with the 1991 - 1992 school year or thereafter shall not have the above option, but shall be placed on the twelve (12) month pay plan.~~

Section 4. Salary Computational Errors

4.1 Any error in the computation of the salary of an employee shall be corrected the next pay period after the discovery of the error.

ARTICLE XVI: Compensation (cont'd)

Section 5. Automotive Mileage

5.1 Employees required to drive their personal automobiles in the course of their employment, or otherwise using their automobiles in authorized service to the District, shall be reimbursed at the current published IRS rate.

Section 6. Summer School

6.1 Pay for teaching in the Summer School Program shall be at the rate of ~~.00065~~ .0008 of beginning base. Pay for summer school work shall be paid as the Summer School Program pay period plan which shall be separate from the Teachers' 12-month pay period plan.

Section 7. Night School

7.1 Pay for teaching in the Night School Program shall be at the rate of ~~.00065~~ .0008 of beginning base.

Section 8. Saturday School

8.1 Pay for teaching in the Saturday School Program shall be at the rate of ~~.00065~~ .0008 of beginning base.

Section 9. Homebound Program

9.1 Pay for teaching in the Homebound Program shall be at the rate of ~~.00065~~ .0008 of beginning base.

Section 10. Irregular Teaching Duty

10.1 Teachers who are assigned six periods of teaching duty for two semesters shall be paid at the rate of nine percent (9%) above their regular scheduled salary. Teachers who are assigned six periods of teaching duty for one semester shall be paid at the rate of four and a half percent (4.5%) above their regular scheduled salary.

Section 11. Driver's Education (Behind the Wheel)

11.1 Pay for teaching in the Driver's Education (BTW) Program shall be at the rate of .00065 of beginning base.

Section 12. No Unauthorized Deduction

12.1 Deductions from an employee's pay will only be made with authorization from the employee or if required by law.

Section 13. Worker's Comp

During the period of time when a teacher is collecting benefits provided by the Illinois Workers' Compensation and Occupational Disease Act, the district will pay the employee an amount equal to

the difference between the employee's regular net pay (including stipends) and the amount the employee is receiving from workers' comp.

Section 14. 60-hour Master's Degrees

14.1 Beginning with the 1997-98 school year, certified positions that require a master's degree and that degree requires 60 hours of work beyond the bachelor's degree, shall be placed on the salary schedule at the master's plus 24 level and given credit for a master's plus 28 toward further advancement on the salary schedule.

Section 15. Lead Teachers

15.1 Lead Teacher position for Caseyville, ~~Jefferson~~, Twin Echo, Summit, Webster, Maryville, Kreitner, DIS, Hollywood Heights, and Renfro.

The lead teacher will act only in the absence of the building principal(s) in emergency response situations. When the lead teacher is called out of their classroom to perform such duties, their class will be covered by an adult employee. Compensation will be on an hourly basis with the rate being the agreed upon hourly rate (.000~~658~~). The building principal will appoint the position.

Section 16. Early Retirement Notice Incentive

The Board shall recognize the service of full-time teachers who have rendered at least fifteen (15) years of full-time TRS creditable service to Collinsville Community Unit School District No. 10 and who are eligible to receive regular retirement pension benefits through the Teachers' Retirement System of the State of Illinois.

1. Requirements to Qualify – To be eligible for this benefit, a teacher must comply with all of the following requirements and limitations:

    a. Must have a minimum of fifteen (15) years of full-time teaching service in the Collinsville School District at the time the retirement notice is submitted in order to be eligible for this early retirement incentive; and
    b. Must be at least ~~sixty (60)~~ fifty five (55) years of age by December 31 of the year of retirement; or
    c. ~~Must be at least fifty-five (55) years of age by December 31 of the year of retirement with thirty-five (35) years of creditable service (including accumulated sick leave) with the Illinois Teachers Retirement System; and~~
    d. Must submit an irrevocable letter of resignation for retirement. As many as the last three (3) years of an employee's career may be included in the pre-retirement period. An irrevocable letter of resignation establishing the date of retirement will create and determine the length of the pre-retirement period; and
    e. The irrevocable letter of resignation for retirement must be submitted to the Superintendent on or before October 1st and indicate a pre-retirement period from 1 to 3 years in duration. For example, an employee who submits an irrevocable notice of retirement by October 1, 2019 may indicate a retirement date of June 30, 2020, 2021, or 2022.

2. Total payment due under the Collinsville Retirement Program will be as follows:
   One year retirement notice: ~~$1,500~~ $2,000
   Two year retirement notice: ~~$3,000~~ $4,000
   Three year retirement notice: ~~$4,500~~ $6,000

ARTICLE XVI: Compensation (cont'd)

3. This retirement program payment may be paid in two forms -1) TRS creditable earnings and/or 2) a retirement severance payment—and shall be paid according to the following procedures.

   a. A calculation will be made comparing the employee's creditable earnings of the immediately previous year with his/her creditable earnings of the year he/she gave notice. If such creditable earnings are less than 106% of his/her creditable earnings of the previous year, that portion of the retirement program payment ($1,500) will be paid to the employee as creditable earnings in the last pay period in June, but in no case shall the retirement incentive cause the employee's creditable earnings to exceed 106% of his/her previous year's creditable earnings and the $1,500 retirement payment will be reduced in an amount to ensure the teacher's creditable earnings does not exceed a 6% increase.

   b. For each succeeding year of the notice period, a comparison will be made between the employee's creditable earnings of the previous year and the current year. That portion of the program payment up to a maximum of $1,500 will be paid to the employee as creditable earnings in the last pay period of June in each subsequent year of the retirement program, but in no case shall the retirement incentive cause the employee's creditable earnings to exceed 106% of his/her previous year's creditable earnings and the $1,500 retirement payment will be reduced in an amount to ensure the teacher's creditable earnings does not exceed a 6% increase.

   c. In the event the entire program payment due the employee is not paid as creditable earnings during the notice period, the remaining balance will be paid to the employee as a severance payment. Such payment shall be made within ten (10) days after the employee's last workday and/or receipt of his/her last paycheck, whichever comes last. This severance payment will not be treated as creditable earnings under TRS.

   d. In the event an employee who elects this retirement incentive and subsequently becomes ineligible to retire on the date designated in his/her irrevocable notice because (s)he does not have sufficient years of TRS creditable service (e.g., teacher expected to retire with 35 years of TRS service by using 2 years of sick leave but had to use a number of sick leave days, pursuant to The School Code, and is no longer able to purchase 2 years of service credit), the Board may allow the employee to rescind his/her retirement or the Board may move the effective retirement date to the first date on which the employee obtains thirty-five (35) years of creditable service (including accumulated sick leave). The teacher will not be required to pay back any retirement benefits received, but shall be removed from the retirement program. Moreover, the teacher shall not be eligible to re-enter the retirement program.

e. The parties agree that if the state pension statute and/or regulations change in any manner during the term of this contract that would create a penalty or additional cost to the District for offering this retirement program to employees, the parties will re-open and renegotiate this retirement program language.

ARTICLE XVII: COMMITTEES

VOCATIONAL COMMITTEE:

The Board of Education and the Collinsville Education Association shall continue a joint committee for the purpose of studying the concerns facing the future of the Area Vocational Center. This committee shall consist of Board/Administrative representatives and members of the Collinsville Education Association. This committee shall also include high school and vocational school administrators who are involved with the Center's program.

SPECIAL EDUCATION CONCERNS:

The Board and Association agree to form a committee composed of an equal number of Board/Administration representatives and an equal number of Association representatives. Association members of the committee shall be from within the Special Education Department and/or regular education teachers involved in co-teaching or REI programs. The Director of Special Education shall be an administrative appointee to the committee and shall serve as chairperson. The Association shall appoint a vice-chairperson from their members on the committee.

This committee will address items of concern within the Special Education Department which are procedural in nature and best clarified within the Special Education Department.

The committee shall meet as needed or quarterly but no less than one time each quarter during each school year. Subject matter to be discussed shall be submitted in advance of the meeting for a pre-established agenda. Subjects on the pre-agenda shall be alternately listed between those submitted by the CEA and the administration. The chairperson and vice-chairperson shall meet prior to all meetings to mutually establish the agenda.

BOARD LIAISON BUDGET COMMITTEE:

The Collinsville Education Association shall select a member to serve as a liaison to the Board of Education, through the Director of Business Affairs, regarding budgetary matters. This liaison shall be allowed reasonable access to the Director of Business Affairs to discuss and offer input on financial decisions of the District and develop a consistent understanding of Unit 10's finances for the Collinsville Education Association.

ARTICLE XVIII: TERMINATION AND NEGOTIATIONS PROCEDURES

Section 1. The parties agree that their duly designated representatives shall negotiate in good faith with respect to terms and conditions of employment.

Section 2. Both parties agree that it is their mutual responsibility to meet at reasonable times and negotiate in good faith with respect to salaries, fringe benefits, conditions of employment, grievance procedures, and other matters of mutual concern.

Section 3. Both parties agree that it is their mutual responsibility to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, make counter-proposals

in the course of negotiations, and to reach tentative agreements which shall be presented respectively to the Board and the Association for ratification.

Section 4. Each party to negotiations shall select its negotiating representatives provided that the Board shall not select a member of the Association bargaining unit.

Article XVIII: Termination and Negotiations Procedure (cont'd.)

Section 5. Negotiations shall begin no later than May 1 of each year unless both parties agree to an alternate date. Meetings shall be held as necessary at times and places agreed to by both parties.

Section 6. Each negotiations committee shall designate a member who shall serve as exclusive spokesperson for the respective committee except as they may call on other committee members or advisors for specific comment. No members of other Unit #10 bargaining groups shall be present unless mutually agreed upon.

Section 7. The public shall not be invited to the negotiation sessions.

Section 8. Unless otherwise agreed, each committee shall be wholly and completely free to communicate any and all aspects of the negotiations process to both their respective groups and to the public. All press items shall be released through official channels to be designated each year at the start of negotiations.

Section 9. The Superintendent and the central administrative staff shall serve as resource consultants and shall furnish copies of the tentative budget, monthly expenditures, and copies of the proposed amendments and additions to the administrative and Board Policies affecting employees, and such other readily available and pertinent information as the Association may request. Requests to the Superintendent shall be made to the Board and the Superintendent and requests to the Association shall be made to the President.

Section 10. Each party will keep its own records of negotiation meetings. Both parties shall be allowed to utilize a ~~tape recorder~~ recording device.

Section 11. During negotiations, agreed upon items shall be reduced to writing and signed prior to the adjournment of the meeting at which agreement was reached.

Section 12. An impasse date will be determined by both parties at the start of negotiations each year. Either party may declare to the other in writing that an impasse exists, and the Federal Mediation and Conciliation Service shall be requested by the parties to appoint a mediator from its staff. The mediator shall meet at soon as possible with the parties or their representatives or both, either jointly or separately, and shall take such steps as the mediator deems appropriate to persuade the parties to resolve their differences and effect a mutually acceptable agreement.

Section 13. The costs for the mediator shall be equally shared by the Board and the Association.

Section 14. This Agreement shall be subject to change or supplement at any time by mutual consent of the parties. Any such change or supplemental agreement shall be reduced to writing, signed by the parties and submitted to the Board and Association for approval.

Section 15. The Board shall not issue individual teacher contracts or employment agreements before a negotiated agreement has been reached between the Board and the Association. The Board may issue individual contracts to newly employed teachers.

Article XVIII: Termination and Negotiations Procedure (cont'd.)

Section 16. When the Association and Board reach tentative agreement on all matters being negotiated, the agreed upon items shall be submitted to the membership of the Association for ratification and to the Board for official approval.

ARTICLE XIX: EFFECT OF AGREEMENT

Section 1. Should any article, section or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections and clauses shall remain in full force and effect for the duration of this Agreement if not affected by the deleted article, section or clause.

Section 2. The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties. The terms and conditions may be modified only through the written mutual consent of the parties.

Section 3. The terms and conditions of this Agreement shall be reflected in individual contracts or employment agreements.

Section 4. The Association agrees not to strike during the duration of this Agreement.

Section 5. This contract becomes effective on the first day of the ~~2022-23~~ 2025-26 school year and remains in effect until the first day of the ~~2025-2026~~ 2028-29 school year.

This Agreement is signed and adopted this _____ day of _____, ~~2022~~ 2025 and effective _____, ~~2022~~ 2025.

(All references within the collective bargaining agreement shall reflect a three year agreement (~~2022-23, 2023-24, 2024-25~~ 2025-26, 2026-27, 2027-28).

In witness thereof:

For the Collinsville Education Association

_____
CEA Co-President

_____
CEA Co-President

For the Board of Education
Collinsville Unit #10 School District

_____
CCUSD No. 10 President

_____
CCUSD No. 10 Secretary

CEA Secretary

Collinsville Unit School District No. 10

Salary Schedule for Fiscal Year 2022-2023

0.09890143 TRS

$26.51 per hour, contract section 6.0

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$37,119	$38,975	$40,831	$41,759	$42,687	$43,615	$44,543
	$3,671	$3,855	$4,038	$4,130	$4,222	$4,314	$4,405
1	$40,790	$42,830	$44,869	$45,889	$46,909	$47,929	$48,948
	-	-	-	-	-	-	-
	$38,975	$40,831	$42,687	$43,615	$44,543	$45,471	$46,399
	$3,855	$4,038	$4,222	$4,314	$4,405	$4,497	$4,589
2	$42,830	$44,869	$46,909	$47,929	$48,948	$49,968	$50,988
	-	-	-	-	-	-	-
	$40,831	$42,687	$44,543	$45,471	$46,399	$47,327	$48,255
	$4,038	$4,222	$4,405	$4,497	$4,589	$4,681	$4,772
3	$44,869	$46,909	$48,948	$49,968	$50,988	$52,008	$53,027
	-	-	-	-	-	-	-
	$42,687	$44,543	$46,399	$47,327	$48,255	$49,183	$50,111
	$4,222	$4,405	$4,589	$4,681	$4,772	$4,864	$4,956
4	$46,909	$48,948	$50,988	$52,008	$53,027	$54,047	$55,067
	-	-	-	-	-	-	-
	$44,543	$46,399	$48,255	$49,183	$50,111	$51,039	$51,967
	$4,405	$4,589	$4,772	$4,864	$4,956	$5,048	$5,140
5	$48,948	$50,988	$53,027	$54,047	$55,067	$56,087	$57,106
	-	-	-	-	-	-	-
	$46,399	$48,255	$50,111	$51,039	$51,967	$52,895	$53,823
	$4,589	$4,772	$4,956	$5,048	$5,140	$5,231	$5,323
6	$50,988	$53,027	$55,067	$56,087	$57,106	$58,126	$59,146
	-	-	-	-	-	-	-
	$48,255	$50,111	$51,967	$52,895	$53,823	$54,751	$55,679
	$4,772	$4,956	$5,140	$5,231	$5,323	$5,415	$5,507
7	$53,027	$55,067	$57,106	$58,126	$59,146	$60,166	$61,185
	-	-	-	-	-	-	-
	$50,111	$51,967	$53,823	$54,751	$55,679	$56,607	$57,535
	$4,956	$5,140	$5,323	$5,415	$5,507	$5,598	$5,690
8	$55,067	$57,106	$59,146	$60,166	$61,185	$62,205	$63,225
	-	-	-	-	-	-	-
	$51,967	$53,823	$55,679	$56,607	$57,535	$58,463	$59,391
	$5,140	$5,323	$5,507	$5,598	$5,690	$5,782	$5,874
9	$57,106	$59,146	$61,185	$62,205	$63,225	$64,245	$65,264
	-	-	-	-	-	-	-
	$53,823	$55,679	$57,535	$58,463	$59,391	$60,319	$61,247
	$5,323	$5,507	$5,690	$5,782	$5,874	$5,966	$6,057
10	$59,146	$61,185	$63,225	$64,245	$65,264	$66,284	$67,304

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$55,679	$57,535	$59,391	$60,319	$61,247	$62,175	$63,103
	$5,507	$5,690	$5,874	$5,966	$6,057	$6,149	$6,241
11	$61,185	$63,225	$65,264	$66,284	$67,304	$68,324	$69,343
	-	-	-	-	-	-	-
	$57,535	$59,391	$61,247	$62,175	$63,103	$64,031	$64,958
	$5,690	$5,874	$6,057	$6,149	$6,241	$6,333	$6,424
12	$63,225	$65,264	$67,304	$68,324	$69,343	$70,363	$71,383
	-	-	-	-	-	-	-
	$59,391	$61,247	$63,103	$64,031	$64,958	$65,886	$66,814
	$5,874	$6,057	$6,241	$6,333	$6,424	$6,516	$6,608
13	$65,264	$67,304	$69,343	$70,363	$71,383	$72,403	$73,422
	-	-	-	-	-	-	-
	$61,247	$63,103	$64,958	$65,886	$66,814	$67,742	$68,670
	$6,057	$6,241	$6,424	$6,516	$6,608	$6,700	$6,792
14	$67,304	$69,343	$71,383	$72,403	$73,422	$74,442	$75,462
	-	-	-	-	-	-	-
	$63,103	$64,958	$66,814	$67,742	$68,670	$69,598	$70,526
	$6,241	$6,424	$6,608	$6,700	$6,792	$6,883	$6,975
15	$69,343	$71,383	$73,422	$74,442	$75,462	$76,482	$77,502
	-	-	-	-	-	-	-
	$63,103	$64,958	$66,814	$69,598	$70,526	$71,454	$72,382
	$6,241	$6,424	$6,608	$6,883	$6,975	$7,067	$7,159
16	$69,343	$71,383	$73,422	$76,482	$77,502	$78,521	$79,541
	-	-	-	-	-	-	-
	$63,103	$64,958	$66,814	$69,598	$72,382	$73,310	$74,238
	$6,241	$6,424	$6,608	$6,883	$7,159	$7,250	$7,342
17	$69,343	$71,383	$73,422	$76,482	$79,541	$80,561	$81,581
	-	-	-	-	-	-	-
	$63,103	$64,958	$66,814	$69,598	$72,382	$75,166	$76,094
	$6,241	$6,424	$6,608	$6,883	$7,159	$7,434	$7,526
18	$69,343	$71,383	$73,422	$76,482	$79,541	$82,600	$83,620
	-	-	-	-	-	-	-
	$63,103	$64,958	$66,814	$69,598	$72,382	$75,166	$77,950
	$6,241	$6,424	$6,608	$6,883	$7,159	$7,434	$7,709
19	$69,343	$71,383	$73,422	$76,482	$79,541	$82,600	$85,660
	-	-	-	-	-	-	-
	$64,958	$66,814	$68,670	$71,454	$74,238	$77,022	$79,806
	$6,424	$6,608	$6,792	$7,067	$7,342	$7,618	$7,893
20	$71,383	$73,422	$75,462	$78,521	$81,581	$84,640	$87,699
	-	-	-	-	-	-	-
	$65,478	$67,334	$69,190	$71,974	$74,758	$77,542	$80,326
	$6,476	$6,659	$6,843	$7,118	$7,394	$7,669	$7,944
21	$71,954	$73,994	$76,033	$79,092	$82,152	$85,211	$88,270

Collinsville Unit School District No. 10

Salary Schedule for Fiscal Year 2023-2024

0.098901431 TRS

$27.44 per hour, contract section 6.0

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$38,418	$40,339	$42,260	$43,221	$44,181	$45,142	$46,102
	$3,800	$3,990	$4,180	$4,275	$4,370	$4,465	$4,560
1	$42,218	$44,329	$46,440	$47,495	$48,551	$49,606	$50,662
	-	-	-	-	-	-	-
	$40,339	$42,260	$44,181	$45,142	$46,102	$47,062	$48,023
	$3,990	$4,180	$4,370	$4,465	$4,560	$4,655	$4,750
2	$44,329	$46,440	$48,551	$49,606	$50,662	$51,717	$52,772
	-	-	-	-	-	-	-
	$42,260	$44,181	$46,102	$47,062	$48,023	$48,983	$49,944
	$4,180	$4,370	$4,560	$4,655	$4,750	$4,845	$4,940
3	$46,440	$48,551	$50,662	$51,717	$52,772	$53,828	$54,883
	-	-	-	-	-	-	-
	$44,181	$46,102	$48,023	$48,983	$49,944	$50,904	$51,865
	$4,370	$4,560	$4,750	$4,845	$4,940	$5,035	$5,129
4	$48,551	$50,662	$52,772	$53,828	$54,883	$55,939	$56,994
	-	-	-	-	-	-	-
	$46,102	$48,023	$49,944	$50,904	$51,865	$52,825	$53,786
	$4,560	$4,750	$4,940	$5,035	$5,129	$5,224	$5,319
5	$50,662	$52,772	$54,883	$55,939	$56,994	$58,050	$59,105
	-	-	-	-	-	-	-
	$48,023	$49,944	$51,865	$52,825	$53,786	$54,746	$55,707
	$4,750	$4,940	$5,129	$5,224	$5,319	$5,414	$5,509
6	$52,772	$54,883	$56,994	$58,050	$59,105	$60,161	$61,216
	-	-	-	-	-	-	-
	$49,944	$51,865	$53,786	$54,746	$55,707	$56,667	$57,627
	$4,940	$5,129	$5,319	$5,414	$5,509	$5,604	$5,699
7	$54,883	$56,994	$59,105	$60,161	$61,216	$62,271	$63,327
	-	-	-	-	-	-	-
	$51,865	$53,786	$55,707	$56,667	$57,627	$58,588	$59,548
	$5,129	$5,319	$5,509	$5,604	$5,699	$5,794	$5,889
8	$56,994	$59,105	$61,216	$62,271	$63,327	$64,382	$65,438
	-	-	-	-	-	-	-
	$53,786	$55,707	$57,627	$58,588	$59,548	$60,509	$61,469
	$5,319	$5,509	$5,699	$5,794	$5,889	$5,984	$6,079
9	$59,105	$61,216	$63,327	$64,382	$65,438	$66,493	$67,549
	-	-	-	-	-	-	-
	$55,707	$57,627	$59,548	$60,509	$61,469	$62,430	$63,390
	$5,509	$5,699	$5,889	$5,984	$6,079	$6,174	$6,269
10	$61,216	$63,327	$65,438	$66,493	$67,549	$68,604	$69,660
	-	-	-	-	-	-	-
	$57,627	$59,548	$61,469	$62,430	$63,390	$64,351	$65,311
	$5,699	$5,889	$6,079	$6,174	$6,269	$6,364	$6,459
11	$63,327	$65,438	$67,549	$68,604	$69,660	$70,715	$71,770

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$59,548	$61,469	$63,390	$64,351	$65,311	$66,272	$67,232
	$5,889	$6,079	$6,269	$6,364	$6,459	$6,554	$6,649
12	$65,438	$67,549	$69,660	$70,715	$71,770	$72,826	$73,881
	-	-	-	-	-	-	-
	$61,469	$63,390	$65,311	$66,272	$67,232	$68,192	$69,153
	$6,079	$6,269	$6,459	$6,554	$6,649	$6,744	$6,839
13	$67,549	$69,660	$71,770	$72,826	$73,881	$74,937	$75,992
	-	-	-	-	-	-	-
	$63,390	$65,311	$67,232	$68,192	$69,153	$70,113	$71,074
	$6,269	$6,459	$6,649	$6,744	$6,839	$6,934	$7,029
14	$69,660	$71,770	$73,881	$74,937	$75,992	$77,048	$78,103
	-	-	-	-	-	-	-
	$65,311	$67,232	$69,153	$70,113	$71,074	$72,034	$72,995
	$6,459	$6,649	$6,839	$6,934	$7,029	$7,124	$7,219
15	$71,770	$73,881	$75,992	$77,048	$78,103	$79,159	$80,214
	-	-	-	-	-	-	-
	$65,311	$67,232	$69,153	$72,034	$72,995	$73,955	$74,916
	$6,459	$6,649	$6,839	$7,124	$7,219	$7,314	$7,409
16	$71,770	$73,881	$75,992	$79,159	$80,214	$81,270	$82,325
	-	-	-	-	-	-	-
	$65,311	$67,232	$69,153	$72,034	$74,916	$75,876	$76,837
	$6,459	$6,649	$6,839	$7,124	$7,409	$7,504	$7,599
17	$71,770	$73,881	$75,992	$79,159	$82,325	$83,380	$84,436
	-	-	-	-	-	-	-
	$65,311	$67,232	$69,153	$72,034	$74,916	$77,797	$78,758
	$6,459	$6,649	$6,839	$7,124	$7,409	$7,694	$7,789
18	$71,770	$73,881	$75,992	$79,159	$82,325	$85,491	$86,547
	-	-	-	-	-	-	-
	$65,311	$67,232	$69,153	$72,034	$74,916	$77,797	$80,678
	$6,459	$6,649	$6,839	$7,124	$7,409	$7,694	$7,979
19	$71,770	$73,881	$75,992	$79,159	$82,325	$85,491	$88,658
	-	-	-	-	-	-	-
	$67,232	$69,153	$71,074	$73,955	$76,837	$79,718	$82,599
	$6,649	$6,839	$7,029	$7,314	$7,599	$7,884	$8,169
20	$73,881	$75,992	$78,103	$81,270	$84,436	$87,602	$90,769
	-	-	-	-	-	-	-
	$67,770	$69,691	$71,612	$74,493	$77,374	$80,256	$83,137
	$6,703	$6,893	$7,083	$7,367	$7,652	$7,937	$8,222
21	$74,472	$76,583	$78,694	$81,861	$85,027	$88,193	$91,360
	-	-	-	-	-	-	-
	$68,308	$70,229	$72,150	$75,031	$77,912	$80,794	$83,675
	$6,756	$6,946	$7,136	$7,421	$7,706	$7,991	$8,276
22	$75,063	$77,174	$79,285	$82,452	$85,618	$88,784	$91,951

Collinsville Unit School District No. 10

Salary Schedule for Fiscal Year 2024-2025

0.098901431 TRS

$28.40 per hour, contract section 6.0

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$39,763	$41,751	$43,739	$44,733	$45,727	$46,721	$47,716
	$3,933	$4,129	$4,326	$4,424	$4,523	$4,621	$4,719
1	$43,696	$45,880	$48,065	$49,158	$50,250	$51,342	$52,435
	-	-	-	-	-	-	-
	$41,751	$43,739	$45,727	$46,721	$47,716	$48,710	$49,704
	$4,129	$4,326	$4,523	$4,621	$4,719	$4,817	$4,916
2	$45,880	$48,065	$50,250	$51,342	$52,435	$53,527	$54,619
	-	-	-	-	-	-	-
	$43,739	$45,727	$47,716	$48,710	$49,704	$50,698	$51,692
	$4,326	$4,523	$4,719	$4,817	$4,916	$5,014	$5,112
3	$48,065	$50,250	$52,435	$53,527	$54,619	$55,712	$56,804
	-	-	-	-	-	-	-
	$45,727	$47,716	$49,704	$50,698	$51,692	$52,686	$53,680
	$4,523	$4,719	$4,916	$5,014	$5,112	$5,211	$5,309
4	$50,250	$52,435	$54,619	$55,712	$56,804	$57,897	$58,989
	-	-	-	-	-	-	-
	$47,716	$49,704	$51,692	$52,686	$53,680	$54,674	$55,668
	$4,719	$4,916	$5,112	$5,211	$5,309	$5,407	$5,506
5	$52,435	$54,619	$56,804	$57,897	$58,989	$60,081	$61,174
	-	-	-	-	-	-	-
	$49,704	$51,692	$53,680	$54,674	$55,668	$56,662	$57,656
	$4,916	$5,112	$5,309	$5,407	$5,506	$5,604	$5,702
6	$54,619	$56,804	$58,989	$60,081	$61,174	$62,266	$63,359
	-	-	-	-	-	-	-
	$51,692	$53,680	$55,668	$56,662	$57,656	$58,650	$59,644
	$5,112	$5,309	$5,506	$5,604	$5,702	$5,801	$5,899
7	$56,804	$58,989	$61,174	$62,266	$63,359	$64,451	$65,543
	-	-	-	-	-	-	-
	$53,680	$55,668	$57,656	$58,650	$59,644	$60,638	$61,633
	$5,309	$5,506	$5,702	$5,801	$5,899	$5,997	$6,096
8	$58,989	$61,174	$63,359	$64,451	$65,543	$66,636	$67,728
	-	-	-	-	-	-	-
	$55,668	$57,656	$59,644	$60,638	$61,633	$62,627	$63,621
	$5,506	$5,702	$5,899	$5,997	$6,096	$6,194	$6,292
9	$61,174	$63,359	$65,543	$66,636	$67,728	$68,821	$69,913
	-	-	-	-	-	-	-
	$57,656	$59,644	$61,633	$62,627	$63,621	$64,615	$65,609
	$5,702	$5,899	$6,096	$6,194	$6,292	$6,390	$6,489
10	$63,359	$65,543	$67,728	$68,821	$69,913	$71,005	$72,098
	-	-	-	-	-	-	-
	$59,644	$61,633	$63,621	$64,615	$65,609	$66,603	$67,597
	$5,899	$6,096	$6,292	$6,390	$6,489	$6,587	$6,685
11	$65,543	$67,728	$69,913	$71,005	$72,098	$73,190	$74,282

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$61,633	$63,621	$65,609	$66,603	$67,597	$68,591	$69,585
	$6,096	$6,292	$6,489	$6,587	$6,685	$6,784	$6,882
12	$67,728	$69,913	$72,098	$73,190	$74,282	$75,375	$76,467
	-	-	-	-	-	-	-
	$63,621	$65,609	$67,597	$68,591	$69,585	$70,579	$71,573
	$6,292	$6,489	$6,685	$6,784	$6,882	$6,980	$7,079
13	$69,913	$72,098	$74,282	$75,375	$76,467	$77,560	$78,652
	-	-	-	-	-	-	-
	$65,609	$67,597	$69,585	$70,579	$71,573	$72,567	$73,561
	$6,489	$6,685	$6,882	$6,980	$7,079	$7,177	$7,275
14	$72,098	$74,282	$76,467	$77,560	$78,652	$79,744	$80,837
	-	-	-	-	-	-	-
	$67,597	$69,585	$71,573	$72,567	$73,561	$74,556	$75,550
	$6,685	$6,882	$7,079	$7,177	$7,275	$7,374	$7,472
15	$74,282	$76,467	$78,652	$79,744	$80,837	$81,929	$83,022
	-	-	-	-	-	-	-
	$67,597	$69,585	$71,573	$74,556	$75,550	$76,544	$77,538
	$6,685	$6,882	$7,079	$7,374	$7,472	$7,570	$7,669
16	$74,282	$76,467	$78,652	$81,929	$83,022	$84,114	$85,206
	-	-	-	-	-	-	-
	$67,597	$69,585	$71,573	$74,556	$77,538	$78,532	$79,526
	$6,685	$6,882	$7,079	$7,374	$7,669	$7,767	$7,865
17	$74,282	$76,467	$78,652	$81,929	$85,206	$86,299	$87,391
	-	-	-	-	-	-	-
	$67,597	$69,585	$71,573	$74,556	$77,538	$80,520	$81,514
	$6,685	$6,882	$7,079	$7,374	$7,669	$7,964	$8,062
18	$74,282	$76,467	$78,652	$81,929	$85,206	$88,484	$89,576
	-	-	-	-	-	-	-
	$67,597	$69,585	$71,573	$74,556	$77,538	$80,520	$83,502
	$6,685	$6,882	$7,079	$7,374	$7,669	$7,964	$8,258
19	$74,282	$76,467	$78,652	$81,929	$85,206	$88,484	$91,761
	-	-	-	-	-	-	-
	$69,585	$71,573	$73,561	$76,544	$79,526	$82,508	$85,490
	$6,882	$7,079	$7,275	$7,570	$7,865	$8,160	$8,455
20	$76,467	$78,652	$80,837	$84,114	$87,391	$90,668	$93,945
	-	-	-	-	-	-	-
	$70,142	$72,130	$74,118	$77,100	$80,083	$83,065	$86,047
	$6,937	$7,134	$7,330	$7,625	$7,920	$8,215	$8,510
21	$77,079	$79,264	$81,449	$84,726	$88,003	$91,280	$94,557
	-	-	-	-	-	-	-
	$70,699	$72,687	$74,675	$77,657	$80,639	$83,621	$86,604
	$6,992	$7,189	$7,385	$7,680	$7,975	$8,270	$8,565
22	$77,691	$79,875	$82,060	$85,337	$88,615	$91,892	$95,169
	-	-	-	-	-	-	-
	$71,255	$73,243	$75,231	$78,214	$81,196	$84,178	$87,160
	$7,047	$7,244	$7,441	$7,735	$8,030	$8,325	$8,620
23	$78,302	$80,487	$82,672	$85,949	$89,226	$92,503	$95,781

Collinsville CUSD #10

2022-2023 Activity Stipends

Includes 9% TRS. Percentage of Salary Schedule BA, Step 1 ($40,790), Total Comp in yellow

Position	Step 1	Step 2	Step 3
AFS	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Art Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Band Director - High School	$ 4,079	$ 4,161	$ 4,242
-	10	10.2	10.4
Band Director - High School Assistant	$ 2,447	$ 2,529	$ 2,611
-	6	6.2	6.4
Band Director - Middle School	$ 2,447	$ 2,529	$ 2,611
-	6	6.2	6.4
Cheer Club (Pep Club)	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Chorus - Middle School	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
Computer Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
DECA	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
*Department Chairperson	$ 1,020	$ 1,061	$ 1,101
-	2.5	2.6	2.7
Dorris Band	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
Dorris Boys' Basketball (4)	$ 1,020	$ 1,061	$ 1,101
-	2.5	2.6	2.7
Dorris Girls' Basketball (4)	$ 1,020	$ 1,061	$ 1,101
-	2.5	2.6	2.7
DIS/Elem. S.T.E.M. Club (1-DIS/1-Elementary)	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Dorris Vocal Music	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
Elementary Curriculum Chairperson (7)	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
Elementary Vocal Music	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
French Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Freshman Class Sponsor	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Future Business Leaders	$ 612	$ 653	$ 693
-	1.5	1.6	1.7

Position	Step 1	Step 2	Step 3
Future Nurses (HOSA)	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
German Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Glee Club (CHS Chorus)	$ 2,040	$ 2,080	$ 2,121
-	5	5.1	5.2
Honor Society (CHS and CMS)	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
JETS	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Junior Class Sponsor	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
Kahoki	$ 2,447	$ 2,529	$ 2,611
-	6	6.2	6.4
Kahok Kadets (Flag Girls)	$ 2,447	$ 2,529	$ 2,611
-	6	6.2	6.4
Kahokian	$ 2,447	$ 2,529	$ 2,611
-	6	6.2	6.4
KahokStrong	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
Key Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Latin Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Math Club (CHS and CMS)	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Math Team	$ 1,224	$ 1,264	$ 1,305
-	3	3.1	3.2
Math Team Assistant	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Model United Nations	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Monogram Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Quill and Scroll	$ 408	$ 449	$ 489
-	1	1.1	1.2
Safety Patrol Supervisors	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Scholar Bowl	$ 1,224	$ 1,264	$ 1,305
-	3	3.1	3.2
Science Club/Science Olympiad (CHS/CMS)	$ 612	$ 653	$ 693
-	1.5	1.6	1.7

Position	Step 1	Step 2	Step 3
Senior Class Sponsor	$ 1,428	$ 1,468	$ 1,509
-	3.5	3.6	3.7
SKILLS USA	$ 1,224	$ 1,264	$ 1,305
-	3	3.1	3.2
Sophomore Class Sponsor	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Spanish Club	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Speech and Drama Club	$ 2,447	$ 2,529	$ 2,611
-	6	6.2	6.4
Student Council, CHS	$ 2,447	$ 2,529	$ 2,611
-	6	6.2	6.4
Student Council, CMS	$ 612	$ 653	$ 693
-	1.5	1.6	1.7
Thespian Club	$ 816	$ 857	$ 897
-	2	2.1	2.2
Yearbook, CMS and Dorris	$ 612	$ 653	$ 693
-	1.5	1.6	1.7

* CHS Departments (business, vocational, English, special education, math, PE, fine arts, science, social studies, foreign language, guidance, industrial technology)
CMS Departments (math, reading, English, science, social science, Encore, PE & health)

Collinsville CUSD #10

2023-2024 Activity Stipends

Includes 9% TRS. Percentage of Salary Schedule BA, Step 1 ($42,218), Total Comp in yellow

Position	Step 1	Step 2	Step 3
AFS	$ 633	$ 675	$ 718
	1.5	1.6	1.7
Art Club	$ 633	$ 675	$ 718
	1.5	1.6	1.7
Band Director - High School	$ 4,222	$ 4,306	$ 4,391
	10	10.2	10.4
Band Director - High School Assistant	$ 2,533	$ 2,618	$ 2,702
	6	6.2	6.4
Band Director - Middle School	$ 2,533	$ 2,618	$ 2,702
	6	6.2	6.4
Cheer Club (Pep Club)	$ 633	$ 675	$ 718
	1.5	1.6	1.7
Chorus - Middle School	$ 1,478	$ 1,520	$ 1,562
	3.5	3.6	3.7
Computer Club	$ 633	$ 675	$ 718
	1.5	1.6	1.7
DECA	$ 633	$ 675	$ 718
	1.5	1.6	1.7
*Department Chairperson	$ 1,055	$ 1,098	$ 1,140
	2.5	2.6	2.7
Dorris Band	$ 1,478	$ 1,520	$ 1,562
	3.5	3.6	3.7
Dorris Boys' Basketball (4)	$ 1,055	$ 1,098	$ 1,140
	2.5	2.6	2.7
Dorris Girls' Basketball (4)	$ 1,055	$ 1,098	$ 1,140
	2.5	2.6	2.7
Dorris/Elementary S.T.E.M. Club (1-DIS/1-Elementary)	$ 633	$ 675	$ 718
	1.5	1.6	1.7
Dorris Vocal Music	$ 1,478	$ 1,520	$ 1,562
	3.5	3.6	3.7
Elementary Curriculum Chairperson (7)	$ 1,478	$ 1,520	$ 1,562
	3.5	3.6	3.7
Elementary Vocal Music	$ 1,478	$ 1,520	$ 1,562
	3.5	3.6	3.7
French Club	$ 633	$ 675	$ 718
	1.5	1.6	1.7
Freshman Class Sponsor	$ 633	$ 675	$ 718
	1.5	1.6	1.7
Future Business Leaders	$ 633	$ 675	$ 718
	1.5	1.6	1.7

Position	Step 1	Step 2	Step 3
Future Nurses (HOSA)	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
German Club	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Glee Club (CHS Chorus)	$ 2,111	$ 2,153	$ 2,195
-	5	5.1	5.2
Honor Society (CHS and CMS)	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
JETS	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Junior Class Sponsor	$ 1,478	$ 1,520	$ 1,562
-	3.5	3.6	3.7
Kahoki	$ 2,533	$ 2,618	$ 2,702
-	6	6.2	6.4
Kahok Kadets (Flag Girls)	$ 2,533	$ 2,618	$ 2,702
-	6	6.2	6.4
Kahokian	$ 2,533	$ 2,618	$ 2,702
-	6	6.2	6.4
KahokStrong	$ 1,478	$ 1,520	$ 1,562
-	3.5	3.6	3.7
Key Club	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Latin Club	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Math Club (CHS and CMS)	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Math Team	$ 1,267	$ 1,309	$ 1,351
-	3	3.1	3.2
Math Team Assistant	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Model United Nations	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Monogram Club	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Quill and Scroll	$ 422	$ 464	$ 507
-	1	1.1	1.2
Safety Patrol Supervisors	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Scholar Bowl	$ 1,267	$ 1,309	$ 1,351
-	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	$ 633	$ 675	$ 718
-	1.5	1.6	1.7

Position	Step 1	Step 2	Step 3
Senior Class Sponsor	$ 1,478	$ 1,520	$ 1,562
-	3.5	3.6	3.7
SKILLS USA	$ 1,267	$ 1,309	$ 1,351
-	3	3.1	3.2
Sophomore Class Sponsor	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Spanish Club	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Speech and Drama Club	$ 2,533	$ 2,618	$ 2,702
-	6	6.2	6.4
Student Council, CHS	$ 2,533	$ 2,618	$ 2,702
-	6	6.2	6.4
Student Council, CMS	$ 633	$ 675	$ 718
-	1.5	1.6	1.7
Thespian Club	$ 844	$ 887	$ 929
-	2	2.1	2.2
Yearbook, CMS and Dorris	$ 633	$ 675	$ 718
-	1.5	1.6	1.7

* CHS Departments (business, vocational, English, special education, math, PE, fine arts, science, social studies, foreign language, guidance, industrial technology)
CMS Departments (math, reading, English, science, social science, Encore, PE & health)

Collinsville CUSD #10

2024-2025 Activity Stipends

Includes 9% TRS. Percentage of Salary Schedule BA, Step 1 ($43,696), Total Comp in yellow

Position	Step 1	Step 2	Step 3
AFS	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Art Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Band Director - High School	$ 4,370	$ 4,457	$ 4,544
-	10	10.2	10.4
Band Director - High School Assistant	$ 2,622	$ 2,709	$ 2,797
-	6	6.2	6.4
Band Director - Middle School	$ 2,622	$ 2,709	$ 2,797
-	6	6.2	6.4
Cheer Club (Pep Club)	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Chorus - Middle School	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
Computer Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
DECA	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
*Department Chairperson	$ 1,092	$ 1,136	$ 1,180
-	2.5	2.6	2.7
Dorris Band	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
Dorris Boys' Basketball (4)	$ 1,092	$ 1,136	$ 1,180
-	2.5	2.6	2.7
Dorris Girls' Basketball (4)	$ 1,092	$ 1,136	$ 1,180
-	2.5	2.6	2.7
Dorris/Elementary S.T.E.M. Club (1-DIS/1-Elementary)	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Dorris Vocal Music	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
Elementary Curriculum Chairperson (7)	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
Elementary Vocal Music	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
French Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Freshman Class Sponsor	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Future Business Leaders	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Future Nurses (HOSA)	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
German Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7

Position	Step 1	Step 2	Step 3
Glee Club (CHS Chorus)	$ 2,185	$ 2,228	$ 2,272
-	5	5.1	5.2
Honor Society (CHS and CMS)	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
JETS	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Junior Class Sponsor	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
Kahoki	$ 2,622	$ 2,709	$ 2,797
-	6	6.2	6.4
Kahok Kadets (Flag Girls)	$ 2,622	$ 2,709	$ 2,797
-	6	6.2	6.4
Kahokian	$ 2,622	$ 2,709	$ 2,797
-	6	6.2	6.4
KahokStrong	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
Key Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Latin Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Math Club (CHS and CMS)	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Math Team	$ 1,311	$ 1,355	$ 1,398
-	3	3.1	3.2
Math Team Assistant	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Model United Nations	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Monogram Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Quill and Scroll	$ 437	$ 481	$ 524
-	1	1.1	1.2
Safety Patrol Supervisors	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Scholar Bowl	$ 1,311	$ 1,355	$ 1,398
-	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Senior Class Sponsor	$ 1,529	$ 1,573	$ 1,617
-	3.5	3.6	3.7
SKILLS USA	$ 1,311	$ 1,355	$ 1,398
-	3	3.1	3.2
Sophomore Class Sponsor	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Spanish Club	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Speech and Drama Club	$ 2,622	$ 2,709	$ 2,797
-	6	6.2	6.4

Position	Step 1	Step 2	Step 3
Student Council, CHS	$ 2,622	$ 2,709	$ 2,797
-	6	6.2	6.4
Student Council, CMS	$ 655	$ 699	$ 743
-	1.5	1.6	1.7
Thespian Club	$ 874	$ 918	$ 961
-	2	2.1	2.2
Yearbook, CMS and Dorris	$ 655	$ 699	$ 743
-	1.5	1.6	1.7

* CHS Departments (business, vocational, English, special education, math, PE, fine arts, science, social studies, foreign language, guidance, industrial technology)

CMS Departments (math, reading, English, science, social science, Encore, PE & health)

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10

Athletic Schedule Effective 2022-2023

YEARS EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
POSITION	**PERCENTAGE OF SALARY SCHEDULE BA, STEP 1, TOTAL COMP. COLUMN**														
H.S. - AD - ASSISTANT	**$ 5,915**	**$ 6,322**	**$ 6,730**	**$ 7,138**	**$ 7,546**	**$ 7,954**	**$ 8,362**	**$ 8,770**	**$ 9,178**	**$ 9,586**	**$ 9,790**	**$ 9,994**	**$ 10,198**	**$ 10,401**	**$ 10,605**
AD = Athletic Director	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24	24.5	25	25.5	26
H.S. HEAD COACH	**$ 6,118**	**$ 6,526**	**$ 6,934**	**$ 7,342**	**$ 7,750**	**$ 8,158**	**$ 8,566**	**$ 8,974**	**$ 9,382**	**$ 9,790**	**$ 9,994**	**$ 10,198**	**$ 10,401**	**$ 10,605**	**$ 10,809**
Boys/Girls Basketball, Football	15	16	17	18	19	20	21	22	23	24	24.5	25	25.5	26	26.5
H.S. HEAD COACH	**$ 5,711**	**$ 6,119**	**$ 6,526**	**$ 6,934**	**$ 7,342**	**$ 7,750**	**$ 8,158**	**$ 8,566**	**$ 8,974**	**$ 9,382**	**$ 9,586**	**$ 9,790**	**$ 9,994**	**$ 10,198**	**$ 10,401**
Baseball, Bowling, Cheerleading, Boys/Girls Soccer, Softball, Pom Pon (Dance), Track, Volleyball, Wrestling	14	15	16	17	18	19	20	21	22	23	23.5	24	24.5	25	25.5
H.S. HEAD COACH	**$ 2,447**	**$ 2,855**	**$ 3,263**	**$ 3,671**	**$ 4,079**	**$ 4,487**	**$ 4,895**	**$ 5,303**	**$ 5,711**	**$ 6,119**	**$ 6,322**	**$ 6,526**	**$ 6,730**	**$ 6,934**	**$ 7,138**
Cross Country, Golf, Boys/Girls Tennis	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,447**	**$ 2,855**	**$ 3,263**	**$ 3,671**	**$ 4,079**	**$ 4,487**	**$ 4,895**	**$ 5,303**	**$ 5,711**	**$ 6,119**	**$ 6,322**	**$ 6,526**	**$ 6,730**	**$ 6,934**	**$ 7,138**
Boys/Girls Basketball, Football	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,040**	**$ 2,447**	**$ 2,855**	**$ 3,263**	**$ 3,671**	**$ 4,079**	**$ 4,487**	**$ 4,895**	**$ 5,303**	**$ 5,711**	**$ 5,915**	**$ 6,119**	**$ 6,322**	**$ 6,526**	**$ 6,730**
Baseball, Bowling, Cheerleading, Pom Pon (Dance), Softball, Boys/Girls Soccer, Track, Volleyball, Wrestling	5	6	7	8	9	10	11	12	13	14	14.5	15	15.5	16	16.5
H.S. ASSISTANT COACH	**$ 1,224**	**$ 1,428**	**$ 1,632**	**$ 1,836**	**$ 2,040**	**$ 2,243**	**$ 2,447**	**$ 2,651**	**$ 2,855**	**$ 3,059**	**$ 3,263**	**$ 3,467**	**$ 3,671**	**$ 3,875**	**$ 4,079**
Cross Country , Golf, Boys/Girls Tennis	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10
M.S. HEAD COACH	**$ 1,999**	**$ 2,284**	**$ 2,570**	**$ 2,855**	**$ 3,141**	**$ 3,426**	**$ 3,712**	**$ 3,997**	**$ 4,283**	**$ 4,568**	**$ 4,854**	**$ 5,140**	**$ 5,140**	**$ 5,140**	**$ 5,140**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling, Cross Country	4.9	5.6	6.3	7	7.7	8.4	9.1	9.8	10.5	11.2	11.9	12.6	12.6	12.6	12.6
M.S. ASSISTANT COACH	**$ 1,632**	**$ 1,917**	**$ 2,203**	**$ 2,488**	**$ 2,774**	**$ 3,059**	**$ 3,345**	**$ 3,630**	**$ 3,916**	**$ 4,201**	**$ 4,487**	**$ 4,487**	**$ 4,487**	**$ 4,487**	**$ 4,691**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling	4	4.7	5.4	6.1	6.8	7.5	8.2	8.9	9.6	10.3	11	11	11	11	11.5
M.S. HEAD COACH	**$ 1,836**	**$ 2,040**	**$ 2,243**	**$ 2,447**	**$ 2,651**	**$ 2,855**	**$ 3,059**	**$ 3,263**	**$ 3,467**	**$ 3,671**	**$ 3,875**	**$ 4,079**	**$ 4,079**	**$ 4,079**	**$ 4,079**
Cheerleading, Pom Pon (Dance)	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10	10	10	10

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10

Athletic Schedule Effective 2023-2024

YEARS EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
POSITION	**PERCENTAGE OF SALARY SCHEDULE BA, STEP 1, TOTAL COMP. COLUMN**														
H.S. - AD - ASSISTANT	**$ 6,122**	**$ 6,544**	**$ 6,966**	**$ 7,388**	**$ 7,810**	**$ 8,233**	**$ 8,655**	**$ 9,077**	**$ 9,499**	**$ 9,921**	**$ 10,132**	**$ 10,343**	**$ 10,555**	**$ 10,766**	**$ 10,977**
AD = Athletic Director	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24	24.5	25	25.5	26
H.S. HEAD COACH	**$ 6,333**	**$ 6,755**	**$ 7,177**	**$ 7,599**	**$ 8,021**	**$ 8,444**	**$ 8,866**	**$ 9,288**	**$ 9,710**	**$ 10,132**	**$ 10,343**	**$ 10,555**	**$ 10,766**	**$ 10,977**	**$ 11,188**
Boys/Girls Basketball, Football	15	16	17	18	19	20	21	22	23	24	24.5	25	25.5	26	26.5
H.S. HEAD COACH	**$ 5,911**	**$ 6,333**	**$ 6,755**	**$ 7,177**	**$ 7,599**	**$ 8,021**	**$ 8,444**	**$ 8,866**	**$ 9,288**	**$ 9,710**	**$ 9,921**	**$ 10,132**	**$ 10,343**	**$ 10,555**	**$ 10,766**
Baseball, Bowling, Cheerleading, Boys/Girls Soccer, Softball, Pom Pon (Dance), Track, Volleyball, Wrestling	14	15	16	17	18	19	20	21	22	23	23.5	24	24.5	25	25.5
H.S. HEAD COACH	**$ 2,533**	**$ 2,955**	**$ 3,377**	**$ 3,800**	**$ 4,222**	**$ 4,644**	**$ 5,066**	**$ 5,488**	**$ 5,911**	**$ 6,333**	**$ 6,544**	**$ 6,755**	**$ 6,966**	**$ 7,177**	**$ 7,388**
Cross Country, Golf, Boys/Girls Tennis	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,533**	**$ 2,955**	**$ 3,377**	**$ 3,800**	**$ 4,222**	**$ 4,644**	**$ 5,066**	**$ 5,488**	**$ 5,911**	**$ 6,333**	**$ 6,544**	**$ 6,755**	**$ 6,966**	**$ 7,177**	**$ 7,388**
Boys/Girls Basketball, Football	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,111**	**$ 2,533**	**$ 2,955**	**$ 3,377**	**$ 3,800**	**$ 4,222**	**$ 4,644**	**$ 5,066**	**$ 5,488**	**$ 5,911**	**$ 6,122**	**$ 6,333**	**$ 6,544**	**$ 6,755**	**$ 6,966**
Baseball, Bowling, Cheerleading, Pom Pon (Dance), Softball, Boys/Girls Soccer, Track, Volleyball, Wrestling	5	6	7	8	9	10	11	12	13	14	14.5	15	15.5	16	16.5
H.S. ASSISTANT COACH	**$ 1,267**	**$ 1,478**	**$ 1,689**	**$ 1,900**	**$ 2,111**	**$ 2,322**	**$ 2,533**	**$ 2,744**	**$ 2,955**	**$ 3,166**	**$ 3,377**	**$ 3,589**	**$ 3,800**	**$ 4,011**	**$ 4,222**
Cross Country , Golf, Boys/Girls Tennis	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10
M.S. HEAD COACH	**$ 2,069**	**$ 2,364**	**$ 2,660**	**$ 2,955**	**$ 3,251**	**$ 3,546**	**$ 3,842**	**$ 4,137**	**$ 4,433**	**$ 4,728**	**$ 5,024**	**$ 5,319**	**$ 5,319**	**$ 5,319**	**$ 5,319**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling, Cross Country	4.9	5.6	6.3	7	7.7	8.4	9.1	9.8	10.5	11.2	11.9	12.6	12.6	12.6	12.6
M.S. ASSISTANT COACH	**$ 1,689**	**$ 1,984**	**$ 2,280**	**$ 2,575**	**$ 2,871**	**$ 3,166**	**$ 3,462**	**$ 3,757**	**$ 4,053**	**$ 4,348**	**$ 4,644**	**$ 4,644**	**$ 4,644**	**$ 4,644**	**$ 4,855**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling	4	4.7	5.4	6.1	6.8	7.5	8.2	8.9	9.6	10.3	11	11	11	11	11.5
M.S. HEAD COACH	**$ 1,900**	**$ 2,111**	**$ 2,322**	**$ 2,533**	**$ 2,744**	**$ 2,955**	**$ 3,166**	**$ 3,377**	**$ 3,589**	**$ 3,800**	**$ 4,011**	**$ 4,222**	**$ 4,222**	**$ 4,222**	**$ 4,222**
Cheerleading, Pom Pon (Dance)	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10	10	10	10

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10

Athletic Schedule Effective 2024-2025

YEARS EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
POSITION	**PERCENTAGE OF SALARY SCHEDULE BA, STEP 1, TOTAL COMP. COLUMN**														
H.S. - AD - ASSISTANT	**$ 6,336**	**$ 6,773**	**$ 7,210**	**$ 7,647**	**$ 8,084**	**$ 8,521**	**$ 8,958**	**$ 9,395**	**$ 9,832**	**$ 10,269**	**$ 10,487**	**$ 10,706**	**$ 10,924**	**$ 11,142**	**$ 11,361**
AD = Athletic Director	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24	24.5	25	25.5	26
H.S. HEAD COACH	**$ 6,554**	**$ 6,991**	**$ 7,428**	**$ 7,865**	**$ 8,302**	**$ 8,739**	**$ 9,176**	**$ 9,613**	**$ 10,050**	**$ 10,487**	**$ 10,706**	**$ 10,924**	**$ 11,142**	**$ 11,361**	**$ 11,579**
Boys/Girls Basketball, Football	15	16	17	18	19	20	21	22	23	24	24.5	25	25.5	26	26.5
H.S. HEAD COACH	**$ 6,117**	**$ 6,554**	**$ 6,991**	**$ 7,428**	**$ 7,865**	**$ 8,302**	**$ 8,739**	**$ 9,176**	**$ 9,613**	**$ 10,050**	**$ 10,269**	**$ 10,487**	**$ 10,706**	**$ 10,924**	**$ 11,142**
Baseball, Bowling, Cheerleading, Boys/Girls Soccer, Softball, Pom Pon (Dance), Track, Volleyball, Wrestling	14	15	16	17	18	19	20	21	22	23	23.5	24	24.5	25	25.5
H.S. HEAD COACH	**$ 2,622**	**$ 3,059**	**$ 3,496**	**$ 3,933**	**$ 4,370**	**$ 4,807**	**$ 5,244**	**$ 5,680**	**$ 6,117**	**$ 6,554**	**$ 6,773**	**$ 6,991**	**$ 7,210**	**$ 7,428**	**$ 7,647**
Cross Country, Golf, Boys/Girls Tennis	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,622**	**$ 3,059**	**$ 3,496**	**$ 3,933**	**$ 4,370**	**$ 4,807**	**$ 5,244**	**$ 5,680**	**$ 6,117**	**$ 6,554**	**$ 6,773**	**$ 6,991**	**$ 7,210**	**$ 7,428**	**$ 7,647**
Boys/Girls Basketball, Football	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,185**	**$ 2,622**	**$ 3,059**	**$ 3,496**	**$ 3,933**	**$ 4,370**	**$ 4,807**	**$ 5,244**	**$ 5,680**	**$ 6,117**	**$ 6,336**	**$ 6,554**	**$ 6,773**	**$ 6,991**	**$ 7,210**
Baseball, Bowling, Cheerleading, Pom Pon (Dance), Softball, Boys/Girls Soccer, Track, Volleyball, Wrestling	5	6	7	8	9	10	11	12	13	14	14.5	15	15.5	16	16.5
H.S. ASSISTANT COACH	**$ 1,311**	**$ 1,529**	**$ 1,748**	**$ 1,966**	**$ 2,185**	**$ 2,403**	**$ 2,622**	**$ 2,840**	**$ 3,059**	**$ 3,277**	**$ 3,496**	**$ 3,714**	**$ 3,933**	**$ 4,151**	**$ 4,370**
Cross Country , Golf, Boys/Girls Tennis	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10
M.S. HEAD COACH	**$ 2,141**	**$ 2,447**	**$ 2,753**	**$ 3,059**	**$ 3,365**	**$ 3,670**	**$ 3,976**	**$ 4,282**	**$ 4,588**	**$ 4,894**	**$ 5,200**	**$ 5,506**	**$ 5,506**	**$ 5,506**	**$ 5,506**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling, Cross Country	4.9	5.6	6.3	7	7.7	8.4	9.1	9.8	10.5	11.2	11.9	12.6	12.6	12.6	12.6
M.S. ASSISTANT COACH	**$ 1,748**	**$ 2,054**	**$ 2,360**	**$ 2,665**	**$ 2,971**	**$ 3,277**	**$ 3,583**	**$ 3,889**	**$ 4,195**	**$ 4,501**	**$ 4,807**	**$ 4,807**	**$ 4,807**	**$ 4,807**	**$ 5,025**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling	4	4.7	5.4	6.1	6.8	7.5	8.2	8.9	9.6	10.3	11	11	11	11	11.5
M.S. HEAD COACH	**$ 1,966**	**$ 2,185**	**$ 2,403**	**$ 2,622**	**$ 2,840**	**$ 3,059**	**$ 3,277**	**$ 3,496**	**$ 3,714**	**$ 3,933**	**$ 4,151**	**$ 4,370**	**$ 4,370**	**$ 4,370**	**$ 4,370**
Cheerleading, Pom Pon (Dance)	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10	10	10	10

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10

Athletic Schedule Effective 2022-2023

YEARS EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
POSITION	**PERCENTAGE OF SALARY SCHEDULE BA, STEP 1, TOTAL COMP. COLUMN**														
H.S. - AD - ASSISTANT	**$ 5,915**	**$ 6,322**	**$ 6,730**	**$ 7,138**	**$ 7,546**	**$ 7,954**	**$ 8,362**	**$ 8,770**	**$ 9,178**	**$ 9,586**	**$ 9,790**	**$ 9,994**	**$ 10,198**	**$ 10,401**	**$ 10,605**
AD = Athletic Director	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24	24.5	25	25.5	26
H.S. HEAD COACH	**$ 6,119**	**$ 6,526**	**$ 6,934**	**$ 7,342**	**$ 7,750**	**$ 8,158**	**$ 8,566**	**$ 8,974**	**$ 9,382**	**$ 9,790**	**$ 9,994**	**$ 10,198**	**$ 10,401**	**$ 10,605**	**$ 10,809**
Boys/Girls Basketball, Football	15	16	17	18	19	20	21	22	23	24	24.5	25	25.5	26	26.5
H.S. HEAD COACH	**$ 5,711**	**$ 6,119**	**$ 6,526**	**$ 6,934**	**$ 7,342**	**$ 7,750**	**$ 8,158**	**$ 8,566**	**$ 8,974**	**$ 9,382**	**$ 9,586**	**$ 9,790**	**$ 9,994**	**$ 10,198**	**$ 10,401**
Baseball, Bowling, Cheerleading, Boys/Girls Soccer, Softball, Pom Pon (Dance), Track, Volleyball, Wrestling	14	15	16	17	18	19	20	21	22	23	23.5	24	24.5	25	25.5
H.S. HEAD COACH	**$ 2,447**	**$ 2,855**	**$ 3,263**	**$ 3,671**	**$ 4,079**	**$ 4,487**	**$ 4,895**	**$ 5,303**	**$ 5,711**	**$ 6,119**	**$ 6,322**	**$ 6,526**	**$ 6,730**	**$ 6,934**	**$ 7,138**
Cross Country, Golf, Boys/Girls Tennis	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,447**	**$ 2,855**	**$ 3,263**	**$ 3,671**	**$ 4,079**	**$ 4,487**	**$ 4,895**	**$ 5,303**	**$ 5,711**	**$ 6,119**	**$ 6,322**	**$ 6,526**	**$ 6,730**	**$ 6,934**	**$ 7,138**
Boys/Girls Basketball, Football	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,040**	**$ 2,447**	**$ 2,855**	**$ 3,263**	**$ 3,671**	**$ 4,079**	**$ 4,487**	**$ 4,895**	**$ 5,303**	**$ 5,711**	**$ 5,915**	**$ 6,119**	**$ 6,322**	**$ 6,526**	**$ 6,730**
Baseball, Bowling, Cheerleading, Pom Pon (Dance), Softball, Boys/Girls Soccer, Track, Volleyball, Wrestling	5	6	7	8	9	10	11	12	13	14	14.5	15	15.5	16	16.5
H.S. ASSISTANT COACH	**$ 1,224**	**$ 1,428**	**$ 1,632**	**$ 1,836**	**$ 2,040**	**$ 2,243**	**$ 2,447**	**$ 2,651**	**$ 2,855**	**$ 3,059**	**$ 3,263**	**$ 3,467**	**$ 3,671**	**$ 3,875**	**$ 4,079**
Cross Country , Golf, Boys/Girls Tennis	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10
M.S. HEAD COACH	**$ 1,999**	**$ 2,284**	**$ 2,570**	**$ 2,855**	**$ 3,141**	**$ 3,426**	**$ 3,712**	**$ 3,997**	**$ 4,283**	**$ 4,568**	**$ 4,854**	**$ 5,140**	**$ 5,140**	**$ 5,140**	**$ 5,140**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling	4.9	5.6	6.3	7	7.7	8.4	9.1	9.8	10.5	11.2	11.9	12.6	12.6	12.6	12.6
M.S. ASSISTANT COACH	**$ 1,632**	**$ 1,917**	**$ 2,203**	**$ 2,488**	**$ 2,774**	**$ 3,059**	**$ 3,345**	**$ 3,630**	**$ 3,916**	**$ 4,201**	**$ 4,487**	**$ 4,487**	**$ 4,487**	**$ 4,487**	**$ 4,691**
Baseball, Boys/Girls Basketball, Cross Country, Softball, Track, Volleyball, Wrestling	4	4.7	5.4	6.1	6.8	7.5	8.2	8.9	9.6	10.3	11	11	11	11	11.5
M.S. COACH	**$ 816**	**$ 1,020**	**$ 1,224**	**$ 1,428**	**$ 1,632**	**$ 1,632**	**$ 1,632**	**$ 1,632**	**$ 1,836**	**$ 1,836**	**$ 1,836**	**$ 1,836**	**$ 1,836**	**$ 2,040**	**$ 2,040**
NA moved to one above was Cross Country.	2	2.5	3	3.5	4	4	4	4	4.5	4.5	4.5	4.5	4.5	5	5
M.S. HEAD COACH	**$ 1,836**	**$ 2,040**	**$ 2,243**	**$ 2,447**	**$ 2,651**	**$ 2,855**	**$ 3,059**	**$ 3,263**	**$ 3,467**	**$ 3,671**	**$ 3,875**	**$ 4,079**	**$ 4,079**	**$ 4,079**	**$ 4,079**
Cheerleading, Pom Pon (Dance)	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10	10	10	10

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10

Athletic Schedule Effective 2023-2024

YEARS EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
POSITION	**PERCENTAGE OF SALARY SCHEDULE BA, STEP 1, TOTAL COMP. COLUMN**														
H.S. - AD - ASSISTANT	**$ 6,122**	**$ 6,544**	**$ 6,966**	**$ 7,388**	**$ 7,810**	**$ 8,233**	**$ 8,655**	**$ 9,077**	**$ 9,499**	**$ 9,921**	**$ 10,132**	**$ 10,343**	**$ 10,555**	**$ 10,766**	**$ 10,977**
AD = Athletic Director	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24	24.5	25	25.5	26
H.S. HEAD COACH	**$ 6,333**	**$ 6,755**	**$ 7,177**	**$ 7,599**	**$ 8,021**	**$ 8,444**	**$ 8,866**	**$ 9,288**	**$ 9,710**	**$ 10,132**	**$ 10,343**	**$ 10,555**	**$ 10,766**	**$ 10,977**	**$ 11,188**
Boys/Girls Basketball, Football	15	16	17	18	19	20	21	22	23	24	24.5	25	25.5	26	26.5
H.S. HEAD COACH	**$ 5,911**	**$ 6,333**	**$ 6,755**	**$ 7,177**	**$ 7,599**	**$ 8,021**	**$ 8,444**	**$ 8,866**	**$ 9,288**	**$ 9,710**	**$ 9,921**	**$ 10,132**	**$ 10,343**	**$ 10,555**	**$ 10,766**
Baseball, Bowling, Cheerleading, Boys/Girls Soccer, Softball, Pom Pon (Dance), Track, Volleyball, Wrestling	14	15	16	17	18	19	20	21	22	23	23.5	24	24.5	25	25.5
H.S. HEAD COACH	**$ 2,533**	**$ 2,955**	**$ 3,377**	**$ 3,800**	**$ 4,222**	**$ 4,644**	**$ 5,066**	**$ 5,488**	**$ 5,911**	**$ 6,333**	**$ 6,544**	**$ 6,755**	**$ 6,966**	**$ 7,177**	**$ 7,388**
Cross Country, Golf, Boys/Girls Tennis	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,533**	**$ 2,955**	**$ 3,377**	**$ 3,800**	**$ 4,222**	**$ 4,644**	**$ 5,066**	**$ 5,488**	**$ 5,911**	**$ 6,333**	**$ 6,544**	**$ 6,755**	**$ 6,966**	**$ 7,177**	**$ 7,388**
Boys/Girls Basketball, Football	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,111**	**$ 2,533**	**$ 2,955**	**$ 3,377**	**$ 3,800**	**$ 4,222**	**$ 4,644**	**$ 5,066**	**$ 5,488**	**$ 5,911**	**$ 6,122**	**$ 6,333**	**$ 6,544**	**$ 6,755**	**$ 6,966**
Baseball, Bowling, Cheerleading, Pom Pon (Dance), Softball, Boys/Girls Soccer, Track, Volleyball, Wrestling	5	6	7	8	9	10	11	12	13	14	14.5	15	15.5	16	16.5
H.S. ASSISTANT COACH	**$ 1,267**	**$ 1,478**	**$ 1,689**	**$ 1,900**	**$ 2,111**	**$ 2,322**	**$ 2,533**	**$ 2,744**	**$ 2,955**	**$ 3,166**	**$ 3,377**	**$ 3,589**	**$ 3,800**	**$ 4,011**	**$ 4,222**
Cross Country , Golf, Boys/Girls Tennis	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10
M.S. HEAD COACH	**$ 2,069**	**$ 2,364**	**$ 2,660**	**$ 2,955**	**$ 3,251**	**$ 3,546**	**$ 3,842**	**$ 4,137**	**$ 4,433**	**$ 4,728**	**$ 5,024**	**$ 5,319**	**$ 5,319**	**$ 5,319**	**$ 5,319**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling	4.9	5.6	6.3	7	7.7	8.4	9.1	9.8	10.5	11.2	11.9	12.6	12.6	12.6	12.6
M.S. ASSISTANT COACH	**$ 1,689**	**$ 1,984**	**$ 2,280**	**$ 2,575**	**$ 2,871**	**$ 3,166**	**$ 3,462**	**$ 3,757**	**$ 4,053**	**$ 4,348**	**$ 4,644**	**$ 4,644**	**$ 4,644**	**$ 4,644**	**$ 4,855**
Baseball, Boys/Girls Basketball, Cross Country, Softball, Track, Volleyball, Wrestling	4	4.7	5.4	6.1	6.8	7.5	8.2	8.9	9.6	10.3	11	11	11	11	11.5
M.S. COACH	**$ 844**	**$ 1,055**	**$ 1,267**	**$ 1,478**	**$ 1,689**	**$ 1,689**	**$ 1,689**	**$ 1,689**	**$ 1,900**	**$ 1,900**	**$ 1,900**	**$ 1,900**	**$ 1,900**	**$ 2,111**	**$ 2,111**
NA moved to one above was Cross Country.	2	2.5	3	3.5	4	4	4	4	4.5	4.5	4.5	4.5	4.5	5	5
M.S. HEAD COACH	**$ 1,900**	**$ 2,111**	**$ 2,322**	**$ 2,533**	**$ 2,744**	**$ 2,955**	**$ 3,166**	**$ 3,377**	**$ 3,589**	**$ 3,800**	**$ 4,011**	**$ 4,222**	**$ 4,222**	**$ 4,222**	**$ 4,222**
Cheerleading, Pom Pon (Dance)	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10	10	10	10

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10

Athletic Schedule Effective 2024-2025

YEARS EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
POSITION	**PERCENTAGE OF SALARY SCHEDULE BA, STEP 1, TOTAL COMP. COLUMN**														
H.S. - AD - ASSISTANT	**$ 6,336**	**$ 6,773**	**$ 7,210**	**$ 7,647**	**$ 8,084**	**$ 8,521**	**$ 8,958**	**$ 9,395**	**$ 9,832**	**$ 10,269**	**$ 10,487**	**$ 10,706**	**$ 10,924**	**$ 11,142**	**$ 11,361**
AD = Athletic Director	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24	24.5	25	25.5	26
H.S. HEAD COACH	**$ 6,554**	**$ 6,991**	**$ 7,428**	**$ 7,865**	**$ 8,302**	**$ 8,739**	**$ 9,176**	**$ 9,613**	**$ 10,050**	**$ 10,487**	**$ 10,706**	**$ 10,924**	**$ 11,142**	**$ 11,361**	**$ 11,579**
Boys/Girls Basketball, Football	15	16	17	18	19	20	21	22	23	24	24.5	25	25.5	26	26.5
H.S. HEAD COACH	**$ 6,117**	**$ 6,554**	**$ 6,991**	**$ 7,428**	**$ 7,865**	**$ 8,302**	**$ 8,739**	**$ 9,176**	**$ 9,613**	**$ 10,050**	**$ 10,269**	**$ 10,487**	**$ 10,706**	**$ 10,924**	**$ 11,142**
Baseball, Bowling, Cheerleading, Boys/Girls Soccer, Softball, Pom Pon (Dance), Track, Volleyball, Wrestling	14	15	16	17	18	19	20	21	22	23	23.5	24	24.5	25	25.5
H.S. HEAD COACH	**$ 2,622**	**$ 3,059**	**$ 3,496**	**$ 3,933**	**$ 4,370**	**$ 4,807**	**$ 5,244**	**$ 5,680**	**$ 6,117**	**$ 6,554**	**$ 6,773**	**$ 6,991**	**$ 7,210**	**$ 7,428**	**$ 7,647**
Cross Country, Golf, Boys/Girls Tennis	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,622**	**$ 3,059**	**$ 3,496**	**$ 3,933**	**$ 4,370**	**$ 4,807**	**$ 5,244**	**$ 5,680**	**$ 6,117**	**$ 6,554**	**$ 6,773**	**$ 6,991**	**$ 7,210**	**$ 7,428**	**$ 7,647**
Boys/Girls Basketball, Football	6	7	8	9	10	11	12	13	14	15	15.5	16	16.5	17	17.5
H.S. ASSISTANT COACH	**$ 2,185**	**$ 2,622**	**$ 3,059**	**$ 3,496**	**$ 3,933**	**$ 4,370**	**$ 4,807**	**$ 5,244**	**$ 5,680**	**$ 6,117**	**$ 6,336**	**$ 6,554**	**$ 6,773**	**$ 6,991**	**$ 7,210**
Baseball, Bowling, Cheerleading, Pom Pon (Dance), Softball, Boys/Girls Soccer, Track, Volleyball, Wrestling	5	6	7	8	9	10	11	12	13	14	14.5	15	15.5	16	16.5
H.S. ASSISTANT COACH	**$ 1,311**	**$ 1,529**	**$ 1,748**	**$ 1,966**	**$ 2,185**	**$ 2,403**	**$ 2,622**	**$ 2,840**	**$ 3,059**	**$ 3,277**	**$ 3,496**	**$ 3,714**	**$ 3,933**	**$ 4,151**	**$ 4,370**
Cross Country , Golf, Boys/Girls Tennis	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10
M.S. HEAD COACH	**$ 2,141**	**$ 2,447**	**$ 2,753**	**$ 3,059**	**$ 3,365**	**$ 3,670**	**$ 3,976**	**$ 4,282**	**$ 4,588**	**$ 4,894**	**$ 5,200**	**$ 5,506**	**$ 5,506**	**$ 5,506**	**$ 5,506**
Baseball, Boys/Girls Basketball, Softball, Track, Volleyball, Wrestling	4.9	5.6	6.3	7	7.7	8.4	9.1	9.8	10.5	11.2	11.9	12.6	12.6	12.6	12.6
M.S. ASSISTANT COACH	**$ 1,748**	**$ 2,054**	**$ 2,360**	**$ 2,665**	**$ 2,971**	**$ 3,277**	**$ 3,583**	**$ 3,889**	**$ 4,195**	**$ 4,501**	**$ 4,807**	**$ 4,807**	**$ 4,807**	**$ 4,807**	**$ 5,025**
Baseball, Boys/Girls Basketball, Cross Country, Softball, Track, Volleyball, Wrestling	4	4.7	5.4	6.1	6.8	7.5	8.2	8.9	9.6	10.3	11	11	11	11	11.5
M.S. COACH	**$ 874**	**$ 1,092**	**$ 1,311**	**$ 1,529**	**$ 1,748**	**$ 1,748**	**$ 1,748**	**$ 1,748**	**$ 1,966**	**$ 1,966**	**$ 1,966**	**$ 1,966**	**$ 1,966**	**$ 2,185**	**$ 2,185**
NA moved to one above was Cross Country.	2	2.5	3	3.5	4	4	4	4	4.5	4.5	4.5	4.5	4.5	5	5
M.S. HEAD COACH	**$ 1,966**	**$ 2,185**	**$ 2,403**	**$ 2,622**	**$ 2,840**	**$ 3,059**	**$ 3,277**	**$ 3,496**	**$ 3,714**	**$ 3,933**	**$ 4,151**	**$ 4,370**	**$ 4,370**	**$ 4,370**	**$ 4,370**
Cheerleading, Pom Pon (Dance)	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9	9.5	10	10	10	10

Collinsville Community Unit School District #10
Salary Schedule for Fiscal Year 2025-26

$36.36 per hour, contract section 6.0 0.098901431 TRS

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$41,354	$43,422	$45,489	$46,523	$47,557	$48,591	$49,625
	$4,090	$4,294	$4,499	$4,601	$4,703	$4,806	$4,908
1	$45,444	$47,716	$49,988	$51,124	$52,260	$53,397	$54,533
	$43,422	$45,489	$47,557	$48,591	$49,625	$50,659	$51,692
	$4,294	$4,499	$4,703	$4,806	$4,908	$5,010	$5,113
2	$47,716	$49,988	$52,260	$53,397	$54,533	$55,669	$56,805
	$45,489	$47,557	$49,625	$50,659	$51,692	$52,726	$53,760
	$4,499	$4,703	$4,908	$5,010	$5,113	$5,215	$5,317
3	$49,988	$52,260	$54,533	$55,669	$56,805	$57,941	$59,077
	$47,557	$49,625	$51,692	$52,726	$53,760	$54,794	$55,828
	$4,703	$4,908	$5,113	$5,215	$5,317	$5,419	$5,521
4	$52,260	$54,533	$56,805	$57,941	$59,077	$60,213	$61,349
	$49,625	$51,692	$53,760	$54,794	$55,828	$56,862	$57,895
	$4,908	$5,113	$5,317	$5,419	$5,521	$5,623	$5,726
5	$54,533	$56,805	$59,077	$60,213	$61,349	$62,485	$63,621
	$51,692	$53,760	$55,828	$56,862	$57,895	$58,929	$59,963
	$5,113	$5,317	$5,521	$5,623	$5,726	$5,828	$5,931
6	$56,805	$59,077	$61,349	$62,485	$63,621	$64,757	$65,894
	$53,760	$55,828	$57,895	$58,929	$59,963	$60,997	$62,031
	$5,317	$5,521	$5,726	$5,828	$5,931	$6,033	$6,135
7	$59,077	$61,349	$63,621	$64,757	$65,894	$67,030	$68,166
	$55,828	$57,895	$59,963	$60,997	$62,031	$63,065	$64,099
	$5,521	$5,726	$5,931	$6,033	$6,135	$6,237	$6,339
8	$61,349	$63,621	$65,894	$67,030	$68,166	$69,302	$70,438
	$57,895	$59,963	$62,031	$63,065	$64,099	$65,132	$66,166
	$5,726	$5,931	$6,135	$6,237	$6,339	$6,442	$6,544
9	$63,621	$65,894	$68,166	$69,302	$70,438	$71,574	$72,710
	$59,963	$62,031	$64,099	$65,132	$66,166	$67,200	$68,234
	$5,931	$6,135	$6,339	$6,442	$6,544	$6,646	$6,748
10	$65,894	$68,166	$70,438	$71,574	$72,710	$73,846	$74,982
	$62,031	$64,099	$66,166	$67,200	$68,234	$69,268	$70,302
	$6,135	$6,339	$6,544	$6,646	$6,748	$6,850	$6,953
11	$68,166	$70,438	$72,710	$73,846	$74,982	$76,118	$77,255

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$64,099	$66,166	$68,234	$69,268	$70,302	$71,335	$72,369
	$6,339	$6,544	$6,748	$6,850	$6,953	$7,056	$7,158
12	$70,438	$72,710	$74,982	$76,118	$77,255	$78,391	$79,527
	$66,166	$68,234	$70,302	$71,335	$72,369	$73,403	$74,437
	$6,544	$6,748	$6,953	$7,056	$7,158	$7,260	$7,362
13	$72,710	$74,982	$77,255	$78,391	$79,527	$80,663	$81,799
	$68,234	$70,302	$72,369	$73,403	$74,437	$75,471	$76,505
	$6,748	$6,953	$7,158	$7,260	$7,362	$7,464	$7,566
14	$74,982	$77,255	$79,527	$80,663	$81,799	$82,935	$84,071
	$70,302	$72,369	$74,437	$75,471	$76,505	$77,539	$78,572
	$6,953	$7,158	$7,362	$7,464	$7,566	$7,668	$7,771
15	$77,255	$79,527	$81,799	$82,935	$84,071	$85,207	$86,343
	$70,302	$72,369	$74,437	$77,539	$78,572	$79,606	$80,640
	$6,953	$7,158	$7,362	$7,668	$7,771	$7,873	$7,975
16	$77,255	$79,527	$81,799	$85,207	$86,343	$87,479	$88,615
	$70,302	$72,369	$74,437	$77,539	$80,640	$81,674	$82,708
	$6,953	$7,158	$7,362	$7,668	$7,975	$8,078	$8,180
17	$77,255	$79,527	$81,799	$85,207	$88,615	$89,752	$90,888
	$70,302	$72,369	$74,437	$77,539	$80,640	$83,742	$84,775
	$6,953	$7,158	$7,362	$7,668	$7,975	$8,282	$8,385
18	$77,255	$79,527	$81,799	$85,207	$88,615	$92,024	$93,160
	$70,302	$72,369	$74,437	$77,539	$80,640	$83,742	$86,843
	$6,953	$7,158	$7,362	$7,668	$7,975	$8,282	$8,589
19	$77,255	$79,527	$81,799	$85,207	$88,615	$92,024	$95,432
	$72,369	$74,437	$76,505	$79,606	$82,708	$85,809	$88,911
	$7,158	$7,362	$7,566	$7,873	$8,180	$8,487	$8,793
20	$79,527	$81,799	$84,071	$87,479	$90,888	$94,296	$97,704
	$72,948	$75,016	$77,084	$80,185	$83,287	$86,388	$89,490
	$7,215	$7,419	$7,623	$7,931	$8,237	$8,544	$8,850
21	$80,163	$82,435	$84,707	$88,116	$91,524	$94,932	$98,340
	$73,527	$75,595	$77,663	$80,764	$83,866	$86,967	$90,069
	$7,272	$7,476	$7,681	$7,988	$8,294	$8,601	$8,908
22	$80,799	$83,071	$85,344	$88,752	$92,160	$95,568	$98,977
	$74,106	$76,174	$78,242	$81,343	$84,445	$87,546	$90,648
	$7,329	$7,534	$7,738	$8,045	$8,351	$8,659	$8,965
23	$81,435	$83,708	$85,980	$89,388	$92,796	$96,205	$99,613

Collinsville Community Unit School District #10
Salary Schedule for Fiscal Year 2026-27

$37.80 per hour, contract section 6.0 0.098901431 TRS

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$43,008	$45,158	$47,309	$48,384	$49,459	$50,534	$51,610
	$4,254	$4,467	$4,679	$4,785	$4,892	$4,998	$5,104
1	$47,262	$49,625	$51,988	$53,169	$54,351	$55,532	$56,714
	$40,339	$42,260	$44,181	$45,142	$46,102	$47,062	$48,023
	$9,286	$9,728	$10,170	$10,390	$10,612	$10,833	$11,054
2	$49,625	$51,988	$54,351	$55,532	$56,714	$57,895	$59,077
	$47,309	$49,459	$51,610	$52,685	$53,760	$54,835	$55,910
	$4,679	$4,892	$5,104	$5,210	$5,317	$5,424	$5,530
3	$51,988	$54,351	$56,714	$57,895	$59,077	$60,259	$61,440
	$49,459	$51,610	$53,760	$54,835	$55,910	$56,986	$58,061
	$4,892	$5,104	$5,317	$5,424	$5,530	$5,636	$5,742
4	$54,351	$56,714	$59,077	$60,259	$61,440	$62,622	$63,803
	$51,610	$53,760	$55,910	$56,986	$58,061	$59,136	$60,211
	$5,104	$5,317	$5,530	$5,636	$5,742	$5,849	$5,955
5	$56,714	$59,077	$61,440	$62,622	$63,803	$64,985	$66,166
	$53,760	$55,910	$58,061	$59,136	$60,211	$61,286	$62,362
	$5,317	$5,530	$5,742	$5,849	$5,955	$6,062	$6,167
6	$59,077	$61,440	$63,803	$64,985	$66,166	$67,348	$68,529
	$55,910	$58,061	$60,211	$61,286	$62,362	$63,437	$64,512
	$5,530	$5,742	$5,955	$6,062	$6,167	$6,274	$6,380
7	$61,440	$63,803	$66,166	$67,348	$68,529	$69,711	$70,892
	$58,061	$60,211	$62,362	$63,437	$64,512	$65,587	$66,662
	$5,742	$5,955	$6,167	$6,274	$6,380	$6,487	$6,593
8	$63,803	$66,166	$68,529	$69,711	$70,892	$72,074	$73,255
	$60,211	$62,362	$64,512	$65,587	$66,662	$67,738	$68,813
	$5,955	$6,167	$6,380	$6,487	$6,593	$6,699	$6,806
9	$66,166	$68,529	$70,892	$72,074	$73,255	$74,437	$75,619
	$62,362	$64,512	$66,662	$67,738	$68,813	$69,888	$70,963
	$6,167	$6,380	$6,593	$6,699	$6,806	$6,912	$7,019
10	$68,529	$70,892	$73,255	$74,437	$75,619	$76,800	$77,982
	$64,512	$66,662	$68,813	$69,888	$70,963	$72,038	$73,114
	$6,380	$6,593	$6,806	$6,912	$7,019	$7,125	$7,231
11	$70,892	$73,255	$75,619	$76,800	$77,982	$79,163	$80,345

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$66,662	$68,813	$70,963	$72,038	$73,114	$74,189	$75,264
	$6,593	$6,806	$7,019	$7,125	$7,231	$7,337	$7,444
12	$73,255	$75,619	$77,982	$79,163	$80,345	$81,526	$82,708
	$68,813	$70,963	$73,114	$74,189	$75,264	$76,339	$77,414
	$6,806	$7,019	$7,231	$7,337	$7,444	$7,550	$7,657
13	$75,619	$77,982	$80,345	$81,526	$82,708	$83,889	$85,071
	$70,963	$73,114	$75,264	$76,339	$77,414	$78,490	$79,565
	$7,019	$7,231	$7,444	$7,550	$7,657	$7,762	$7,869
14	$77,982	$80,345	$82,708	$83,889	$85,071	$86,252	$87,434
	$73,114	$75,264	$77,414	$78,490	$79,565	$80,640	$81,715
	$7,231	$7,444	$7,657	$7,762	$7,869	$7,975	$8,082
15	$80,345	$82,708	$85,071	$86,252	$87,434	$88,615	$89,797
	$73,114	$75,264	$77,414	$80,640	$81,715	$82,790	$83,866
	$7,231	$7,444	$7,657	$7,975	$8,082	$8,188	$8,294
16	$80,345	$82,708	$85,071	$88,615	$89,797	$90,979	$92,160
	$73,114	$75,264	$77,414	$80,640	$83,866	$84,941	$86,016
	$7,231	$7,444	$7,657	$7,975	$8,294	$8,401	$8,507
17	$80,345	$82,708	$85,071	$88,615	$92,160	$93,342	$94,523
	$73,114	$75,264	$77,414	$80,640	$83,866	$87,091	$88,166
	$7,231	$7,444	$7,657	$7,975	$8,294	$8,614	$8,720
18	$80,345	$82,708	$85,071	$88,615	$92,160	$95,705	$96,886
	$73,114	$75,264	$77,414	$80,640	$83,866	$87,091	$90,317
	$7,231	$7,444	$7,657	$7,975	$8,294	$8,614	$8,932
19	$80,345	$82,708	$85,071	$88,615	$92,160	$95,705	$99,249
	$75,264	$77,414	$79,565	$82,790	$86,016	$89,242	$92,467
	$7,444	$7,657	$7,869	$8,189	$8,507	$8,826	$9,145
20	$82,708	$85,071	$87,434	$90,979	$94,523	$98,068	$101,612
	$75,866	$78,017	$80,167	$83,393	$86,618	$89,844	$93,069
	$7,503	$7,716	$7,929	$8,247	$8,567	$8,885	$9,205
21	$83,369	$85,733	$88,096	$91,640	$95,185	$98,729	$102,274
	$76,468	$78,619	$80,769	$83,995	$87,220	$90,446	$93,672
	$7,563	$7,775	$7,988	$8,307	$8,627	$8,945	$9,264
22	$84,031	$86,394	$88,757	$92,302	$95,847	$99,391	$102,936
	$77,070	$79,220	$81,370	$84,596	$87,821	$91,047	$94,273
	$7,623	$7,836	$8,049	$8,368	$8,687	$9,006	$9,324
23	$84,693	$87,056	$89,419	$92,964	$96,508	$100,053	$103,597

Collinsville Community Unit School District #10
Salary Schedule for Fiscal Year 2027-28

$39.32 per hour, contract section 6.0 0.098901431 TRS

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$44,728	$46,965	$49,201	$50,319	$51,438	$52,556	$53,674
	$4,424	$4,645	$4,866	$4,977	$5,087	$5,198	$5,308
1	$49,152	$51,610	$54,067	$55,296	$56,525	$57,754	$58,982
	$46,965	$49,201	$51,438	$52,556	$53,674	$54,792	$55,910
	$4,645	$4,866	$5,087	$5,198	$5,308	$5,419	$5,530
2	$51,610	$54,067	$56,525	$57,754	$58,982	$60,211	$61,440
	$49,201	$51,438	$53,674	$54,792	$55,910	$57,029	$58,147
	$4,866	$5,087	$5,308	$5,419	$5,530	$5,640	$5,751
3	$54,067	$56,525	$58,982	$60,211	$61,440	$62,669	$63,898
	$51,438	$53,674	$55,910	$57,029	$58,147	$59,265	$60,383
	$5,087	$5,308	$5,530	$5,640	$5,751	$5,861	$5,972
4	$56,525	$58,982	$61,440	$62,669	$63,898	$65,126	$66,355
	$53,674	$55,910	$58,147	$59,265	$60,383	$61,501	$62,620
	$5,308	$5,530	$5,751	$5,861	$5,972	$6,083	$6,193
5	$58,982	$61,440	$63,898	$65,126	$66,355	$67,584	$68,813
	$55,910	$58,147	$60,383	$61,501	$62,620	$63,738	$64,856
	$5,530	$5,751	$5,972	$6,083	$6,193	$6,304	$6,414
6	$61,440	$63,898	$66,355	$67,584	$68,813	$70,042	$71,270
	$58,147	$60,383	$62,620	$63,738	$64,856	$65,974	$67,093
	$5,751	$5,972	$6,193	$6,304	$6,414	$6,525	$6,636
7	$63,898	$66,355	$68,813	$70,042	$71,270	$72,499	$73,728
	$60,383	$62,620	$64,856	$65,974	$67,093	$68,211	$69,329
	$5,972	$6,193	$6,414	$6,525	$6,635	$6,746	$6,857
8	$66,355	$68,813	$71,270	$72,499	$73,728	$74,957	$76,186
	$62,620	$64,856	$67,093	$68,211	$69,329	$70,447	$71,565
	$6,193	$6,414	$6,635	$6,746	$6,857	$6,967	$7,078
9	$68,813	$71,270	$73,728	$74,957	$76,186	$77,414	$78,643
	$64,856	$67,093	$69,329	$70,447	$71,565	$72,684	$73,802
	$6,414	$6,635	$6,857	$6,967	$7,078	$7,188	$7,299
10	$71,270	$73,728	$76,186	$77,414	$78,643	$79,872	$81,101
	$67,093	$69,329	$71,565	$72,684	$73,802	$74,920	$76,038
	$6,636	$6,857	$7,078	$7,188	$7,299	$7,410	$7,521
11	$73,728	$76,186	$78,643	$79,872	$81,101	$82,330	$83,559

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$69,329	$71,565	$73,802	$74,920	$76,038	$77,156	$78,275
	$6,857	$7,078	$7,299	$7,410	$7,521	$7,631	$7,741
12	$76,186	$78,643	$81,101	$82,330	$83,559	$84,787	$86,016
	$71,565	$73,802	$76,038	$77,156	$77,365	$79,393	$80,511
	$7,078	$7,299	$7,521	$7,631	$7,651	$7,852	$7,963
13	$78,643	$81,101	$83,559	$84,787	$85,016	$87,245	$88,474
	$73,802	$76,038	$78,275	$79,393	$80,511	$81,629	$82,747
	$7,299	$7,521	$7,741	$7,852	$7,963	$8,074	$8,184
14	$81,101	$83,559	$86,016	$87,245	$88,474	$89,703	$90,931
	$76,038	$78,275	$80,511	$81,629	$82,747	$83,866	$84,984
	$7,521	$7,741	$7,963	$8,074	$8,184	$8,294	$8,405
15	$83,559	$86,016	$88,474	$89,703	$90,931	$92,160	$93,389
	$76,038	$78,275	$80,511	$83,866	$84,984	$86,102	$87,220
	$7,521	$7,741	$7,963	$8,294	$8,405	$8,516	$8,627
16	$83,559	$86,016	$88,474	$92,160	$93,389	$94,618	$95,847
	$76,038	$78,275	$80,511	$83,866	$87,220	$88,339	$89,457
	$7,521	$7,741	$7,963	$8,294	$8,627	$8,736	$8,847
17	$83,559	$86,016	$88,474	$92,160	$95,847	$97,075	$98,304
	$76,038	$78,275	$80,511	$83,866	$87,220	$90,575	$91,693
	$7,521	$7,741	$7,963	$8,294	$8,627	$8,958	$9,069
18	$83,559	$86,016	$88,474	$92,160	$95,847	$99,533	$100,762
	$76,038	$78,275	$80,511	$83,866	$87,220	$90,575	$93,930
	$7,521	$7,741	$7,963	$8,294	$8,627	$8,958	$9,289
19	$83,559	$86,016	$88,474	$92,160	$95,847	$99,533	$103,219
	$78,275	$80,511	$82,747	$86,102	$89,457	$92,811	$96,166
	$7,741	$7,963	$8,184	$8,516	$8,847	$9,180	$9,511
20	$86,016	$88,474	$90,931	$94,618	$98,304	$101,991	$105,677
	$78,901	$81,137	$83,374	$86,728	$90,083	$93,438	$96,792
	$7,803	$8,025	$8,245	$8,578	$8,909	$9,241	$9,573
21	$86,704	$89,162	$91,619	$95,306	$98,992	$102,679	$106,365
	$79,527	$81,763	$84,000	$87,354	$90,709	$94,064	$97,418
	$7,865	$8,087	$8,308	$8,640	$8,971	$9,303	$9,635
22	$87,392	$89,850	$92,308	$95,994	$99,680	$103,367	$107,053
	$80,153	$82,390	$84,626	$87,981	$91,335	$94,690	$98,045
	$7,927	$8,148	$8,370	$8,701	$9,034	$9,365	$9,696
23	$88,080	$90,538	$92,996	$96,682	$100,369	$104,055	$107,741

Collinsville Community Unit School District #10
Athletic Schedule Effective 2025-26

Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Position															
HS Asst AD	$6,589	$7,044	$7,498	$7,953	$8,407	$8,861	$9,316	$9,770	$10,225	$10,679	$10,906	$11,134	$11,361	$11,588	$11,815
Assistant AD	14.50%	15.50%	16.50%	17.50%	18.50%	19.50%	20.50%	21.50%	22.50%	23.50%	24.00%	24.50%	25.00%	25.50%	26.00%
HS Head Coach	$6,817	$7,271	$7,725	$8,180	$8,634	$9,089	$9,543	$9,998	$10,452	$10,906	$11,134	$11,361	$11,588	$11,815	$12,042
Grils BBall/Boys BBall/Football	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	24.00%	24.50%	25.00%	25.50%	26.00%	26.50%
HS Head Coach	$6,362	$6,817	$7,271	$7,725	$8,180	$8,634	$9,089	$9,543	$9,998	$10,452	$10,679	$10,906	$11,134	$11,361	$11,588
Baseball/Bow ling/Cheer/G. Soccer /B. Soccer/Softball/Dance/Track /VB/B. Wrestling/G Wrestling	14.00%	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	23.50%	24.00%	24.50%	25.00%	25.50%
HS Head Coach	$2,727	$3,181	$3,635	$4,090	$4,544	$4,999	$5,453	$5,908	$6,362	$6,817	$7,044	$7,271	$7,498	$7,725	$7,953
Tennis/G. Tennis	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,727	$3,181	$3,635	$4,090	$4,544	$4,999	$5,453	$5,908	$6,362	$6,817	$7,044	$7,271	$7,498	$7,725	$7,953
Girls BBall/Boys BBall/Football	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,272	$2,727	$3,181	$3,635	$4,090	$4,544	$4,999	$5,453	$5,908	$6,362	$6,589	$6,817	$7,044	$7,271	$7,498
Baseball/Bow ling/Cheer/G. Soccer/B. Soccer/Softball/Dance/Track/VB/B. Wrestling	5.00%	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	14.50%	15.00%	15.50%	16.00%	16.50%
HS Assistant	$1,363	$1,591	$1,818	$2,045	$2,272	$2,499	$2,727	$2,954	$3,181	$3,408	$3,635	$3,863	$4,090	$4,317	$4,544
Tennis/G. Tennis	3.00%	3.50%	4.00%	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%
MS Head	$2,227	$2,545	$2,863	$3,181	$3,499	$3,817	$4,135	$4,453	$4,772	$5,090	$5,408	$5,726	$5,726	$5,726	$5,726
Baseball/B. Bball/ G. Ball/Softball/ G Track/B. Track/VB/Wrestling/CC	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
MS Assistant	$1,818	$2,136	$2,454	$2,772	$3,090	$3,408	$3,726	$4,044	$4,363	$4,681	$4,999	$4,999	$4,999	$4,999	$5,226
Basseball/B. Bball/ G. Bball/ Softball/Track/VB/Wrestling/CC	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%
MS Head Coach	$2,045	$2,272	$2,499	$2,727	$2,954	$3,181	$3,408	$3,635	$3,863	$4,090	$4,317	$4,544	$4,544	$4,544	$4,544
Cheer/Dance	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%	10.00%	10.00%	10.00%
Special Olympics -Head	$2,227	$2,545	$2,863	$3,181	$3,499	$3,817	$4,135	$4,453	$4,772	$5,090	$5,408	$5,726	$5,726	$5,726	$5,726
District	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
Special Olympics -Asst.	$1,818	$2,136	$2,454	$2,772	$3,090	$3,408	$3,726	$4,044	$4,363	$4,681	$4,999	$4,999	$4,999	$4,999	$5,226
District	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%

Collinsville Community Unit School District #10
Athletic Schedule Effective 2026-27

Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Position															
HS Asst AD	$6,853	$7,325	$7,798	$8,271	$8,743	$9,216	$9,689	$10,161	$10,634	$11,106	$11,343	$11,579	$11,815	$12,052	$12,288
Assistant AD	14.50%	15.50%	16.50%	17.50%	18.50%	19.50%	20.50%	21.50%	22.50%	23.50%	24.00%	24.50%	25.00%	25.50%	26.00%
HS Head Coach	$7,089	$7,562	$8,034	$8,507	$8,980	$9,452	$9,925	$10,397	$10,870	$11,343	$11,579	$11,815	$12,052	$12,288	$12,524
Grils BBall/Boys BBall/Football	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	24.00%	24.50%	25.00%	25.50%	26.00%	26.50%
HS Head Coach	$6,617	$7,089	$7,562	$8,034	$8,507	$8,980	$9,452	$9,925	$10,397	$10,870	$11,106	$11,343	$11,579	$11,815	$12,052
Baseball/Bow ling/Cheer/G. Soccer/ B. Soccer/Softball/Dance/Track/VB/ B. Wrestling/G Wrestling	14.00%	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	23.50%	24.00%	24.50%	25.00%	25.50%
HS Head Coach	$2,836	$3,308	$3,781	$4,253	$4,726	$5,199	$5,671	$6,144	$6,617	$7,089	$7,325	$7,562	$7,798	$8,034	$8,271
Tennis/G. Tennis	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,836	$3,308	$3,781	$4,253	$4,726	$5,199	$5,671	$6,144	$6,617	$7,089	$7,325	$7,562	$7,798	$8,034	$8,271
Girls BBall/Boys BBall/Football	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,363	$2,836	$3,308	$3,781	$4,253	$4,726	$5,199	$5,671	$6,144	$6,617	$6,853	$7,089	$7,325	$7,562	$7,798
Baseball/Bow ling/Cheer/G. Soccer/ B. Soccer/Softball/Dance/Track/VB/ B. Wrestling	5.00%	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	14.50%	15.00%	15.50%	16.00%	16.50%
HS Assistant	$1,418	$1,654	$1,890	$2,127	$2,363	$2,599	$2,836	$3,072	$3,308	$3,545	$3,781	$4,017	$4,253	$4,490	$4,726
Tennis/G. Tennis	3.00%	3.50%	4.00%	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%
MS Head	$2,316	$2,647	$2,977	$3,308	$3,639	$3,970	$4,301	$4,632	$4,962	$5,293	$5,624	$5,955	$5,955	$5,955	$5,955
Baseball/B. Bball/ G. Ball/Softball/ G Track/B. Track/VB/Wrestling/CC	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
MS Assistant	$1,890	$2,221	$2,552	$2,883	$3,214	$3,545	$3,875	$4,206	$4,537	$4,868	$5,199	$5,199	$5,199	$5,199	$5,435
Basseball/B. Bball/G. Bball/ Softball/Track/VB/Wrestling/CC	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%
MS Head Coach	$2,127	$2,363	$2,599	$2,836	$3,072	$3,308	$3,545	$3,781	$4,017	$4,253	$4,490	$4,726	$4,726	$4,726	$4,726
Cheer/Dance	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%	10.00%	10.00%	10.00%
Special Olympics- Head	$2,316	$2,647	$2,977	$3,308	$3,639	$3,970	$4,301	$4,632	$4,962	$5,293	$5,624	$5,955	$5,955	$5,955	$5,955
District	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
Special Olympics-Asst	$1,890	$2,221	$2,552	$2,883	$3,214	$3,545	$3,875	$4,206	$4,537	$4,868	$5,199	$5,199	$5,199	$5,199	$5,435
Distrcit	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%

Collinsville Community Unit School District #10
Athletic Schedule Effective 2027-28

Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Position															
HS Asst AD	$7,127	$7,618	$8,110	$8,602	$9,093	$9,585	$10,076	$10,568	$11,059	$11,551	$11,796	$12,042	$12,288	$12,534	$12,779
Assistant AD	14.50%	15.50%	16.50%	17.50%	18.50%	19.50%	20.50%	21.50%	22.50%	23.50%	24.00%	24.50%	25.00%	25.50%	26.00%
HS Head Coach	$7,373	$7,864	$8,356	$8,847	$9,339	$9,830	$10,322	$10,813	$11,305	$11,796	$12,042	$12,288	$12,534	$12,779	$13,025
Grils BBall/Boys BBall / Football	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	24.00%	24.50%	25.00%	25.50%	26.00%	26.50%
HS Head Coach	$6,881	$7,373	$7,864	$8,356	$8,847	$9,339	$9,830	$10,322	$10,813	$11,305	$11,551	$11,796	$12,042	$12,288	$12,534
Baseball/Bow ling/Cheer/G. Soccer/ B. Soccer/Softball/Dance/Track/VB/ B. Wrestling/G Wrestling	14.00%	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	23.50%	24.00%	24.50%	25.00%	25.50%
HS Head Coach	$2,949	$3,441	$3,932	$4,424	$4,915	$5,407	$5,898	$6,390	$6,881	$7,373	$7,618	$7,864	$8,110	$8,356	$8,602
Tennis/G. Tennis	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,949	$3,441	$3,932	$4,424	$4,915	$5,407	$5,898	$6,390	$6,881	$7,373	$7,618	$7,864	$8,110	$8,356	$8,602
Girls BBall/Boys BBall / Football	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,458	$2,949	$3,441	$3,932	$4,424	$4,915	$5,407	$5,898	$6,390	$6,881	$7,127	$7,373	$7,618	$7,864	$8,110
Soccer/Softball/Dance/Track/VB/ B. Wrestling	5.00%	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	14.50%	15.00%	15.50%	16.00%	16.50%
HS Assistant	$1,475	$1,720	$1,966	$2,212	$2,458	$2,703	$2,949	$3,195	$3,441	$3,686	$3,932	$4,178	$4,424	$4,669	$4,915
Tennis/G. Tennis	3.00%	3.50%	4.00%	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%
MS Head	$2,408	$2,752	$3,097	$3,441	$3,785	$4,129	$4,473	$4,817	$5,161	$5,505	$5,849	$6,193	$6,193	$6,193	$6,193
Baseball/B. Bball/ G. Ball/Softball/ G Track/B. Track/VB/Wrestling/CC	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
MS Assistant	$1,966	$2,310	$2,654	$2,998	$3,342	$3,686	$4,030	$4,374	$4,719	$5,063	$5,407	$5,407	$5,407	$5,407	$5,652
Basseball/B. Bball/ G. Bball/ Softball/Track/VB/Wrestling/CC	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%
MS Head Coach	$2,212	$2,458	$2,703	$2,949	$3,195	$3,441	$3,686	$3,932	$4,178	$4,424	$4,669	$4,915	$4,915	$4,915	$4,915
Cheer/Dance	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%	10.00%	10.00%	10.00%
Special Olympics - Head	$2,408	$2,752	$3,097	$3,441	$3,785	$4,129	$4,473	$4,817	$5,161	$5,505	$5,849	$6,193	$6,193	$6,193	$6,193
District	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
Special Olympics - Asst.	$1,966	$2,310	$2,654	$2,998	$3,342	$3,686	$4,030	$4,374	$4,719	$5,063	$5,407	$5,407	$5,407	$5,407	$5,652
Distrcit	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%

Collinsville CUSD #10 - 2025-2026 Activity Stipends			
Base	**45,443.38**		
Position	**Step 1**	**Step 2**	**Step 3**
Art Club	682	727	773
	1.5	1.6	1.7
Band Director- HS	4544	4635	4726
	10	10.2	10.4
Band Director- HS Asst	2727	2817	2908
	6	6.2	6.4
Band Director- MS	2727	2817	2908
	6	6.2	6.4
Band Director- MS Asst.	1591	1636	1681
	3.5	3.6	3.7
Band Director- DIS	1591	1636	1681
	3.5	3.6	3.7
Chorus- HS	2272	2318	2363
	5	5.1	5.2
Chorus- MS	1591	1636	1681
	3.5	3.6	3.7
Chorus- DIS	1591	1636	1681
	3.5	3.6	3.7
Color Guard	2727	2817	2908
	6	6.2	6.4
Computer Club	682	727	773
	1.5	1.6	1.7
DECA	682	727	773
	1.5	1.6	1.7
Department Chair Person **as listed below**	2272	2318	2363
	5	5.1	5.2
Dorris Boys Basketball (4)	682	727	773
	1.5	1.6	1.7
Dorris Girls Basketball (4)	682	727	773
	1.5	1.6	1.7
Dorris Volleyball (4)	682	727	773
	1.5	1.6	1.7
Dorris Track (2 Boys', 2 Girls')	682	727	773
	1.5	1.6	1.7
Dorris/Elementary STEM (1-DIS, 1- Elem)	682	727	773
	1.5	1.6	1.7
Drama Club- CMS	1591	1636	1681
	3.5	3.6	3.7
Elementary Curriculum Council (7)	1591	1636	1681
	3.5	3.6	3.7
Elementary Vocal Music	1591	1636	1681
	3.5	3.6	3.7
E-Sports (DIS, CMS, CHS)	682	727	773
	1.5	1.6	1.7
French Club	682	727	773
	1.5	1.6	1.7
Freshman Class Sponsor	682	727	773
	1.5	1.6	1.7
Future Nurses (HOSA)	682	727	773
	1.5	1.6	1.7
Future Teachers Club	682	727	773
	1.5	1.6	1.7
German Club	682	727	773
	1.5	1.6	1.7

Honor Society (CHS and CMS)	682	727	773
	1.5	1.6	1.7
Vex/Robotics Club	682	727	773
	1.5	1.6	1.7
Junior Class Sponsor	1591	1636	1681
	3.5	3.6	3.7
Kahok Business Professionals	682	727	773
	1.5	1.6	1.7
Kahok Krazies	682	727	773
	1.5	1.6	1.7
Kahoki	2727	2817	2908
	6	6.2	6.4
Kahokian	2727	2817	2908
	6	6.2	6.4
KahokStrong (2)	1591	1636	1681
	3.5	3.6	3.7
Key Club	682	727	773
	1.5	1.6	1.7
Latin Club	682	727	773
	1.5	1.6	1.7
Math Club (CHS and CMS)	682	727	773
	1.5	1.6	1.7
Math Team	1363	1409	1454
	3	3.1	3.2
Math Team Assistant	682	727	773
	1.5	1.6	1.7
Metal Club-CAVC	682	727	773
	1.5	1.6	1.7
Model United Nations	682	727	773
	1.5	1.6	1.7
Monogram Club	682	727	773
	1.5	1.6	1.7
Multicultural Club	682	727	773
	1.5	1.6	1.7
Open Gate (38)	2727	2817	2908
	6	6.2	6.4
Quill and Scroll	454	500	545
	1	1.1	1.2
Safety Patrol Supervisors	682	727	773
	1.5	1.6	1.7
Scholar Bowl	1363	1409	1454
	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	682	727	773
	1.5	1.6	1.7
Senior Class Sponsor	1591	1636	1681
	3.5	3.6	3.7
SKILLS USA	1363	1409	1454
	3	3.1	3.2
Sophomore Class Sponsosr	682	727	773
	1.5	1.6	1.7
Spanish Club	682	727	773
	1.5	1.6	1.7
Speech Club	909	954	1000
	2	2.1	2.2
Student Council, CHS	2727	2817	2908
	6	6.2	6.4
Student Council, CMS	682	727	773
	1.5	1.6	1.7

Thespians and Drama Club- CHS	3635	3726	3817
	8	8.2	8.4
Yearbook, CMS and DIS	682	727	773
	1.5	1.6	1.7
Young CEO- DIS (2)	682	727	773
	1.5	1.6	1.7

* CHS Departments - 12 positions (Business, Family & Consumer Science, English, Special Education, Math, PE/Health, Fine Arts, Science, Social Studies, Foreign Language, Counseling, Industrial Technology)
* CMS Departments - 8 positions (Math, English, Science, Social Science, Exploratory, PE/Health, Special Education, Intervention)

Collinsville CUSD #10 - 2026-2027 Activity Stipends			
Base	**47,261.11**		
Position	**Step 1**	**Step 2**	**Step 3**
Art Club	709	756	803
	1.5	1.6	1.7
Band Director- HS	4726	4821	4915
	10	10.2	10.4
Band Director- HS Asst	2836	2930	3025
	6	6.2	6.4
Band Director- MS	2836	2930	3025
	6	6.2	6.4
Band Director- MS Asst.	1654	1701	1749
	3.5	3.6	3.7
Band Director- DIS	1654	1701	1749
	3.5	3.6	3.7
Chorus- HS	2363	2410	2458
	5	5.1	5.2
Chorus- MS	1654	1701	1749
	3.5	3.6	3.7
Chorus- DIS	1654	1701	1749
	3.5	3.6	3.7
Color Guard	2836	2930	3025
	6	6.2	6.4
Computer Club	709	756	803
	1.5	1.6	1.7
DECA	709	756	803
	1.5	1.6	1.7
Department Chair Person **as listed below**	2363	2410	2458
	5	5.1	5.2
Dorris Boys Basketball (4)	709	756	803
	1.5	1.6	1.7
Dorris Girls Basketball (4)	709	756	803
	1.5	1.6	1.7
Dorris Volleyball (4)	709	756	803
	1.5	1.6	1.7
Dorris Track (2 Boys', 2 Girls')	709	756	803
	1.5	1.6	1.7
Dorris/Elementary STEM (1-DIS, 1- Elem)	709	756	803
	1.5	1.6	1.7
Drama Club- CMS	1654	1701	1749
	3.5	3.6	3.7
Elementary Curriculum Council (7)	1654	1701	1749
	3.5	3.6	3.7
Elementary Vocal Music	1654	1701	1749
	3.5	3.6	3.7
E-Sports (DIS, CMS, CHS)	709	756	803
	1.5	1.6	1.7
French Club	709	756	803
	1.5	1.6	1.7
Freshman Class Sponsor	709	756	803
	1.5	1.6	1.7
Future Nurses (HOSA)	709	756	803
	1.5	1.6	1.7
Future Teachers Club	709	756	803
	1.5	1.6	1.7
German Club	709	756	803
	1.5	1.6	1.7

Honor Society (CHS and CMS)	709	756	803
	1.5	1.6	1.7
Vex/Robotics Club	709	756	803
	1.5	1.6	1.7
Junior Class Sponsor	1654	1701	1749
	3.5	3.6	3.7
Kahok Business Professionals	709	756	803
	1.5	1.6	1.7
Kahok Krazies	709	756	803
	1.5	1.6	1.7
Kahoki	2836	2930	3025
	6	6.2	6.4
Kahokian	2836	2930	3025
	6	6.2	6.4
KahokStrong (2)	1654	1701	1749
	3.5	3.6	3.7
Key Club	709	756	803
	1.5	1.6	1.7
Latin Club	709	756	803
	1.5	1.6	1.7
Math Club (CHS and CMS)	709	756	803
	1.5	1.6	1.7
Math Team	1418	1465	1512
	3	3.1	3.2
Math Team Assistant	709	756	803
	1.5	1.6	1.7
Metal Club-CAVC	709	756	803
	1.5	1.6	1.7
Model United Nations	709	756	803
	1.5	1.6	1.7
Monogram Club	709	756	803
	1.5	1.6	1.7
Multicultural Club	709	756	803
	1.5	1.6	1.7
Open Gate (38)	2836	2930	3025
	6	6.2	6.4
Quill and Scroll	473	520	567
	1	1.1	1.2
Safety Patrol Supervisors	709	756	803
	1.5	1.6	1.7
Scholar Bowl	1418	1465	1512
	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	709	756	803
	1.5	1.6	1.7
Senior Class Sponsor	1654	1701	1749
	3.5	3.6	3.7
SKILLS USA	1418	1465	1512
	3	3.1	3.2
Sophomore Class Sponsosr	709	756	803
	1.5	1.6	1.7
Spanish Club	709	756	803
	1.5	1.6	1.7
Speech Club	945	992	1040
	2	2.1	2.2
Student Council, CHS	2836	2930	3025
	6	6.2	6.4
Student Council, CMS	709	756	803
	1.5	1.6	1.7

Thespians and Drama Club- CHS	3781	3875	3970
	8	8.2	8.4
Yearbook, CMS and DIS	709	756	803
	1.5	1.6	1.7
Young CEO- DIS (2)	709	756	803
	1.5	1.6	1.7

* CHS Departments - 12 positions (Business, Family & Consumer Science, English, Special Education, Math, PE/Health, Fine Arts, Science, Social Studies, Foreign Language, Counseling, Industrial Technology)
* CMS Departments - 8 positions (Math, English, Science, Social Science, Exploratory, PE/Health, Special Education, Intervention)

Collinsville CUSD #10 - 2027-2028 Activity Stipends			
Base	**49,151.56**		
Position	**Step 1**	**Step 2**	**Step 3**
Art Club	737	786	836
	1.5	1.6	1.7
Band Director- HS	4915	5013	5112
	10	10.2	10.4
Band Director- HS Asst	2949	3047	3146
	6	6.2	6.4
Band Director- MS	2949	3047	3146
	6	6.2	6.4
Band Director- MS Asst.	1720	1769	1819
	3.5	3.6	3.7
Band Director- DIS	1720	1769	1819
	3.5	3.6	3.7
Chorus- HS	2458	2507	2556
	5	5.1	5.2
Chorus- MS	1720	1769	1819
	3.5	3.6	3.7
Chorus- DIS	1720	1769	1819
	3.5	3.6	3.7
Color Guard	2949	3047	3146
	6	6.2	6.4
Computer Club	737	786	836
	1.5	1.6	1.7
DECA	737	786	836
	1.5	1.6	1.7
Department Chair Person **as listed below**	2458	2507	2556
	5	5.1	5.2
Dorris Boys Basketball (4)	737	786	836
	1.5	1.6	1.7
Dorris Girls Basketball (4)	737	786	836
	1.5	1.6	1.7
Dorris Volleyball (4)	737	786	836
	1.5	1.6	1.7
Dorris Track (2 Boys', 2 Girls')	737	786	836
	1.5	1.6	1.7
Dorris/Elementary STEM (1-DIS, 1- Elem)	737	786	836
	1.5	1.6	1.7
Drama Club- CMS	1720	1769	1819
	3.5	3.6	3.7
Elementary Curriculum Council (7)	1720	1769	1819
	3.5	3.6	3.7
Elementary Vocal Music	1720	1769	1819
	3.5	3.6	3.7
E-Sports (DIS, CMS, CHS)	737	786	836
	1.5	1.6	1.7
French Club	737	786	836
	1.5	1.6	1.7
Freshman Class Sponsor	737	786	836
	1.5	1.6	1.7
Future Nurses (HOSA)	737	786	836
	1.5	1.6	1.7
Future Teachers Club	737	786	836
	1.5	1.6	1.7
German Club	737	786	836
	1.5	1.6	1.7

Honor Society (CHS and CMS)	737	786	836
	1.5	1.6	1.7
Vex/Robotics Club	737	786	836
	1.5	1.6	1.7
Junior Class Sponsor	1720	1769	1819
	3.5	3.6	3.7
Kahok Business Professionals	737	786	836
	1.5	1.6	1.7
Kahok Krazies	737	786	836
	1.5	1.6	1.7
Kahoki	2949	3047	3146
	6	6.2	6.4
Kahokian	2949	3047	3146
	6	6.2	6.4
KahokStrong (2)	1720	1769	1819
	3.5	3.6	3.7
Key Club	737	786	836
	1.5	1.6	1.7
Latin Club	737	786	836
	1.5	1.6	1.7
Math Club (CHS and CMS)	737	786	836
	1.5	1.6	1.7
Math Team	1475	1524	1573
	3	3.1	3.2
Math Team Assistant	737	786	836
	1.5	1.6	1.7
Metal Club-CAVC	737	786	836
	1.5	1.6	1.7
Model United Nations	737	786	836
	1.5	1.6	1.7
Monogram Club	737	786	836
	1.5	1.6	1.7
Multicultural Club	737	786	836
	1.5	1.6	1.7
Open Gate (38)	2949	3047	3146
	6	6.2	6.4
Quill and Scroll	492	541	590
	1	1.1	1.2
Safety Patrol Supervisors	737	786	836
	1.5	1.6	1.7
Scholar Bowl	1475	1524	1573
	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	737	786	836
	1.5	1.6	1.7
Senior Class Sponsor	1720	1769	1819
	3.5	3.6	3.7
SKILLS USA	1475	1524	1573
	3	3.1	3.2
Sophomore Class Sponsosr	737	786	836
	1.5	1.6	1.7
Spanish Club	737	786	836
	1.5	1.6	1.7
Speech Club	983	1032	1081
	2	2.1	2.2
Student Council, CHS	2949	3047	3146
	6	6.2	6.4
Student Council, CMS	737	786	836
	1.5	1.6	1.7

Thespians and Drama Club- CHS	3932	4030	4129
	8	8.2	8.4
Yearbook, CMS and DIS	737	786	836
	1.5	1.6	1.7
Young CEO- DIS (2)	737	786	836
	1.5	1.6	1.7

* CHS Departments - 12 positions (Business, Family & Consumer Science, English, Special Education, Math, PE/Health, Fine Arts, Science, Social Studies, Foreign Language, Counseling, Industrial Technology)
* CMS Departments - 8 positions (Math, English, Science, Social Science, Exploratory, PE/Health, Special Education, Intervention)

GRIEVANCE FORM

(For use with Collective Bargaining Agreement between the Board and the Collinsville Education Association, IEA-NEA)

_____ _____

Grievant **Work Location and/or Assignment**

DESCRIPTION OF GRIEVANCE:
DATE OF OCCURRENCE:
ARTICLES AND/OR POLICIES IN QUESTION:
REMEDY REQUESTED:

DATE: _____ _____

Signature of Grievant

(If additional sheets need to be attached to this Grievance Form to provide additional space for description, remedies, explanations, responses, position statement, etc., please make reference to any attachments in the appropriate place on this Grievance form.)

(STEP 1) Grievance Received by _____on _____ (date)

Principal or Immediately Involved Supervisor's Response:

_____ _____

Date **Principal or Immediately Involved Supervisor's Signature**

Position of Grievant:

_____ _____

Date **Grievant's Signature**

(STEP 2) Grievance Received by _____ on _____ (date)

Superintendent's Response:

_____ _____

Date **Superintendent's Signature**

Position of Grievant:

_____ _____

Date **Grievant's Signature**

(STEP 3) Grievance Received by _____ on _____ (date)

Board of Education's Response:

_____ _____

Date **Board of Education Representative's Signature**

Position of Grievant:

_____ _____

Date **Grievant's Signature**

(STEP 4)

Name of Mediator:

Disposition of Grievance:

_____ _____

Date of Disposition **Mediator's Signature**

(**STEP 5)**

Name of Arbitrator:

Arbitrator's Decisions:

_____ _____

Date of Decision **Arbitrator's Signature**

Teacher Pay Form

Your Name: _____

School: _____

1

Grade/Class Covered: _____

Teacher Covered For: _____

Date: _____ Time: _____

2

Grade/Class Covered: _____

Teacher Covered For: _____

Date: _____ Time: _____

3

Grade/Class Covered: _____

Teacher Covered For: _____

Date: _____ Time: _____

_____ _____

Teacher's Signature Date

_____ _____

Building Administrator's Signature Date

Please forward to the switchboard operator by the end of each month.

_____ _____

Superintendent's Signature Date

COLLINSVILLE COMMUNITY UNIT DISTRICT #10
201 WEST CLAY STREET • COLLINSVILLE, IL • 62234
WWW.KAHOKS.ORG • PHONE: 618.346.6350 • FAX: 618.343.0701

DOCK DAY REQUEST

TODAY'S DATE_____

NAME_____ SCHOOL_____

DATE(S) REQUESTED TO BE DOCKED_____

REASON _____

_____

SUBSTITUTE NEEDED	YES	NO
Out of Sick Days	YES	NO
Out of Personal Days	YES	NO

_____ _____
EMPLOYEE'S SIGNATURE PRINCIPAL'S SIGNATURE

☐ APPROVED ☐ NOT APPROVED

_____
SUPERINTENDENT'S SIGNATURE

DATE:

Co-teaching Language

Class Size

In any general education class room, the total number of general education students and students with special needs will be subject to the class size language set forth in Article XI of the current parties' collective bargaining agreement and such numbers will not exceed the case load/class size limits pertaining to students with special needs as set forth in Section 226.730 of the Illinois Administrative Code.

A special education teacher or educational assistant(s) shall be present with the general education teacher, as mandated by student's IEP, while special needs students are in the general education class room with the general education teacher.

Substitutes

The district will make every effort to provide qualified substitutes in the co-taught class rooms for the general education teacher, special education teacher and/or the educational assistant(s) when the general education teacher, special education teacher or educational assistant(s) are absent.

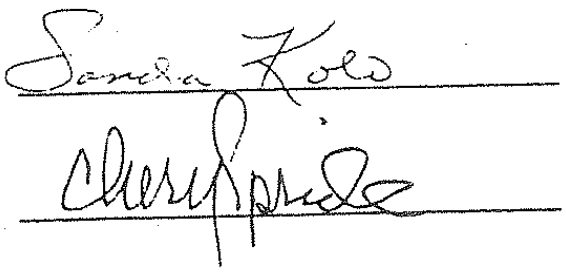
Prep. Time

Special education and general education teachers need to have a common time to plan. Every effort will be made by the administration to support general and special education teachers having a joint planning time that is adequate to support the achievement of the goals and objectives as set forth in the student's IEP.

**The use of the term general will be used synonymously with "regular" when referring to teachers employed to teach general education curriculum.

This Memorandum of Agreement is signed this _____ day of February, 2005.

For the Collinsville Education Association,
IEA-NEA:



For the Board of Education of
Collinsville Community Unit
School District #10:

SIDE LETTER

The Board and the Association agree that the issue of employees donating sick leave to employees that suffer from a catastrophic illness shall be deferred to the Sick Leave Bank Committee, and that committee shall prepare a recommendation for the Board's consideration.

For the Collinsville Education Association, IEA-NEA:

Cheryl Pride / Sandra Kolb

1/4/05
Date

For the Board of Education of Collinsville Community Unit District No. 10:

James W Ackenhausen

1/9/06
Date

FORMS FOR EMPLOYEE CATASTROPHIC ILLNESS AND INJURY

DONATION OF SICK DAYS FORM

Non-returnable donation of sick days for the
Employee Catastrophic Illness and Injury Policy

Name of donating employee:_____

Current number of sick days:_____

Donation being made to:_____

Number of days donating:_____

Conditions for donations:_____

_____
Signature of donating employee

Submit to the Sick Bank Committee

Forms for Employee Catastrophic Illness and Injury

PHYSICIAN VERIFICATION FORM

THIS FORM IS TO BE COMPLETED BY A PHYSICIAN RELATIVE TO AN EMPLOYEE REQUESTING TO RECEIVE DONATED SICK DAYS UNDER THE EMPLOYEE CATASTROPHIC ILLNESS AND INJURY POLICY OF THE COLLINSVILLE UNIT 10 SCHOOL DISTRICT.

PATIENT NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

1. ILLNESS, INJURY, OR PREGNANCY TREATED: (BE SPECIFIC)

   _____

   _____

   _____

2. IS THE CONDITION RELATED TO:

   A. PATIENT EMPLOYMENT: YES _____ NO _____
   B. AUTO ACCIDENT: YES _____ NO _____
   C. ILLNESS: YES _____ NO _____

3. HAVE YOU SEEN THE PATIENT BEFORE THE ABOVE ILLNESS?

   YES _____ DATE FIRST SEEN _____ NO _____

4. IN YOUR JUDGMENT, IS THE PATIENT AT THE PRESENT TIME ABLE TO PERFORM THE DUTIES OF HIS/HER OCCUPATION FOR THE COLLINSVILLE SCHOOL DISTRICT?

   YES _____ NO _____

5. IF THE ANSWER TO NUMBER 4 IS “NO”, WHY IS THE PATIENT NOT ABLE TO PERFORM HIS/HER DUTIES? PLEASE BE SPECIFIC.

   _____

   _____

   _____

6. IS IT YOUR OPINION THAT THE PATIENT CANNOT EVER RETURN TO HIS/HER PRESENT DUTIES?
YES _____ NO _____

7. IF THE ANSWER TO NUMBER 6 IS "NO", WHEN DO YOU ESTIMAT THE PATIENT CAN RETURN TO WORK? DATE _____

8. PLEASE STATE OTHER COMMENTS THAT MIGHT BE HELPFUL TO THE SICK LEAVE BANK COMMITTEE IN MAKING A DECISION ON THE ABOVE LISTED PATIENT:

_____

_____

_____

DOCTOR'S NAME: _____

ADDRESS: _____

_____

PHONE: _____

DOCTOR'S SIGNATURE: _____

DATE SIGNED: _____

PLEASE RETURN THE COMPLETED FORM AS SOON AS POSSIBLE TO:

Sick Bank Committee
c/o Mr. Kevin Robinson
201 West Clay Street
Collinsville, IL 62234
Phone: 618/346-6350

MEMORANDUM OF AGREEMENT ON MENTORING PROGRAM

The Collinsville Community Unit School District No. 10 (hereinafter "District") and the Collinsville Education Association, IEA-NEA (hereinafter "Association") do hereby agree to the following:

Teacher Induction Program

A teacher who volunteers and is selected to be a mentor under the Teacher Induction Program, shall perform the various duties and responsibilities of a Mentor Teacher, as outlined in the Teacher Induction Program, (including but not limited to: the responsibilities set out in the "Roles and Responsibilities" section of the Program document, attending a mentor training program, and attending the 2-day New Teacher Orientation.) The Mentor Teacher is a volunteer of the Teacher Induction Program. The Administration shall have the discretion to decide which teachers will be selected to serve as a Mentor Teacher, from among those teachers that submit an application. However, in order to be eligible to serve as a Mentor Teacher, the teacher must be tenured and must have received the highest performance rating on his/her last performance evaluation. The District Administration shall also have the discretion to terminate a Mentor Teacher from the program at any time the Administration determines that the Mentor Teacher is not performing his/her duties in a satisfactory manner. A Mentor Teacher removed from the program shall be paid the stipend prorated through the date the teacher was removed from the program.

No written documentation or information will be used for the purpose of any evaluation and/or discipline. Documents related to the TIP, may only be placed in the Teacher Induction Program files, but will not be placed in the employee's personnel file.

No written documentation or information contained herein, and prepared by the Mentor Teacher, including but not limited to the "Peer Observation Form" shall be used for the purpose of any formal evaluation, nor shall any such documentation be placed in the personnel file of any Teacher Induction Program participant.

The Teacher Induction Program is a two-year commitment. The stipend paid to a teacher serving as a mentor under the Teacher Induction Program shall be nine hundred dollars ($900) for the first year of mentoring and four hundred, fifty ($450) for the second year of mentoring. A Mentor Teacher assigned to mentor a teacher in grades 7-12 may be assigned two teachers to mentor as the same time, but the Mentor Teacher does not receive a separate stipend for each teacher he/she is assigned to mentor. A Mentor Teacher may resign from the program if he/she does not want to accept the assignment of a second teacher, and shall be paid the stipend prorated through the date the teacher resigns from the program. A Mentor Teacher assigned to mentor a teacher in grades k-6 will only be assigned one teacher to mentor.

The District may terminate the Teacher Induction Program, provided the District first notifies the Association and negotiates the termination of the program in accordance with the Illinois Labor Relations Act.

MEMORANDUM OF AGREEMENT
RTI – GRADES K-6

The Collinsville Community Unit School District No. 10 (hereinafter "District") and the Collinsville Education Association, IEA-NEA (hereinafter "Association") do hereby agree to the following Memorandum of Agreement, which addresses impact issues related to the implementation of Response to Intervention ("RTI") in grades K-6.

1. Monthly curriculum meetings under Article IV, Section 5.2, will be organized and directed by each building's faculty with administration input and oversight. Agendas will reflect work on school improvement issues including but not limited to curriculum and instruction, staff development, instructional and RTI intervention issues. Flexibility of before and after school meetings or splitting the meeting into two 1/2 hour monthly meetings is allowed if desired by the staff.

2. The District will provide RTI to students in reading and math.

3. The District will follow the contract procedures regarding class size, as set forth in Article XI.

4. RTI will not be scheduled during the "relief period" at Dorris Intermediate School. Rather, RTI at Dorris Intermediate School will be scheduled 30 minutes of each school day at a time other than the scheduled "relief period".

5. Teachers will be provided assessment training as needed. Assessment materials will be copied and provided to each teacher prior to the start of the school year. Progress monitoring can be completed during regularly scheduled Tier II and Tier III instructional time. Assessment and progress monitoring will be established by the District, but principals and teachers must mutually agree to additional assessment models or reports within their respective building.

6. Teachers shall be trained for any monitoring and/or intervention procedures in relation to RtI they are required to use.

7. For grades K-6, regular education teachers will provide RTI instruction to students placed in Tier I and II, but not Tier III.

8. The District will employ a minimum of two (2) non-certified instructional aides to provide Tier III instruction at elementary schools that are not assigned a Reading Interventionist (currently Dorris Intermediate School and Maryville). In addition to the non-certified aides (at Dorris Intermediate School and Maryville) providing Tier III instruction, other non-certified aids and certified employees, except regular education classroom and self-contained special education teachers, can be assigned Tier III instructional duties, i.e. Speech Language Specialists, etc…

9. All elementary schools will be provided with an interventionist or instructional aide to provide Tier III instruction. Interventionists or instructional aides can provide Tier II instruction. When interventionists are absent a qualified substitute will be provided when available. Interventionists may provide Tier II services as time permits.

10. The District will provide approved resources and interventions for Tier I, II and III instruction. Electronic equipment, assessment materials and other related teaching tools will be availed able to teachers prior to the start of school provided there is an understanding that availability could be impacted due to shipping dates, vendors or installation schedules. Teachers will not be negatively evaluated or disciplined if reports and/or assessments cannot be completed in a timely manner due to lack of district provided computer and/or

software resources. All technology, hardware and software (computers, etc.) shall be available for teacher/student use until the last day of student attendance for the school year so that teachers can complete all assessments.

11. Teachers will be evaluated consistent with the approved teacher evaluation plan

12. In order to provide teachers with sufficient time to prepare for RTI implementation, the District will distribute preliminary class lists to teachers no later than one week prior to the first teacher workday of each school year. However, the teacher's preliminary class list is subject to change.

13. The parties acknowledge that a teacher may have difficulty issuing grades to students that are pulled out of science and/or social studies for Tier III instruction. The teacher may, in his/her discretion, issue a student a "pass" or "fail" in lieu of a letter grade

14. The parties agree to meet and discuss future issues related to the implementation of RTI for grades K-6 which are not addressed in this memorandum.

15. The Collinsville Elementary Schools (plus Dorris Intermediate School), Collinsville Middle School and Collinsville High School RtI plans will be reviewed each year via a joint committee comprised of Association representatives (chosen by the Association leadership) and administrators. Each of the joint committees (Elementary & Intermediate Schools, Middle School and High School) will annually meet to review the RtI plans, if needed, and the committee/s will mutually agree to revision/s, if any, to the plan/s to address or remedy implementation, tier instruction, etc., issues/concerns. Any recommended changes or revisions to the RtI plans will not be implemented until the District and Association meet their bargaining obligations consistent with the Illinois Education Labor Relations Act.

Collinsville Middle School Response to Intervention Model
Grades 7-8

The goal of the CMS Response to Intervention Model is to provide high quality instruction/interventions that are matched to student needs in an effort to increase student learning rates and levels of performance.

Certified staff, whose number of class preparations will not exceed the bargained limit (2), will be scheduled to administer interventions in a Reading/Math Lab. Additional Tier 3 Intervention time may take place during the study hall period by Teacher Assistants. Students will be identified for specific interventions by their 4 Core Teacher Group (represented by a teacher for the core subject areas Math, Science, History, and Language Arts). The Reading /Math Lab interventionist may be an Expo teacher or other certified staff member.

Reading/Math Lab will be included as part of the Expo class rotation (i.e. Art, Health, Music, Keyboarding, Industrial Arts, etc.) of the cohort, (a group of students sharing a common set of 4 Core Teacher Group), placement will be in lengths of one quarter until progress is shown or alternative placement is determined. Students will move in and out of their expo as the core teacher groups/administration deems necessary for student progress.

CMS Administration will make every effort to group students in cohorts that move between groups of a set of core teachers. Core Teachers will meet on a monthly basis during the contractually agreed upon collaboration time, to review student progress and discuss changes that should be made to the interventions used, or recommend movement in or out of the Reading/Math Lab at the quarter's end. Reading/Math Lab interventionist will provide a bi-weekly report of progress to the core teachers utilizing the progress monitoring function of the intervention in use.

Examples of data that may be utilized for initial placement or movement in or out of services:

- Previous years ISAT scores
- Discovery Assessment Data
- Scholastic Reading Index
- Progress Monitoring Data
- Common Formative Assessments created by each Department
- Grades and other school related data

Every effort will be made by the building level RtI Committee/Administration to select interventions that are computer based, with built-in progress monitoring systems. Any staff member scheduled to be an Interventionists will receive training (agreed upon by both parties) on the programs that are selected prior to working in the Reading/Math Lab.

Due to our need for computer based programs, Reading/Math Lab may be scheduled into one of the four computer labs in the building or a mobile lab. Both Tier 2 and Tier 3 students will work in the Reading/Math Lab, with Tier 3 students will have additional intervention time during the study hall period when possible.

Reading/Math Lab class size will be dependent on the levels of the students within the cohort, not to exceed 28 students (estimated lab size using current data is between 12-15 students).

RtI Committee Guidelines

The district will focus on data driven decision making when considering whether a student will receive a Special Education Evaluation and possible Individual Education Program (IEP). Effective data considered includes scores garnered from: ACCESS, Discovery, DIBELS, Explore, ISAT, ISEL, Plan, PSAE, Star and Scholastic Reading/Phonics. Comparison of longitudinal trajectory, indicating growth or widening of academic gap over time, is required. These must be considered and analyzed. Work samples and grades may also be reviewed as supplemental to the other forms of data specified.

Role of the 4 Core Group (teacher cluster, team, etc.)

A student, who is below standards on the Discovery Assessment and has a historical pattern of below standard data using several of the above mentioned assessments, will be identified by his/her 4 Core Teacher Group as a student who is eligible for intervention work in the Reading and Math Lab. A listing of students ranked in order of greatest need along with their area(s) of academic concern will be provided to the building administration for placement in the Reading/Math Lab for intervention purposes. A listing of students identified as RtI eligible will be provided to the RtI Committee for monitoring purposes.

Role of the Reading/Math Lab Interventionist

The interventionists will be responsible for ensuring the intervention is done with integrity and progress data is provided to the cohort of core teachers prior to the agreed upon collaboration time. Reading/Math lab Interventionists will have collaborative /planning opportunities during one of the weekly collaboration meetings each month. Researched based Tier II and Tier III interventions must be provided prior to any referral. At least two interventions in each tier given over a minimum of an 8-10 week time period is needed to demonstrate improvement or lack thereof. Students will receive interventions in their area of academic concern. Tiered intervention data will be provided by the RtI interventionist to the 4 Core Teacher Group for possible future referral purposes.

Special Ed Referral Process for the 4 Core Teacher Group

Students, who show no growth or a widening academic gap over time, will be referred to the building level RTI Committee by their 4 Core Teacher Group and Reading/Math Lab Interventionist. The 4 Core Teacher Group will complete the required RTI Committee referral paperwork and include the documented interventions attempted and the results of intervention attempts that were provided to them by the Reading/Math Lab Interventionist. A representative of the 4Core Teacher Group may attend meeting, which will be held during the contractual work day (substitutes to be provided if needed), to discuss the completed referral.

Role of the RtI Committee

The RtI Committee will review the referral documentation on students, identified by their 4 Core Teacher Group, who show no growth or a widening academic gap per the progress monitoring assessments given by the Reading/Math Lab Interventionist. The RtI Committee will determine if the student data collected should move forward to the building level Special Education Team. No Special Education referrals will be accepted if prior team based interventions were not discussed or attempted at the building level. The district administration may decide that a record review by the Building/District Special Education Team may be in order with new students already in a Tier system at their former district.

Other Duties of the RTI Committee

If a referral is based on behavior, documented patterns of behaviors are needed. Behavior interventions and/or goal setting may be suggested by the RTI Committee. Short term behavioral concerns are not appropriate for an immediate referral. Schoolmaster print outs identifying specific ISS/OSS dates are also needed. Interventions need to be documented as to the length of time and the success rate, or lack thereof, of the multiple interventions attempted.

All building based monthly RtI Committee referrals need to be submitted to the building administrator.

COLLINSVILLE HIGH SCHOOL RTI AGREEMENT FOR THE 2015-16 SCHOOL YEAR

Objective: to help at risk students to achieve their potential.

Strategies to obtain this goal:

- After school peer tutoring on Tuesdays and Thursdays throughout the school year – Certified staff supervising the tutoring shall be compensated at the rate of .00065% of beginning base pay or use extended days from contract.
- Reading Recovery class taught by certified staff
- Writing lab
- Extended Math block classes
- Math tutoring during study halls/RTI study hall/ELL study hall
- Check and Connect
- Girls Social group
- Aventa Credit Recovery
- RTI team leader will have one period duty during the day to lead the team, work with at risk students, collect data from check and connect, and keep track of referrals and data of RTI students. This position will be approved each year in the same way department chairs are handled.
- Staff will be informed of opportunities for at risk students and given data for the first day of school
- Controlled placement of some incoming 8th graders and sharing information with freshman teachers about the academic and behavior needs of students

Things to work towards in the future:

- Implementation of referrals to RTI team
- Boys Social group
- Peer to Peer mentoring group
- Implement and use Power RTI
- Diversity and Orientation Training Days
- 21st Century Grant Proposal
- High school 101 class with credit in FACS

Collinsville High School RtI Plan

Plan Structure

Universal Screeners: These measures will be used to assess, identify, and monitor students. High School students should also be screened using existing data from elementary and/or middle school assessments.

- Discovery Education Assessment 9th and 10th
- English/Math placement tests of incoming 9th graders
- ISAT Scores of incoming 9th graders
- Attendance
- Discipline Reports
- Common Formative Assessments
- Explore/Plan Data

Interventions

Tier 1

Academic

* Implementation of Professional Communities
* Mandated use of differentiated Instruction and best practices in all classes and at all levels
* Implement and monitor standard content curriculum focused on Reading across the Curriculum
* Summer School access for increasing elective options during the school year
* Weekly Reading/Math modules
* Progress Reports/PASS weekly updates
* Access to math tutoring
* Peer tutoring

Behavioral

* Character Education Program
* Final Exam Exemption Policy

Tier 2

Academic

* Targeted Study Halls for Extended Reading and Math Program
* Aventa credit recovery on-line
* Small-group, in-class interventions
* Extended Block Math Class
* Referral to SAP/KISS
* Counselor Academic Intervention Plans
* Study Skills Groups
* ELL Services

Behavioral

* Small Social Groups
* Teachers as Mentors Program
* Social Work/Counselor Referrals

Tier 3

Academic

* Wilson Reading Program
* Alternatives School-day Schedule
* 1-on-1 instruction in the classroom
* Madison County E-Learning

Behavioral

* Alternative School Placement
* Social Work/School Psych minutes/Referral

Implementation Needs

Tier 2 Needs:

- Computerized Reading Intervention Program – Year 1 license for 40-50 students.
- 1-2 (30) minutes Intervention blocks daily supported by staff member serving as reading interventionist.
- 1 teacher to serve as the RTI Coordinator. This teacher would have an additional 1 hour preparation period during the school day. They would be responsible for monitoring program interventions and student progress, reviewing data, preparing for team meetings, and disseminating information to staff.
- Implementation of Teachers as Mentors Program

Tier 3 Needs:

- Availability of Social Worker or additional Counselor to non-IEP students

RTI Referral Form

Person Making Referral:_____ Date: _____

Student Name:_____ Age/Grade: _____

Date Parent Contacted About Referral: _____ By Whom?: _____

What are the strengths, talents, or specific interests for this student?

_____

_____

_____

_____

How does this student's academic skills compare to those of "average" students in your classroom?

Subject	Below Grade Level	At or Above Grade Level
Reading		
Writing		
Math		
Science		

Instructional Information: What makes this student difficult to teach? List any academic factors that seem to negatively affect the student's progress?_____

_____

_____

_____

What Instructional Strategies have you tried with this student?

_____

_____

_____

_____

For RTI Team Use

Assessment Data	
ISAT/Explore/Plan	
Discovery Data	
Attendance Data	
Discipline Data	

RTI Team Recommendations

Tier 2-Academic

- ☐ Peer Tutoring
- ☐ Study Skills Group
- ☐ Counselor Academic Intervention Plan
- ☐ ELL Services
- ☐ Extended Reading Study Hall
- ☐ Referral to SAP/KISS
- ☐ Aventa Credit Recovery

Tier 2-Behavior

- ☐ Small Social Group
- ☐ Teachers as Mentors Program
- ☐ Social Work/Counselor Referral
- ☐ Targeted Study Hall

HOLLYWOOD HEIGHTS

MEMORANDUM OF AGREEMENT

The ***Board of Education of Collinsville Community Unit School District #10 (hereinafter "the Board")*** and the ***Collinsville Education Association, an affiliate of the Illinois Education Association-NEA and the National Education Association (hereinafter "the CEA")*** hereby agree to the following provisions during the 2017-2018 school year, concerning the Special Education worksite's (Hollywood Heights) Master Schedule and teachers' daily workday schedule:

Any and all negotiated provisions between the Board and the CEA shall remain in effect and apply to this worksite including but not limited to the Special Education worksite's (Hollywood Heights) Master schedule and the daily workday schedule for the employees of the bargaining unit in accordance to Article 4 Employment Conditions: Section 1. Teacher Arrival/Dismissal; Section 3. Teacher Relief Periods and Elementary Deviation; and Section 4. Teachers and Specialists Planning/Preparation periods.

a) The 2017-2018 Hollywood Heights schedule shall be as follows:

Hollywood Heights
2017-2018
Schedule

	Elementary	Middle	High School
7:20 -7:30	Breakfast	Breakfast	Breakfast
7:30 – 8:15	Homeroom/P.E.	Social Studies	English I ,II, III, IV
8:15-9:00	Math	Math/Pre-Algebra	Algebra I, Geometry/Math Models, Algebra II, Applied Math/ Consumer Math
9:00 – 9:45	9:00 – 9:30 ELA Block Recess 9:30-9:45(Teacher Relief Time)	P.E.	US History/ World Geography
9:45 – 10:30	PE/Music/Personal Skills	ELA	Microsoft Apps 1 sem. Health – 1 semester Civics – 1 semester
10:30 – 11:15	ELA Block cont	ELA' cont & ends at 10:44 then study hall (31 mins same at CMS)	Lunch/Study
11:15 – 12:00	Lunch/Recess (Teacher's Lunch is 45 min)	Lunch 30 minutes	Physical Science/Biology
12:00-12:45	Math	Science	Microsoft Apps 1 sem. And Personal Skills 1 sem.
12:45-1:30	Science/Social Studies Recess begins at 1:10 – 1:25 (Teacher relief time)	Health – 1 semester Keyboarding – 1 semester	PE will end at 1:20 so teacher can start prep. MSW will Go into the room to mark student points as they get ready to leave.

1:30 – 2:15	Prep	Prep	Prep (1:20 – 2:15)
	Teacher Release	Teacher Release	Teacher Release
	45 min. x 5 Prep 45 min. x 5 Lunch 30 min recess Teacher Relief Time	45 min. x 5 Prep 30 min. x 5 Duty Free Lunch Study Hall (31 mins.)	55 min. x 5 Prep 30 min. x 5 Lunch Duty Free

1) The terms of this Memorandum of Agreement shall in no way affect, abrogate or change any of the remaining provisions of the Collective Bargaining Agreement between the Board and the CEA, and shall not in any way negate, reduce, eliminate or acquiesce the parties' contractual or statutory rights and the mutual obligation to develop and bargain the Master Schedule for the Special Education worksite, Hollywood Heights, and the daily workday schedule for employees of the bargaining unit at said worksite.

2) This Memorandum of Agreement shall be effective for the 2017-2018 school year and shall expire on the last day before the next school year, 2018-2019, unless otherwise modified by the parties in a written, mutually agreed upon, signed Memorandum of Agreement by the last day of the 2017-2018 school year.

3) This memorandum of agreement shall not constitute a past practice or custom for either the District or Association.

This Memorandum of Agreement is signed this 03 day of April, 2017.

For the Collinsville Education Association, IEA-NEA:

Denise Gruber Cigliana
Denise Gruber-Cigliana, CEA Co-President

Stacey Lauenstein
Stacey Lauenstein, CEA Co-President

For the Board of Education of Collinsville Community Unit School District #10:

Gary A Peccola
Gary Peccola, CCUSD No. 10 Board President

Robert E. Green
Robert E. Green, CCUSD No. 10 Superintendent

Collinsville Community Unit School District 10
201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made and entered into this first school day of the 2025-2026 school year and terminates on the last school day of the 2027-2028 school year. This MOU is between the Collinsville Community Unit School District No. 10 ("District") and the Collinsville Education Association, IEA/NEA ("Association"), the exclusive representative for certified personnel employed by the District.

WHEREAS, the District and the Association are parties to a collective bargaining agreement ("Agreement"); and

WHEREAS, the District and the Association agree that this Memorandum of Understanding does not revise, modify, amend, alter, or change in any way the current Agreement between the parties; and

NOW, THEREFORE, the parties agree as follows:

During the term of this MOU, the parties agree to modify Article IV, Section 4, of the Collective Bargaining agreement and CHS and CMS job description and stipend:

- Secondary teachers shall have at least one preparation period per school day. Preparation periods for elementary teachers shall be provided when specialists (PE and Music Teachers) are scheduled and when the presence of the teacher is not necessary to the program. Specialist time shall be a minimum of one hundred twenty minutes per week (120) at the kindergarten through 6th grade levels, which will be scheduled by the administration in segments of time in its discretion.

- High School and Middle School Department Chair Job Description as detailed in the attached document with a stiped of 5.1, 5.2 and 5.3.

The District and CEA agree that this agreement shall not establish a past practice or custom nor require either party to take the same or similar course of action in the future.

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10:

Dr. Brad Skertich, Superintendent — Date: 6/23/25

COLLINSVILLE EDUCATION ASSOCIATION, IEA/NEA:

Lisa Calvert, CEA Co-President — Date: 6.23.25

Emily Thoman, CEA Co-President — Date

Collinsville Community Unit School District 10
201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

High School and Middle School
Department Chair Job Description (MOU)

Qualifications

Hold Appropriate Illinois Teaching Certification or License
Master's degree in content area (preferred)
Leadership abilities
Knowledge of content standards
Curriculum development background (preferred)
Excellent evaluation rating

Basic Functions

Provide your department with curriculum and instruction guidance throughout the school year with a paid stipend per CEA contract language.
No Study Hall/Kahok Connect
8 hours per year of professional development during Teacher Inservice and PLC's per year.

General Duties and Responsibilities

- Ongoing research on instructional best practice within the department
- Attend trainings and workshops to maintain knowledge and skill set
- Collaborate and serve on School Improvement Team and take part in school improvement planning - some of which may occur outside of contractual hours
- Collaborate and maintain regular communication with administration and share with the department
- Provide department with curriculum and technology guidance and resources
- Share resources; plan and lead professional development for the department
- Discuss student assessment data with PLC teams and individual teachers for analytical purposes and instructional practices to improve student outcomes
- Organize and facilitate horizontal and vertical alignment annually.
- Work with administration to guide and monitor PLC teams
- Lead department in purchase of course material and supplies; monitor supplies and inventory
- Collaborate with the administration and department to develop schedules and plan professional development.

Collective Bargaining Agreement

between

Collinsville Community Unit School District No. 10

and

Collinsville Education Association

An affiliate of Illinois Education Association and the National Education Association

2025-2028

INDEX

			Page
ARTICLE I	**RECOGNITION**		**1**
ARTICLE II	**ASSOCIATION RIGHTS**		**2**
	Section 1.	Free and open exchange of views	2
	Section 2.	Use of school buildings for meetings	2
	Section 3.	Building membership meetings	2
	Section 4.	Names and addresses of new employees	2
	Section 5.	Association meetings	2
	Section 6.	Association days	2
	Section 7.	Building representatives	2
	Section 8.	Employee conferences	2
	Section 9.	Personnel files	2
	Section 10.	Evaluation material	2
	Section 11.	Use of facilities for communication	3
	Section 12.	Membership discrimination	3
	Section 13.	Copies of Agreement	3
	Section 14.	Board agenda	3
	Section 15.	Salary statements	3
	Section 16.	Operating procedures	3
	Section 17.	Meetings with Superintendent	3
	Section 18.	Special state or federal funds	3
	Section 19.	Dues deduction	3
ARTICLE III	**GRIEVANCE PROCEDURE**		**4**
	Section 1.	Definitions	4
	Section 2.	Procedures	4
	Section 3.	Stipulations	6
ARTICLE IV	**EMPLOYMENT CONDITIONS**		**8**
	Section 1.	Arrival and departure time	8
	Section 2.	Extracurricular participation	8
	Section 3.	Relief periods	8
	Section 4.	Preparation period	9
	Section 5.	Professional staff meetings	9
	Section 6.	Regular teachers as substitutes	10
	Section 7.	Relief time for special teachers	10
	Section 8.	Extracurricular compensation	10
	Section 9.	Calendar	11
	Section 10.	Statement of Economic Interests	12
	Section 11.	Teacher Dress and Appearance	12
	Section 12.	Lesson Plans	12
	Section 13	Grading	12
	Section 14	Employment Conditions for Special Education Certified Staff	13

			Page
ARTICLE V	**EMPLOYEE FACILITIES, EQUIPMENT AND MATERIALS**		**13**
	Section 1.	Employee reference material	13
	Section 2.	Staff dining room	13
	Section 3.	Telephone facilities	13
	Section 4.	Storage space for school supplies	13
	Section 5.	Personal storage space	13
	Section 6.	Employee parking area	13
	Section 7.	Communication system	13
	Section 8.	Clerical facilities	13
	Section 9.	Lounge facilities	13
	Section 10.	Requisitions for supplies	14
	Section 11.	Textbook and instructional supply adoption	14
	Section 12.	Computer Security and District Network/Internet Use Policy	15
	Section 13.	Surveillance Cameras	15
	Section 14.	Running Start Program	15
ARTICLE VI	**STAFF PROTECTION**		**16**
	Section 1.	Complaints against teachers	16
	Section 2.	Teacher's right to answer complaint	16
	Section 3.	Damage to personal property	16
	Section 4.	Classroom discipline	16
	Section 5.	Suspension and Expulsion of Pupils	17
	Section 6.	Policy Governing Corporal Punishment	17
ARTICLE VII	**EMPLOYEE AUTHORITY AND RESPONSIBILITY**		**17**
	Section 1.	Board support	17
ARTICLE VIII	**EMPLOYEE EVALUATION**		**17**
	Section 1.	Principal's responsibility	17
	Section 2.	Itinerant staff assigned to Home-School	19
	Section 3.	Employee knowledge of observation	20
	Section 4.	Informal and impromptu visits	20
	Section 5.	Employee Performance Rating of “Needs Improvement”	20
	Section 6.	Employee Performance Rating of “Unsatisfactory” and Remediation	20
	Section 7.	Review of Evaluation Plan	20
ARTICLE IX	**EMPLOYEE DISCIPLINE**		**20**
	Section 1.	Definition of employee discipline and due process	20
	Section 2.	Emergency response	21
	Section 3.	Confidentiality – meetings	21
	Section 4.	Confidentiality – information	21

			Page
ARTICLE X	**EMPLOYMENT QUALIFICATIONS AND ASSIGNMENTS**		**21**
	Section 1.	Assignment outside of major field	21
	Section 2.	Degree requirements	21
	Section 3.	Certification	22
	Section 4.	Professional conferences and meetings	22
	Section 5.	Notification of assignments	22
	Section 6.	Employee transfers	22
	Section 7.	Vacancies	22
	Section 8.	Involuntary transfers	22
	Section 9.	Teacher Displacement for Reasons Other Than RIF	23
	Section 10.	Summer school positions	23
	Section 11.	Considerations in filling summer school positions	23
	Section 12.	Posting of summer school positions	23
	Section 13.	Recommendations for employment of summer school teachers	23
	Section 14.	Permanent Substitute Teacher	23
	Section 15.	Standards and Expectations for Coaches	24
ARTICLE XI	**CLASS SIZE**		**26**
	Section 1.	Class sizes K through 6	26
	Section 2.	Class sizes 7 through 12	26
	Section 3.	"Make All Efforts" for Class Size Grades K-6	27
	Section 4.	70/30 IEP Ratio	27
	Section 5.	Special Education Caseload	27
	Section 6.	ELL/Bilingual	27
ARTICLE XII	**REDUCTION IN TEACHERS**		**28**
	Section 1.	Association to be informed	28
	Section 2.	Procedures for reduction	28
	Section 3.	Re-employment procedures	30
	Section 4.	Bumping provisions	30
	Section 5.	Proficient Ratings	30
ARTICLE XIII	**LEAVES**		**31**
	Section 1.	Sick leave	31
	Section 2.	Parental leave	33
	Section 3.	Personal leave	34
	Section 4.	Jury duty	35
	Section 5.	Sustained incapacity	35
	Section 6.	Funeral leave	35
	Section 7.	Military leave	35
	Section 8.	Sabbatical leave	36

Page

Section 9. Deduct days 38
Section 10. Unused accumulated sick leave days 38

ARTICLE XIV ATTENDANCE INCENTIVE 38

Section 1. Qualifications for additional amount to be added to salary 38
Section 2. Changes in TRS rules 39
Section 3. Notice of Retirement Submission 39
Section 4. TRS Limits 39
Section 5. Failure to Retire as Scheduled 39
Section 6. TRS Rules on Attendance Incentive 39
Section 7. Attendance Incentive Payout 40

ARTICLE XV FRINGE BENEFITS 40

Section 1. Health insurance 40
Section 2. TRS Contributions 40
Section 3. Employee Badge Activity Pass 41
Section 4. 403(b) Plan 41

ARTICLE XVI COMPENSATION 42

Section 1. Salary schedule 42
Section 2. Experience credit 42
Section 3. Ten or twelve month pay period option 42
Section 4. Salary computational errors 42
Section 5. Automotive mileage 42
Section 6. Summer School 42
Section 7. Night School 43
Section 8. Saturday School 43
Section 9. Homebound program 43
Section 10. Irregular teaching duty 43
Section 11. Driver's Education (Behind the Wheel) 43
Section 12. No unauthorized deduction 43
Section 13. Worker's Comp 43
Section 14. 60 hour Master's degrees 43
Section 15. Lead Teachers 44
Section 16. Early Retirement Incentive 44

ARTICLE XVII COMMITTEES 46

Vocational Committee 46
Special Education Concerns 46
Board Liaison Budget Committee 46

Page

ARTICLE XVIII TERMINATION AND NEGOTIATIONS PROCEDURES **46**

Section 1.	Good faith negotiations	46
Section 2.	Responsibility to meet	46
Section 3.	Delegation of power and authority	46
Section 4.	Selection of negotiating representatives	46
Section 5.	Negotiations starting date	47
Section 6.	Designation of spokesperson	47
Section 7.	Public not invited	47
Section 8.	Communication of negotiations process	47
Section 9.	Resource consultants	47
Section 10.	Records of negotiation meetings	47
Section 11.	Items agreed upon	47
Section 12.	Impasse	47
Section 13.	Costs for mediator	47
Section 14.	Changes to Agreement	47
Section 15.	Contracts prior to reaching agreement	47
Section 16.	Ratification and approval	48

ARTICLE XIX EFFECT OF AGREEMENT **48**

Section 1.	Legality	48
Section 2.	Terms and conditions	48
Section 3.	Reflection of terms and conditions in contracts	48
Section 4.	No strike during duration of Agreement	48
Section 5.	Effective dates of contract	48

AGREEMENT ADOPTION AND SIGNATURES **48**

ATTACHMENTS:

- TEACHERS' SALARY SCHEDULE: 2025-2026, 2026-2027, 2027-2028
- ATHLETIC PERCENTAGE SCHEDULE: 2025-2026, 2026-2027, 2027-2028
- EXTRACURRICULAR PERCENTAGE SCHEDULE: 2025-2026, 2026-2027, 2027-2028
- GRIEVANCE FORM
- INTERNAL SUBSTITUTE TEACHER REPORTING FORM
- DISTRICT DEDUCT DAY REQUEST FORM
- MEMORANDUM OF AGREEMENT ON CO-TEACHING
- SIDE LETTER & FORMS FOR CATASTROPHIC ILLNESS AND INJURY
- MEMORANDUM OF AGREEMENT ON MENTORING PROGRAM
- MEMORANDUM OF AGREEMENT ON RESPONSE TO INTERVENTIONS (RtI)
- COLLINSVILLE MIDDLE SCHOOL RESPONSE TO INTERVENTION (RtI)
- MEMORANDUM OF AGREEMENT FOR COLLINSVILLE HIGH SCHOOL RESPONSE TO INTERVENTION (RtI)
- MEMORANDUM OF AGREEMENT ON HOLLYWOOD HEIGHTS SCHEDULE
- MEMORANDUM OF UNDERSTANDING ON DEPARTMENT CHAIR POSITIONS

AGREEMENT

The Board of Education of the Collinsville Community Unit School District No. 10, State of Illinois (hereinafter referred to as the "Board"), and the Collinsville Education Association, an affiliate of the Illinois Education Association and the National Education Association (hereinafter called the "Association"), on behalf of the Association and behalf of the employees in the bargaining unit recognized and described in Article I of this Agreement, agree as follows:

ARTICLE I: RECOGNITION

Section 1. The Board of Education of School District No. 10, Madison County, Collinsville, Illinois, recognizes the Collinsville Education Association as the sole and exclusive negotiating agent for all regularly employed professionally certified personnel, except for administrative and supervisory personnel. When used hereinafter in this Agreement, the term "teacher" or "teachers" shall refer to a member or members of the bargaining unit represented by the Association.

ARTICLE II: ASSOCIATION RIGHTS

Section 1. Attainment of educational objectives of the District requires mutual understanding and cooperation between the Board, the Administrative and Supervisory Staff and the Professional Teaching Personnel. To this end, free and open exchange of views is desirable and necessary, with all parties in deliberation leading to the determination of matters of mutual concern.

Section 2. The Association and its representatives shall have the right to use school buildings for meetings outside of school hours provided that when special custodial service is required, the Board may make a reasonable charge if a custodian is needed.

Section 3. All members of the Association Board of Directors shall have the right to call meetings of the membership in that building. Time for announcements of the date and place of Association meetings shall be provided in regular staff meetings in each building if the Principal is informed in advance.

Section 4. Names and addresses of newly hired employees shall be provided to the Association following approval of their contracts.

Section 5. The first Thursday of each month shall be for Association meetings and no school-sponsored teachers' meeting shall be held on this day.

Section 6. Officers and delegates of the Association shall be excused without loss of pay for an aggregate of forty (40) days for Association conferences and business with the provision that the Association pay the cost of the substitute teachers. Official request for such released time shall be made by the President(s) of the Association to the Superintendent or his/her designee. Each Co-President may use no more than fifteen (15) Association days in any one contract year. All other officers and delegates of the Association may use no more than twelve and one half (12 ½) Association days in any one contract year.

Section 7. The Association may appoint Association Members in each building as its official representative who shall be recognized by all parties to this Agreement.

Section 8. An employee shall have the right to have Association representation at all meetings which relate to potential or actual adverse employment action against the employee. The employee shall also have the right to Association representation at any follow-up meetings. The supervisor, administrator, or Board shall notify the employee and Association Representative in writing at least three (3) workdays in advance of any such meetings (except in cases in which the administrator determines is an emergency), giving reasons for the meeting.

Section 9. Employees shall have the right to examine, in the presence of the person responsible for the files, the contents of their personnel file in their building and the central office except for those documents that are exempt by law. Copies of the contents of the file which are not restricted may be made available to the employee subject to a fee schedule.

Section 10. An employee shall examine all material of an evaluative nature to be placed in their personnel file prior to its inclusion in the file.

Article II: Association Rights (cont'd.)

Section 11. The Association shall have the use of the institutional bulletin boards, mailboxes and other communication media.

Section 12. Employees shall have the right to organize, join and assist the Association and to participate in professional negotiations with the Board. The Board shall not discriminate against any employee with respect to hours, wages, terms and conditions of employment for reason of membership in the Association, participation in negotiations with the Board, or the institution of any grievance, complaint or proceeding under this Agreement.

Section 13. Within thirty (30) days of ratification of the Agreement, the Board shall have the Agreement prepared and available electronically to the Association.

Section 14. In an attempt to keep the Association informed, an agenda of all regular and special meetings of the Board will be provided to the Association President(s) prior to the meeting, along with minutes of the preceding meeting.

Section 15. The Board shall not issue individual employee salary statements during negotiations before agreement has been reached between the Board and the Association. However, the Board may issue individual contracts to new employees.

Section 16. In the development of the operating procedures, we recognize the value and desirability of employee involvement and encourage their recommendations.

Section 17. The Association Board of Directors shall meet at regular monthly intervals with the Superintendent of Schools to discuss matters of common concern. These matters may include, but are not limited to (1) practices that affect the welfare of pupils and/or employees, (2) alleged injustices that may develop because of the lack of Board or administrative policy, (3) the professional conduct of staff, and (4) matters that reflect on the School District and/or the teaching profession.

Section 18. The teaching staff shall be informed of any new program or project for utilization of special state or federal funds and the views of the Association shall be considered by the administration and Board of Education.

Section 19. Any teacher who is a member of the Association shall be granted payroll deduction of dues upon receipt of a signed dues deduction request form. Executed dues deduction request forms shall be furnished to the Business Manager prior to the first of the month in which the deduction goes into effect. The District shall not be responsible for any make-up deductions on requests. Such authorization for dues deduction shall continue in effect from year to year unless revoked in writing between June 1 and September 1 of any year. Such fee shall be paid to the Association by the employer no later than ten (10) days following deduction.

ARTICLE III: GRIEVANCE PROCEDURE

Section 1: Definitions:

1.1 A grievance is defined as a complaint by an employee, a group of employees or the Association that there has been a violation, misinterpretation or misapplication of one or more specific provisions of this Agreement or Board policy directly affecting wages, hours, and terms and conditions of employment of the employees covered by this Agreement.

1.2. An "aggrieved person" is a person or persons making the claim.

1.3 A "party in interest" is the person or persons making the claim and any person who might be required to take action or against whom action might be taken in order to resolve the claim.

1.4 The failure of an employee to act on any grievance within the prescribed time limits, will act as a bar to any further appeal and an administrator's failure to give a decision within the time limits shall permit the grievant to proceed to the next step. The time limits, however, may be extended by mutual agreement.

1.5 All time limits consist of employee working days, except when a grievance is not resolved before the close of the current school term, time limits shall consist of all weekdays in order that the matter may be resolved as soon thereafter as possible.

1.6 In the event a grievance is filed which might not be finally resolved at "Step Two" under the time limits set forth herein by the end of the school term, and which, if left unresolved until the beginning of the following school term could result in irreparable harm to a party in interest, the time limits set forth herein will be reduced; therefore, the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is practical.

Section 2. Procedures:

The parties acknowledge it is usually most desirable for an employee and the immediately involved supervisor to resolve problems through free and informal communications. The employee shall be entitled to have a representative of the Association present to assist during such informal communications. If the matter is not resolved informally, a formal grievance may be filed in accordance with the following procedure:

2.1 STEP ONE. The grievant and/or the Association shall present the grievance in writing, on a form to be adopted for this purpose by the parties, to the immediately involved supervisor no later than twenty (20) days following the act or omission giving rise to the grievance, or within twenty (20) days of the time the grievant knew or reasonably should have known of such event. The written grievance shall state the specific violation, misinterpretation, or misapplication of the Agreement or Board policy alleged to be violated and the remedy requested. The immediately involved supervisor shall provide a written answer to the grievant and the Association no later than ten (10) days after receipt of the written grievance with reasons for the decision.

Article III: Grievance Procedure (cont'd.)

2.2 **STEP TWO.** If the grievance is not resolved at Step One, then the grievance shall be sent to the Superintendent no later than ten (10) days after receipt of the Step One answer. The Superintendent shall arrange for a meeting with the representatives of the Association to take place no later than ten (10) days after his/her receipt of the appeal to attempt to resolve the grievance. Each party shall have the right to include in its presentation such witnesses and advisors as it deems necessary. Upon conclusion of this meeting, the Superintendent shall have ten (10) days in which to provide a written decision with reasons for the decision.

2.3 **STEP THREE.** If the grievance is not resolved at Step Two, the grievance may be appealed in writing to the Board of Education no later than ten (10) days after receipt of the Superintendent's decision. The Board of Education shall arrange for a review to take place no later than fifteen (15) days after the Board's receipt of the grievance. Such review will be conducted in committee session. The grievant and the Association shall have the right to have present such witnesses and representatives as they deem necessary. A full record of such meeting will be kept and made available upon request to any party in interest. Upon conclusion of the review, the President of the Board of Education shall have fifteen (15) days in which to file the written decision of the Board with the grievant and the Association, with reasons for the decision.

2.4 **STEP FOUR.** If the grievance is not satisfactorily resolved at Step Three, the Association and Board may mutually agree to request mediation of the grievance. If the parties do not mutually agree to mediation within fifteen (15) days following the date the Association receives the Step Three answer, the Association may advance the grievance to Step Five (binding arbitration). If the parties mutually agree to mediation, the Board and the Association shall attempt to agree on the selection of a mediator. If the parties are unable to agree on the selection of a mediator within the said fifteen (15) days, the request for mediation shall be submitted to the Federal Mediation and Conciliation Service (FMCS) which shall appoint a mediator from its staff to assist the parties in attempting to resolve the grievance. The mediation process shall begin as soon as practical following the appointment of the mediator, and shall continue for a period not to exceed thirty (30) days from the date the mediator is appointed, unless the parties mutually agree to extend the mediation period.

2.5 **STEP FIVE.** If the grievance is not satisfactorily resolved at Step Three or Step Four, the Association at its option, may submit the matter to binding arbitration. If a demand for arbitration is not filed within thirty (30) days following the date the Association receives the Step Three answer or within thirty (30) days following the conclusion of the Step Four mediation process, whichever is later, the grievance shall be deemed withdrawn. The Association shall send notice of the demand for arbitration to the Board of Education at the time the demand is made. Within fifteen (15) days following the date the Board receives the demand for arbitration, the Board and the Association shall attempt to agree on the selection of an arbitrator. If the parties are unable to agree on the selection of an arbitrator within the said fifteen (15) days, the demand for arbitration shall be submitted to the Federal Mediation and Conciliation Service (FMCS) which shall act as administrator of the proceedings in accordance with the Voluntary Arbitration Rules of the American Arbitration Association (AAA).

Article III: Grievance Procedure (cont'd.)

The arbitrator to whom any grievance shall be submitted in accordance with the provisions of this Article shall, insofar as may be necessary for the determination of such grievance, have authority to interpret and apply the provisions of this Agreement, but such arbitrator shall not have the authority to alter, or add to or subtract from, in any way, the terms and conditions of this Agreement.

The decision of the arbitrator shall be final and binding upon the Board and the Association unless contrary to the laws of the State of Illinois. Binding arbitration is not applicable to the negotiation process.

The costs of arbitration shall be borne equally by the Board of Education and the Collinsville Education Association.

Section 3. Stipulations

3.1 Bypassing Steps

If the Association and the Superintendent agree, any Step of the grievance procedure may be bypassed and the grievance brought directly to the next Step.

3.2 Released Time

Should the administration schedule a grievance hearing during working hours that necessitates the presence of an employee and/or Association representative, the employee and/or Association representative shall be released from their regular assignment without loss of pay. Should an arbitration proceeding be scheduled during working hours, the Association president(s) or designee(s), the Association Grievance Committee chairperson or designee, and the grievant(s) shall be released from their regular assignments without loss of pay to attend the entire arbitration proceeding. Any District employee called by the Association to give testimony at an arbitration proceeding shall be released from their regular assignments without loss of pay for the time that is necessary for them to come to the arbitration proceeding, give their testimony, and return to their regular assignment. The administration shall be advised by the Association prior to the hearing as to the number of witnesses expected to be called.

3.3. Grievance Withdrawal

A grievance may be withdrawn at any level without establishing precedent.

3.4. Class Grievance

Class grievances involving more than one employee and/or one or more supervisors, grievances involving an administrator above the building level, or a grievance that applies to the C.E.A. itself may be initially filed at Step Two.

Article III: Grievance Procedure (cont'd.)

3.5. No Reprisals Clause

No reprisals shall be taken by the District against any employee because of the employee's participation in a grievance.

3.6 Representation

An employee shall have the right to have an Association representative present at all levels of this grievance procedure, and no employee shall be required to discuss a grievance without the presence of an Association representative.

3.7 Disclosure of Pertinent Information

The District shall promptly provide, upon request by the Association, all information and material pertinent to a grievance within seven (7) days following the District's receipt of such request.

3.8 Filing of Materials

All records and materials related to a grievance shall be filed separately from the personnel files of employees.

ARTICLE IV: EMPLOYMENT CONDITIONS

Section 1. Teachers shall be required to report not less than ten (10) minutes before the start of school and be in their assigned classroom or at their classroom door not less than five (5) minutes before the start of the school day, except for those situations where a few teachers shall be required for supervision before the opening of school, at which time up to thirty (30) minutes of equivalent released time in their daily work schedule shall be allowed. Each teacher shall otherwise remain after school for a period of ten (10) minutes, unless otherwise excused by his/her building principal or supervisor; the principal or supervisor shall keep a log of the excuse requests, which shall include specific reasons for the intended absence, excluding Fridays and the days before all holidays, in which case they may be considered excused unless specifically asked to stay by the principal or supervisor.

Section 2. Teacher participation in extracurricular assignments shall be made from those who accept voluntarily.

Section 3. Each elementary teacher shall be provided fifteen (15) minute morning and afternoon relief periods utilizing teacher aides.

3.1 The teacher assistant staff of each elementary building shall include one assistant employed during the lunch periods for the purpose of providing release time to a teacher who would otherwise have supervisory responsibilities. This assistant shall provide relief in turn to each teacher on a rotating basis. It is the intent of the parties that all elementary teachers shall be so relieved on an equitable basis and duty schedules shall be arranged accordingly.

3.2 The Board agrees to direct the Administration to review all teachers' duty schedules and to eliminate any unnecessary supervisory duties which are presently being served by teachers.

3.3 In order for a deviation from Article IV, Section 3 to occur for any school year, not less than 75% of the Association members in an affected school(s) must vote to approve such deviation. If less than 75% of the Association members in the affected school(s) vote to approve such deviation for any school year, the configuration of teacher relief periods and recess periods for that building shall be as set forth in the first paragraph of this Section. Such deviation shall only be permitted following a vote wherein not less than 75% of the Association members in that school vote in favor of the deviation. Such vote shall be by secret ballot, conducted by the Association through its Building Representatives at that school. Such secret ballot vote shall be conducted one time prior to the end of the school year preceding the school year for which the deviation is being considered.

The Board and the Association agree that any deviations from Article IV, Section 3 which are approved in accordance with the provision of this subsection shall be effective for only one school year, and shall terminate at the end of that school year. Association members within an affected school may renew the deviation for a subsequent school year if not less than 75% of the Association members assigned to that school vote in favor of renewing the deviation. Such a vote shall be by secret ballot, conducted by the Association through its Building Representatives at that school. Such vote shall be conducted one time prior to the end of the school year preceding the school year for which the deviation is being considered. Every Association member assigned to that school shall be permitted to participate in the secret ballot vote.

Article IV: Employment Conditions (cont'd.)

No further deviations from any provision of the Agreement or from any Board policies shall be permitted without the prior written agreement of the Board and the Association.

Section 4. Secondary teachers shall have at least one preparation period per school day. Preparation periods for elementary teachers shall be provided when specialists are scheduled and when the presence of the teacher is not necessary to the program. Specialist time shall be a minimum of ninety (90) minutes per week at the Kindergarten through 6th Grade levels, which will be scheduled by the administration in segments of time in its discretion.

Preparation time shall be defined as the time received by teachers during the normal workday that teachers are expected to spend for the purpose of evaluating students, conferring with parents, colleagues, and/or administrators, preparing for class lessons and/or conducting other educational activities. Teachers receiving preparation time may be assigned to cover a class period, subject to the conditions set forth in Section 6 of this Article.

4.1 Classroom Interruptions: Interruptions during the regular class periods reduces the effectiveness of the educational process and should be kept to a minimum.

Section 5. The Association and the Board recognize the need for having an adequate but limited number of professional staff meetings.

5.1 Building faculty meetings, if scheduled, shall not exceed one (1) per month, except in emergency situations. Such meetings shall be held either before or after the normal school day and shall not exceed one (1) hour in duration. The teachers will be notified five (5) days in advance of such meetings except in cases of emergency.

5.2 Departmental or curriculum meetings, if scheduled, shall not exceed one (1) per month per teacher, except under unusual circumstances, in which case two (2) meetings may be held. Such meetings shall be held after the normal "teacher work day" and shall not exceed one (1) hour in duration. The activities of the committee may be determined either by the members of the committee or by the Superintendent's designee.

5.3 The Superintendent or his/her designee may schedule meetings for curriculum planning and textbook evaluation during all or part of the regular "teacher work day." Principals, supervisors, department heads and teachers shall work together in developing plans for curriculum meetings, workshops and institutes.

Article IV: Employment Conditions (cont'd.)

5.4 Effective with the 2012-2013 school year, the District will provide teachers with collaboration training during some or all faculty meetings scheduled under section 5.1 above.

Effective with the 2013-2014 school year, Wednesday afternoon, each week that school is in session, is designated "Collaboration Time." Students will be dismissed one half hour early and employees to stay one additional half hour for a total time of one hour. Collaboration time will not be scheduled on the first or last student attendance day of the school year, nor the day before a holiday. The agenda for collaboration time will be developed jointly between faculty and administration.

Effective with the 2022-2023 school year, one Wednesday per month may be designated for the district to use as training time for employees. The district will determine the focus of these meetings.

It is agreed that discussion on improving student learning, academic achievement, and data from student assessments will be a part of each meeting or an entire meeting each month. It is agreed that faculty meetings will not be scheduled, with the exception of emergency situations, and curriculum meetings will not be called. It is agreed that collaboration time is considered part of the normal work day for employees in attendance and both sides agree that attendance and participation is expected. Collaboration time will not interfere with any employee's preparation period.

Section 6. Every attempt shall be made by the administrative staff to obtain an adequate supply of qualified substitute teachers. Only in cases of extreme emergency will the principal assign a certified teacher to serve on a substitute basis. The certified teacher will only be asked to substitute during their prep period. Any certified employee who serves as a substitute shall be compensated at the rate of .0008 of the base salary.

6.1 A substitute shall also be provided for the Nurse(s) in the event of absence.

6.2 The Board and the Administration agree to hire substitutes for nurse's aides in the event of absence.

6.3 The district will make an effort to provide qualified substitutes in the co-taught classrooms for the general education teacher, special education teacher, and/or the educational assistant(s) when the general education teacher, special education teacher, or educational assistant(s) are absent.

Section 7. All special teachers who teach on a full-time basis shall receive relief and preparation time no less than the regular teacher of that grade level which they serve. Relief and preparation time can be interpreted as conditions other than the actual teacher-pupil performance such as a longer noon hour, recesses, and planning periods that may occur either on a daily or weekly basis.

Section 8. All extracurricular activities for which compensation is paid shall be performed outside of the normal teacher's workday.

8.1 This clause shall be inapplicable in any year that the full seven (7) period-day is not in effect.

Article IV: Employment Conditions (cont'd.)

8.2 The CEA and Board agree that it is in the District's best interest to hire the best qualified people to fill vacant positions. When filling an extra-curricular position and two candidates have virtually the same qualifications, preference in hiring will be given to a candidate who is currently a Unit 10 teacher. When two Unit 10 teachers are candidates for the same extra-curricular position and both have virtually the same qualifications, preference shall be given to the candidate who has the lesser number of extra-curricular assignments. The assessment of the candidates' qualifications rests with the administrator(s) who are interviewing for the position.

Section 9. Calendar

9.1 A teacher institute day of five hours duration will be scheduled the first and second day of the school year. Teachers may work in the school buildings beyond the five hours devoted to the institute in preparation of the first day of student attendance.

9.2 One and one-half (1½) in-service days will be used for parent/teacher conferences in all schools the second or third Thursday and Friday of the second quarter. Conferences will be held Thursday for seven (7) hours between the hours of 12:00 p.m. and 8:00 p.m., and Friday from 7:30 a.m. to 12:30 p.m. Teachers will receive a one (1) hour dinner on Thursday. Total time scheduled for conferences will be the same as the total time of the teachers' regular workday. In the event the District is legally required to establish 176 student attendance days in a school year, the district will designate both days designated as parent-teacher conference days e-learning days, in which students will not attend school but will complete a teacher prepared e-learning project on both days.

9.3 The first scheduled school day immediately following the Winter Break shall be a student attendance day and not a teacher institute day. A teacher institute day of five hours duration will be scheduled the Friday before the Dr. Martin Luther King, Jr. holiday. Teachers may work in the school buildings beyond the five hours devoted to the institute.

9.4 When a county-wide teacher institute is held by the ROE, Unit 10 will schedule a teacher institute on the same day, so Unit 10 teachers can attend. When a county-wide institute day is held during the school year, the Friday before Dr. Martin Luther King, Jr. holiday will be a half-day in-service. This will allow two teacher institute days to start the school year.

9.5 A teacher institute day of five hours duration will be scheduled the last day of the school year. (See paragraph 9.6 below on teacher institute days).

9.6 Teacher institute programs must be approved by the Superintendent, Board of Education, and Regional Superintendent of Schools prior to the institutes. A teacher institute program for each teacher institute day will be developed each spring for the following school year. A committee of district administrators and CEA representatives will prepare the teacher institute program to present to the Superintendent for approval by May 1 of each year.

Article IV: Employment Conditions (cont'd.)

Section 10. Employees who are required to file a State of Economic Interests must file the form and provide the school Business Office with a copy of the employee's receipt of filing not later than the required filing date. Notification of the need to provide a copy of receipt to the Board Office shall be given 30 days in advance of any withholding of salary payments. In the event such evidence is not provided to the Business Office, the District shall withhold salary payments to the employee until compliance is provided.

Section 11. Teacher Dress and Appearance

11.1 The CEA and the Board share a mutual desire to present a positive image of our schools. The CEA acknowledges that teachers have a responsibility to present an appropriate appearance when at work. The Board acknowledges that teachers desire to be able to use their professional judgment in determining what attire is appropriate. The parties agree that teacher attire should be neat, clean, and appropriate to the particular work environment, work style, and seasonal time of the year. Ripped, torn, or dirty clothing are not considered appropriate attire.

Section 12. Lesson Plans

On the last workday of each week, teachers and itinerate teachers shall have lesson plans written in advance for the following week. Classroom teachers shall leave their lesson plans in their classroom at a location mutually agreed upon with their administrator. Itinerate teachers shall leave a copy of their lesson plans in the office of the last building in which he/she worked on the last day of the week.

All grade books and lesson plan books, both hard copy and electronic, are the property of the school district and must be submitted to the principal, upon request, at the end of each school year, (Ref: Board Policy 6:280).

Section 13. Grading

13.1 For K through 6th grades, there shall be five (5) working days from the end of the quarter to the date that grades are required to be submitted for teachers to compile, enter and submit grades. For 7th through 12th grades, there shall be three (3) working days from the end of the quarter to the date that grades are required to be submitted for teachers to compile, enter and submit grades (fourth quarter grades will be due prior to the end of the quarter).

13.2 During the last seven (7) days of school, there shall be no formal observations held. Informal observations will not penalize a teacher for his/her use of instructional time to complete the end-of-year grading requirements.

13.3 K-2 teachers shall be given an extra day to convert the beginning, developing and secure report card marks to State-acceptable marks for the State report.

Article IV: Employment Conditions (cont'd.)

13.4 If there is any problem with technology (hardware or software), then the date that grades are due shall be extended to allow teachers adequate time to complete grades after the problem is fixed. The time will be mutually agreed upon by the Association leadership and the Administration.

Section 14. Employment Conditions for Special Education Certified Staff

14.1 Special education teachers who are involved in the development of individualized education plans (IEPs) may request release time each school year for testing and the writing of IEP(s) up to two (2) days release time per school year. These may be taken in half day increments and work will be completed on school grounds.

ARTICLE V: EMPLOYEE FACILITIES, EQUIPMENT AND MATERIALS

Section 1. The Board and the Association mutually recognize the importance of continuous use of adequate employee reference material in maintaining a high level of professional performance. Suggestions for additional reference materials are encouraged.

Section 2. Each school will have designated areas, apart from students, for use as a staff dining room. The meeting of this standard is subject to the limitations of existing building facilities.

Section 3. Telephone facilities shall be made available to employees for their reasonable use for school related business.

3.1 Personal calls on school phones, except in emergencies, are discouraged. If a long distance personal call is made, this charge must be billed to the employee's home.

Section 4. Space shall be provided in which teachers may safely store instructional materials and supplies.

Section 5. The Board shall provide one of the following facilities for each employee: a separate locked desk or filing cabinet with lock. The Board shall also provide a suitable closet or locker space for coats and personal articles.

Section 6. The Board shall provide adequate parking space for employees at schools where areas can be made available and their use will not interfere with the instructional program.

Section 7. A communication system shall be provided in all new school buildings so that teachers can communicate with the school's main office from their work stations.

Section 8. The Board agrees to make available for each building typing, duplicating facilities, and clerical personnel to aid the employees in the proper execution of their assigned duties.

Section 9. An employee lounge shall be provided in any new buildings, or considered in additions of existing buildings. These and existing lounges shall be adequately furnished and cleaned daily. Air conditioning shall be installed in all faculty lounges.

Article V: Employee Facilities, Equipment and Materials (cont'd.)

Section 10. Annually, each employee shall be given the opportunity to submit, through the principal, requisitions for instructional materials and supplies for the following school year. Such requests shall be submitted on forms provided by the Director of Business Affairs and shall be in sufficient detail as to provide positive identification on all items for the purpose of taking bids and purchasing. Requests shall also contain a statement as to the intended use of the item and how it will contribute to the effective presentation of the subject for which it is intended; this information to be used by the

principal, appropriate administrator, and the Superintendent in determining the educational priority to be assigned the request. These requests shall be due in time for their consideration in the preparation of the tentative budget, as determined by the Superintendent and the Director of Business Affairs.

10.1 The need for the employees to know the disposition of their requests prior to the start of school in the fall is recognized, and as a general practice, this information will be in the hands of the respective principals one week before the opening of school.

10.2 Employees may also submit, through their respective principals, requisitions or requests for materials necessary during the current school year. Needless to say, employees are encouraged to include items for which the need is foreseeable in their annual requisitions, and items requested during the year should be identified in detail, and the need justified the same as with annual requests. Notification to the employee through the principals as to the disposition or status of the request shall be made within three or four weeks of the receipt of the request in the central office.

Section 11. In that textbooks, supplies, and computer software are tools of the teaching profession, the Board expects the selection of textbooks, supplies, and computer software to involve the classroom teacher. The Board recognizes that library reference materials, maps and globes, laboratory equipment, audio-visual equipment, teaching aids, current periodicals, standardized tests and questionnaires, and similar materials are also tools of the teaching profession. Further, textbooks should reflect the contribution of minority groups to the historical, scientific, and social development of the United States, and this factor shall be one of the criteria, where applicable, to be used in the ultimate selection of textbooks and other materials. The Board recognizes that the teachers of a given grade level, subject area or department, such as Special Education, Music, P.E., are the most knowledgeable to select the appropriate textbooks, library materials and other instructional materials for their subject and/or grade level. Accordingly, the following procedure shall be used to adopt textbooks, library materials and any supplemental instructional materials:

11.1 Textbook adoption shall be on recommendation of the Superintendent or his/her delegated representative with the advice of a representative committee of teachers involved in its use. The teachers in the grade level or subject area shall, after study and investigation, make recommendations to the appropriate department chairman, sub-department, or elementary curriculum chairman. The recommendations, with a written endorsement and certificate of evaluation, as originally presented by the teachers, shall then be submitted to the appropriate administrator who shall present the recommendations to the Superintendent for presentation to the Board.

Article V: Employee Facilities, Equipment and Materials (cont'd.)

11.2 The Board shall take formal action on the teachers' recommendations. The Board shall accept the teachers' recommendations unless it has sufficient and good cause to reject them. To take formal action shall mean to vote in official session to accept, reject, or refer back through the administration to the teachers. The Board shall notify through the administration the involved teachers of its decision within ten (10) days of its decision. If the Board's action shall be other than acceptance, such notification shall list in writing the reasons for its actions.

Section 12. The Board policy regarding computer security and District network/Internet use that was negotiated and agreed to between the Board and the CEA on or about February 5, 1998 shall govern employees' use of District computer equipment and use of the District's electronic network.

Section 13. Surveillance Cameras: The District agrees that it will not install surveillance cameras in student instructional areas or teachers' lounges without first giving notice and bargaining with the Association consistent with the Illinois Educational Labor Relations Act. In the event surveillance cameras are installed in student instructional areas or teachers' lounges, the following procedures shall apply:

A. The District shall not use any surveillance tape from student instructional areas or teachers' lounges to evaluate the performance of teachers nor shall these tapes be used to investigate complaints of poor job performance lodged against teachers. Rather, surveillance tapes from student instructional areas and teachers' lounges can only be used to investigate allegations of student or teacher criminal misconduct.

B. If the District uses a surveillance tape to investigate teacher criminal misconduct, the Association shall be provided a copy of the surveillance tape at no cost.

Section 14. It is agreed that there will be a cap limit of twenty-nine students per year that may participate in the Running Start Program beginning with the 2018-19 school year.

ARTICLE VI: STAFF PROTECTION

Section 1. All complaints or allegations brought against a teacher(s) shall remain confidential and may only be disclosed or discussed with persons with a need to know the information. Any complaint or allegations against a teacher(s), deemed by the Superintendent or his/her designee to be appropriate for investigation and which might warrant action against the teacher(s), shall be brought to the attention of the teacher(s) involved in a timely manner and before any final action against the teacher(s). The Superintendent or his/her designee will schedule a conference with the teacher(s) to discuss the complaint and to allow the teacher(s) to respond to the complaint. Complaints that have not been investigated or which are determined by the Board or its representative to have no validity shall not be placed in the teacher's personnel file.

No notice of a complaint by a parent, parents, or student shall be included in the teacher's personnel file unless a conference is held between the teacher and an administrator and a copy of the complaint is given to the teacher in writing. Following the conference the administrator will give the teacher a written summary of the conference and may place the summary in the personnel file. The administrator may offer to remove the summary from the personnel file after a specified period of time provided no further incidents of that nature or of a related nature are observed or reported during that time period. No material related to any such complaint shall be used for punitive or disciplinary action against a teacher unless it has been placed in the teacher's personnel file in accordance with the requirements of this Article. This does not preclude administrators from holding conferences with the teacher for the purpose of gaining information concerning the problem or tendering remedial suggestions.

Section 2. The teacher shall have the right to answer any material filed under Section 1 above, and her/his answer shall be attached to the complaint.

Section 3. The Board shall indemnify and protect employees against any loss, damage, or destruction of personal effects while on duty for the District due to fire or "acts of God," subject to the insurable interest of the School District against such losses.

Section 4. Although the Board recognizes that the teacher has the responsibility for the maintenance of discipline within his or her classroom, the Board also recognizes its responsibility to give all reasonable support and assistance to the teacher with respect to the maintenance of control and discipline in the classroom.

4.1 A teacher may temporarily exclude a pupil from a class when, in the opinion of the teacher, the grossness of an offense, the persistence of the behavior, or the disruptive effect of any violation makes the continued presence of the pupil intolerable. The teacher shall fill out the appropriate form, indicating the problem and what remedial steps have been taken, and send it to the principal.

4.2 A pupil temporarily excluded by a teacher shall be sent from the classroom to the appropriate office, and the pupil shall be referred to the building principal or the principal's designee.

4.3 The building principal or the principal's designee shall take appropriate action to solve the discipline problem. Should the principal's decision include the re-admittance of the pupil to class, the teacher shall be notified in writing or through a teacher/principal conference of the conditions under which the re-admittance of the pupil is granted.

Article VI: Staff Protection (cont'd.)

4.4 If the misconduct continues or if the pupil fails the conditions as set by the building principal for re-admittance, the teacher and principal shall meet to resolve the situation.

Section 5. Procedures for suspension and expulsion of pupils from school shall be distributed to administrators, teachers, students and parents each year.

Section 6. The Board's policy governing the use of corporal punishment shall be in accordance with the School Code. A written statement by the Board governing the use of corporal punishment of pupils shall be distributed to all employees no later than the first week of each school term.

ARTICLE VII: EMPLOYEE AUTHORITY AND RESPONSIBILITY

Section 1. The Board recognizes its responsibility to give all reasonable support and assistance to employees with respect to the maintenance of control and discipline in the classroom. The Board further recognizes that the teacher may not be expected to assume ongoing responsibility for emotionally disturbed students.

1.1 The parties recognize that pupils having special problems may require specialized experience. Teachers having such students in their classroom may request special help.

1.2 The Board, to assist the teacher, will endeavor to provide remedial reading teachers in accordance with the State recommendation.

ARTICLE VIII: EMPLOYEE EVALUATION

Section 1. Certified employees shall be evaluated while serving in their professional capacities by an administrator qualified under 105 ILCS 5/24A-3. The evaluator is responsible for written evaluations of all certified employees assigned to him/her. The evaluator's responsibilities include:

1.1 Orienting each employee to the evaluative procedures and instruments during the first five weeks of their evaluation cycle.

1.2 Assuring that all tenured employees who receive a proficient or an excellent evaluation are evaluated at least once every three years which shall consist of the following:

1.2.1 A goal-setting and evaluation procedures pre-conference (with access to the evaluation plan documents which will be explained to the employee) within the first forty (40) employee working days of the evaluation cycle. The evaluation cycle will begin February 16. Each employee who has attended the goal-setting and evaluation pre-conference will sign off that they attended said conference.

Article VIII: Employee Evaluation (cont'd.)

1.2.2 At least one formal observation consisting of a pre-conference, an observation (30 minutes minimum) within 10 working days of the pre-conference, and a post-observation conference within 10 days of the observation. The purpose of the post-observation conference will be to discuss the over-all performance observed. In addition, the administrator will provide the employee an opportunity to request additional observation(s) *and be observed* for purposes of demonstrating improved performance in any area.

1.2.3 Informal performance observations will be as needed or appropriate. Within ten (10) working days, written comments which are noted as an informal observation will be shared with the employee. A conference will be held between the evaluator and employee to discuss the informal observation report, provided the employee submitted a written request for such a conference to the evaluator within 10 school days from the date he/she received the informal observation report.

The administrator will provide the employee an opportunity to request additional observation(s) *and be observed* for purposes of demonstrating improved performance in any area.

1.2.4 A performance reflection conference will be held between the employee and his/her evaluator by February 1 of the final year of the evaluation cycle.

1.2.5 A summative conference will be held prior to February 15 of the final year of the evaluation cycle. The written summative evaluation document, which will include the overall performance rating, will be presented to the employee at this conference.

1.2.6 The employee may request in writing additional informal and/or formal observations throughout the evaluation cycle but prior to the date of the performance reflection conference.

1.3 Non-tenured employees will receive a written evaluation every year which shall consist of the following:

1.3.1 A goal-setting and evaluation procedure pre-conference (with access to the evaluation plan documents provided which will be explained to the employee) within the first five (5) weeks of the evaluation cycle. For first-year employees, the evaluation cycle will begin on the first day of employment; for continuing employees, the evaluation cycle will begin on February 16. Each employee who has attended the goal-setting and evaluation pre-conference will sign off that they attended such conference.

1.3.2 At least one formal observation consisting of a pre-conference, an observation (30 minutes minimum) within 10 working days of the pre-conference, and a post-observation conference within 10 days of the observation. The purpose of the post-observation conference will be to discuss the over-all performance observed. In addition, the administrator will provide the employee an opportunity to request additional observation(s) and be observed for purposes of demonstrating improved performance in any area.

Article VIII: Employee Evaluation (cont'd.)

1.3.3 Informal performance observations will be as needed or appropriate. Within ten (10) working days, written comments which are noted as an informal observation will be shared with the employee. A conference will be held between the evaluator and employee to discuss the informal observation report, provided the employee submitted a written request for such a conference to the evaluator within 10 school days from the date he/she received the informal observation report.

The administrator will provide the employee an opportunity to request additional observation(s) *and be observed* for purposes of demonstrating improved performance in any area.

1.3.4 A performance reflection conference will be held between the employee and his/her evaluator by February 1.

1.3.5 A summative conference will be held prior to February 15 of the final year of the evaluation cycle. The written summative evaluation document, which will include the overall performance rating, will be presented to the employee at this conference.

1.3.6 The employee may request, in writing, additional informal and/or formal observations throughout the evaluation cycle but prior to the date of the performance reflection conference.

1.4 Documents of an evaluative nature which may be referenced in or attached to an employee's final evaluation provided the documents were written remarks shared by/with the employee. All observations (informal and formal) shall be based on verifiable, or observable, or measurable criteria and/or conform to any applicable rubric and ratings system of the evaluation plan.

1.5 The written summative evaluation document, after being signed by the employee, shall be filed in the employee's personnel file in the central administration office, and a duplicate of that report shall be made available to the employee. The employee may attach written remarks to this document.

1.6 Providing definite, positive assistance in rectifying professional difficulties, if any are indicated, during the evaluation cycle. In the event of remediation, a consulting employee from within the District, when possible, will be made available. The consulting employee shall be selected from a list of qualifying consulting employees supplied by the Association, or from a list supplied by the **Regional Office of Education**, in the event the Association elects not to provide such a list.

1.7 Reports of substitute employees should not be of an evaluative nature and a copy of the report will be available to the regular employee.

Section 2. Itinerant staff shall be assigned to a home-school by the administration prior to the first week of school. Except for IEP coordinators and school psychologists, the home-school principal, or his/her qualified designee, will be the evaluator of the itinerant employee. IEP coordinators and school psychologists will be evaluated by the district's special education director.

Article VIII: Employee Evaluation (cont'd.)

Section 3. All monitoring or observation of the work performance of an employee shall be conducted with the full knowledge of the employee.

Section 4. The above stipulations do not preclude informal and impromptu visits to the classroom for the purpose of informal evaluation.

Section 5. In the event that a tenured employee receives a performance rating of "Needs Improvement," the employee shall be subject to a professional development plan. The evaluator, in consultation with the employee, and taking into account the employee's on-going professional responsibilities including his or her regular teaching assignments, shall develop the professional development plan. The evaluator and employee will have an initial meeting to discuss the employee's performance issues as indicated from deficiencies noted in their evaluation. A second meeting will be held to finalize the professional development plan, at which time the employee may bring a District employee to provide professional support at this meeting. The professional development plan shall be developed within 30 school days of the receipt of the "Needs Improvement" rating by the teacher.

Section 6. In the event that a tenured employee receives a performance rating of "Unsatisfactory," the employee shall be subject to a remediation plan. The certified employee, the Association, a consulting teacher and the employer all shall participate in the development of the remediation plan. The development and commencement of the remediation plan shall commence within 30 school days of the receipt of the "Unsatisfactory" rating by the teacher.

Section 7. The evaluation plan may be changed in accordance with the Illinois School Code, 105 ILCS 5/24A-4 and state regulations. Such changes, if any, shall be developed in cooperation with the Association. The Association will appoint a committee of five (5) members to meet with five (5) District administrators to cooperate in the development of any changes to the District's evaluation plan. The parties will mutually agree on the date/time for committee meetings. Until such time, the certified employee evaluation instrument in effect during the current Agreement shall continue to be used.

ARTICLE IX: EMPLOYEE DISCIPLINE

Section 1. For members of the bargaining unit represented by the Association, employee discipline shall mean written reprimand, suspension without pay, or dismissal. The Board subscribes to the principles of due process and progressive discipline, and shall not administer discipline against a teacher without good cause. For purposes of this Article, dismissal shall not apply to non-tenured teachers. Tenured teachers may only be dismissed pursuant to the Illinois School Code.

1.1 Prior to administering discipline, the Board or the appropriate administrator shall conduct a fair and objective investigation to determine whether the teacher has violated a rule or policy of the District. The alleged offense and the past record of the teacher will be taken into consideration when deciding whether to administer discipline and in determining the appropriate degree of discipline. The degree of discipline to be administered in a particular case shall be reasonably related to the seriousness of the proven offense.

Article IX: Employee Discipline (cont'd.)

1.2 Prior to administering a written reprimand, the administrator issuing the written reprimand shall provide to the teacher written notice of the allegations in question, and shall provide the teacher the opportunity to have a hearing on the allegations before the administrator issuing the written reprimand. If the teacher requests such a hearing, he/she shall be entitled to have an Association representative of his/her choice present at the hearing to advise, assist, and represent the teacher. At the hearing, the teacher and his/her Association representative shall have the opportunity to cross-examine witnesses bringing testimony against the teacher, and shall have the opportunity to present evidence on his/her own behalf.

1.3 Suspensions without pay may only be issued by the Superintendent or the Board. Teachers suspended without pay may request a hearing in closed session before the Board to review his/her suspension without pay. The teacher shall be entitled to have an Association representative of his/her choice present at the hearing to advise, assist, and represent the teacher. At the hearing, the teacher and his/her Association representative shall have the opportunity to cross-examine witnesses bringing testimony against the teacher, and shall have the opportunity to present evidence on his/her own behalf.

Section 2. Nothing in this Article shall be interpreted to prevent the Superintendent from immediately placing on a non-disciplinary administrative leave with pay any employee whose conduct can reasonably be construed to create a condition of emergency which threatens or may threaten the health, safety or welfare of any student or school personnel. Prior to imposing an administrative leave with pay on an employee, the principal shall inform the employee of the decision and the reason(s) therefore. Following completion of the investigation, if the District decides that no disciplinary action is warranted, no record of the administrative leave with pay or the investigation will be included in the employee's personnel records. If, following the completion of the investigation, the District decides that disciplinary action is warranted, the employee shall be afforded the due process set forth in Section 1 above.

Section 3. All meetings or hearings conducted pursuant to this Article shall be confidential.

Section 4. The District will not disclose personnel information except in accordance with the Illinois Personnel Records Review Act.

ARTICLE X: EMPLOYMENT QUALIFICATIONS AND ASSIGNMENTS

Section 1. Employees shall not be assigned on a regular basis outside the scope of their teaching certificate or their major or minor fields of preparation except for good cause.

Section 2. No new teacher shall normally be employed for a regular teaching assignment who does not have a bachelor's degree from an accredited college or university. An exception shall be made in the case of vocational instructors whose need for technical skill in the subject to be taught makes it necessary to compromise standards as to formal training in order to secure a teacher capable of performing the assignment well.

Article X: Employment Qualifications and Assignments

Section 3. The employment of teachers shall be confined to candidates holding proper certification and qualifications as it pertains to their position(s) in accordance to State Board of Education Document Number 1.

Section 4. The Board shall continue to provide reasonable funds for staff development activities such as attendance at professional conferences and meetings and in-district programs relating to their teaching assignment and professional growth as a teacher. Prior authorization of the Superintendent is required to attend professional conferences and meetings. Limitations may be placed on the funds allocated for an individual to attend a specified professional conference or meeting.

Section 5. All teachers shall be notified as soon as possible of their specific assignments for the next school year.

Section 6. Employees may make written application to the Director or Assistant Superintendent of Human Resources for transfer to any available open position in the District for which they are qualified.

Section 7. The Board supports a policy of considering filling vacancies, including vacancies in supervisory and administrative positions from within the faculty and staff. Whenever a permanent vacancy arises, the Superintendent, or his/her designee, shall post notice of same on the online job posting platform and, email a written notice to all district employees. The Superintendent or his/her designee may simultaneously place a public advertisement for the purpose of accepting external applications for the vacant position. Whenever a permanent vacancy arises two (2) weeks before the start of school, teachers shall be given a minimum of three (3) calendar days to make application. Any time buildings are staffed with teachers, a teacher shall be given a minimum of three (3) school days to make application. If an applicant, following an interview, is not selected, he/she may contact the administrator with whom they interviewed within ten (10) school days of the notification. Upon the request of the employee, a conference will be held and the reasons for the selection of another candidate will be discussed.

Section 8. The District agrees that, in the event it considers the involuntary transfer of a member of the bargaining unit represented by the Association, such involuntary transfer will only be implemented for legitimate District purposes and not in an arbitrary or capricious manner, or for punitive reasons. The District will not implement such a transfer without providing to the affected teacher(s) and the Association a written notice containing an explanation as to the reasons(s) why the transfer is being made. This notice shall be in writing and shall be given within thirty (30) calendar days prior to the effective date of the transfer. Prior to the effective date of the transfer, the Superintendent or his/her designee will meet with the affected teacher(s) and Association representative(s) to review and discuss the reasons for the transfer.

8.1 The Board shall release the teacher from their contract if they so request if a qualified replacement is available.

8.2 The teacher involuntarily transferred may apply for and will receive consideration for a transfer into future vacancies.

Article X: Employment Qualifications and Assignments (cont'd)

Section 9. Teachers Displaced for Reasons Other Than Reduction In Force ("RIF"):

In the event a teacher's position is eliminated for a reason other than a RIF, the teacher shall be permitted to bump into any position for which he/she is qualified, provided that such teacher:

a) Is certificated for the position he/she is bumping into, and
b) Has more District seniority than the teacher he/she is bumping.

Section 10. Positions in the Collinsville summer school program shall, to the extent possible, be filled by teachers regularly employed in the Collinsville school system.

Section 11. In filling summer school positions, consideration shall be given to a teacher member's degree of competence, experience, subject level or grade level qualifications and quality of teaching performance.

Section 12. All openings for summer school shall be posted as early as possible so interested teacher members may apply.

Section 13. The ultimate selection of summer school teachers to be recommended to the Board of Education for employment shall be made by the Superintendent of Schools in accordance with the above guidelines.

Section 14. Permanent Substitute Teacher:

The Board and the CEA agree as follows with respect to permanent substitute teachers:

1. The position of permanent substitute teacher, if and when utilized by the Board or Administration, will be considered included in the bargaining unit represented by the CEA.

2. The position of permanent substitute teacher will not be utilized except in cases of extreme emergency and where no other practical alternative options are available.

3. The position of permanent substitute teacher shall not be used as a form of disciplinary action against a teacher; nor shall a teacher be involuntarily assigned to the position of permanent substitute teacher as a means to avoid, bypass, or forego the agreed upon procedures for employee observation, evaluation, remediation, and discipline.

4. A teacher who is assigned to the position of permanent substitute teacher shall suffer no reduction in salary, benefits, seniority, employment status, or other terms and conditions of employment due to the assignment to permanent substitute teacher.

5. An assignment to the position of permanent substitute teacher shall be considered a temporary assignment which will not exceed the remainder of the school year.

Article X: Employment Qualifications and Assignments (cont'd)

6. Individuals assigned to the position of permanent substitute teacher shall be properly certified and qualified for the duties attendant to that position, in accordance with the Agreement, Board policies, rules and regulations of the Illinois State Board of Education, and applicable state and federal statutory and case law.

7. The job description which will be utilized for the position of permanent substitute teacher shall be the Teacher Job Description which is contained in the District's Evaluation Plan.

8. Individuals assigned to the position of permanent substitute teacher shall be entitled to a duty-free lunch period equivalent to that provided to all other bargaining unit members within the building to which the permanent substitute teacher is assigned.

9. Individuals assigned to the position of permanent substitute teacher shall be entitled to relief and preparation periods in accordance with the provisions of the Agreement.

10. An individual assigned to the position of permanent substitute teacher shall not be formally evaluated until after that individual resumes a regular classroom assignment. The time spent as a permanent substitute teacher shall not be included in the evaluation of such individual, unless the teacher fails to perform the duties of the permanent substitute position.

11. An individual assigned to the position of permanent substitute teacher and who is required to travel between or among work sites as a part of that assignment shall be entitled to compensation for mileage in accordance with the Agreement.

12. The workday for a permanent substitute teacher shall be the same as for all other bargaining unit members within the building to which the permanent substitute teacher is assigned.

13. The duties of a permanent substitute teacher shall be essentially the same in nature as those of the teacher whom the permanent substitute teacher is replacing. A permanent substitute teacher shall not be expected or required to perform work or duties that do not normally fall within the purview of certified teaching work. Individuals assigned to the position of permanent substitute teacher shall not be expected or required to write lesson plans, unless the regular teacher is unable or unwilling to write the lesson plans.

14. An individual assigned to the position of permanent substitute teacher will be the first called each day when the District is calling to arrange for substitutes.

Section 15. Standards and Expectations for Coaches

This list is intended by the District and the CEA to serve as a set of guidelines and mutual understandings to assist coaches in developing and implementing their respective programs, and not to be a part of the evaluation of coaches, except as previously bargained and included in the coaches' evaluation process and instrument.

Article X: Employment Qualifications and Assignments (cont'd)

1. Conduct regular practices appropriate to the sport.

2. Teach the fundamentals and rules of the game to participants.

3. Encourage participants, by use of example, to practice good sportsmanship in practice and at games, both in victory and in defeat.

4. Develop and implement a set of team rules and expectations that will be applied fairly and equitably to all participants.

5. Abide by IHSA and appropriate conference rules, constitutions, and by-laws.

6. Maintain open and honest communications with the athletic director and administrative staff.

7. Maintain open and honest communications with players and parents.

8. Remember that coaching decisions should reflect the best interest of the team/program.

9. Assist athletes in the pursuit of college/university scholarships.

10. Work with the booster club (if one exists) to promote the program.

11. Maintain positive communication with the press; report contest results to the press in a timely manner.

12. Encourage the athlete to do his/her best.

13. Maintain the safety and welfare of athletes during practices and competition.

14. Maintain current knowledge of techniques and strategies of the game.

15. The coach shall have the sole responsibility to determine who competes in the contest and the amount of playing time for each player.

16. The Board agrees to the following item in the Standards and Expectations for Fans and Parents:

With respect to any questions, concerns, or complaints that a participant, parent or guardian, or fan may have concerning any aspect of the program, the following communication channel will be adhered to:

a. If a participant, parent or guardian, or fan has any questions, concerns, or complaints, about their son(s)/daughter(s) exclusively, or the program, they should first contact their son(s)'/daughter(s)' coach at a time that can be mutually agreed upon. The day of a contest is usually not considered a mutually agreed upon time by the coaching staff. The coaching staff should be contacted during reasonable daytime hours.

Article X: Employment Qualifications and Assignments (cont'd)

b. If a participant, parent or guardian, or fan has any questions, concerns, or complaints, the proper communication channels are listed below:

1) Appropriate coach for the team level
2) Head Coach
3) Athletic Director
4) Principal

c. Meeting with the Class Level Coaches may include the Head Coach at the option of the Class Level Coach. All meetings may include the option of having the next level of personnel in attendance. Meetings with the next level of staff may be requested if the concerns have not been remedied. However, the proper chain of command must be followed.

d. The participant, parent or guardian, or fan raising the question, concern, or complaint can expect an explanation from the Coach regarding the Coach's decision; however, the participant, parent or guardian, or fan will be expected to accept/respect the explanation provided for them.

e. Any questions, concerns or complaints raised by a participant, parent or guardian, or fan shall be handled in a confidential manner among the coach involved and his/her Association representatives if requested, the person or persons raising the question, concern or complaint, and the individual(s) indicated in the above-listed proper communication channels, as appropriate.

f. No such question, concern, or complaint shall be discussed with or presented to any other individuals without the prior knowledge and agreement of the involved Coach, and without first exhausting the above-listed communication channel.

ARTICLE XI: CLASS SIZE

Section 1. The administration shall make all efforts not to have more than twenty-four (24) pupils assigned to Kindergarten and Grades 1, 2, and 3. All efforts shall be made not to have more than twenty-eight (28) pupils assigned to Grades 4, 5, and 6.

1.1 If a class size for Grades K-6 is larger than the above after the first two weeks of school of any given semester, the Superintendent of Schools shall set a meeting date with the teachers who so desire and the building principals whose class sizes exceed the stated numbers. If the problem of oversized classes is not resolved at this meeting, the Superintendent shall give a written report to the Association within one week of the above mentioned meeting, stating the reasons class size or sizes cannot, or should not, be reduced, and a copy of the report shall be presented to the Board in open meeting.

Section 2. All efforts shall be made for junior high middle school and high school classes not to exceed thirty (30) pupils, except in team teaching situations and where work stations will determine the number of pupils per class.

Article XI: Class Size (cont'd)

2.1 If a class size for middle school or high school are larger than the above after the first two weeks of school of any given semester, the Superintendent of Schools shall have a meeting within the third week of the semester with the teachers, Association representatives, and the building principals whose class sizes exceed the stated numbers. The Superintendent shall notify all parties of the meeting.

Section 3. The term "make all efforts", as used above in Section 1 shall take into consideration potential negative impact on students and will include, but not be limited to the following:

a. Transferring students between sections in the building.

b. Busing students to a different building.

c. Requesting parents to voluntarily transport their child to a different building.

d. Create a new section subject to Board approval

e. Requesting recommendations from the Association for ideas on how to address the class size issue(s).

Section 4. 70/30 IEP Ratio. 70/30 class ratio.

4.1 The 30% shall be calculated by the number of students enrolled in the class.

4.2 If more than 30% of the students have IEP's, then the Administration shall notify the Association with ten (10) working days of the overage (of the circumstance) and the Association leadership and district shall mutually agree on any exception by using ISBE Form 34-38A.

Section 5. Special Education Caseload

In any general education classroom, the total number of general education students and students with special needs will be subject to the class size language set forth in Article XI of the current parties' collective bargaining agreement and such numbers will not exceed the case load/class size limits pertaining to students with special needs as set forth in Section 226.730 of the Illinois Administrative Code.

A special education teacher or educational assistant(s) shall be present with the general education teacher, as mandated by the student's IEP, while special needs students are in the general education classroom with the general educational teacher.

If a student is enrolled in a PE and/or Music section that exceeds the maximum class capacity due to grade level class size or 70/30 ratio, then an Educational Assistant will remain with the student(s) during that specific class period.

Section 6. ELL/Bilingual

6.1 Dual Language teachers shall be provided substitutes (up to 5 days for Kindergarten and 2 days for 1st – 6th) to complete state testing.

ARTICLE XII: REDUCTION IN TEACHERS

6.2 Any certified teacher asked to administer language proficiency tests before the start of the school year shall be compensated at the contractual hourly rate.

6.3 In self-contained Emergent Bilingual classes, the maximum number of students shall not exceed established class size limits for those grade levels. If the class includes students from grade levels differing in class size limits, class size will be limited to the lesser of the two (i.e. in a 3rd and 4th grade classroom, the class size limit would be 24 students.)

Section 1. When reductions in the total teaching staff are under consideration, the Board shall so inform the Association at least thirty (30) days prior to a final decision. The Association shall be given an opportunity to suggest reasonable alternatives to reductions. Within fifteen (15) days of notification, the Association shall submit its suggestions in writing and the Board or its representative shall respond in writing within fifteen (15) days of receipt of the Association's suggestions. The Board agrees that it will not implement a reduction in force until after bargaining in good faith has been completed.

Section 2. Reduction of tenured or non-tenured teachers, other than through attrition, as a result of the decision of the school board to decrease the number of teachers employed by the board or discontinue some particular type of teaching service, shall be as follows:

A. Each teacher shall be categorized into one or more positions for which the teacher is qualified to hold. Within each position the teachers shall be placed in Grouping 1, 2, 3 or 4, which are defined as follows:

1. **Group 1:** Non-tenured teachers who have not received a performance evaluation rating.

2. **Group 2:** Non-tenured and tenured teachers who have received a Needs Improvement or Unsatisfactory performance evaluation rating on either of the teacher's last 2 performance evaluation ratings.

3. **Group 3:** Non-tenured and tenured teachers who have received a performance evaluation rating of at least Satisfactory or Proficient on both of the teacher's last 2 performance evaluation rating, if only one rating is available, unless the teacher qualifies for placement into Group 4.

4. **Group 4:** Non-tenured and tenured teachers whose last 2 performance evaluation ratings are Excellent and each teacher with 2 Excellent performance evaluation ratings out of the teacher's last 3 performance evaluation ratings with a third rating of Satisfactory or Proficient.

B. Reduction In Force Committee: This committee will be comprised of an equal number of Association members and District Administrators.

C. Among teachers qualified to hold a position, teachers must be dismissed in the order of their groupings, with teachers in Group 1 dismissed first and teachers in Group 4 dismissed last.

Article XII: Reduction in Teachers (cont'd)

D. The sequence of dismissal within each Group shall be as follows:

1. **Group 1:** As the discretion of the school board
2. **Group 2:** The teacher with the lowest average evaluation rating shall be dismissed first and so on. The teacher's average performance evaluation rating shall be calculated using the teacher's last 2 performance evaluation ratings, if 2 ratings are available, or the teacher's last performance evaluation rating, if only one rating is available, using the following numerical values: 4 for Excellent; 3 for Proficient or Satisfactory; 2 for Needs Improvement; and 1 for Unsatisfactory. If teachers in Group 2 have the same average performance evaluation ratings, the order of dismissal shall comply with the order of dismissal for teachers in Group 2, 3 and 4.

3. **Group 2, Group 3 and Group 4:**
   a. Those teachers with one (1) year or less of service in the District.
   b. Those teachers with more than one (1) year but less than two (2) years of service in the District.
   c. Those teachers with more than two (2) years but less than three (3) years of service in the District but who have not achieved tenure.
   d. Those teachers with two (2) years but less than three (3) years of service in the District.
   e. Those teachers with three (3) years but less than four (4) years of service in the District.
   f. Etc.

If two (2) or more teachers have had equal length of service in the District, then the tie-breakers are as follows:

I. Teachers dismissed first at the BA Vertical Lane; teachers dismissed second at the BA +16 Vertical Lane; and so on.

II. Actual hiring date by the Board.

III. In case of equal seniority up through Point (b) above, the following shall apply: Grades Kindergarten through Grade Six teachers shall be given priority at the K through 6 levels and Grade 7 through Grade 12 teachers shall be given priority for positions at the 7 through 12 levels.

IV. If a final tie-breaker is needed, the selection of the teacher will be made by the casting of lots, in the presence of all parties in interest.

Article XII: Reduction in Teachers (cont'd)

E. Teachers may not enroll in classes after March 1 for purposes of either bumping or to avoid being bumped. For those teachers who may be involved in the bumping process who have received additional certification in another subject area or level prior to March 1, or who are enrolled during the term that March 1 falls, must submit substantiating evidence for completed courses or contemplated completed courses to the Assistant Superintendent, Personnel, by March 1. Failure to notify the Assistant Superintendent, Personnel, by this date relieves the Board of its bumping obligation as it pertains to this Section.

F Seniority shall be defined as continuous contractual service, including Board leave. Seniority does not accumulate from a previous contractual employment, but only from the last official hiring date; except where an honorable discharge was given because of a reduction and the teacher returns within two (2) years from the layoff date.

Section 3. If the Board increases the number of teachers, or if a teacher resigns at any time after the layoff(s), the Board shall offer re-employment to the teacher laid off Group 2, 3 or 4 in the reverse order of the layoff specified above provided said teacher has proper certification. Said offer of re-employment shall be subject to a fifteen (15) month limitation from the last day of contractual teacher-pupil contact. All known vacancies shall be filled prior to the opening of the school term if properly certificated reduced staff are available.

3.1 A teacher's failure to respond affirmatively within twenty (20) calendar days after mailing of the Board's letter sent by registered mail to the teacher's address on file with the Board recalling such teacher shall result in termination of the teacher's rights of recall hereunder. The Board will accept from the teacher any signed statement indicating a desire not to be hired back as it pertains to this Article.

Section 4. If an employee's position is eliminated under a Reduction In Force, that person shall be permitted to bump into any position for which he/she is qualified, provided that such teacher:

a) is certificated for the position he/she is bumping into, and
b) has more District seniority than the teacher he/she is bumping; and
c) is in the same or higher Group number than the teacher he/she is bumping.

4.1 In case of equal seniority, grades kindergarten through six teachers shall be given priority at the K through 6 levels, and grades 7 through 12 teachers shall be given priority for positions at the 7 through 12 levels.

Section 5. The parties specifically agree that all "Proficient" ratings issued to teachers on or before September 1, 2012 under the current teacher evaluation plan shall be considered ratings of "Excellent" for purposes of determining a teacher's placement in the appropriate Grouping for purpose of a Reduction In Force.

ARTICLE XIII: LEAVES

Section 1. Sick Leave

1.1 Each teacher shall be entitled to a normal annual allotment fourteen (14) total sick leave days per year with unlimited accumulation. Teachers who reach an accumulation of one hundred thirty-five (135) days of sick leave at the end of a school year will be entitled to a normal annual allotment of thirty-five (35) sick leave days at the start of the next school year. For each school year after a teacher receives the thirty-five (35) day normal allotment of sick leave, the teacher will receive a normal allotment of fourteen (14) sick leave days until the teacher reaches the next threshold of 225 accumulated days. Teachers who reach an accumulation of two hundred twenty-five (225) days of sick leave at the end of a school year will be entitled to a normal annual allotment of fifty-five (55) sick leave days at the start of the next school year. For each school year after a teacher receives the fifty-five (55) day normal allotment of sick leave, the teacher will receive a normal allotment of fourteen (14) sick leave days.

Any employee who receives an increased allotment as a result of meeting one of the designated sick leave days thresholds will only receive the increased allotment the first time they meet each designated threshold. Should any employee fall below one of thresholds after receiving an increased allotment, they are not eligible for a second increased allotment should they meet that threshold again. These normal annual allotment amounts will be effective the start of the 2022-2023 school year and determined based on a teacher's accumulated sick leave at the end of the 2021-22 school year.

Such sick leave shall accumulate without limit. Sick leave shall be interpreted to mean personal illness, quarantine at home, serious illness or death in the immediate family or household, Sick leave shall also be interpreted to mean birth, adoption, placement for adoption, and the acceptance of a child in need of foster care. The immediate family, for the purposes of this Section, shall include: parents, spouse, domestic partner, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, legal guardians and any relative living in the same household. Prior to the return to duty from any serious illness or injury, a statement from a physician attesting to the physical and/or emotional and/or mental ability of the teacher to perform his/her work responsibilities must be presented to his/her immediate supervisor.

1.2 A Sick Leave Bank will be established to provide extended sick leave to employees who, as a consequence of an approved prolonged personal illness or hospitalization and recovery, have exhausted their accumulated sick leave. The Sick Leave Bank will be subject to the following (only exception could be child with catastrophic circumstances) guidelines:

1.2.1 All employees covered by this Agreement and all Unit 10 administrators and supervisors shall have the opportunity to participate in the Bank. Participation in the Bank by an employee shall be voluntary. An employee who is not a participant in the Bank shall not be eligible to withdraw days from the Bank.

Article XIII: Leaves (cont'd.)

1.2.2 A three-member Sick Leave Bank committee will be established each school year to act as the governing body for the administration of the Sick Leave Bank. Said committee shall consist of two (2) employees named by the Association, and an administrator named by the Superintendent. The Sick Leave Bank committee shall be authorized to promulgate written rules and regulations for the implementation and administration of the Bank. If the Board goes against the unanimous recommendation of the committee, they must state their reasons in writing.

1.2.3 Employees desiring to participate in the Bank shall file written notification of such desire with the Sick Leave Committee at any time from the first full week of school through September 15 of any school year. The employee's participation in the Bank shall continue from year to year unless revoked in writing by the employee between the first full week of school and September 15 of any year. Employees must have accumulated at least 30 unused sick days to be eligible to join the Bank.

1.2.4 Each employee participating in the Bank shall contribute yearly two (2) non-redeemable sick days to the Bank. If the Bank contains 500 or more days at the end of a school year, no additional contributions shall be made for the following year, except that new participants shall be required to contribute a minimum of two (2) days.

1.2.5 No employee will be able to withdraw days from the Sick Leave Bank until their own accumulated sick leave days have been exhausted and a request has been presented to the Sick Leave Bank Committee for Sick Leave Bank withdrawal, accompanied by a doctor's written verification of the employee's illness.

1.2.6 Members of the Sick Leave Bank will be eligible to withdraw a maximum of ninety (90) sick leave days from the Bank during a 3-year period of time.

1.2.7 Any days remaining in the Bank at the end of a school year will be carried forward to the next school year.

1.2.8 In the event the Bank is depleted of days before the end of the school year, the Bank will cease to furnish benefits for the remainder of that year.

1.2.9 The Sick Leave Bank will not apply for normal maternity leave or child-care or for persons receiving Worker's Compensation.

1.2.10 If the employee commences to draw disability benefits under the State Retirement System, she/he will cease to draw benefits from the Sick Leave Bank.

1.2.11 Should the Bank be dissolved for any reason with days remaining in the Bank, the days shall be returned to all currently participating employees on a pro-rated basis.

Article XIII: Leaves (cont'd.)

1.3 **Employee Catastrophic Illness and Injury Policy:**

1.3.1 In the event that a certified employee (i.e. ineligible for the District's sick bank) contracts a catastrophic illness or injury and in the event the said employee has insufficient sick days to complete the recovery from the incident, it will be the policy of the Board of Education to allow other employees to donate sick days up to sixty (60) school days to the individual. Employees eligible to donate sick days are those who have accumulated sick days in excess of forty-five (45) days. If the ill or injured employee commences to draw benefits under the state retirement or disability system, he/she will cease to draw benefits from donated days. Any remaining donated days will be placed in a reserve for future needs under this policy. In the event of the death of the requester, any remaining days will be placed in reserve for future needs of this policy. Donated days once accepted by the Sick Bank Committee for this purpose are non-returnable. Only the number of days requested by the ill or injured employee will be granted. Reapplication is required if the ill or injured employee needs more days than originally requested. Under no circumstances will the total of donated days allowed be more than sixty (60) school days in a three year time period. Donations will be made per incident. Employees donating sick days will utilize the form provided by the Superintendent's office. Individual records of donations will remain confidential and become part of the employee's personnel record. Once the number of donated days reaches the number required by the application, other donations will not be accepted and will be returned.

1.3.2 The donation of sick days to another employee will be deducted from the donor's accumulated sick days and will not be eligible for Teachers' Retirement System credit. The donor's attendance incentive will not be affected.

1.3.3 This policy is not available to those certified employees who have become eligible to join the District's regular Sick Bank Reserve. This policy does not apply for normal maternity leave, child care or care of relatives. (Only exception could be child with catastrophic circumstances.)

1.3.4 It will be the responsibility of the Sick Bank Committee to inform the certified staff of donations needed under this policy.

Section 2. Parental Leave

2.1 Parental leave applies to the birth, pending adoption, adoption or placement for adoption of a child. Eligible teachers shall be entitled to twelve weeks of unpaid parental leave consistent with the Board's policy under the Family Medical Leave Act. The Board shall continue to pay its portion of the teacher's health insurance premium during any period covered under FMLA.

Article XIII: Leaves (cont'd.)

Parental leave may be granted by the Board without pay beyond the 12 weeks of FMLA leave. Leave shall not exceed one calendar year per pregnancy, and the employee shall retain and accrue seniority during the first year of the leave or part thereof and during any period of FMLA leave, but shall not accrue seniority for any period of the leave that is extended beyond the first year or part thereof, except as required by the Family and Medical Leave Act. The employee shall advance a step on the salary schedule provided that the employee has completed at least 80 days of the school year.

2.2 The employee shall notify the Director or Assistant Superintendent of Human Resources of the intent to take a maternity leave and the dates the leave is requested 30 days prior to the date the leave is to commence.

2.3 Sick leave may be used if needed for medical reasons if the employee is unable to work either prior to commencement of leave following the designated return to work date. Use of sick leave may require a physician's statement.

2.4 Subject to the regulation of the insurance carrier, employees on maternity leave may, by their own arrangement, continue their membership in the insurance plan of the District.

2.5 Employees returning from maternity leave shall be assigned to a position for which they are qualified, but not necessarily the exact assignment held prior to taking leave.

2.6 Extension of maternity leave may be granted by mutual agreement in the event of an unforeseen problem.

2.7 Prior to their return to duty, a statement from their physician attesting to their physical ability to resume their teaching responsibilities must be presented to their immediate supervisor.

Section 3. Personal Leave

3.1 The Board shall grant three (3) days personal leave per year at full pay, subject to the following conditions:

3.1.1 Such leave shall be accumulative up to a maximum of three (3) days. No more than five (5) bargaining unit members may use personal leave before a school holiday and no more than five (5) bargaining unit members may use personal leave after a school holiday. Bargaining unit members are only allowed this type of approval once per school year. A member may only take leave before OR after the holiday (If you take personal leave before a holiday you can not take personal leave after the holiday). Members will be approved on a first come, first serve basis.

3.1.2 Once an employee has accumulated the maximum of three (3) unused personal leave days, any additional personal leave days granted to the employee pursuant to this Section will accumulate as sick leave.

3.1.3 Any notification of personal leave shall be made at least three (3) calendar days prior to the date of the leave (except in emergencies) in the absence management system. No reason need be given. A voluntary reason may be given if desired.

3.1.4 Any employee who has accumulated personal leave days prior to the effective date of this Agreement shall have all such accumulated personal leave days converted into sick days and added to her/his sick leave accumulation upon the effective date of this Agreement. Such conversion shall be reflected on the employee's paycheck stub for the payroll period immediately following the effective date of this Agreement.

3.1.5 This Section should not be construed that sick leave days and personal leave days are interchangeable.

Section 4. Jury Duty

4.1 Necessary time absent shall be allowed for jury duty. The employee shall be afforded the difference in pay between the employee's daily rate and the per diem rate for this duty. The per diem rate shall not include compensated expense for meals, travel, etc.

Section 5. Sustained Incapacity

5.1 In the event an employee experiences a continual illness or serious injury within a given school term which would prevent them from performing their regular duties in Unit 10, salary payments would continue for the current fiscal year or school term, provided the employee has been a certified employee in the School District for twenty (20) years and has sixty (60) days accumulated sick leave.

Section 6. Funeral Leave

6.1 Reasonable time at full pay shall be granted for funeral leave for members of the immediate family. Such leave shall not be deducted from sick leave. Prior arrangements with the Superintendent or his/her designee is required for determination of the number of days to be granted. For purposes of this Section, immediate family shall be defined as follows: parents, spouse, domestic partner, brothers, sisters, children, grandparents, grandchildren, parents-in-law, sisters-in-law, brothers-in-law, grandparents-in-law, legal guardians, and any relative living in the same household. Funeral leave for other than members of the immediate family must be requested in advance, in writing, and approved by the Superintendent and shall be deducted from accumulated sick leave.

Section 7. Military Leave

7.1 Military leave shall be granted upon application to the Board of Education to any staff member who is inducted or enlists in any branch of the armed forces of the United States and serves no more than one enlisted period. They shall be accorded a position for which they are qualified at the beginning of the school term following their release from active duty, provided notice of their intent to return to the school is received not later than June 1st preceding the school year following their return. Upon return from such leave, a staff member shall be placed on the salary schedule at the level which they would have achieved had they remained actively employed in the system during the period of their absence. Sick leave shall not accrue during military leave. That which was accumulated before leave

Article XIII: Leaves (cont'd.)

shall remain in force. Credit for military service shall not count toward the acquiring of tenure. This does not apply to employees under contract where no duties were performed.

7.2 If National Guard or Reserve annual tour of training should occur during the school year, the employee required to participate shall be granted temporary leave of absence. The employee shall receive their regular salary minus basic pay which they will receive from the government for each school day spent in government service.

Section 8. Sabbatical Leave

8.1 The sabbatical leave program is for certificated personnel. It is to be granted primarily for the purpose of improvement of the School District and secondarily for the individual's benefit.

8.2 The sabbatical leave may be used for such activities as research, study, and travel, with emphasis placed on special type programs that are of educational value. The sabbatical leave is not intended to merely give the recipient an opportunity to attend classes or attain an advanced degree that otherwise could be earned through evening and summer classes--unless it falls into a special program category.

8.3 The approval or denial of the sabbatical leave therefore will be determined by the nature of the request and its educational value as perceived by the applicant, the screening committee, and the Board of Education.

8.4 All applicants for sabbatical leave must have a bachelor's degree, a minimum of six (6) consecutive years full-time experience in this school system, and have at least seven (7) full years of teaching service available before mandatory retirement age.

8.5 The maximum number of full year sabbaticals granted annually shall be two (or four one-half year sabbaticals).

8.6 Sabbatical leaves may be granted for periods of one or two Unit No. 10 semesters.

8.7 Teachers granted sabbatical leave shall receive the minimum salary as provided by the Illinois School Code or one-half their yearly salary, whichever is greater. Salaries will be paid bi-weekly to those on leave the same as those on regular service.

8.8 The sabbatical leave time shall not be construed as a break in consecutive years of service.

8.9 Sabbatical leaves shall not be granted to any individual more than once every seven (7) years.

8.10 All who are granted sabbatical leaves will be expected to return to this school system for a minimum of one full year's service immediately following completion of the sabbatical leave program, or return all monies received under the sabbatical leave program, except in the case of death or permanent disability. The return service requirement may be postponed at the discretion of the Board of Education upon the recommendation of the Superintendent and the Sabbatical Leave Screening Committee.

Article XIII: Leaves (cont'd.)

8.11 Upon the recommendations of the Superintendent and the Sabbatical Leave Screening Committee, and with the approval of the Board, the sabbatical leave may be continued for the benefit of the School District to complete work in process. The teacher shall receive all benefits of this sabbatical leave program for the continued period except salary.

8.12 Leave of absence may be granted for a period following the sabbatical leave year, but shall include no benefits beyond the normal leave of absence.

8.13 The return service requirement of one full year's service immediately following a sabbatical leave shall be postponed during a granted leave of absence or sabbatical leave continuation, but must be fulfilled at the end of this extension of leave or the financial restitution made.

8.14 The screening committee shall be composed of the Superintendent and three administrators appointed by the Superintendent, plus eight faculty members to be selected by the teachers' organization. Two members of the faculty group shall represent the high school, two members shall represent the junior high school, and four members shall represent the elementary schools.

8.15 Each year two teacher members will be replaced.

8.16 The screening committee will evaluate the written applications and recommend to the Board of Education an order for selection of the sabbatical leave candidate.

8.17 Work plans for the sabbatical leave must be submitted with application for leave to the Superintendent. The Board of Education requires a final progress report to be sent to the Superintendent by all teachers on sabbatical leave within a month after completion of sabbatical. The report shall be shared with the members of the screening committee.

8.18 Applications for all sabbatical leaves must be submitted in writing to the Board office by April 15th of the school year preceding the requested leave. At the Board office, applications will be dated at receipt and a record made of the receipt. Applications will then be forwarded to the screening committee no later than April 20th.

8.19 The screening committee shall submit a list of recommendations, along with all applications received, to the Superintendent by May 1.

8.20 The Board of Education shall take final action no later than the regular Board meeting in May.

8.21 The Superintendent shall notify the screening committee and all applicants as to the final decision of the Board within five (5) days after the final action of the Board.

Article XIII: Leaves (cont'd.)

Section 9. For employees who wish to be absent from work beyond the use of sick leave, personal leave, funeral leave, or leave of absence, deduct days may be requested. This request must be presented to the Superintendent of Schools, in writing, on the District Deduct Day Request Form stating the reason for the need to be absent. These days will not be granted automatically and will only be considered for unusual situations. For any days needed for absence due to an extended illness or injury where sick leave has terminated, a written request will not be necessary; these days will be automatically deducted from the employee's salary.

Section 10. Unused Accumulated Sick Leave Days

10.1 The employee shall be entitled to apply any or all of his/her accumulated sick leave days upon retirement for additional service credit with the Illinois Teachers' Retirement System in accordance with the maximum amount of additional service credit allowable under the applicable TRS Rules and Regulations.

ARTICLE XIV: ATTENDANCE INCENTIVE

Section 1. Upon an employee's separation or retirement from Collinsville Community Unit School District No. 10, the employee shall be credited for each year of good attendance in the District in accordance with the following schedule, which schedule applies to years of good attendance earned prior to the 2019-2020 contract year:

Annual Days of Attendance	Attendance Incentive Compensation
180 Days	$480.00
179 Days	$385.00
178 Days	$300.00
177 Days	$225.00
176 Days	$200.00
175 Days	$175.00
174 Days	$150.00
173 Days	$125.00

Upon an employee's separation or retirement from Collinsville Community Unit School District No. 10, the employee shall be credited for each year of good attendance in the District in accordance with the following schedule, which schedule applies to years of good attendance earned in the 2019-2020 contract year and thereafter:

Annual Days of Attendance	Attendance Incentive Compensation
180-179 Days	$500.00
178-177 Days	$400.00
176-175 Days	$300.00
174-173 Days	$150.00

Article XIV: Attendance Incentive (cont'd.)

In determining the employee's record of attendance for the purposes of this Section, only the use of sick leave, personal leave, and dock days will be considered as days of non-attendance to be subtracted from the employee's perfect attendance record. The employee's use of family and medical leave, Association leave, jury duty or court appearance leave, funeral leave, maternity or child-rearing leave, military leave, sabbatical leave, leaves for professional development, absence due to in-service training, leave provided under the Americans with Disabilities Act, leave required due to an employment-related injury or illness under the Illinois Workers' Compensation and Occupational Diseases Act, the employee's observance of religious holidays, and any other leave taken at the request of the Board shall be counted as days of attendance for purposes of this Section.

Upon written request from an employee, the District shall provide written notification to the employee, not later than 30 calendar days following receipt of the employee's request, as to the amount of compensation the employee has earned pursuant to this Section as of the start of that school year.

Upon the death of an employee qualified under this Section, the monies due for the time so accumulated will be paid to the estate of the employee.

In order to qualify for attendance incentive compensation, an employee must have at least 10 accumulated sick leave days at the time of separation or retirement.

Section 2. The Board and the Association agree that if, during the term of this Agreement, any changes occur in TRS rules and regulations, or in interpretation thereof, which would reduce, diminish, abrogate, or negate any of the benefits provided by this Article as of the effective date of this Agreement, the parties will meet within sixty (60) calendar days following the effective date of the TRS rule or interpretation change to renegotiate the provisions of the Agreement directly affected by such change, for the purpose of bringing the provisions of this Article into compliance with any such change so that the benefits provided pursuant to the Article as of the effective date of this Agreement are not reduced, diminished, abrogated, or negated.

Section 3. Upon submission of a 1, 2, or 3 year notice of retirement, part of the Attendance Incentive will be added to the teacher’s creditable earnings in each year of the pre-retirement to increase the teacher’s total creditable earnings to a maximum of 6% over the previous year’s earnings.

Section 4. Any Attendance Incentive that the teacher would not receive because of the 6% limit, will be paid to the teacher post-retirement as non-creditable earnings.

Section 5. Failure of a teacher to retire as scheduled will result in the teacher receiving payment only for the balance of his/her incentive benefit when he/she reapplies for retirement. This remaining balance will be subject to the 6% limit and post-employment payment procedures.

Section 6. The parties agree to submit this concept to TRS for its review and approval Section 76. In the event legislation and/or administrative rules do not include attendance inventive payments in the 6% TRS penalty cap calculation, the parties agree the attendance inventive will be paid to retiring teachers in a manner to maximize creditable earnings.

Article XIV: Attendance Incentive (cont'd.)

Section 7. Effective with the 2019-2020 school year, the employee may elect to have the attendance incentive paid out on a yearly basis. If the employee elects to have their attendance incentive paid out on a yearly basis they must submit an irrevocable request to the Director of Human Resources prior to September 1st. Once the employee is enrolled in a yearly pay out they will remain that way until they separate or retire from Collinsville Community Unit School District No. 10. The yearly pay out for the attendance incentive will be paid by July 31st. All yearly attendance incentives earned prior to the 2019-2020 contract year and earned in any contract year prior to an employee making an election for a yearly pay out shall be paid to the employee upon the employee's separation or retirement from Collinsville Community Unit School District No. 10 pursuant to the procedures set forth above.

ARTICLE XV: FRINGE BENEFITS

Section 1. Health Insurance

1.1 For each full-time employee who desires to participate, the Board shall pay 100% of the cost of the premium for single coverage under a group health insurance plan for the duration of the contract.

1.2 The District shall also provide eligible employees with 100% Board paid dental insurance and life insurance ($11,000 life insurance coverage per employee) for the duration of this agreement.

1.3 In addition to the Board's contribution for single coverage, the Board shall contribute $75.00 for each employee toward a group health plan for family/spouse coverage for each full-time employee who desires to participate in the family/spouse plan for the duration of this agreement.

1.4 All employees are subject to eligibility requirements.

1.5 Insurance Committee. A representative committee made up of all groups of employees (with at least 50% of the committee members named by the Association) will evaluate the insurance coverage, company, etc. The parties understand and agree that so long as the District continues to provide insurance through MISSVIC under a contract for insurance coverage, premium costs and benefits shall be determined by MISSVIC. Prior to the expiration of any contract with MISSVIC the Insurance Committee and Board may mutually agree to renew the MISSVIC contract. If either the Board or the Insurance Committee proposes that insurance coverage be provided by an insurance carrier other than MISSVIC then the Board and Insurance Committee shall negotiate the proposed change in the insurance carrier/company, coverage, etc. and further agree that these negotiations must be completed prior to the deadline for renewing any existing insurance carrier contract.

Section 2. The Board shall pay, on behalf of employees an amount of 9% (9.8901 cost factor) of each employee's creditable earnings to the State of Illinois Teacher's Retirement System (TRS). A teacher's required contribution to TRS above the amount of the board's TRS contribution, and the Board's contribution on behalf of teachers, will be tax sheltered as permitted by law. The salary amount as printed on the individual employment agreement issued annually shall reflect such TRS contributions.

ARTICLE XV: Fringe Benefits (cont'd.)

Section 3. District 10 teachers are authorized to use their issued name badge as a pass to attend all District 10 home activities at no cost. The pass will be valid for the employee and one guest at each event, but the pass cannot be used to attend the District 10 Basketball Tournament (currently called the Schnucks Tournament) and cannot be used to attend events that IHSA charges admission fees.

Section 4. Collinsville CUSD 10 403(b) Plan: The District will contract with a third-party administrator (TPA) to serve as the third-party administrator of the District's 403(b) plan.

1. All aspects of the 403(b) plan shall comply with federal laws and regulations.

2. The District will request the third-party administrator to include the following in the District's 403(b) plan, provided that 1) the item does not cost the District any additional fees/expenses and 2) the item is authorized under federal laws and regulations. The Third-Party Administrator will determine whether or not any of the items will result in an additional cost to the District and whether the item can be included in the District's 403(b) plan under federal laws and regulations.

a. Current vendors will be included in the 403(b) plan provided the vendor meets all criteria and obligations to be included in the plan.

b. The transfer of funds (exchanges) between approved products offered by different providers.

c. Information sharing agreements for legacy products to which new investments are not being made.

d. Available to all employees under the universal availability requirement.

e. Contribution limits, including catch up provisions for employees 50 years of age or older and catch up provisions for products that had catch up provisions for those with 15 years of service.

f. Opportunities to enroll in the plan products and opportunities to change investments.

g. On-line access to accounts.

h. Product features such as Roth IRA and 457(b) contributions to offer flexibility, loans, financial hardship withdrawals and payroll slots for the providers.

3. Prior to the District implementing a discretionary change to the 403(b) plan or changing Third-Party Administrators, the District will notify its labor organizations and meet its bargaining obligations consistent with the Illinois Educational Labor Relations Act. However, the TPA shall retain the authority to make unilateral changes to the plan to ensure it remains in compliance with federal laws and regulations, but the employees shall be notified of any said changes.

ARTICLE XVI: COMPENSATION

Section 1. Salary Schedule

1.1 The basic salaries of employees covered by this Agreement shall be attached to and incorporated in this Agreement.

Section 2. Experience Credit

2.1 A new employee with experience shall be placed on the appropriate step on the salary schedule based on his/her prior full-time certified public teacher experience in state or out of state not to exceed step fifteen (15).

Experience shall be considered as teaching experience or work experience for Career Technical Education positions (i.e., CAVC teacher: Mechanic with 6 years of prior full-time experience will be placed on step 7). Experience shall be considered for Registered Nurses (RN) who have worked in a school setting and acquired their Certified School Nurse licensure. (i.e. RN in the school setting with 3 years of experience will be placed on step 4 after acquiring their Certified School Nurse Licensure).

2.2 A person hired in a position prior to November 1st will be entitled to experience credit for that entire year. A substitute in a position prior to November 1st and subsequently hired into that position will be entitled to experience credit for that entire year.

Section 3. Ten or Twelve Month Pay Period Option

3.1 Teachers shall receive twenty-six (26) or twenty-seven (27) bi-weekly, meaning every two weeks, pays commencing in September and ending in August.

Section 4. Salary Computational Errors

4.1 Any error in the computation of the salary of an employee shall be corrected the next pay period after the discovery of the error.

Section 5. Automotive Mileage

5.1 Employees required to drive their personal automobiles in the course of their employment, or otherwise using their automobiles in authorized service to the District, shall be reimbursed at the current published IRS rate.

Section 6. Summer School

6.1 Pay for teaching in the Summer School Program shall be at the rate of .0008 of beginning base. Pay for summer school work shall be paid as the Summer School Program pay period plan which shall be separate from the Teachers' 12-month pay period plan.

ARTICLE XVI: Compensation (cont'd)

Section 7. Night School

7.1 Pay for teaching in the Night School Program shall be at the rate of .0008 of beginning base.

Section 8. Saturday School

8.1 Pay for teaching in the Saturday School Program shall be at the rate of .0008 of beginning base.

Section 9. Homebound Program

9.1 Pay for teaching in the Homebound Program shall be at the rate of .0008 of beginning base.

Section 10. Irregular Teaching Duty

10.1 Teachers who are assigned six periods of teaching duty for two semesters shall be paid at the rate of nine percent (9%) above their regular scheduled salary. Teachers who are assigned six periods of teaching duty for one semester shall be paid at the rate of four and a half percent (4.5%) above their regular scheduled salary.

Section 11. Driver's Education (Behind the Wheel)

11.1 Pay for teaching in the Driver's Education (BTW) Program shall be at the rate of .0008 of beginning base.

Section 12. No Unauthorized Deduction

12.1 Deductions from an employee's pay will only be made with authorization from the employee or if required by law.

Section 13. Worker's Comp

During the period of time when a teacher is collecting benefits provided by the Illinois Workers' Compensation and Occupational Disease Act, the district will pay the employee an amount equal to the difference between the employee's regular net pay (including stipends) and the amount the employee is receiving from workers' comp.

Section 14. 60-hour Master's Degrees

14.1 Beginning with the 1997-98 school year, certified positions that require a master's degree and that degree requires 60 hours of work beyond the bachelor's degree, shall be placed on the salary schedule at the master's plus 24 level and given credit for a master's plus 28 toward further advancement on the salary schedule.

ARTICLE XVI: Compensation (cont'd)

Section 15. Lead Teachers

15.1 Lead Teacher position for Caseyville, Twin Echo, Summit, Webster, Maryville, Kreitner, DIS, Hollywood Heights, and Renfro.

The lead teacher will act only in the absence of the building principal(s) in emergency response situations. When the lead teacher is called out of their classroom to perform such duties, their class will be covered by an adult employee. Compensation will be on an hourly basis with the rate being the agreed upon hourly rate (.0008). The building principal will appoint the position.

Section 16. Early Retirement Notice Incentive

The Board shall recognize the service of full-time teachers who have rendered at least fifteen (15) years of full-time TRS creditable service to Collinsville Community Unit School District No. 10 and who are eligible to receive regular retirement pension benefits through the Teachers' Retirement System of the State of Illinois.

1. Requirements to Qualify – To be eligible for this benefit, a teacher must comply with all of the following requirements and limitations:

    a. Must have a minimum of fifteen (15) years of full-time teaching service in the Collinsville School District at the time the retirement notice is submitted in order to be eligible for this early retirement incentive; and
    b. Must be at least fifty five (55) years of age by December 31 of the year of retirement; or
    d. Must submit an irrevocable letter of resignation for retirement. As many as the last three (3) years of an employee's career may be included in the pre-retirement period. An irrevocable letter of resignation establishing the date of retirement will create and determine the length of the pre-retirement period; and
    e. The irrevocable letter of resignation for retirement must be submitted to the Superintendent on or before October 1st and indicate a pre-retirement period from 1 to 3 years in duration. For example, an employee who submits an irrevocable notice of retirement by October 1, 2019 may indicate a retirement date of June 30, 2020, 2021, or 2022.

2. Total payment due under the Collinsville Retirement Program will be as follows:
    One year retirement notice: $2,000
    Two year retirement notice: $4,000
    Three year retirement notice: $6,000

ARTICLE XVI: Compensation (cont'd)

3. This retirement program payment may be paid in two forms -1) TRS creditable earnings and/or 2) a retirement severance payment—and shall be paid according to the following procedures.

   a. A calculation will be made comparing the employee's creditable earnings of the immediately previous year with his/her creditable earnings of the year he/she gave notice. If such creditable earnings are less than 106% of his/her creditable earnings of the previous year, that portion of the retirement program payment ($1,500) will be paid to the employee as creditable earnings in the last pay period in June, but in no case shall the retirement incentive cause the employee's creditable earnings to exceed 106% of his/her previous year's creditable earnings and the $1,500 retirement payment will be reduced in an amount to ensure the teacher's creditable earnings does not exceed a 6% increase.

   b. For each succeeding year of the notice period, a comparison will be made between the employee's creditable earnings of the previous year and the current year. That portion of the program payment up to a maximum of $1,500 will be paid to the employee as creditable earnings in the last pay period of June in each subsequent year of the retirement program, but in no case shall the retirement incentive cause the employee's creditable earnings to exceed 106% of his/her previous year's creditable earnings and the $1,500 retirement payment will be reduced in an amount to ensure the teacher's creditable earnings does not exceed a 6% increase.

   c. In the event the entire program payment due the employee is not paid as creditable earnings during the notice period, the remaining balance will be paid to the employee as a severance payment. Such payment shall be made within ten (10) days after the employee's last workday and/or receipt of his/her last paycheck, whichever comes last. This severance payment will not be treated as creditable earnings under TRS.

   d. In the event an employee who elects this retirement incentive and subsequently becomes ineligible to retire on the date designated in his/her irrevocable notice because (s)he does not have sufficient years of TRS creditable service (e.g., teacher expected to retire with 35 years of TRS service by using 2 years of sick leave but had to use a number of sick leave days, pursuant to The School Code, and is no longer able to purchase 2 years of service credit), the Board may allow the employee to rescind his/her retirement or the Board may move the effective retirement date to the first date on which the employee obtains thirty-five (35) years of creditable service (including accumulated sick leave). The teacher will not be required to pay back any retirement benefits received, but shall be removed from the retirement program. Moreover, the teacher shall not be eligible to re-enter the retirement program.

   e. The parties agree that if the state pension statute and/or regulations change in any manner during the term of this contract that would create a penalty or additional cost to the District for offering this retirement program to employees, the parties will re-open and renegotiate this retirement program language.

ARTICLE XVII: COMMITTEES

VOCATIONAL COMMITTEE:

The Board of Education and the Collinsville Education Association shall continue a joint committee for the purpose of studying the concerns facing the future of the Area Vocational Center. This committee shall consist of Board/Administrative representatives and members of the Collinsville Education Association. This committee shall also include high school and vocational school administrators who are involved with the Center's program.

SPECIAL EDUCATION CONCERNS:

The Board and Association agree to form a committee composed of an equal number of Board/Administration representatives and an equal number of Association representatives. Association members of the committee shall be from within the Special Education Department and/or regular education teachers involved in co-teaching or REI programs. The Director of Special Education shall be an administrative appointee to the committee and shall serve as chairperson. The Association shall appoint a vice-chairperson from their members on the committee.

This committee will address items of concern within the Special Education Department which are procedural in nature and best clarified within the Special Education Department.

The committee shall meet as needed or quarterly but no less than one time each quarter during each school year. Subject matter to be discussed shall be submitted in advance of the meeting for a pre-established agenda. Subjects on the pre-agenda shall be alternately listed between those submitted by the CEA and the administration. The chairperson and vice-chairperson shall meet prior to all meetings to mutually establish the agenda.

BOARD LIAISON BUDGET COMMITTEE:

The Collinsville Education Association shall select a member to serve as a liaison to the Board of Education, through the Director of Business Affairs, regarding budgetary matters. This liaison shall be allowed reasonable access to the Director of Business Affairs to discuss and offer input on financial decisions of the District and develop a consistent understanding of Unit 10's finances for the Collinsville Education Association.

ARTICLE XVIII: TERMINATION AND NEGOTIATIONS PROCEDURES

Section 1. The parties agree that their duly designated representatives shall negotiate in good faith with respect to terms and conditions of employment.

Section 2. Both parties agree that it is their mutual responsibility to meet at reasonable times and negotiate in good faith with respect to salaries, fringe benefits, conditions of employment, grievance procedures, and other matters of mutual concern.

Section 3. Both parties agree that it is their mutual responsibility to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, make counter-proposals in the course of negotiations, and to reach tentative agreements which shall be presented respectively to the Board and the Association for ratification.

Section 4. Each party to negotiations shall select its negotiating representatives provided that the Board shall not select a member of the Association bargaining unit.

Article XVIII: Termination and Negotiations Procedure (cont'd.)

Section 5. Negotiations shall begin no later than May 1 of each year unless both parties agree to an alternate date. Meetings shall be held as necessary at times and places agreed to by both parties.

Section 6. Each negotiations committee shall designate a member who shall serve as exclusive spokesperson for the respective committee except as they may call on other committee members or advisors for specific comment. No members of other Unit #10 bargaining groups shall be present unless mutually agreed upon.

Section 7. The public shall not be invited to the negotiation sessions.

Section 8. Unless otherwise agreed, each committee shall be wholly and completely free to communicate any and all aspects of the negotiations process to both their respective groups and to the public. All press items shall be released through official channels to be designated each year at the start of negotiations.

Section 9. The Superintendent and the central administrative staff shall serve as resource consultants and shall furnish copies of the tentative budget, monthly expenditures, and copies of the proposed amendments and additions to the administrative and Board Policies affecting employees, and such other readily available and pertinent information as the Association may request. Requests to the Superintendent shall be made to the Board and the Superintendent and requests to the Association shall be made to the President.

Section 10. Each party will keep its own records of negotiation meetings. Both parties shall be allowed to utilize a recording device.

Section 11. During negotiations, agreed upon items shall be reduced to writing and signed prior to the adjournment of the meeting at which agreement was reached.

Section 12. An impasse date will be determined by both parties at the start of negotiations each year. Either party may declare to the other in writing that an impasse exists, and the Federal Mediation and Conciliation Service shall be requested by the parties to appoint a mediator from its staff. The mediator shall meet at soon as possible with the parties or their representatives or both, either jointly or separately, and shall take such steps as the mediator deems appropriate to persuade the parties to resolve their differences and effect a mutually acceptable agreement.

Section 13. The costs for the mediator shall be equally shared by the Board and the Association.

Section 14. This Agreement shall be subject to change or supplement at any time by mutual consent of the parties. Any such change or supplemental agreement shall be reduced to writing, signed by the parties and submitted to the Board and Association for approval.

Section 15. The Board shall not issue individual teacher contracts or employment agreements before a negotiated agreement has been reached between the Board and the Association. The Board may issue individual contracts to newly employed teachers.

Article XVIII: Termination and Negotiations Procedure (cont'd.)

Section 16. When the Association and Board reach tentative agreement on all matters being negotiated, the agreed upon items shall be submitted to the membership of the Association for ratification and to the Board for official approval.

ARTICLE XIX: EFFECT OF AGREEMENT

Section 1. Should any article, section or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections and clauses shall remain in full force and effect for the duration of this Agreement if not affected by the deleted article, section or clause.

Section 2. The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties. The terms and conditions may be modified only through the written mutual consent of the parties.

Section 3. The terms and conditions of this Agreement shall be reflected in individual contracts or employment agreements.

Section 4. The Association agrees not to strike during the duration of this Agreement.

Section 5. This contract becomes effective on the first day of the 2025-26 school year and remains in effect until the first day of the 2028-29 school year.

This Agreement is signed and adopted this _____ day of _____, 2025 and effective _____, 2025.

(All references within the collective bargaining agreement shall reflect a three year agreement (2025-26, 2026-27, 2027-28).

In witness thereof:

For the Collinsville Education Association

CEA Co-President

CEA Co-President

CEA Secretary

For the Board of Education
Collinsville Unit #10 School District

CCUSD No. 10 President

CCUSD No. 10 Secretary

Collinsville Community Unit School District #10
Salary Schedule for Fiscal Year 2025-26

$36.36 per hour, contract section 6.0 0.098901431 TRS

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$41,354	$43,422	$45,489	$46,523	$47,557	$48,591	$49,625
	$4,090	$4,294	$4,499	$4,601	$4,703	$4,806	$4,908
1	$45,444	$47,716	$49,988	$51,124	$52,260	$53,397	$54,533
	$43,422	$45,489	$47,557	$48,591	$49,625	$50,659	$51,692
	$4,294	$4,499	$4,703	$4,806	$4,908	$5,010	$5,113
2	$47,716	$49,988	$52,260	$53,397	$54,533	$55,669	$56,805
	$45,489	$47,557	$49,625	$50,659	$51,692	$52,726	$53,760
	$4,499	$4,703	$4,908	$5,010	$5,113	$5,215	$5,317
3	$49,988	$52,260	$54,533	$55,669	$56,805	$57,941	$59,077
	$47,557	$49,625	$51,692	$52,726	$53,760	$54,794	$55,828
	$4,703	$4,908	$5,113	$5,215	$5,317	$5,419	$5,521
4	$52,260	$54,533	$56,805	$57,941	$59,077	$60,213	$61,349
	$49,625	$51,692	$53,760	$54,794	$55,828	$56,862	$57,895
	$4,908	$5,113	$5,317	$5,419	$5,521	$5,623	$5,726
5	$54,533	$56,805	$59,077	$60,213	$61,349	$62,485	$63,621
	$51,692	$53,760	$55,828	$56,862	$57,895	$58,929	$59,963
	$5,113	$5,317	$5,521	$5,623	$5,726	$5,828	$5,931
6	$56,805	$59,077	$61,349	$62,485	$63,621	$64,757	$65,894
	$53,760	$55,828	$57,895	$58,929	$59,963	$60,997	$62,031
	$5,317	$5,521	$5,726	$5,828	$5,931	$6,033	$6,135
7	$59,077	$61,349	$63,621	$64,757	$65,894	$67,030	$68,166
	$55,828	$57,895	$59,963	$60,997	$62,031	$63,065	$64,099
	$5,521	$5,726	$5,931	$6,033	$6,135	$6,237	$6,339
8	$61,349	$63,621	$65,894	$67,030	$68,166	$69,302	$70,438
	$57,895	$59,963	$62,031	$63,065	$64,099	$65,132	$66,166
	$5,726	$5,931	$6,135	$6,237	$6,339	$6,442	$6,544
9	$63,621	$65,894	$68,166	$69,302	$70,438	$71,574	$72,710
	$59,963	$62,031	$64,099	$65,132	$66,166	$67,200	$68,234
	$5,931	$6,135	$6,339	$6,442	$6,544	$6,646	$6,748
10	$65,894	$68,166	$70,438	$71,574	$72,710	$73,846	$74,982
	$62,031	$64,099	$66,166	$67,200	$68,234	$69,268	$70,302
	$6,135	$6,339	$6,544	$6,646	$6,748	$6,850	$6,953
11	$68,166	$70,438	$72,710	$73,846	$74,982	$76,118	$77,255

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$64,099	$66,166	$68,234	$69,268	$70,302	$71,335	$72,369
	$6,339	$6,544	$6,748	$6,850	$6,953	$7,056	$7,158
12	$70,438	$72,710	$74,982	$76,118	$77,255	$78,391	$79,527
	$66,166	$68,234	$70,302	$71,335	$72,369	$73,403	$74,437
	$6,544	$6,748	$6,953	$7,056	$7,158	$7,260	$7,362
13	$72,710	$74,982	$77,255	$78,391	$79,527	$80,663	$81,799
	$68,234	$70,302	$72,369	$73,403	$74,437	$75,471	$76,505
	$6,748	$6,953	$7,158	$7,260	$7,362	$7,464	$7,566
14	$74,982	$77,255	$79,527	$80,663	$81,799	$82,935	$84,071
	$70,302	$72,369	$74,437	$75,471	$76,505	$77,539	$78,572
	$6,953	$7,158	$7,362	$7,464	$7,566	$7,668	$7,771
15	$77,255	$79,527	$81,799	$82,935	$84,071	$85,207	$86,343
	$70,302	$72,369	$74,437	$77,539	$78,572	$79,606	$80,640
	$6,953	$7,158	$7,362	$7,668	$7,771	$7,873	$7,975
16	$77,255	$79,527	$81,799	$85,207	$86,343	$87,479	$88,615
	$70,302	$72,369	$74,437	$77,539	$80,640	$81,674	$82,708
	$6,953	$7,158	$7,362	$7,668	$7,975	$8,078	$8,180
17	$77,255	$79,527	$81,799	$85,207	$88,615	$89,752	$90,888
	$70,302	$72,369	$74,437	$77,539	$80,640	$83,742	$84,775
	$6,953	$7,158	$7,362	$7,668	$7,975	$8,282	$8,385
18	$77,255	$79,527	$81,799	$85,207	$88,615	$92,024	$93,160
	$70,302	$72,369	$74,437	$77,539	$80,640	$83,742	$86,843
	$6,953	$7,158	$7,362	$7,668	$7,975	$8,282	$8,589
19	$77,255	$79,527	$81,799	$85,207	$88,615	$92,024	$95,432
	$72,369	$74,437	$76,505	$79,606	$82,708	$85,809	$88,911
	$7,158	$7,362	$7,566	$7,873	$8,180	$8,487	$8,793
20	$79,527	$81,799	$84,071	$87,479	$90,888	$94,296	$97,704
	$72,948	$75,016	$77,084	$80,185	$83,287	$86,388	$89,490
	$7,215	$7,419	$7,623	$7,931	$8,237	$8,544	$8,850
21	$80,163	$82,435	$84,707	$88,116	$91,524	$94,932	$98,340
	$73,527	$75,595	$77,663	$80,764	$83,866	$86,967	$90,069
	$7,272	$7,476	$7,681	$7,988	$8,294	$8,601	$8,908
22	$80,799	$83,071	$85,344	$88,752	$92,160	$95,568	$98,977
	$74,106	$76,174	$78,242	$81,343	$84,445	$87,546	$90,648
	$7,329	$7,534	$7,738	$8,045	$8,351	$8,659	$8,965
23	$81,435	$83,708	$85,980	$89,388	$92,796	$96,205	$99,613

Collinsville Community Unit School District #10
Salary Schedule for Fiscal Year 2026-27

$37.80 per hour, contract section 6.0 0.098901431 TRS

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$43,008	$45,158	$47,309	$48,384	$49,459	$50,534	$51,610
	$4,254	$4,467	$4,679	$4,785	$4,892	$4,998	$5,104
1	$47,262	$49,625	$51,988	$53,169	$54,351	$55,532	$56,714
	$40,339	$42,260	$44,181	$45,142	$46,102	$47,062	$48,023
	$9,286	$9,728	$10,170	$10,390	$10,612	$10,833	$11,054
2	$49,625	$51,988	$54,351	$55,532	$56,714	$57,895	$59,077
	$47,309	$49,459	$51,610	$52,685	$53,760	$54,835	$55,910
	$4,679	$4,892	$5,104	$5,210	$5,317	$5,424	$5,530
3	$51,988	$54,351	$56,714	$57,895	$59,077	$60,259	$61,440
	$49,459	$51,610	$53,760	$54,835	$55,910	$56,986	$58,061
	$4,892	$5,104	$5,317	$5,424	$5,530	$5,636	$5,742
4	$54,351	$56,714	$59,077	$60,259	$61,440	$62,622	$63,803
	$51,610	$53,760	$55,910	$56,986	$58,061	$59,136	$60,211
	$5,104	$5,317	$5,530	$5,636	$5,742	$5,849	$5,955
5	$56,714	$59,077	$61,440	$62,622	$63,803	$64,985	$66,166
	$53,760	$55,910	$58,061	$59,136	$60,211	$61,286	$62,362
	$5,317	$5,530	$5,742	$5,849	$5,955	$6,062	$6,167
6	$59,077	$61,440	$63,803	$64,985	$66,166	$67,348	$68,529
	$55,910	$58,061	$60,211	$61,286	$62,362	$63,437	$64,512
	$5,530	$5,742	$5,955	$6,062	$6,167	$6,274	$6,380
7	$61,440	$63,803	$66,166	$67,348	$68,529	$69,711	$70,892
	$58,061	$60,211	$62,362	$63,437	$64,512	$65,587	$66,662
	$5,742	$5,955	$6,167	$6,274	$6,380	$6,487	$6,593
8	$63,803	$66,166	$68,529	$69,711	$70,892	$72,074	$73,255
	$60,211	$62,362	$64,512	$65,587	$66,662	$67,738	$68,813
	$5,955	$6,167	$6,380	$6,487	$6,593	$6,699	$6,806
9	$66,166	$68,529	$70,892	$72,074	$73,255	$74,437	$75,619
	$62,362	$64,512	$66,662	$67,738	$68,813	$69,888	$70,963
	$6,167	$6,380	$6,593	$6,699	$6,806	$6,912	$7,019
10	$68,529	$70,892	$73,255	$74,437	$75,619	$76,800	$77,982
	$64,512	$66,662	$68,813	$69,888	$70,963	$72,038	$73,114
	$6,380	$6,593	$6,806	$6,912	$7,019	$7,125	$7,231
11	$70,892	$73,255	$75,619	$76,800	$77,982	$79,163	$80,345

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$66,662	$68,813	$70,963	$72,038	$73,114	$74,189	$75,264
	$6,593	$6,806	$7,019	$7,125	$7,231	$7,337	$7,444
12	$73,255	$75,619	$77,982	$79,163	$80,345	$81,526	$82,708
	$68,813	$70,963	$73,114	$74,189	$75,264	$76,339	$77,414
	$6,806	$7,019	$7,231	$7,337	$7,444	$7,550	$7,657
13	$75,619	$77,982	$80,345	$81,526	$82,708	$83,889	$85,071
	$70,963	$73,114	$75,264	$76,339	$77,414	$78,490	$79,565
	$7,019	$7,231	$7,444	$7,550	$7,657	$7,762	$7,869
14	$77,982	$80,345	$82,708	$83,889	$85,071	$86,252	$87,434
	$73,114	$75,264	$77,414	$78,490	$79,565	$80,640	$81,715
	$7,231	$7,444	$7,657	$7,762	$7,869	$7,975	$8,082
15	$80,345	$82,708	$85,071	$86,252	$87,434	$88,615	$89,797
	$73,114	$75,264	$77,414	$80,640	$81,715	$82,790	$83,866
	$7,231	$7,444	$7,657	$7,975	$8,082	$8,188	$8,294
16	$80,345	$82,708	$85,071	$88,615	$89,797	$90,979	$92,160
	$73,114	$75,264	$77,414	$80,640	$83,866	$84,941	$86,016
	$7,231	$7,444	$7,657	$7,975	$8,294	$8,401	$8,507
17	$80,345	$82,708	$85,071	$88,615	$92,160	$93,342	$94,523
	$73,114	$75,264	$77,414	$80,640	$83,866	$87,091	$88,166
	$7,231	$7,444	$7,657	$7,975	$8,294	$8,614	$8,720
18	$80,345	$82,708	$85,071	$88,615	$92,160	$95,705	$96,886
	$73,114	$75,264	$77,414	$80,640	$83,866	$87,091	$90,317
	$7,231	$7,444	$7,657	$7,975	$8,294	$8,614	$8,932
19	$80,345	$82,708	$85,071	$88,615	$92,160	$95,705	$99,249
	$75,264	$77,414	$79,565	$82,790	$86,016	$89,242	$92,467
	$7,444	$7,657	$7,869	$8,189	$8,507	$8,826	$9,145
20	$82,708	$85,071	$87,434	$90,979	$94,523	$98,068	$101,612
	$75,866	$78,017	$80,167	$83,393	$86,618	$89,844	$93,069
	$7,503	$7,716	$7,929	$8,247	$8,567	$8,885	$9,205
21	$83,369	$85,733	$88,096	$91,640	$95,185	$98,729	$102,274
	$76,468	$78,619	$80,769	$83,995	$87,220	$90,446	$93,672
	$7,563	$7,775	$7,988	$8,307	$8,627	$8,945	$9,264
22	$84,031	$86,394	$88,757	$92,302	$95,847	$99,391	$102,936
	$77,070	$79,220	$81,370	$84,596	$87,821	$91,047	$94,273
	$7,623	$7,836	$8,049	$8,368	$8,687	$9,006	$9,324
23	$84,693	$87,056	$89,419	$92,964	$96,508	$100,053	$103,597

Collinsville Community Unit School District #10
Salary Schedule for Fiscal Year 2027-28

$39.32 per hour, contract section 6.0 0.098901431 TRS

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$44,728	$46,965	$49,201	$50,319	$51,438	$52,556	$53,674
	$4,424	$4,645	$4,866	$4,977	$5,087	$5,198	$5,308
1	$49,152	$51,610	$54,067	$55,296	$56,525	$57,754	$58,982
	$46,965	$49,201	$51,438	$52,556	$53,674	$54,792	$55,910
	$4,645	$4,866	$5,087	$5,198	$5,308	$5,419	$5,530
2	$51,610	$54,067	$56,525	$57,754	$58,982	$60,211	$61,440
	$49,201	$51,438	$53,674	$54,792	$55,910	$57,029	$58,147
	$4,866	$5,087	$5,308	$5,419	$5,530	$5,640	$5,751
3	$54,067	$56,525	$58,982	$60,211	$61,440	$62,669	$63,898
	$51,438	$53,674	$55,910	$57,029	$58,147	$59,265	$60,383
	$5,087	$5,308	$5,530	$5,640	$5,751	$5,861	$5,972
4	$56,525	$58,982	$61,440	$62,669	$63,898	$65,126	$66,355
	$53,674	$55,910	$58,147	$59,265	$60,383	$61,501	$62,620
	$5,308	$5,530	$5,751	$5,861	$5,972	$6,083	$6,193
5	$58,982	$61,440	$63,898	$65,126	$66,355	$67,584	$68,813
	$55,910	$58,147	$60,383	$61,501	$62,620	$63,738	$64,856
	$5,530	$5,751	$5,972	$6,083	$6,193	$6,304	$6,414
6	$61,440	$63,898	$66,355	$67,584	$68,813	$70,042	$71,270
	$58,147	$60,383	$62,620	$63,738	$64,856	$65,974	$67,093
	$5,751	$5,972	$6,193	$6,304	$6,414	$6,525	$6,636
7	$63,898	$66,355	$68,813	$70,042	$71,270	$72,499	$73,728
	$60,383	$62,620	$64,856	$65,974	$67,093	$68,211	$69,329
	$5,972	$6,193	$6,414	$6,525	$6,635	$6,746	$6,857
8	$66,355	$68,813	$71,270	$72,499	$73,728	$74,957	$76,186
	$62,620	$64,856	$67,093	$68,211	$69,329	$70,447	$71,565
	$6,193	$6,414	$6,635	$6,746	$6,857	$6,967	$7,078
9	$68,813	$71,270	$73,728	$74,957	$76,186	$77,414	$78,643
	$64,856	$67,093	$69,329	$70,447	$71,565	$72,684	$73,802
	$6,414	$6,635	$6,857	$6,967	$7,078	$7,188	$7,299
10	$71,270	$73,728	$76,186	$77,414	$78,643	$79,872	$81,101
	$67,093	$69,329	$71,565	$72,684	$73,802	$74,920	$76,038
	$6,636	$6,857	$7,078	$7,188	$7,299	$7,410	$7,521
11	$73,728	$76,186	$78,643	$79,872	$81,101	$82,330	$83,559

	BA	BA+16	MA	MA+8	MA+16	MA+24	MA+32
	$69,329	$71,565	$73,802	$74,920	$76,038	$77,156	$78,275
	$6,857	$7,078	$7,299	$7,410	$7,521	$7,631	$7,741
12	$76,186	$78,643	$81,101	$82,330	$83,559	$84,787	$86,016
	$71,565	$73,802	$76,038	$77,156	$77,365	$79,393	$80,511
	$7,078	$7,299	$7,521	$7,631	$7,651	$7,852	$7,963
13	$78,643	$81,101	$83,559	$84,787	$85,016	$87,245	$88,474
	$73,802	$76,038	$78,275	$79,393	$80,511	$81,629	$82,747
	$7,299	$7,521	$7,741	$7,852	$7,963	$8,074	$8,184
14	$81,101	$83,559	$86,016	$87,245	$88,474	$89,703	$90,931
	$76,038	$78,275	$80,511	$81,629	$82,747	$83,866	$84,984
	$7,521	$7,741	$7,963	$8,074	$8,184	$8,294	$8,405
15	$83,559	$86,016	$88,474	$89,703	$90,931	$92,160	$93,389
	$76,038	$78,275	$80,511	$83,866	$84,984	$86,102	$87,220
	$7,521	$7,741	$7,963	$8,294	$8,405	$8,516	$8,627
16	$83,559	$86,016	$88,474	$92,160	$93,389	$94,618	$95,847
	$76,038	$78,275	$80,511	$83,866	$87,220	$88,339	$89,457
	$7,521	$7,741	$7,963	$8,294	$8,627	$8,736	$8,847
17	$83,559	$86,016	$88,474	$92,160	$95,847	$97,075	$98,304
	$76,038	$78,275	$80,511	$83,866	$87,220	$90,575	$91,693
	$7,521	$7,741	$7,963	$8,294	$8,627	$8,958	$9,069
18	$83,559	$86,016	$88,474	$92,160	$95,847	$99,533	$100,762
	$76,038	$78,275	$80,511	$83,866	$87,220	$90,575	$93,930
	$7,521	$7,741	$7,963	$8,294	$8,627	$8,958	$9,289
19	$83,559	$86,016	$88,474	$92,160	$95,847	$99,533	$103,219
	$78,275	$80,511	$82,747	$86,102	$89,457	$92,811	$96,166
	$7,741	$7,963	$8,184	$8,516	$8,847	$9,180	$9,511
20	$86,016	$88,474	$90,931	$94,618	$98,304	$101,991	$105,677
	$78,901	$81,137	$83,374	$86,728	$90,083	$93,438	$96,792
	$7,803	$8,025	$8,245	$8,578	$8,909	$9,241	$9,573
21	$86,704	$89,162	$91,619	$95,306	$98,992	$102,679	$106,365
	$79,527	$81,763	$84,000	$87,354	$90,709	$94,064	$97,418
	$7,865	$8,087	$8,308	$8,640	$8,971	$9,303	$9,635
22	$87,392	$89,850	$92,308	$95,994	$99,680	$103,367	$107,053
	$80,153	$82,390	$84,626	$87,981	$91,335	$94,690	$98,045
	$7,927	$8,148	$8,370	$8,701	$9,034	$9,365	$9,696
23	$88,080	$90,538	$92,996	$96,682	$100,369	$104,055	$107,741

Collinsville Community Unit School District #10
Athletic Schedule Effective 2025-26

Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Position															
HS Asst AD	$6,589	$7,044	$7,498	$7,953	$8,407	$8,861	$9,316	$9,770	$10,225	$10,679	$10,906	$11,134	$11,361	$11,588	$11,815
Assistant AD	14.50%	15.50%	16.50%	17.50%	18.50%	19.50%	20.50%	21.50%	22.50%	23.50%	24.00%	24.50%	25.00%	25.50%	26.00%
HS Head Coach	$6,817	$7,271	$7,725	$8,180	$8,634	$9,089	$9,543	$9,998	$10,452	$10,906	$11,134	$11,361	$11,588	$11,815	$12,042
Grils BBall/Boys BBall/Football	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	24.00%	24.50%	25.00%	25.50%	26.00%	26.50%
HS Head Coach	$6,362	$6,817	$7,271	$7,725	$8,180	$8,634	$9,089	$9,543	$9,998	$10,452	$10,679	$10,906	$11,134	$11,361	$11,588
Baseball/Bow ling/Cheer/G. Soccer /B. Soccer/Softball/Dance/Track /VB/B. Wrestling/G Wrestling	14.00%	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	23.50%	24.00%	24.50%	25.00%	25.50%
HS Head Coach	$2,727	$3,181	$3,635	$4,090	$4,544	$4,999	$5,453	$5,908	$6,362	$6,817	$7,044	$7,271	$7,498	$7,725	$7,953
Tennis/G. Tennis	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,727	$3,181	$3,635	$4,090	$4,544	$4,999	$5,453	$5,908	$6,362	$6,817	$7,044	$7,271	$7,498	$7,725	$7,953
Girls BBall/Boys BBall/Football	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,272	$2,727	$3,181	$3,635	$4,090	$4,544	$4,999	$5,453	$5,908	$6,362	$6,589	$6,817	$7,044	$7,271	$7,498
Baseball/Bow ling/Cheer/G. Soccer/B. Soccer/Softball/Dance/Track/VB/B. Wrestling	5.00%	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	14.50%	15.00%	15.50%	16.00%	16.50%
HS Assistant	$1,363	$1,591	$1,818	$2,045	$2,272	$2,499	$2,727	$2,954	$3,181	$3,408	$3,635	$3,863	$4,090	$4,317	$4,544
Tennis/G. Tennis	3.00%	3.50%	4.00%	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%
MS Head	$2,227	$2,545	$2,863	$3,181	$3,499	$3,817	$4,135	$4,453	$4,772	$5,090	$5,408	$5,726	$5,726	$5,726	$5,726
Baseball/B. Bball/ G. Ball/Softball/ G Track/B. Track/VB/Wrestling/CC	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
MS Assistant	$1,818	$2,136	$2,454	$2,772	$3,090	$3,408	$3,726	$4,044	$4,363	$4,681	$4,999	$4,999	$4,999	$4,999	$5,226
Basseball/B. Bball/ G. Bball/ Softball/Track/VB/Wrestling/CC	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%
MS Head Coach	$2,045	$2,272	$2,499	$2,727	$2,954	$3,181	$3,408	$3,635	$3,863	$4,090	$4,317	$4,544	$4,544	$4,544	$4,544
Cheer/Dance	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%	10.00%	10.00%	10.00%
Special Olympics -Head	$2,227	$2,545	$2,863	$3,181	$3,499	$3,817	$4,135	$4,453	$4,772	$5,090	$5,408	$5,726	$5,726	$5,726	$5,726
District	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
Special Olympics -Asst.	$1,818	$2,136	$2,454	$2,772	$3,090	$3,408	$3,726	$4,044	$4,363	$4,681	$4,999	$4,999	$4,999	$4,999	$5,226
District	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%

Collinsville Community Unit School District #10
Athletic Schedule Effective 2026-27

Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Position															
HS Asst AD	$6,853	$7,325	$7,798	$8,271	$8,743	$9,216	$9,689	$10,161	$10,634	$11,106	$11,343	$11,579	$11,815	$12,052	$12,288
Assistant AD	14.50%	15.50%	16.50%	17.50%	18.50%	19.50%	20.50%	21.50%	22.50%	23.50%	24.00%	24.50%	25.00%	25.50%	26.00%
HS Head Coach	$7,089	$7,562	$8,034	$8,507	$8,980	$9,452	$9,925	$10,397	$10,870	$11,343	$11,579	$11,815	$12,052	$12,288	$12,524
Grils BBall/Boys BBall/Football	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	24.00%	24.50%	25.00%	25.50%	26.00%	26.50%
HS Head Coach	$6,617	$7,089	$7,562	$8,034	$8,507	$8,980	$9,452	$9,925	$10,397	$10,870	$11,106	$11,343	$11,579	$11,815	$12,052
Baseball/Bow ling/Cheer/G. Soccer/ B. Soccer/Softball/Dance/Track/VB/ B. Wrestling/G Wrestling	14.00%	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	23.50%	24.00%	24.50%	25.00%	25.50%
HS Head Coach	$2,836	$3,308	$3,781	$4,253	$4,726	$5,199	$5,671	$6,144	$6,617	$7,089	$7,325	$7,562	$7,798	$8,034	$8,271
Tennis/G. Tennis	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,836	$3,308	$3,781	$4,253	$4,726	$5,199	$5,671	$6,144	$6,617	$7,089	$7,325	$7,562	$7,798	$8,034	$8,271
Girls BBall/Boys BBall/Football	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,363	$2,836	$3,308	$3,781	$4,253	$4,726	$5,199	$5,671	$6,144	$6,617	$6,853	$7,089	$7,325	$7,562	$7,798
Baseball/Bow ling/Cheer/G. Soccer/ B. Soccer/Softball/Dance/Track/VB/ B. Wrestling	5.00%	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	14.50%	15.00%	15.50%	16.00%	16.50%
HS Assistant	$1,418	$1,654	$1,890	$2,127	$2,363	$2,599	$2,836	$3,072	$3,308	$3,545	$3,781	$4,017	$4,253	$4,490	$4,726
Tennis/G. Tennis	3.00%	3.50%	4.00%	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%
MS Head	$2,316	$2,647	$2,977	$3,308	$3,639	$3,970	$4,301	$4,632	$4,962	$5,293	$5,624	$5,955	$5,955	$5,955	$5,955
Baseball/B. Bball/ G. Ball/Softball/ G Track/B. Track/VB/Wrestling/CC	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
MS Assistant	$1,890	$2,221	$2,552	$2,883	$3,214	$3,545	$3,875	$4,206	$4,537	$4,868	$5,199	$5,199	$5,199	$5,199	$5,435
Basseball/B. Bball/G. Bball/ Softball/Track/VB/Wrestling/CC	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%
MS Head Coach	$2,127	$2,363	$2,599	$2,836	$3,072	$3,308	$3,545	$3,781	$4,017	$4,253	$4,490	$4,726	$4,726	$4,726	$4,726
Cheer/Dance	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%	10.00%	10.00%	10.00%
Special Olympics- Head	$2,316	$2,647	$2,977	$3,308	$3,639	$3,970	$4,301	$4,632	$4,962	$5,293	$5,624	$5,955	$5,955	$5,955	$5,955
District	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
Special Olympics-Asst	$1,890	$2,221	$2,552	$2,883	$3,214	$3,545	$3,875	$4,206	$4,537	$4,868	$5,199	$5,199	$5,199	$5,199	$5,435
Distrcit	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%

Collinsville Community Unit School District #10
Athletic Schedule Effective 2027-28

Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Position															
HS Asst AD	$7,127	$7,618	$8,110	$8,602	$9,093	$9,585	$10,076	$10,568	$11,059	$11,551	$11,796	$12,042	$12,288	$12,534	$12,779
Assistant AD	14.50%	15.50%	16.50%	17.50%	18.50%	19.50%	20.50%	21.50%	22.50%	23.50%	24.00%	24.50%	25.00%	25.50%	26.00%
HS Head Coach	$7,373	$7,864	$8,356	$8,847	$9,339	$9,830	$10,322	$10,813	$11,305	$11,796	$12,042	$12,288	$12,534	$12,779	$13,025
Grils BBall/Boys BBall / Football	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	24.00%	24.50%	25.00%	25.50%	26.00%	26.50%
HS Head Coach	$6,881	$7,373	$7,864	$8,356	$8,847	$9,339	$9,830	$10,322	$10,813	$11,305	$11,551	$11,796	$12,042	$12,288	$12,534
Baseball/Bow ling/Cheer/G. Soccer/ B. Soccer/Softball/Dance/Track/VB/ B. Wrestling/G Wrestling	14.00%	15.00%	16.00%	17.00%	18.00%	19.00%	20.00%	21.00%	22.00%	23.00%	23.50%	24.00%	24.50%	25.00%	25.50%
HS Head Coach	$2,949	$3,441	$3,932	$4,424	$4,915	$5,407	$5,898	$6,390	$6,881	$7,373	$7,618	$7,864	$8,110	$8,356	$8,602
Tennis/G. Tennis	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,949	$3,441	$3,932	$4,424	$4,915	$5,407	$5,898	$6,390	$6,881	$7,373	$7,618	$7,864	$8,110	$8,356	$8,602
Girls BBall/Boys BBall / Football	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	15.00%	15.50%	16.00%	16.50%	17.00%	17.50%
HS Assistant	$2,458	$2,949	$3,441	$3,932	$4,424	$4,915	$5,407	$5,898	$6,390	$6,881	$7,127	$7,373	$7,618	$7,864	$8,110
Soccer/Softball/Dance/Track/VB/ B. Wrestling	5.00%	6.00%	7.00%	8.00%	9.00%	10.00%	11.00%	12.00%	13.00%	14.00%	14.50%	15.00%	15.50%	16.00%	16.50%
HS Assistant	$1,475	$1,720	$1,966	$2,212	$2,458	$2,703	$2,949	$3,195	$3,441	$3,686	$3,932	$4,178	$4,424	$4,669	$4,915
Tennis/G. Tennis	3.00%	3.50%	4.00%	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%
MS Head	$2,408	$2,752	$3,097	$3,441	$3,785	$4,129	$4,473	$4,817	$5,161	$5,505	$5,849	$6,193	$6,193	$6,193	$6,193
Baseball/B. Bball/ G. Ball/Softball/ G Track/B. Track/VB/Wrestling/CC	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
MS Assistant	$1,966	$2,310	$2,654	$2,998	$3,342	$3,686	$4,030	$4,374	$4,719	$5,063	$5,407	$5,407	$5,407	$5,407	$5,652
Basseball/B. Bball/ G. Bball/ Softball/Track/VB/Wrestling/CC	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%
MS Head Coach	$2,212	$2,458	$2,703	$2,949	$3,195	$3,441	$3,686	$3,932	$4,178	$4,424	$4,669	$4,915	$4,915	$4,915	$4,915
Cheer/Dance	4.50%	5.00%	5.50%	6.00%	6.50%	7.00%	7.50%	8.00%	8.50%	9.00%	9.50%	10.00%	10.00%	10.00%	10.00%
Special Olympics - Head	$2,408	$2,752	$3,097	$3,441	$3,785	$4,129	$4,473	$4,817	$5,161	$5,505	$5,849	$6,193	$6,193	$6,193	$6,193
District	4.90%	5.60%	6.30%	7.00%	7.70%	8.40%	9.10%	9.80%	10.50%	11.20%	11.90%	12.60%	12.60%	12.60%	12.60%
Special Olympics - Asst.	$1,966	$2,310	$2,654	$2,998	$3,342	$3,686	$4,030	$4,374	$4,719	$5,063	$5,407	$5,407	$5,407	$5,407	$5,652
Distrcit	4.00%	4.70%	5.40%	6.10%	6.80%	7.50%	8.20%	8.90%	9.60%	10.30%	11.00%	11.00%	11.00%	11.00%	11.50%

Collinsville CUSD #10 - 2025-2026 Activity Stipends			
Base	**45,443.38**		
Position	**Step 1**	**Step 2**	**Step 3**
Art Club	682	727	773
	1.5	1.6	1.7
Band Director- HS	4544	4635	4726
	10	10.2	10.4
Band Director- HS Asst	2727	2817	2908
	6	6.2	6.4
Band Director- MS	2727	2817	2908
	6	6.2	6.4
Band Director- MS Asst.	1591	1636	1681
	3.5	3.6	3.7
Band Director- DIS	1591	1636	1681
	3.5	3.6	3.7
Chorus- HS	2272	2318	2363
	5	5.1	5.2
Chorus- MS	1591	1636	1681
	3.5	3.6	3.7
Chorus- DIS	1591	1636	1681
	3.5	3.6	3.7
Color Guard	2727	2817	2908
	6	6.2	6.4
Computer Club	682	727	773
	1.5	1.6	1.7
DECA	682	727	773
	1.5	1.6	1.7
Department Chair Person **as listed below**	2272	2318	2363
	5	5.1	5.2
Dorris Boys Basketball (4)	682	727	773
	1.5	1.6	1.7
Dorris Girls Basketball (4)	682	727	773
	1.5	1.6	1.7
Dorris Volleyball (4)	682	727	773
	1.5	1.6	1.7
Dorris Track (2 Boys', 2 Girls')	682	727	773
	1.5	1.6	1.7
Dorris/Elementary STEM (1-DIS, 1- Elem)	682	727	773
	1.5	1.6	1.7
Drama Club- CMS	1591	1636	1681
	3.5	3.6	3.7
Elementary Curriculum Council (7)	1591	1636	1681
	3.5	3.6	3.7
Elementary Vocal Music	1591	1636	1681
	3.5	3.6	3.7
E-Sports (DIS, CMS, CHS)	682	727	773
	1.5	1.6	1.7
French Club	682	727	773
	1.5	1.6	1.7
Freshman Class Sponsor	682	727	773
	1.5	1.6	1.7
Future Nurses (HOSA)	682	727	773
	1.5	1.6	1.7
Future Teachers Club	682	727	773
	1.5	1.6	1.7
German Club	682	727	773
	1.5	1.6	1.7

Honor Society (CHS and CMS)	682	727	773
	1.5	1.6	1.7
Vex/Robotics Club	682	727	773
	1.5	1.6	1.7
Junior Class Sponsor	1591	1636	1681
	3.5	3.6	3.7
Kahok Business Professionals	682	727	773
	1.5	1.6	1.7
Kahok Krazies	682	727	773
	1.5	1.6	1.7
Kahoki	2727	2817	2908
	6	6.2	6.4
Kahokian	2727	2817	2908
	6	6.2	6.4
KahokStrong (2)	1591	1636	1681
	3.5	3.6	3.7
Key Club	682	727	773
	1.5	1.6	1.7
Latin Club	682	727	773
	1.5	1.6	1.7
Math Club (CHS and CMS)	682	727	773
	1.5	1.6	1.7
Math Team	1363	1409	1454
	3	3.1	3.2
Math Team Assistant	682	727	773
	1.5	1.6	1.7
Metal Club-CAVC	682	727	773
	1.5	1.6	1.7
Model United Nations	682	727	773
	1.5	1.6	1.7
Monogram Club	682	727	773
	1.5	1.6	1.7
Multicultural Club	682	727	773
	1.5	1.6	1.7
Open Gate (38)	2727	2817	2908
	6	6.2	6.4
Quill and Scroll	454	500	545
	1	1.1	1.2
Safety Patrol Supervisors	682	727	773
	1.5	1.6	1.7
Scholar Bowl	1363	1409	1454
	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	682	727	773
	1.5	1.6	1.7
Senior Class Sponsor	1591	1636	1681
	3.5	3.6	3.7
SKILLS USA	1363	1409	1454
	3	3.1	3.2
Sophomore Class Sponsosr	682	727	773
	1.5	1.6	1.7
Spanish Club	682	727	773
	1.5	1.6	1.7
Speech Club	909	954	1000
	2	2.1	2.2
Student Council, CHS	2727	2817	2908
	6	6.2	6.4
Student Council, CMS	682	727	773
	1.5	1.6	1.7

Thespians and Drama Club- CHS	3635	3726	3817
	8	8.2	8.4
Yearbook, CMS and DIS	682	727	773
	1.5	1.6	1.7
Young CEO- DIS (2)	682	727	773
	1.5	1.6	1.7

* CHS Departments - 12 positions (Business, Family & Consumer Science, English, Special Education, Math, PE/Health, Fine Arts, Science, Social Studies, Foreign Language, Counseling, Industrial Technology)
* CMS Departments - 8 positions (Math, English, Science, Social Science, Exploratory, PE/Health, Special Education, Intervention)

Collinsville CUSD #10 - 2026-2027 Activity Stipends			
Base	**47,261.11**		
Position	**Step 1**	**Step 2**	**Step 3**
Art Club	709	756	803
	1.5	1.6	1.7
Band Director- HS	4726	4821	4915
	10	10.2	10.4
Band Director- HS Asst	2836	2930	3025
	6	6.2	6.4
Band Director- MS	2836	2930	3025
	6	6.2	6.4
Band Director- MS Asst.	1654	1701	1749
	3.5	3.6	3.7
Band Director- DIS	1654	1701	1749
	3.5	3.6	3.7
Chorus- HS	2363	2410	2458
	5	5.1	5.2
Chorus- MS	1654	1701	1749
	3.5	3.6	3.7
Chorus- DIS	1654	1701	1749
	3.5	3.6	3.7
Color Guard	2836	2930	3025
	6	6.2	6.4
Computer Club	709	756	803
	1.5	1.6	1.7
DECA	709	756	803
	1.5	1.6	1.7
Department Chair Person **as listed below**	2363	2410	2458
	5	5.1	5.2
Dorris Boys Basketball (4)	709	756	803
	1.5	1.6	1.7
Dorris Girls Basketball (4)	709	756	803
	1.5	1.6	1.7
Dorris Volleyball (4)	709	756	803
	1.5	1.6	1.7
Dorris Track (2 Boys', 2 Girls')	709	756	803
	1.5	1.6	1.7
Dorris/Elementary STEM (1-DIS, 1- Elem)	709	756	803
	1.5	1.6	1.7
Drama Club- CMS	1654	1701	1749
	3.5	3.6	3.7
Elementary Curriculum Council (7)	1654	1701	1749
	3.5	3.6	3.7
Elementary Vocal Music	1654	1701	1749
	3.5	3.6	3.7
E-Sports (DIS, CMS, CHS)	709	756	803
	1.5	1.6	1.7
French Club	709	756	803
	1.5	1.6	1.7
Freshman Class Sponsor	709	756	803
	1.5	1.6	1.7
Future Nurses (HOSA)	709	756	803
	1.5	1.6	1.7
Future Teachers Club	709	756	803
	1.5	1.6	1.7
German Club	709	756	803
	1.5	1.6	1.7

Honor Society (CHS and CMS)	709	756	803
	1.5	1.6	1.7
Vex/Robotics Club	709	756	803
	1.5	1.6	1.7
Junior Class Sponsor	1654	1701	1749
	3.5	3.6	3.7
Kahok Business Professionals	709	756	803
	1.5	1.6	1.7
Kahok Krazies	709	756	803
	1.5	1.6	1.7
Kahoki	2836	2930	3025
	6	6.2	6.4
Kahokian	2836	2930	3025
	6	6.2	6.4
KahokStrong (2)	1654	1701	1749
	3.5	3.6	3.7
Key Club	709	756	803
	1.5	1.6	1.7
Latin Club	709	756	803
	1.5	1.6	1.7
Math Club (CHS and CMS)	709	756	803
	1.5	1.6	1.7
Math Team	1418	1465	1512
	3	3.1	3.2
Math Team Assistant	709	756	803
	1.5	1.6	1.7
Metal Club-CAVC	709	756	803
	1.5	1.6	1.7
Model United Nations	709	756	803
	1.5	1.6	1.7
Monogram Club	709	756	803
	1.5	1.6	1.7
Multicultural Club	709	756	803
	1.5	1.6	1.7
Open Gate (38)	2836	2930	3025
	6	6.2	6.4
Quill and Scroll	473	520	567
	1	1.1	1.2
Safety Patrol Supervisors	709	756	803
	1.5	1.6	1.7
Scholar Bowl	1418	1465	1512
	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	709	756	803
	1.5	1.6	1.7
Senior Class Sponsor	1654	1701	1749
	3.5	3.6	3.7
SKILLS USA	1418	1465	1512
	3	3.1	3.2
Sophomore Class Sponsosr	709	756	803
	1.5	1.6	1.7
Spanish Club	709	756	803
	1.5	1.6	1.7
Speech Club	945	992	1040
	2	2.1	2.2
Student Council, CHS	2836	2930	3025
	6	6.2	6.4
Student Council, CMS	709	756	803
	1.5	1.6	1.7

Thespians and Drama Club- CHS	3781	3875	3970
	8	8.2	8.4
Yearbook, CMS and DIS	709	756	803
	1.5	1.6	1.7
Young CEO- DIS (2)	709	756	803
	1.5	1.6	1.7

* CHS Departments - 12 positions (Business, Family & Consumer Science, English, Special Education, Math, PE/Health, Fine Arts, Science, Social Studies, Foreign Language, Counseling, Industrial Technology)
* CMS Departments - 8 positions (Math, English, Science, Social Science, Exploratory, PE/Health, Special Education, Intervention)

Collinsville CUSD #10 - 2027-2028 Activity Stipends			
Base	**49,151.56**		
Position	**Step 1**	**Step 2**	**Step 3**
Art Club	737	786	836
	1.5	1.6	1.7
Band Director- HS	4915	5013	5112
	10	10.2	10.4
Band Director- HS Asst	2949	3047	3146
	6	6.2	6.4
Band Director- MS	2949	3047	3146
	6	6.2	6.4
Band Director- MS Asst.	1720	1769	1819
	3.5	3.6	3.7
Band Director- DIS	1720	1769	1819
	3.5	3.6	3.7
Chorus- HS	2458	2507	2556
	5	5.1	5.2
Chorus- MS	1720	1769	1819
	3.5	3.6	3.7
Chorus- DIS	1720	1769	1819
	3.5	3.6	3.7
Color Guard	2949	3047	3146
	6	6.2	6.4
Computer Club	737	786	836
	1.5	1.6	1.7
DECA	737	786	836
	1.5	1.6	1.7
Department Chair Person **as listed below**	2458	2507	2556
	5	5.1	5.2
Dorris Boys Basketball (4)	737	786	836
	1.5	1.6	1.7
Dorris Girls Basketball (4)	737	786	836
	1.5	1.6	1.7
Dorris Volleyball (4)	737	786	836
	1.5	1.6	1.7
Dorris Track (2 Boys', 2 Girls')	737	786	836
	1.5	1.6	1.7
Dorris/Elementary STEM (1-DIS, 1- Elem)	737	786	836
	1.5	1.6	1.7
Drama Club- CMS	1720	1769	1819
	3.5	3.6	3.7
Elementary Curriculum Council (7)	1720	1769	1819
	3.5	3.6	3.7
Elementary Vocal Music	1720	1769	1819
	3.5	3.6	3.7
E-Sports (DIS, CMS, CHS)	737	786	836
	1.5	1.6	1.7
French Club	737	786	836
	1.5	1.6	1.7
Freshman Class Sponsor	737	786	836
	1.5	1.6	1.7
Future Nurses (HOSA)	737	786	836
	1.5	1.6	1.7
Future Teachers Club	737	786	836
	1.5	1.6	1.7
German Club	737	786	836
	1.5	1.6	1.7

Honor Society (CHS and CMS)	737	786	836
	1.5	1.6	1.7
Vex/Robotics Club	737	786	836
	1.5	1.6	1.7
Junior Class Sponsor	1720	1769	1819
	3.5	3.6	3.7
Kahok Business Professionals	737	786	836
	1.5	1.6	1.7
Kahok Krazies	737	786	836
	1.5	1.6	1.7
Kahoki	2949	3047	3146
	6	6.2	6.4
Kahokian	2949	3047	3146
	6	6.2	6.4
KahokStrong (2)	1720	1769	1819
	3.5	3.6	3.7
Key Club	737	786	836
	1.5	1.6	1.7
Latin Club	737	786	836
	1.5	1.6	1.7
Math Club (CHS and CMS)	737	786	836
	1.5	1.6	1.7
Math Team	1475	1524	1573
	3	3.1	3.2
Math Team Assistant	737	786	836
	1.5	1.6	1.7
Metal Club-CAVC	737	786	836
	1.5	1.6	1.7
Model United Nations	737	786	836
	1.5	1.6	1.7
Monogram Club	737	786	836
	1.5	1.6	1.7
Multicultural Club	737	786	836
	1.5	1.6	1.7
Open Gate (38)	2949	3047	3146
	6	6.2	6.4
Quill and Scroll	492	541	590
	1	1.1	1.2
Safety Patrol Supervisors	737	786	836
	1.5	1.6	1.7
Scholar Bowl	1475	1524	1573
	3	3.1	3.2
Science Club/Science Olympiad (CHS and CMS)	737	786	836
	1.5	1.6	1.7
Senior Class Sponsor	1720	1769	1819
	3.5	3.6	3.7
SKILLS USA	1475	1524	1573
	3	3.1	3.2
Sophomore Class Sponsosr	737	786	836
	1.5	1.6	1.7
Spanish Club	737	786	836
	1.5	1.6	1.7
Speech Club	983	1032	1081
	2	2.1	2.2
Student Council, CHS	2949	3047	3146
	6	6.2	6.4
Student Council, CMS	737	786	836
	1.5	1.6	1.7

Thespians and Drama Club- CHS	3932	4030	4129
	8	8.2	8.4
Yearbook, CMS and DIS	737	786	836
	1.5	1.6	1.7
Young CEO- DIS (2)	737	786	836
	1.5	1.6	1.7

* CHS Departments - 12 positions (Business, Family & Consumer Science, English, Special Education, Math, PE/Health, Fine Arts, Science, Social Studies, Foreign Language, Counseling, Industrial Technology)
* CMS Departments - 8 positions (Math, English, Science, Social Science, Exploratory, PE/Health, Special Education, Intervention)

GRIEVANCE FORM

(For use with Collective Bargaining Agreement between the Board and the Collinsville Education Association, IEA-NEA)

_____ _____

Grievant **Work Location and/or Assignment**

DESCRIPTION OF GRIEVANCE:
DATE OF OCCURRENCE:
ARTICLES AND/OR POLICIES IN QUESTION:
REMEDY REQUESTED:

DATE: _____ _____

Signature of Grievant

(If additional sheets need to be attached to this Grievance Form to provide additional space for description, remedies, explanations, responses, position statement, etc., please make reference to any attachments in the appropriate place on this Grievance form.)

(STEP 1) Grievance Received by _____on _____ (date)

Principal or Immediately Involved Supervisor's Response:

_____ _____

Date **Principal or Immediately Involved Supervisor's Signature**

Position of Grievant:

_____ _____

Date **Grievant's Signature**

(STEP 2) Grievance Received by _____ on _____ (date)

Superintendent's Response:

_____ _____

Date **Superintendent's Signature**

Position of Grievant:

_____ _____

Date **Grievant's Signature**

(STEP 3) Grievance Received by _____ on _____ (date)

Board of Education's Response:

_____ _____

Date **Board of Education Representative's Signature**

Position of Grievant:

_____ _____

Date **Grievant's Signature**

(STEP 4)

Name of Mediator:

Disposition of Grievance:

_____ _____

Date of Disposition **Mediator's Signature**

(**STEP 5)**

Name of Arbitrator:

Arbitrator's Decisions:

_____ _____

Date of Decision **Arbitrator's Signature**

Teacher Pay Form

Your Name: _____

School: _____

1

Grade/Class Covered: _____

Teacher Covered For: _____

Date: _____ Time: _____

2

Grade/Class Covered: _____

Teacher Covered For: _____

Date: _____ Time: _____

3

Grade/Class Covered: _____

Teacher Covered For: _____

Date: _____ Time: _____

_____ _____

Teacher's Signature Date

_____ _____

Building Administrator's Signature Date

Please forward to the switchboard operator by the end of each month.

_____ _____

Superintendent's Signature Date

COLLINSVILLE COMMUNITY UNIT DISTRICT #10
201 WEST CLAY STREET • COLLINSVILLE, IL • 62234
WWW.KAHOKS.ORG • PHONE: 618.346.6350 • FAX: 618.343.0701

DOCK DAY REQUEST

TODAY'S DATE_____

NAME_____ SCHOOL_____

DATE(S) REQUESTED TO BE DOCKED_____

REASON _____

_____

SUBSTITUTE NEEDED	YES	NO
Out of Sick Days	YES	NO
Out of Personal Days	YES	NO

_____ _____
EMPLOYEE'S SIGNATURE PRINCIPAL'S SIGNATURE

☐ APPROVED ☐ NOT APPROVED

_____
SUPERINTENDENT'S SIGNATURE

DATE:

Co-teaching Language

Class Size

In any general education class room, the total number of general education students and students with special needs will be subject to the class size language set forth in Article XI of the current parties' collective bargaining agreement and such numbers will not exceed the case load/class size limits pertaining to students with special needs as set forth in Section 226.730 of the Illinois Administrative Code.

A special education teacher or educational assistant(s) shall be present with the general education teacher, as mandated by student's IEP, while special needs students are in the general education class room with the general education teacher.

Substitutes

The district will make every effort to provide qualified substitutes in the co-taught class rooms for the general education teacher, special education teacher and/or the educational assistant(s) when the general education teacher, special education teacher or educational assistant(s) are absent.

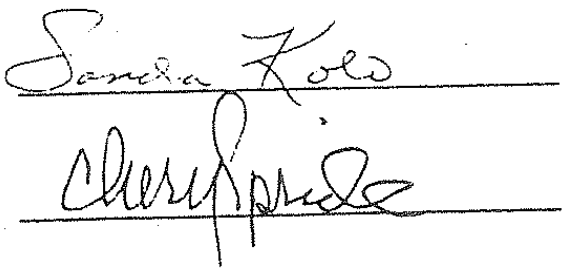
Prep. Time

Special education and general education teachers need to have a common time to plan. Every effort will be made by the administration to support general and special education teachers having a joint planning time that is adequate to support the achievement of the goals and objectives as set forth in the student's IEP.

**The use of the term general will be used synonymously with "regular" when referring to teachers employed to teach general education curriculum.

This Memorandum of Agreement is signed this _____ day of February, 2005.

For the Collinsville Education Association,
IEA-NEA:



For the Board of Education of
Collinsville Community Unit
School District #10:

SIDE LETTER

The Board and the Association agree that the issue of employees donating sick leave to employees that suffer from a catastrophic illness shall be deferred to the Sick Leave Bank Committee, and that committee shall prepare a recommendation for the Board's consideration.

For the Collinsville Education Association, IEA-NEA:

Cheryl Pride / Sandra Kolb

1/4/05
Date

For the Board of Education of Collinsville Community Unit District No. 10:

James W Ackenhausen

1/9/06
Date

FORMS FOR EMPLOYEE CATASTROPHIC ILLNESS AND INJURY

DONATION OF SICK DAYS FORM

Non-returnable donation of sick days for the
Employee Catastrophic Illness and Injury Policy

Name of donating employee:_____

Current number of sick days:_____

Donation being made to:_____

Number of days donating:_____

Conditions for donations:_____

_____
Signature of donating employee

Submit to the Sick Bank Committee

Forms for Employee Catastrophic Illness and Injury

PHYSICIAN VERIFICATION FORM

THIS FORM IS TO BE COMPLETED BY A PHYSICIAN RELATIVE TO AN EMPLOYEE REQUESTING TO RECEIVE DONATED SICK DAYS UNDER THE EMPLOYEE CATASTROPHIC ILLNESS AND INJURY POLICY OF THE COLLINSVILLE UNIT 10 SCHOOL DISTRICT.

PATIENT NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

1. ILLNESS, INJURY, OR PREGNANCY TREATED: (BE SPECIFIC)

   _____

   _____

   _____

2. IS THE CONDITION RELATED TO:

   A. PATIENT EMPLOYMENT: YES _____ NO _____
   B. AUTO ACCIDENT: YES _____ NO _____
   C. ILLNESS: YES _____ NO _____

3. HAVE YOU SEEN THE PATIENT BEFORE THE ABOVE ILLNESS?

   YES _____ DATE FIRST SEEN _____ NO _____

4. IN YOUR JUDGMENT, IS THE PATIENT AT THE PRESENT TIME ABLE TO PERFORM THE DUTIES OF HIS/HER OCCUPATION FOR THE COLLINSVILLE SCHOOL DISTRICT?

   YES _____ NO _____

5. IF THE ANSWER TO NUMBER 4 IS “NO”, WHY IS THE PATIENT NOT ABLE TO PERFORM HIS/HER DUTIES? PLEASE BE SPECIFIC.

   _____

   _____

   _____

6. IS IT YOUR OPINION THAT THE PATIENT CANNOT EVER RETURN TO HIS/HER PRESENT DUTIES?
YES _____ NO _____

7. IF THE ANSWER TO NUMBER 6 IS "NO", WHEN DO YOU ESTIMAT THE PATIENT CAN RETURN TO WORK? DATE _____

8. PLEASE STATE OTHER COMMENTS THAT MIGHT BE HELPFUL TO THE SICK LEAVE BANK COMMITTEE IN MAKING A DECISION ON THE ABOVE LISTED PATIENT:

_____

_____

_____

DOCTOR'S NAME: _____

ADDRESS: _____

_____

PHONE: _____

DOCTOR'S SIGNATURE: _____

DATE SIGNED: _____

PLEASE RETURN THE COMPLETED FORM AS SOON AS POSSIBLE TO:

Sick Bank Committee
c/o Mr. Kevin Robinson
201 West Clay Street
Collinsville, IL 62234
Phone: 618/346-6350

MEMORANDUM OF AGREEMENT ON MENTORING PROGRAM

The Collinsville Community Unit School District No. 10 (hereinafter "District") and the Collinsville Education Association, IEA-NEA (hereinafter "Association") do hereby agree to the following:

Teacher Induction Program

A teacher who volunteers and is selected to be a mentor under the Teacher Induction Program, shall perform the various duties and responsibilities of a Mentor Teacher, as outlined in the Teacher Induction Program, (including but not limited to: the responsibilities set out in the "Roles and Responsibilities" section of the Program document, attending a mentor training program, and attending the 2-day New Teacher Orientation.) The Mentor Teacher is a volunteer of the Teacher Induction Program. The Administration shall have the discretion to decide which teachers will be selected to serve as a Mentor Teacher, from among those teachers that submit an application. However, in order to be eligible to serve as a Mentor Teacher, the teacher must be tenured and must have received the highest performance rating on his/her last performance evaluation. The District Administration shall also have the discretion to terminate a Mentor Teacher from the program at any time the Administration determines that the Mentor Teacher is not performing his/her duties in a satisfactory manner. A Mentor Teacher removed from the program shall be paid the stipend prorated through the date the teacher was removed from the program.

No written documentation or information will be used for the purpose of any evaluation and/or discipline. Documents related to the TIP, may only be placed in the Teacher Induction Program files, but will not be placed in the employee's personnel file.

No written documentation or information contained herein, and prepared by the Mentor Teacher, including but not limited to the "Peer Observation Form" shall be used for the purpose of any formal evaluation, nor shall any such documentation be placed in the personnel file of any Teacher Induction Program participant.

The Teacher Induction Program is a two-year commitment. The stipend paid to a teacher serving as a mentor under the Teacher Induction Program shall be nine hundred dollars ($900) for the first year of mentoring and four hundred, fifty ($450) for the second year of mentoring. A Mentor Teacher assigned to mentor a teacher in grades 7-12 may be assigned two teachers to mentor as the same time, but the Mentor Teacher does not receive a separate stipend for each teacher he/she is assigned to mentor. A Mentor Teacher may resign from the program if he/she does not want to accept the assignment of a second teacher, and shall be paid the stipend prorated through the date the teacher resigns from the program. A Mentor Teacher assigned to mentor a teacher in grades k-6 will only be assigned one teacher to mentor.

The District may terminate the Teacher Induction Program, provided the District first notifies the Association and negotiates the termination of the program in accordance with the Illinois Labor Relations Act.

MEMORANDUM OF AGREEMENT
RTI – GRADES K-6

The Collinsville Community Unit School District No. 10 (hereinafter "District") and the Collinsville Education Association, IEA-NEA (hereinafter "Association") do hereby agree to the following Memorandum of Agreement, which addresses impact issues related to the implementation of Response to Intervention ("RTI") in grades K-6.

1. Monthly curriculum meetings under Article IV, Section 5.2, will be organized and directed by each building's faculty with administration input and oversight. Agendas will reflect work on school improvement issues including but not limited to curriculum and instruction, staff development, instructional and RTI intervention issues. Flexibility of before and after school meetings or splitting the meeting into two 1/2 hour monthly meetings is allowed if desired by the staff.

2. The District will provide RTI to students in reading and math.

3. The District will follow the contract procedures regarding class size, as set forth in Article XI.

4. RTI will not be scheduled during the "relief period" at Dorris Intermediate School. Rather, RTI at Dorris Intermediate School will be scheduled 30 minutes of each school day at a time other than the scheduled "relief period".

5. Teachers will be provided assessment training as needed. Assessment materials will be copied and provided to each teacher prior to the start of the school year. Progress monitoring can be completed during regularly scheduled Tier II and Tier III instructional time. Assessment and progress monitoring will be established by the District, but principals and teachers must mutually agree to additional assessment models or reports within their respective building.

6. Teachers shall be trained for any monitoring and/or intervention procedures in relation to RtI they are required to use.

7. For grades K-6, regular education teachers will provide RTI instruction to students placed in Tier I and II, but not Tier III.

8. The District will employ a minimum of two (2) non-certified instructional aides to provide Tier III instruction at elementary schools that are not assigned a Reading Interventionist (currently Dorris Intermediate School and Maryville). In addition to the non-certified aides (at Dorris Intermediate School and Maryville) providing Tier III instruction, other non-certified aids and certified employees, except regular education classroom and self-contained special education teachers, can be assigned Tier III instructional duties, i.e. Speech Language Specialists, etc…

9. All elementary schools will be provided with an interventionist or instructional aide to provide Tier III instruction. Interventionists or instructional aides can provide Tier II instruction. When interventionists are absent a qualified substitute will be provided when available. Interventionists may provide Tier II services as time permits.

10. The District will provide approved resources and interventions for Tier I, II and III instruction. Electronic equipment, assessment materials and other related teaching tools will be availed able to teachers prior to the start of school provided there is an understanding that availability could be impacted due to shipping dates, vendors or installation schedules. Teachers will not be negatively evaluated or disciplined if reports and/or assessments cannot be completed in a timely manner due to lack of district provided computer and/or

software resources. All technology, hardware and software (computers, etc.) shall be available for teacher/student use until the last day of student attendance for the school year so that teachers can complete all assessments.

11. Teachers will be evaluated consistent with the approved teacher evaluation plan

12. In order to provide teachers with sufficient time to prepare for RTI implementation, the District will distribute preliminary class lists to teachers no later than one week prior to the first teacher workday of each school year. However, the teacher's preliminary class list is subject to change.

13. The parties acknowledge that a teacher may have difficulty issuing grades to students that are pulled out of science and/or social studies for Tier III instruction. The teacher may, in his/her discretion, issue a student a "pass" or "fail" in lieu of a letter grade

14. The parties agree to meet and discuss future issues related to the implementation of RTI for grades K-6 which are not addressed in this memorandum.

15. The Collinsville Elementary Schools (plus Dorris Intermediate School), Collinsville Middle School and Collinsville High School RtI plans will be reviewed each year via a joint committee comprised of Association representatives (chosen by the Association leadership) and administrators. Each of the joint committees (Elementary & Intermediate Schools, Middle School and High School) will annually meet to review the RtI plans, if needed, and the committee/s will mutually agree to revision/s, if any, to the plan/s to address or remedy implementation, tier instruction, etc., issues/concerns. Any recommended changes or revisions to the RtI plans will not be implemented until the District and Association meet their bargaining obligations consistent with the Illinois Education Labor Relations Act.

Collinsville Middle School Response to Intervention Model
Grades 7-8

The goal of the CMS Response to Intervention Model is to provide high quality instruction/interventions that are matched to student needs in an effort to increase student learning rates and levels of performance.

Certified staff, whose number of class preparations will not exceed the bargained limit (2), will be scheduled to administer interventions in a Reading/Math Lab. Additional Tier 3 Intervention time may take place during the study hall period by Teacher Assistants. Students will be identified for specific interventions by their 4 Core Teacher Group (represented by a teacher for the core subject areas Math, Science, History, and Language Arts). The Reading /Math Lab interventionist may be an Expo teacher or other certified staff member.

Reading/Math Lab will be included as part of the Expo class rotation (i.e. Art, Health, Music, Keyboarding, Industrial Arts, etc.) of the cohort, (a group of students sharing a common set of 4 Core Teacher Group), placement will be in lengths of one quarter until progress is shown or alternative placement is determined. Students will move in and out of their expo as the core teacher groups/administration deems necessary for student progress.

CMS Administration will make every effort to group students in cohorts that move between groups of a set of core teachers. Core Teachers will meet on a monthly basis during the contractually agreed upon collaboration time, to review student progress and discuss changes that should be made to the interventions used, or recommend movement in or out of the Reading/Math Lab at the quarter's end. Reading/Math Lab interventionist will provide a bi-weekly report of progress to the core teachers utilizing the progress monitoring function of the intervention in use.

Examples of data that may be utilized for initial placement or movement in or out of services:

- Previous years ISAT scores
- Discovery Assessment Data
- Scholastic Reading Index
- Progress Monitoring Data
- Common Formative Assessments created by each Department
- Grades and other school related data

Every effort will be made by the building level RtI Committee/Administration to select interventions that are computer based, with built-in progress monitoring systems. Any staff member scheduled to be an Interventionists will receive training (agreed upon by both parties) on the programs that are selected prior to working in the Reading/Math Lab.

Due to our need for computer based programs, Reading/Math Lab may be scheduled into one of the four computer labs in the building or a mobile lab. Both Tier 2 and Tier 3 students will work in the Reading/Math Lab, with Tier 3 students will have additional intervention time during the study hall period when possible.

Reading/Math Lab class size will be dependent on the levels of the students within the cohort, not to exceed 28 students (estimated lab size using current data is between 12-15 students).

RtI Committee Guidelines

The district will focus on data driven decision making when considering whether a student will receive a Special Education Evaluation and possible Individual Education Program (IEP). Effective data considered includes scores garnered from: ACCESS, Discovery, DIBELS, Explore, ISAT, ISEL, Plan, PSAE, Star and Scholastic Reading/Phonics. Comparison of longitudinal trajectory, indicating growth or widening of academic gap over time, is required. These must be considered and analyzed. Work samples and grades may also be reviewed as supplemental to the other forms of data specified.

Role of the 4 Core Group (teacher cluster, team, etc.)

A student, who is below standards on the Discovery Assessment and has a historical pattern of below standard data using several of the above mentioned assessments, will be identified by his/her 4 Core Teacher Group as a student who is eligible for intervention work in the Reading and Math Lab. A listing of students ranked in order of greatest need along with their area(s) of academic concern will be provided to the building administration for placement in the Reading/Math Lab for intervention purposes. A listing of students identified as RtI eligible will be provided to the RtI Committee for monitoring purposes.

Role of the Reading/Math Lab Interventionist

The interventionists will be responsible for ensuring the intervention is done with integrity and progress data is provided to the cohort of core teachers prior to the agreed upon collaboration time. Reading/Math lab Interventionists will have collaborative /planning opportunities during one of the weekly collaboration meetings each month. Researched based Tier II and Tier III interventions must be provided prior to any referral. At least two interventions in each tier given over a minimum of an 8-10 week time period is needed to demonstrate improvement or lack thereof. Students will receive interventions in their area of academic concern. Tiered intervention data will be provided by the RtI interventionist to the 4 Core Teacher Group for possible future referral purposes.

Special Ed Referral Process for the 4 Core Teacher Group

Students, who show no growth or a widening academic gap over time, will be referred to the building level RTI Committee by their 4 Core Teacher Group and Reading/Math Lab Interventionist. The 4 Core Teacher Group will complete the required RTI Committee referral paperwork and include the documented interventions attempted and the results of intervention attempts that were provided to them by the Reading/Math Lab Interventionist. A representative of the 4Core Teacher Group may attend meeting, which will be held during the contractual work day (substitutes to be provided if needed), to discuss the completed referral.

Role of the RtI Committee

The RtI Committee will review the referral documentation on students, identified by their 4 Core Teacher Group, who show no growth or a widening academic gap per the progress monitoring assessments given by the Reading/Math Lab Interventionist. The RtI Committee will determine if the student data collected should move forward to the building level Special Education Team. No Special Education referrals will be accepted if prior team based interventions were not discussed or attempted at the building level. The district administration may decide that a record review by the Building/District Special Education Team may be in order with new students already in a Tier system at their former district.

Other Duties of the RTI Committee

If a referral is based on behavior, documented patterns of behaviors are needed. Behavior interventions and/or goal setting may be suggested by the RTI Committee. Short term behavioral concerns are not appropriate for an immediate referral. Schoolmaster print outs identifying specific ISS/OSS dates are also needed. Interventions need to be documented as to the length of time and the success rate, or lack thereof, of the multiple interventions attempted.

All building based monthly RtI Committee referrals need to be submitted to the building administrator.

COLLINSVILLE HIGH SCHOOL RTI AGREEMENT FOR THE 2015-16 SCHOOL YEAR

Objective: to help at risk students to achieve their potential.

Strategies to obtain this goal:

- After school peer tutoring on Tuesdays and Thursdays throughout the school year – Certified staff supervising the tutoring shall be compensated at the rate of .00065% of beginning base pay or use extended days from contract.
- Reading Recovery class taught by certified staff
- Writing lab
- Extended Math block classes
- Math tutoring during study halls/RTI study hall/ELL study hall
- Check and Connect
- Girls Social group
- Aventa Credit Recovery
- RTI team leader will have one period duty during the day to lead the team, work with at risk students, collect data from check and connect, and keep track of referrals and data of RTI students. This position will be approved each year in the same way department chairs are handled.
- Staff will be informed of opportunities for at risk students and given data for the first day of school
- Controlled placement of some incoming 8th graders and sharing information with freshman teachers about the academic and behavior needs of students

Things to work towards in the future:

- Implementation of referrals to RTI team
- Boys Social group
- Peer to Peer mentoring group
- Implement and use Power RTI
- Diversity and Orientation Training Days
- 21st Century Grant Proposal
- High school 101 class with credit in FACS

Collinsville High School RtI Plan

Plan Structure

Universal Screeners: These measures will be used to assess, identify, and monitor students. High School students should also be screened using existing data from elementary and/or middle school assessments.

- Discovery Education Assessment 9th and 10th
- English/Math placement tests of incoming 9th graders
- ISAT Scores of incoming 9th graders
- Attendance
- Discipline Reports
- Common Formative Assessments
- Explore/Plan Data

Interventions

Tier 1

Academic

* Implementation of Professional Communities
* Mandated use of differentiated Instruction and best practices in all classes and at all levels
* Implement and monitor standard content curriculum focused on Reading across the Curriculum
* Summer School access for increasing elective options during the school year
* Weekly Reading/Math modules
* Progress Reports/PASS weekly updates
* Access to math tutoring
* Peer tutoring

Behavioral

* Character Education Program
* Final Exam Exemption Policy

Tier 2

Academic

* Targeted Study Halls for Extended Reading and Math Program
* Aventa credit recovery on-line
* Small-group, in-class interventions
* Extended Block Math Class
* Referral to SAP/KISS
* Counselor Academic Intervention Plans
* Study Skills Groups
* ELL Services

Behavioral

* Small Social Groups
* Teachers as Mentors Program
* Social Work/Counselor Referrals

Tier 3

Academic

* Wilson Reading Program
* Alternatives School-day Schedule
* 1-on-1 instruction in the classroom
* Madison County E-Learning

Behavioral

* Alternative School Placement
* Social Work/School Psych minutes/Referral

Implementation Needs

Tier 2 Needs:

- Computerized Reading Intervention Program – Year 1 license for 40-50 students.
- 1-2 (30) minutes Intervention blocks daily supported by staff member serving as reading interventionist.
- 1 teacher to serve as the RTI Coordinator. This teacher would have an additional 1 hour preparation period during the school day. They would be responsible for monitoring program interventions and student progress, reviewing data, preparing for team meetings, and disseminating information to staff.
- Implementation of Teachers as Mentors Program

Tier 3 Needs:

- Availability of Social Worker or additional Counselor to non-IEP students

RTI Referral Form

Person Making Referral:_____ Date: _____

Student Name:_____ Age/Grade: _____

Date Parent Contacted About Referral: _____ By Whom?: _____

What are the strengths, talents, or specific interests for this student?

_____

_____

_____

_____

How does this student's academic skills compare to those of "average" students in your classroom?

Subject	Below Grade Level	At or Above Grade Level
Reading		
Writing		
Math		
Science		

Instructional Information: What makes this student difficult to teach? List any academic factors that seem to negatively affect the student's progress?_____

_____

_____

_____

What Instructional Strategies have you tried with this student?

_____

_____

_____

_____

For RTI Team Use

Assessment Data	
ISAT/Explore/Plan	
Discovery Data	
Attendance Data	
Discipline Data	

RTI Team Recommendations

Tier 2-Academic

- ☐ Peer Tutoring
- ☐ Study Skills Group
- ☐ Counselor Academic Intervention Plan
- ☐ ELL Services
- ☐ Extended Reading Study Hall
- ☐ Referral to SAP/KISS
- ☐ Aventa Credit Recovery

Tier 2-Behavior

- ☐ Small Social Group
- ☐ Teachers as Mentors Program
- ☐ Social Work/Counselor Referral
- ☐ Targeted Study Hall

HOLLYWOOD HEIGHTS

MEMORANDUM OF AGREEMENT

The ***Board of Education of Collinsville Community Unit School District #10 (hereinafter "the Board")*** and the ***Collinsville Education Association, an affiliate of the Illinois Education Association-NEA and the National Education Association (hereinafter "the CEA")*** hereby agree to the following provisions during the 2017-2018 school year, concerning the Special Education worksite's (Hollywood Heights) Master Schedule and teachers' daily workday schedule:

Any and all negotiated provisions between the Board and the CEA shall remain in effect and apply to this worksite including but not limited to the Special Education worksite's (Hollywood Heights) Master schedule and the daily workday schedule for the employees of the bargaining unit in accordance to Article 4 Employment Conditions: Section 1. Teacher Arrival/Dismissal; Section 3. Teacher Relief Periods and Elementary Deviation; and Section 4. Teachers and Specialists Planning/Preparation periods.

a) The 2017-2018 Hollywood Heights schedule shall be as follows:

Hollywood Heights
2017-2018
Schedule

	Elementary	Middle	High School
7:20 -7:30	Breakfast	Breakfast	Breakfast
7:30 – 8:15	Homeroom/P.E.	Social Studies	English I ,II, III, IV
8:15-9:00	Math	Math/Pre-Algebra	Algebra I, Geometry/Math Models, Algebra II, Applied Math/ Consumer Math
9:00 – 9:45	9:00 – 9:30 ELA Block Recess 9:30-9:45(Teacher Relief Time)	P.E.	US History/ World Geography
9:45 – 10:30	PE/Music/Personal Skills	ELA	Microsoft Apps 1 sem. Health – 1 semester Civics – 1 semester
10:30 – 11:15	ELA Block cont	ELA' cont & ends at 10:44 then study hall (31 mins same at CMS)	Lunch/Study
11:15 – 12:00	Lunch/Recess (Teacher's Lunch is 45 min)	Lunch 30 minutes	Physical Science/Biology
12:00-12:45	Math	Science	Microsoft Apps 1 sem. And Personal Skills 1 sem.
12:45-1:30	Science/Social Studies Recess begins at 1:10 – 1:25 (Teacher relief time)	Health – 1 semester Keyboarding – 1 semester	PE will end at 1:20 so teacher can start prep. MSW will Go into the room to mark student points as they get ready to leave.

1:30 – 2:15	Prep	Prep	Prep (1:20 – 2:15)
	Teacher Release	Teacher Release	Teacher Release
	45 min. x 5 Prep 45 min. x 5 Lunch 30 min recess Teacher Relief Time	45 min. x 5 Prep 30 min. x 5 Duty Free Lunch Study Hall (31 mins.)	55 min. x 5 Prep 30 min. x 5 Lunch Duty Free

1) The terms of this Memorandum of Agreement shall in no way affect, abrogate or change any of the remaining provisions of the Collective Bargaining Agreement between the Board and the CEA, and shall not in any way negate, reduce, eliminate or acquiesce the parties' contractual or statutory rights and the mutual obligation to develop and bargain the Master Schedule for the Special Education worksite, Hollywood Heights, and the daily workday schedule for employees of the bargaining unit at said worksite.

2) This Memorandum of Agreement shall be effective for the 2017-2018 school year and shall expire on the last day before the next school year, 2018-2019, unless otherwise modified by the parties in a written, mutually agreed upon, signed Memorandum of Agreement by the last day of the 2017-2018 school year.

3) This memorandum of agreement shall not constitute a past practice or custom for either the District or Association.

This Memorandum of Agreement is signed this 03 day of April, 2017.

For the Collinsville Education Association, IEA-NEA:

Denise Gruber Cigliana
Denise Gruber-Cigliana, CEA Co-President

Stacey Lauenstein
Stacey Lauenstein, CEA Co-President

For the Board of Education of Collinsville Community Unit School District #10:

Gary A Peccola
Gary Peccola, CCUSD No. 10 Board President

Robert E. Green
Robert E. Green, CCUSD No. 10 Superintendent

Collinsville Community Unit School District 10
201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made and entered into this first school day of the 2025-2026 school year and terminates on the last school day of the 2027-2028 school year. This MOU is between the Collinsville Community Unit School District No. 10 ("District") and the Collinsville Education Association, IEA/NEA ("Association"), the exclusive representative for certified personnel employed by the District.

WHEREAS, the District and the Association are parties to a collective bargaining agreement ("Agreement"); and

WHEREAS, the District and the Association agree that this Memorandum of Understanding does not revise, modify, amend, alter, or change in any way the current Agreement between the parties; and

NOW, THEREFORE, the parties agree as follows:

During the term of this MOU, the parties agree to modify Article IV, Section 4, of the Collective Bargaining agreement and CHS and CMS job description and stipend:

- Secondary teachers shall have at least one preparation period per school day. Preparation periods for elementary teachers shall be provided when specialists (PE and Music Teachers) are scheduled and when the presence of the teacher is not necessary to the program. Specialist time shall be a minimum of one hundred twenty minutes per week (120) at the kindergarten through 6th grade levels, which will be scheduled by the administration in segments of time in its discretion.

- High School and Middle School Department Chair Job Description as detailed in the attached document with a stiped of 5.1, 5.2 and 5.3.

The District and CEA agree that this agreement shall not establish a past practice or custom nor require either party to take the same or similar course of action in the future.

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10:

Dr. Brad Skertich, Superintendent — Date: 6/23/25

COLLINSVILLE EDUCATION ASSOCIATION, IEA/NEA:

Lisa Calvert, CEA Co-President — Date: 6.23.25

Emily Thoman, CEA Co-President — Date: 6.23.25

Collinsville Community Unit School District 10
201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

High School and Middle School
Department Chair Job Description (MOU)

Qualifications

Hold Appropriate Illinois Teaching Certification or License
Master's degree in content area (preferred)
Leadership abilities
Knowledge of content standards
Curriculum development background (preferred)
Excellent evaluation rating

Basic Functions

Provide your department with curriculum and instruction guidance throughout the school year with a paid stipend per CEA contract language.
No Study Hall/Kahok Connect
8 hours per year of professional development during Teacher Inservice and PLC's per year.

General Duties and Responsibilities

- Ongoing research on instructional best practice within the department
- Attend trainings and workshops to maintain knowledge and skill set
- Collaborate and serve on School Improvement Team and take part in school improvement planning - some of which may occur outside of contractual hours
- Collaborate and maintain regular communication with administration and share with the department
- Provide department with curriculum and technology guidance and resources
- Share resources; plan and lead professional development for the department
- Discuss student assessment data with PLC teams and individual teachers for analytical purposes and instructional practices to improve student outcomes
- Organize and facilitate horizontal and vertical alignment annually.
- Work with administration to guide and monitor PLC teams
- Lead department in purchase of course material and supplies; monitor supplies and inventory
- Collaborate with the administration and department to develop schedules and plan professional development.

10.8. Approval of Plans and Costs for Collinsville Area Vocational Center Building Trades House

CAVC

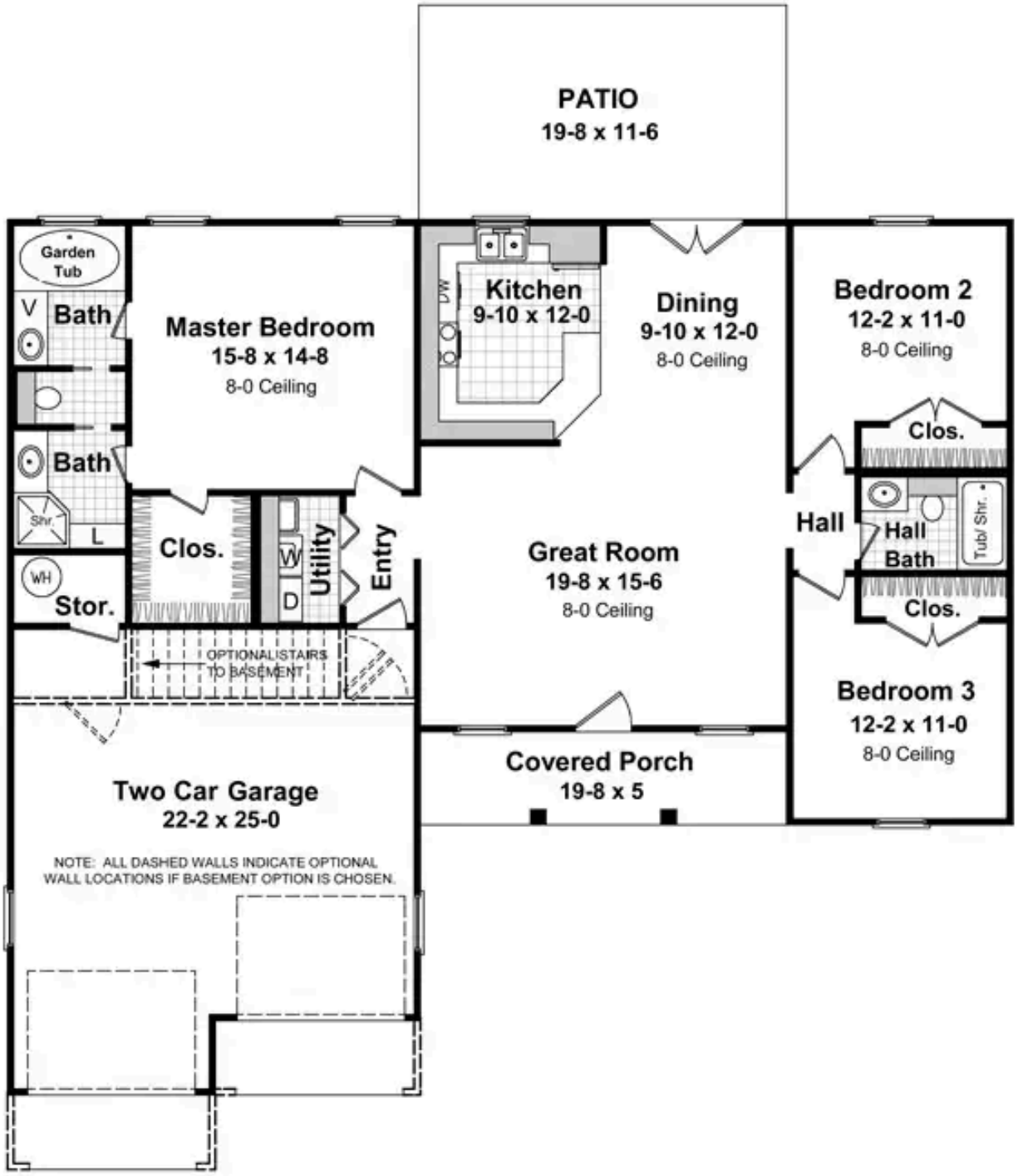
Where classrooms and careers meet.

7979 Matterhorn Canyon House Build Proposal

Construction is planned to begin in August or September of 2025. The lot for this property was previously purchased in the Tanglewood Neighborhood. This will be a 4-bedroom, 3-bathroom Contemporary farmhouse-style home with a 2-car garage. The 1st floor will be 1400 sqft. The basement will have 700 square feet of finished living space. The total finished space for this house will be 2100 square feet. The anticipated build cost will be $130 per sqft due to inflated supply costs. This will result in an estimated build price of $273,000.

CAVC

Where classrooms and careers meet.



10.9. Approval of Maryville HVAC Replacement

ITEM 10.9

ESTIMATE

BAER HEATING AND COOLING INC
PO Box 21
Trenton, IL 62293

jennybaer@sbcglobal.net
+1 (618) 224-7344

Bill to
MARYVILLE ELEMENTARY
6900 WEST MAIN ST.
MARYVILLE, IL

Estimate details
Estimate no.: 5413
Estimate date: 05/27/2025

Description	Amount
MARYVILLE ELEMENTARY * REPLACE ROOF TOP UNITS #8, #11, #13, #20	$48,773.00

SCOPE (WE INCLUDE):

* UNHOOK, REMOVE & HAUL AWAY (4) EXISTING 3 TON SINGLE STAGE YORK RTU'S
* PROVIDE & INSTALL (4) NEW 3 TON/100,000 BTU NATURAL GAS SINGLE STAGE RTU'S WITH ASSOCIATED CURB ADAPTERS ON EXISTING RTU ROOF CURB
* PROVIDE & INSTALL NEW GAS PIPING ADAPTING BACK TO EXISTING RTU GAS PIPING
* PROVIDE & INSTALL (4) ECONOMIZERS & BAROMETRIC RELIEF HOODS SERVING (4) RTU'S
* PROVIDE & INSTALL CONDENSATE DRAINS SERVING (4) NEW RTU'S
* START-UP, TEST & BALANCE

PROPOSAL AMOUNT:
* CARRIER: $48,773.00

INCLUSIONS:
* CONDENSER COIL HAIL GUARDS
* CRANE
* 1 YEAR PARTS WARRANTY/ 5 YEAR COMPRESSOR & HEAT EXCHANGER WARRANTY
* CURB ADAPTERS

EXCLUSIONS:
* HIGH/LOW VOLTAGE ELECTRICAL WORK (COLLINSVILLE SCHOOL DISTRICT TO PERFORM ELECTRICAL WORK)
* BONDING
* TAXES

Total **$48,773.00**

Note to customer

This proposal is valid for 10 days. THANK YOU!

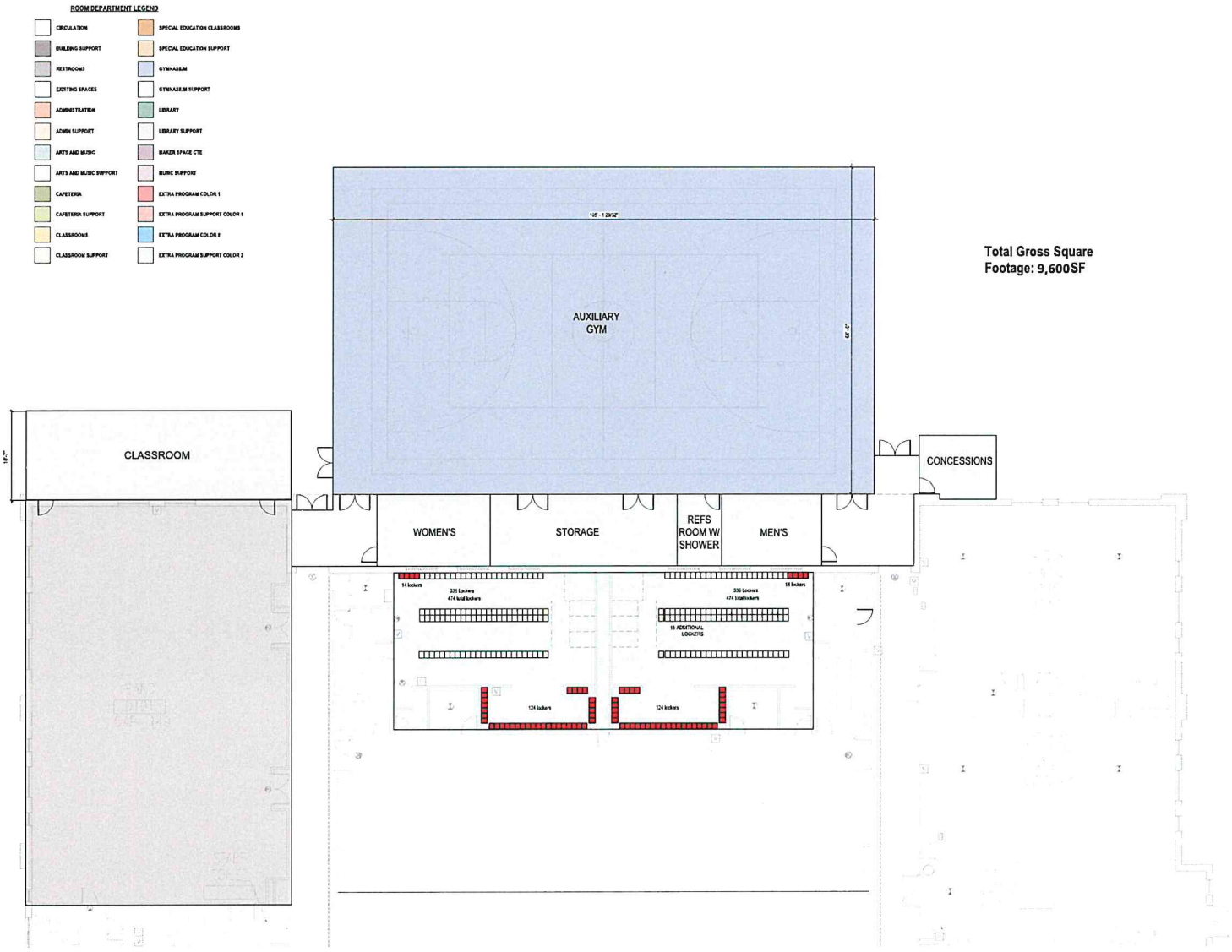
Accepted date

Accepted by

10.10. Authorize Superintendent to Engage Architectural Design Services for CMS Gymnasium and Band Addition

COLLINSVILLE MIDDLE SCHOOL EXPANSION

9649 Collinsville Rd, Collinsville, IL 62234



Total Gross Square Footage: 9,600SF

1 **FLOOR PLAN**
1/8" = 1'-0"

SPACE PLAN - OPTION 2A

ENTER CLIENT NAME
Job No. M1-0008.00

Published 05/30/2025

©2025 FGM Architects Inc.

fgma
FGMARCHITECTS

CONCEPTUAL PROJECT COST BUDGET

FGM Architects

COLLINSVILLE MIDDLE SCHOOL GYM EXPANSION

Date of Probable Project Cost Estimate: May 30, 2025
Date of Preliminary Drawings: May 30, 2025
Estimate Level: Preliminary Gross Square Footage
Start Construction: TBD
Building Gross Square Footage and Site Acres: 9,600 G.S.F.

FGM No. M1-0008.00

Updated 22-Apr-25

A. Indirect Construction Cost Estimate

1. Administration Cost	**$0.21**	**2,000**
a. Printing	1,000	Permit Only
b. Advertising	1,000	local paper
c. Other (land, bond, etc.)		Verification of Need
2. Equipment & Furniture	**$1.30**	**12,500**
a. Furniture		Estimated
b. Equipment	12,500	Estimated
c. Misc		Estimated
3. Technology	**$10.42**	**100,000**
a. Sound System	100,000	
b. Phone & Intercom	0	In Direct Construction Cost under 2.j. "Technology"
c. Security	0	
c. Other - CCTV	0	
4. Architectural / Engineering Fees		**910,000**
a. Programming	0	
b. Arch, MEPFP, Struct	875,000	Estimated
c. Civil	35,000	Site Work
d. Observation/Code Req'd		Estimated
e. Reimbursable	1,000	Estimated
5. Services	**$0.00**	**0**
a. Off-site Roads	-	None
b. Off-site Traffic Signal	-	None
c. Off-site Electric & Gas	-	Unknown
d. Off-Site Sewer	-	Unknown
e. Off-Site Water	-	Unknown
6. Testing & Investigation	**$2.50**	**24,000**
a. Survey	10,000	Estimated
b. Geotech Report	8,000	Estimated
c. Environmental	0	Estimated
d. Const. Material Testing	6,000	Estimated
e. Abatement	0	N/A
f. Other		
7. Total Estimate of Probable Indirect Construction Cost		***$1,050,000*** $109.38
TOTAL ESTIMATED PROBABLE PROJECT COST:		**$5,255,189** $547.42

B Direct Construction Cost Estimate

1 Site Work	**$52.77**	**$506,600**
a. Earth and Sitework	$20.00	$192,000
b. Paving	$17.00	$163,200
c. Utilities	$13.00	$124,800
d. Landscape / Signs	$2.25	$21,600
e Temp Closures	1 LS	$5,000.00
2 General Construction	**$198.63**	**$1,906,881**
a. Concrete	$40.00	$384,000
b. Exterior Wall	$25.00	$168,975
c. Steel	$50.00	$337,950
d. Carpentry	$15.00	$144,000
e. Roof	$22.00	$148,698
f. Doors & Windows	$7.00	$67,200
g. Int. Partitions & Finishes	$35.00	$336,000
h. Specialties	$20.00	$192,000
i. Equipment	$7.00	$47,313
j. Technology	$8.25	$55,762
k. Demo - Roofing/Slab	$2.50	$14,620
k. Demo - Exterior Wall	$8.50	$1,275
l. Demo - Gen. Finishes	$8	$9,088
3 Mechanical Work	**$86.25**	**$827,984**
a. Mechanical	$35.00	$336,000
b. Plumbing	$19.00	$21,584
c. Fire Protection	$6.00	$57,600
d. Electric	$43.00	$412,800
4 Construction Adm. Fee	**$50.39**	**$483,724**
a. General Con. 5.%	$16.88	162,073
b. Overhd & Profit 5.%	$17.73	170,177
c. Design Contingency 2%	$7.45	71,474
d. Construction Contingency 5%	$8.33	80,000
5 Sub-Total Estimate of Probable - 2026 Construction Cost		***$3,725,189*** $388.04
6 Contingency		***$480,000***
a. Market Contingency 5%	$19.40	186,259
b. Escalation 8%	$31.04	298,015
7 Total Estimate of Probable Direct - 2027 Construction Cost		***$4,205,189*** $438.04

10.11. Approval of 2025-2026 School Year Collinsville Community Unit School District No. 10 Student and Parent Handbook Revisions

STUDENT AND PARENT HANDBOOK

Collinsville CUSD 10

Grades K - 12

2025-2026

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT 10 STUDENT AND PARENT HANDBOOK

The Collinsville CUSD10 Student and Parent Handbook is published for the students and parents of Collinsville Community Unit School District No. 10.. It is intended to provide information that will be helpful in the pursuit of educational goals and general adjustment to the policies and procedures of the Unit 10 School District. This handbook does not equate to an irrevocable contract between students, parents and staff members of Collinsville Unit School District 10.. It is however, a reflection of the rules and policies established by the Board of Education in order to guarantee a safe environment for all students, faculty and staff.

Collinsville Unit School District Number Ten (10) is governed by Board policies. Board action may change the current policies at any time during the year without notice, therefore, changing the provisions listed in this handbook. A complete copy of the updated Board policy is available on our District website at: www.kahoks.org. *Should you or your child have any questions about this handbook, please contact your child's school.*

Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

COLLINSVILLE UNIT SCHOOL DISTRICT
BOARD OF EDUCATION

Mr. Gary Peccola *President*	Mrs. Jane Soehlke *Vice President*	Dr. Dennis Craft *Treasurer*	Mrs. Vicki Reulecke *Secretary*
Ms. Lori Billy	Mrs. Jennifer Hasamear	Ms. Michele Stutts	

August 2025

Dear Parents and Students:

WELCOME TO COLLINSVILLE CUSD10 AND THE START OF A NEW SCHOOL YEAR!

Get ready for the most exciting year of your life!

As your Superintendent, I would like to welcome you back to Unit 10 or to welcome you for the first time to our schools. The faculty, staff and administrators are all committed to providing the best possible experiences for you in all facets of school life. The Unit 10 School District is the place to experience a wide variety of academic, athletic, and extracurricular opportunities. A student who actively participates in all walks of school life will find his/her experience rewarding. The more a student puts into the experience, the more future success the student will have.

The Collinsville Unit 10 School District has a tradition of excellent academic and extracurricular accomplishments. We expect you to meet the goals, which have been set: to carry on the **Kahok** tradition, and to make our learning institution a better place. Welcome to Collinsville Unit 10!

I look forward to seeing you on the campuses of our schools. If I may be of assistance to you or your family, please feel free to contact me. Your friend in education,

Dr. Brad Skertich

Superintendent, Collinsville CUSD10

CUSD10 CENTRAL OFFICE ADMINISTRATION	
Dr. Brad Skertich, Superintendent of Schools	
Mr. Bradley Hyre, Assistant Superintendent - Student Services	Mrs. Jamie Hadjan, Chief School Business Official
Mrs. LaToya Coleman, Director of Curriculum	Mr. Kevin Robinson, Director of Human Resources
Mrs. Kimberly Collins, Director of Communications	Mr. Derek Turner, Director of Technology
Mr. Josh DeWitte, Director of Building and Grounds	Mrs. Ali Underwood, Director of Special Education

COLLINSVILLE UNIT 10 SCHOOLS – ELEMENTARY (GRADES K-4)

CASEYVILLE ELEMENTARY SCHOOL 433 South Second Street Caseyville, IL 62232 618-346-6205 Principal: Mrs. Chelsea Clark	JOHN A RENFRO ELEMENTARY SCHOOL 311 Camelot Drive Collinsville, IL 62234 618-346-6266 Principal: Dr. Laura Bauer Assistant Principal: Mrs. Valerie Burgess
HOLLYWOOD HEIGHTS SCHOOL 6 South Oakland Caseyville, IL 62232 618-343-2740 Principal: Mrs. Tara Glynn	SUMMIT ELEMENTARY SCHOOL 408 Willoughby Collinsville, IL 62234 618-346-6221 Principal: Mrs. Stephanie Pulse
KREITNER ELEMENTARY SCHOOL 9000 College Collinsville, IL 62234 618-346-6213 Principal: Dr. Kari Daugherty	TWIN ECHO ELEMENTARY SCHOOL 1937 S. Morrison Collinsville, IL 62234 618-346-6228 Principal: Dr. Julie Haake
MARYVILLE ELEMENTARY SCHOOL 6900 W. Main street Maryville, IL 62062 618-346-6261 Principal: Dr. Charity Eugea	WEBSTER ELEMENTARY SCHOOL 108 W Church Street Collinsville, IL 62234 618-346-6301 Principal: Mrs. Alison Schumacher

COLLINSVILLE UNIT 10 SCHOOLS – GRADES 5-12

DORRIS INTERMEDIATE SCHOOL 1841 Vandalia Street Collinsville, IL 62234 618-346-6311 Principal: Mr. Kevin Stirnaman Assistant Principal: Ms. Sara Soehlke Assistant Principal: Ms. Leah Davis	COLLINSVILLE HIGH SCHOOL 2201 South Morrison Avenue Collinsville, IL 62234 618-346-6320 Principal: Mr. Robert Wright Assistant Principal: Mr. Bryan Dunn Assistant Principal: Ms. Charlotte Fisher Assistant Principal: Mr. Doug Kirk Assistant Principal: Mrs. Jennifer Root-Smith Assistant Principal: Mr. Philip Carter Asst. Principal/Athletic Director: Mr. Clay Smith Asst. Principal/CAVC Director: Mr. Joe McGinnis
COLLINSVILLE MIDDLE SCHOOL 9649 Collinsville Road Collinsville, IL 62234 618-343-2100 Principal: Mr. Brad Snow Assistant Principal: Mrs. Ukyah Wilburn Assistant Principal: Mr. Kevin Moore Assistant Principal: Mrs. Easter Shaw	

CUSD10 GENERAL INFORMATION

ACADEMIC CREDIT (COLLINSVILLE HIGH SCHOOL)

Students may only earn academic credit by successfully completing course work while enrolled at Collinsville High School. Students who drop out before the end of the semester will not receive academic credit. Students who are expelled before the end of the semester may not receive academic credit for classes that were not completed prior to the expulsion.

ACADEMIC ETHICS

During the school year, student learning will be measured by a variety of assessments. The grades received for these efforts should inform students how much has been learned from the course. Academic dishonesty is considered a serious academic offense and will not be tolerated. Academic dishonesty includes, but is not limited to plagiarism, cheating or copying of another's assignments, unauthorized communication during an assessment/exam, altering report cards, and wrongfully obtaining test copies or scores. Cheating and plagiarism is dishonest, degrades character and reputation and impedes individual learning. Cheating includes (but is not limited to): using, submitting, or attempting to obtain data or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Plagiarism includes (but is not limited to): the intentional or unintentional use of ideas or work from another writer, speaker or artist without giving proper credit. Academic dishonesty will be dealt with on an individual basis depending on the severity of the offense and may include: a zero on the academic assignment/evaluation and disciplinary action for academic dishonesty.

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT, other chatbots and large language models and Meta AI Smart Glasses. AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism. In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator and must be implemented in a safe, ethical and equitable manner and in accordance with Board Policies 1:30 (*School District Philosophy*) and 7:7345 (*Use of Educational Technologies*). Students may use AI as authorized in their Individualized Education Program (IEP). Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies. In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

ACCREDITATION (COLLINSVILLE HIGH SCHOOL)

Collinsville High School is a fully accredited, approved and recognized four-year comprehensive secondary school. CHS is approved by the Illinois Office of Education and the Office of Educational Services Region IV, and is recognized by public and private colleges, universities, and technical training schools. All Collinsville Community Unit 10 Board Policies are available on the District web page (www.kahoks.org).

ACCELERATED PLACEMENT PROGRAM

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, Equal Educational Opportunities, or any factor other than the student's identification as an accelerated learner.

ACCESS TO NON-SCHOOL SPONSORED PUBLICATIONS

Non-School Sponsored Publications Accessed or Distributed On Campus

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

Students are prohibited from creating, distributing, and/or accessing at school any publication that: 1) Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; 2) Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright; 3) Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by

School Board policy and the Student Handbook; 4) Is reasonably viewed as promoting illegal drug use; 5) Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes; or 6) Incites students to violate any Board policies. Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

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

ADMISSION

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present: 1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content. 2. Proof of residence, as required by Board policy 7:60, Residence. 3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students.

READMISSION AND TRANSFER

Students who have withdrawn or dropped out of school in Collinsville Unit 10, and want to re-enroll must complete the following steps: 1) A parent or legal guardian must enroll a student transferring to school in Unit 10 from another school at the Collinsville Community Unit School District No. 10 Administration Building; 2) The student must provide acceptable proof of residency, an official transcript, and a certified copy of the student's birth certificate. If applicable, an Illinois transfer form must also be provided; 3) High School students and or parent/legal guardian must contact the Counseling Department; 4) A parent or legal guardian of the returning student must accompany the student to the office to meet with the counselor/principal to register for classes; 5) Students transferring from out-of-state must present a current physical. Re-enrollment shall be denied to any individual above the age of eighteen (18) years who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday (exception: students with disabilities covered under the federal law, IDEA-97).

ADVANCED PLACEMENT PROGRAM (COLLINSVILLE HIGH SCHOOL)

AP courses and AP Exams are available to juniors and seniors who have teacher recommendations to take these courses. They entail college-level work in a given discipline in a secondary school setting. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at a college level. Some universities award college credit to students who have earned high AP Exam scores. Students may receive credit at both the college and high school level.

ALCOHOL AND TOBACCO REGULATIONS

Alcoholic beverages are strictly prohibited from all school sponsored functions whether held on or off school property. Smoking or the use of tobacco products (or look-alike tobacco products such as electronic cigarettes, vapes, vape pens or other vaping related products) vaping with and without nicotine is strictly prohibited from all school sponsored functions whether held on or off school property.

ALTERNATIVE LEARNING OPPORTUNITIES (COLLINSVILLE HIGH SCHOOL)

CORRESPONDENCE COURSES (JUNIORS & SENIORS ONLY)

Seniors who need an additional one-half credit or one credit to graduate with their class (not for early graduation) may use correspondence courses to a maximum of one credit if approved by the Counseling Department in advance of registering for such courses. A student enrolled in a correspondence course may receive high school credit for work completed, provided: 1) The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools; 2) The student is classified a junior or senior in at least his/her third year of high school; 3) The student assumes responsibility for all fees. All correspondence course work must be completed by April 30 to be eligible to participate in the graduation ceremony and/or receive

a diploma on the date of graduation. Seniors intending to use correspondence for summer graduation must have transcripts and grades to the Counseling Department by June 27 to receive a diploma with that year's graduation date. Diplomas will be issued the following year for courses completed after June 27. Information about correspondence courses is available in the Counseling Office. Correspondence courses will be approved only for similar courses offered in the CHS Course Offering Guide. The principal may approve exceptions to this policy.

DUAL CREDIT

CHS has partnered with Southwestern Illinois College (SWIC) and Saint Louis University (SLU) to provide students with the opportunity to earn college credit in dual credit courses offered at CHS. Students must be at least 16 years old at the time the class concludes to receive dual credit. A student who successfully completes a dual credit course may receive credit at both the college and high school level. Credits earned with SWIC and SLU may be transferable to some four-year universities. Contact the universities being considered for additional information.

RUNNING START

Running Start is a dual credit program for qualified high school students to attend SWIC as a full-time student during their junior and senior years of high school. The Running Start program meets the requirements for both a high school diploma from CHS and an Associate of Arts or Associate of Science Degree from SWIC. The high school diploma and college degree are earned simultaneously. Running Start is a two-year program and may not be completed early. Eligible students are invited in the spring of their sophomore/junior year. For additional information visit:
https://docs.google.com/document/d/1dzoaREOPmYt03rbJHCRQ1ZeRTz9QIeBiBatQ6lPjONY/edit?usp=sharing

SUCCESS CENTER

Collinsville High School's Success Center is an alternative academic program located in Room 609. The program serves as a tool to encourage students to stay in school and ultimately graduate from high school. The Success Center is designed to identify and assist "at-risk" students who need a non-traditional learning environment. Using an evidence-based approach to maximize resources on research-proven and effective strategies, students continue their regular school curriculum with two critical advantages: 1) a learning environment that supports their social and emotional needs and 2) an academic program customized to provide individualized and small group instruction and to increase their likelihood of improved regular school attendance, behavior, and academic success.

KAHOK ACADEMY

Collinsville CUSD10 provides a Grant Funded TAOEP titled Kahok Academy as a holistic program to help engage and empower students in their pursuit of a high school diploma. Using an evidence-based approach, an academic program is developed to address the student's academic needs. Based on individual needs and interests, the academic program incorporates on-site core classes, elective courses and experiential courses through the school's vocational center as well as cooperative work experience. Individual services are offered for regular and special education academic advisement, physical and mental health, attendance support, substance abuse, bilingual, and speech therapy. Student services are determined through a needs assessment conducted upon intake into the program with input from student and parent/guardian. These are included in the student's IOEP, which outlines the student's needs, goals and objectives for academic, social-emotional and career development. For more information visit: https://sites.google.com/cusd.kahoks.org/kahok-academy/home

ANIMALS ON SCHOOL PROPERTY

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

ASBESTOS MANAGEMENT PLAN

ANNUAL ASBESTOS MANAGEMENT PLAN AVAILABILITY

Per U.S. Environmental Protection Agency (U.S. EPA) regulations regarding asbestos-containing materials in schools, surveys have been conducted to identify the presence of asbestos in CUSD #10 buildings. All parents, guardians, faculty and staff are to be informed annually of the presence of asbestos-containing building materials (ACBM) at our facility. Site specific asbestos management plans were developed, reviewed by the Principal, Building and Grounds Department and the District Asbestos Designated Person, and have been implemented. These plans describe in detail how any asbestos exposures will be minimized. All parents, guardians, faculty and staff or others are invited to review this plan, which is available at the School Administrative Office. Should you have any questions or desire further information, please contact the Superintendent's office.

ASSEMBLIES

The assembly program is an integral part of the total Collinsville Unit 10 School District educational program. The assemblies are conducted to complement and enhance the value of the academic program. The expectations for student behavior and conduct at assemblies are the same as in the classroom.

ATHLETIC DEPARTMENT & STUDENT ACTIVITIES (COLLINSVILLE HIGH SCHOOL)

PHILOSOPHY

The Collinsville High School Athletic Department sponsors student activities that are considered a supplement to the school's program of education which strives to provide experiences that will help to develop young men and women physically, mentally, socially, and emotionally. Participation is a privilege that carries with it responsibilities to the school, athletic program, student body, community and students themselves. These experiences contribute to the development of learning skills and emotional patterns that enable the student to make maximum use of his/her education.

REQUIREMENTS FOR PARTICIPATION

An athlete must have the following fully executed documents on file with the school's athletic department before the athlete's first participation in any activity: 1) A current physical examination report completed by a licensed medical professional, which finds the athlete is physically able to participate. This exam should be completed on the Illinois Department of Health Child Health Examination form (required for incoming freshman) or the standard IHSA Pre-Participation Physical Examination form; and 2) CHS Athletics form found in Skyward as part of the online registration process. This document, signed by the athlete & his/her parent or guardian, shows proof of insurance, publicity web release for CUSD # 10, and the code of conduct. Signing of this form also provides for the consent to treatment by CHS personnel should an athletic injury occur, consent to random drug testing in accordance with the IHSA & CUSD #10 and the recognition of concussion education provided by CHS. Paper versions of these forms can be found at https://sites.google.com/cusd.kahoks.org/chsathletictraining/forms.

ACTIVITIES, CLUBS & ORGANIZATIONS

The following clubs and organizations are offered as extracurricular activities at Collinsville High School: Anime Club, Art Club, Auto Club, Band (Colorguard, Concert Band, Flute Choir, Jazz Band, Lab Band, Marching Band, Pep Band, Symphonic Band, Winter Drumline Winterguard), Black Student Union, Book Club, Chess Club, Christians in Action (Get Real), Choir (Concert Choir, Show Choir, Bass Choir - Mixed Choir, Treble Choir, South Morrison Swing), Class Executive Boards, ~~CPR Club~~, Cyber Security, Debate Club, Delta Epsilon Pi German Honor Society, Distributive Education Clubs of America (DECA), Drama Club, Environmental Club, Ethics Bowl, Fellowship of Christian Athletes (FCA), First Priority Club, French Club, Friends for Life, Future Business Leaders of America (FBLA), Gay/Straight Alliance, Garden Club, German Club, German Honor Society, Health Occupation Students of America (HOSA), Hispanic Heritage Club, Kahok Ambassadors, Kahoks on the Go, KAHOK Strong, Kahoki Newspaper, Kahoks United, Kahokian Yearbook, Key Club, Latin Club, Latin Honor Society, Leo Club, Mu Alpha Theta (MAO) Math Honor Society, Model United Nations, Multicultural Kahoks, National Art Honor Society, National Honor Society (NHS), National Technical Honor Society (NTHS), People Against Littering (PAL), Pep Club, Project Lead the Way, Quill & Scroll, Recycling Program, Saturday Scholars, Scholar Bowl, Sign Language Club, Skills – USA, Spanish Club, Spanish Honor Society, Speech Team, STEM Club (Green Energy Project), Math Team, National Science Honor Society, Science Olympiad, Technology Student Association – TSA, Trap Team, VEX Robotics, Student Council, Thespian Society, Tri-M Music Honor Society, Upward Bound, Writing Club and Video Game Club. We encourage all students to be involved in the many extracurricular clubs and organizations sponsored by CHS.

ATHLETIC TEAMS

The following interscholastic athletic programs are offered as extracurricular activities at Collinsville High School: Baseball, Basketball, Bowling, Cheerleading, Cross Country, Dance, Football, Golf, Soccer, Softball, Swimming, Tennis, Track and Field, Volleyball, and Wrestling. We encourage all students to be involved in the many extracurricular sport teams sponsored by CHS. Eligibility of students with an Individualized Education (IEP) shall be determined by the case manager based on the IEP.

OBJECTIVES

1) To provide a positive image of school athletics and student activities at Collinsville High School; 2) To strive for playing excellence that will produce winning teams within the boundaries of good sportsmanship and mental health of the student athlete; 3) To insure growth and development of the athletic program and student activities program; 4) To provide opportunities that will allow the program to serve as a laboratory where students may cope with problems and handle situations similar to those encountered under conditions prevailing in the contemporary field; 5) To provide opportunity for: a) Physical, mental and emotional growth and development, b) Team play with the development of such commitments as loyalty, cooperation, fair play and other desirable social traits, c) Directed leadership and supervision that stresses self-discipline, self-motivation, excellence, and the ideals of good sportsmanship that make for winning and losing graciously, d) A focus of interest on athletic programs for student body, faculty and community that will generate a feeling of unity, e) Achievement of initial goals by the school in general and by the student as an individual, f) Success and excellence in the athletic program and student activities; 6) To be socially competent and operate within a set of rules, thus gaining a respect for the rights of others; 7) To develop an understanding of the value of athletics and student activities in a balanced educational process.

ELIGIBILITY BY-LAWS

Collinsville High School is a member of the Illinois High School Association (IHSA). Collinsville High School belongs to the 19th Legislative District of the 7th Administrative Division of the IHSA. The IHSA serves to provide leadership for the development, supervision, and promotion of good sportsmanship in interscholastic competition. The IHSA Constitution and By-Laws have been voted into effect by the IHSA member schools. As an approved member school, CHS has agreed to abide by each article of the IHSA Constitution (1.00 Constitution, 2.00 School By-Laws, 3.00 Athletic Eligibility By-Laws, 4.00 Non-Athletic Eligibility By-Laws, 5.00 Sport Season By-Laws, 6.00 Protest Penalty By-Laws). The high school principal or athletic director serves Collinsville

High School as the official representative to the IHSA. Any questions concerning athletic eligibility should be referred to the high school building principal and/or athletic director.

ATHLETIC FEES

To participate in an extra-curricular activity at Collinsville High School each student-athlete will be charged a per-sport per-school-year athletic fee. This fee is charged to cover athletic expenses such as transportation, equipment, game expenses, and all costs associated with providing an individual sport at Collinsville High School. No athlete will be allowed to participate in an interscholastic activity until the fee is paid or evidence of a fee waiver has been provided.

ATHLETIC DEPARTMENT AND STUDENT ACTIVITIES ATTENDANCE POLICY

Student athletes must be in attendance at least four class periods in order to be a participant at a practice or contest that day. It is the responsibility of all coaches to check for absences and prohibit student participation in practice/contest on the day(s) of absence. Exceptions must be cleared in advance with the Athletic Director.

STUDENT ATHLETE CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury that interferes with normal brain function. Concussions can range from mild to severe and can occur in any organized or unorganized sport or recreational activity resulting from a fall or from players colliding with each other, the ground, or with obstacles. CUSD#10 has Guidelines for Concussive Injuries developed in accordance with 105 ILCS 5/10-20.53, 5/34-18.45 and based on the recommendations from IHSA and the Centers for Disease Control. Students with a concussive injury should not return to physical activity (PE/recess/practice/competition) during the same day of the injury. A physician's note and suggested activity progression should accompany a student and/or student athlete to return to school and or physical activities.

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition. A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

ATHLETIC DEPARTMENT AND STUDENT ACTIVITIES (COLLINSVILLE MIDDLE SCHOOL)

Collinsville Middle School is a member of the Illinois Elementary School Association.

ATHLETIC TEAMS

Boys Baseball; Boys and Girls Basketball; Boys and Girls Cross Country; Boys and Girls Track; Boys and Girls Wrestling: Boys and Girls Bowling; Girls Softball; Girls Volleyball; Girls Cheerleading; Girls Dance

STUDENT ATHLETE CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury that interferes with normal brain function. Concussions can range from mild to severe and can occur in any organized or unorganized sport or recreational activity resulting from a fall or from players colliding with each other, the ground, or with obstacles. CUSD#10 has Guidelines for Concussive Injuries developed in accordance with 105 ILCS 5/10-20.53, 5/34-18.45 and based on the recommendations from IHSA and the Centers for Disease Control. Students with a concussive injury should not return to physical activity (PE/recess/practice/competition) during the same day of the injury. A physician's note and suggested activity progression should accompany a student and/or student athlete to return to school and or physical activities.

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition. A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols**.**

ORGANIZATIONS

The student organizations are some of the most important aspects of the activities program. They add an extra dimension to the student's education. The students involved in these organizations will be provided opportunities to participate in the representative-democratic process with both rights and responsibilities; to assist in improving relationships between the student body, the faculty and the school, to be directly involved in building school spirit and pride; and to increase self-improvement in citizenship and leadership.

The following clubs and organizations are offered as extracurricular activities at Collinsville Middle School:

Anime Club; Band (Concert Band, Jazz Band, Marching Band and Pep band) Black Student Union (BSU); Chess Club; Choir (Concert and Show Choir);; Drama Club; Fellowship of Christian Athletes (FCA); Gay/Straight Alliance;; Hooloo; Illinois Math Science Academy Fusion Program (IMSA); LASO--Latin American Student Organization; National Junior Honor Society (NJHS) Poetry Club; Pep Club; Student Council; Yearbook Club - The award-winning Blaze yearbook staff, under the direction of Mrs. Juelfs, serves as photographers, cover designers, and contributors to our book.

We encourage all students to be involved in any of the extracurricular clubs and organizations sponsored by CMS.

ELIGIBILITY

All students participating in competitive sports, extracurricular activities, cheerleading, dance, band and chorus will be required to follow the guidelines listed below in order to remain eligible to participate with the team during practices and games, and other

events related to the activity. Students/athletes shall be passing all subjects: core, exploratory, band, chorus and physical education (PE).
Eligibility is checked every week on Thursday. Students/athletes will be notified by their coach/sponsor during practice/games on Friday following the grade check. Teachers will indicate passing or failing grades on semester basis. A student is ineligible from Monday to Monday during the eligibility check. Students failing 2 or more classes at the semester will be placed on academic probation through the Athletic Director's Office and subject to academic intervention based on a determination of the Athletic Director. Any student declared ineligible for 3 straight weeks will be removed from the team.

TRAVEL

All students must travel to extracurricular and athletic activities and return home from such activities with his or her team by use of school approved transportation. A written waiver of this rule may be issued by the teacher, sponsor or coach in charge of the extracurricular or athletic activity upon advance written request of a student's parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored and oral permissions are not valid.
Any athlete who quits a team during a season will not be permitted to join another team during a season unless mutually agreed upon by the coaches of both teams involved. A student will not be permitted to participate in the CMS co-curricular program if they have an outstanding obligation in any other activity.

FEES AND PHYSICAL EXAMINATIONS

To participate in an extracurricular activity at CMS, each student-athlete will be charged $100 per sport. This fee is charged to cover athletic expenses such as transportation, equipment, game expenses, and all costs associated with providing an individual sport at CMS. Fees will be waived for students who qualify for free and reduced lunch. No athlete will be allowed to participate in the extracurricular activity until the fee is paid.
Students who participate in athletics must provide a sport physical completed on the Illinois DHS form or IHSA pre-participation examination form. The physical examination is good for 395 days from the date of the exam.

ATHLETIC SCHEDULES (COLLINSVILLE HIGH SCHOOL)

The Collinsville High School Athletic Schedules may be accessed via the computer kahokathletics.org . (NOTE: Athletic schedules are subject to change without notice).

ATTENDANCE POLICY

COLLINSVILLE C.U.S.D. NUMBER TEN (10) ATTENDANCE POLICY

The Kahok family offers and embraces opportunities for everyone to reach his/her fullest potential. One of the keys to receiving an excellent education experience is regular school attendance. The Collinsville School District attendance plan complies with the Illinois School Code Section 105 ILCS 5/26-2A. In accordance with the requirements of The School Code of Illinois and in recognition of the responsibilities imposed upon parents therein, it is the policy of the Board of Education of District No. 10 that students shall attend school during the entire time school is in session and be on time for classes. The Board believes that regular class attendance fosters successful academic performance and development of punctuality, self-discipline and responsibility.
The School Code of Illinois defines chronic absenteeism as missing school for five (5) percent of the previous 180 school days. That equates to nine (9) days of absence over a 180-day period. The school will provide three (3) written notifications (to include school and community resources available) before legal action may be taken. The parent or guardian may be subject to legal citation through the courts. Special circumstances such as hospitalization, chronic illness etc. will be considered in this process. Collinsville Community Unit School District Ten (10) appreciates the cooperation of parents and students on this matter of vital importance to your child's education.

ABSENTEEISM/ABSENCE REPORTING

In order for an absence to be considered reported, a parent or guardian of a student who is going to be absent from school must notify the school by telephone or Skyward Family Access account.
1. In order for an absence to be considered reported, a parent or guardian must notify the school. Messages may be left twenty-four (24) hours a day. An absence without proper notification to the attendance office will result in an absence being unexcused. State the name of the student who is going to be absent, his/her grade, the reason for the absence, and the phone number where the parent or guardian can be reached for verification.
2. Collinsville Community Unit School District #10 parents and guardians may also conveniently report a student absence using your Skyward Family Access account or the Skyward App. While you can choose to call your child's school to report an absence, using Skyward Family Access gives you the ability to report or request an absence 24/7 using your computer or mobile device.

How to Report an Absence Using Skyward Family Access

1. Log into Skyward Family Access and select ATTENDANCE from the menu options on the left; 2. Click on ENTER ABSENT REQUEST toward the middle upper right of the Attendance screen; 3. Select the ADD REQUEST link to the right in the Attendance pop-up window; 4. Enter the *Start Date* and the *End Date*; and Check "All Day" OR indicate times for the absence; 5. Choose a reason for the request from the drop-down menu; 6. Add any additional comments for the office; 7. When finished, click SAVE; 8. After clicking SAVE on the previous screen, the absent request will appear as *PENDING; 9.* You will receive a confirmation email stating the request has been created; 10. Once the school office has processed the absence request, you will receive an additional email with confirmation.

To report an absence using the Skyward App:

1. Log into your Skyward App; Click on the menu option in the upper right corner of the screen; 2. Choose ATTENDANCE; 3. Select ADD ABSENCE REQUEST; 4. Enter the *Start Date* and End *Date*; Mark "All Day – Yes" OR indicate times for the absence; 5. Choose a reason for the request from the drop-down menu; 6. Add any additional comments for the office; 7. When finished, click SUBMIT; 8. The request will appear as *PENDING* until it is approved by the school; 9. Once the school office has processed the absence request, you will receive an email confirmation.

The determination as to whether an absence is classified as reported, documented or unexcused is the sole responsibility of the school. The responsibility of the parent is to report the absence. All requests for reported absences, MUST be reported to the attendance office within five (5) days of the student's absence. If a student has an appointment with a treating health care provider or physician, they must bring a note from them explaining the absence. At the District's request, a note from a health care provider may also be required to validate extended or repeated illnesses before being excused.

All students who are absent for five or more consecutive days must provide written documentation from a health care provider for the absences to be considered excused (reported/documented). Any student who has been absent 10 or more days in a semester must provide written documentation from their health care provider (with the dates of the absence) for each subsequent day of non-attendance for the absences to be considered excused (reported/documented). Each subsequent day of non-attendance shall be considered unexcused unless accompanied with written documentation from their health care provider (with the dates of the absence). Students who suffer from documented chronic or severe acute health issues may seek a waiver of these requirements from the Building principal.

CO-CURRICULAR ACTIVITIES - ATTENDANCE POLICY FOR STUDENT PARTICIPATION (CHS)

It shall be the policy of Collinsville High School that student participation in any co-curricular activity (athletics or non-athletic activities) requires a student to be in attendance on the day of the co-curricular event.

CO-CURRICULAR ACTIVITIES - ATTENDANCE POLICY FOR STUDENT PARTICIPATION (CMS)

Absence from School on Day of Extracurricular or Athletic Activity: A student who is absent from school after noon is ineligible for any extracurricular or athletic activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by the designated teacher, sponsor or coach for: 1) a pre-arranged medical absence; 2) a death in the student's family; or 3) a religious ceremony or event.

A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension. A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.

ATTENDANCE POLICIES AND PROCEDURES

Reported Absences: A 'reported pass' will be issued when the parent/guardian notifies school via phone/electronic message of a student's personal illness (including up to 5 days per school year for mental or behavioral health of the student), serious family illness, attendance at a verified medical or therapeutic appointment (including a victim services provider), court appearance, attending a military honors funeral to sound TAPS, attend a civic event (CHS/CMS), observance of a religious holiday, family emergency, other situations beyond the control of the student and as determined by the Board of Education other such circumstances which cause reasonable concern to the parent for the student's mental, emotional, or physical health or safety of the student. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Additionally, a student will be excused for up to 5 days per school year in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. The school may require documentation explaining the reason for the student's absence. The student and the student's parent/guardian shall have the responsibility to contact their teacher(s) concerning a plan for completing make-up work within a reasonable time (this usually means one (1) day for each day of reported or documented absence).

Documented Absences: A documented absence will be issued when a parent/guardian presents documentation of a student's absence for personal illness (including mental or behavioral health of the student), serious family illness, the death of an immediate family member, court appearance or any absence which is beyond the control of the student (ie. in the case where a nurse has to send a student home for illness, to include, but not limited to, head lice, fever, and vomiting). The following documentation must be presented to the Main Office regarding documented absences: 1) For personal or family illness – a note from a treating health care provider, physician, or dentist; 2) For court appearances – a document from the court system; 3) For parent/guardian active duty/leave/return from deployment – a document from the military service. Requests by parents/guardians to have an absence recorded as 'documented' must present the documentation within five (5) days from the date of the student's absence. The student shall have the responsibility to contact their teacher(s) concerning a plan for completing make-up work within a reasonable time (this usually means one (1) day for each day of reported or documented absence).

Release Time for Religious Instruction/Observance: A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s). Students with Reported or Documented absences or excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement within a reasonable time (usually one day for each day of absence).

Medical Non-Compliance: This code will be used when a student is excluded from school due to failure to comply with physical examination and immunization requirements. Students who are not compliant with physical examination and immunization requirements and have not submitted a waiver to be exempt from immunizations will be excluded from school and will not be permitted to make-up work for academic credit for their absences. The District will also report the student as unexcused. If a student submits a valid waiver to be exempt from immunization and is subsequently excluded from school due to a disease outbreak or due to his/her exposure to any of the diseases for which immunization is required, the excluded student will have the opportunity to make up all missed academic work for full credit.

College Day/Military Day (Collinsville High School): Juniors and seniors who find it necessary to visit colleges/ universities, vocational/technical schools, or military facilities of their choice may be granted two days each year for this purpose in accordance with guidelines set by the principal. A visitation request form (available in the Attendance Office) MUST be signed by a parent and submitted to the attendance office not less than two days prior to the proposed date of visitation. An unexcused absence will be recorded without the proper approval. Students are encouraged to set up visitation dates on Saturdays or when school is not in session. No visitation days will be approved after May 1st unless specifically requested by a post-secondary school. Additional visitation days may be granted with prior approval from the principal. College Days are NOT allowed on state mandated test days (i.e. SAT/PSAT state testing).

Unexcused Absences: An unexcused absence will be assigned for any absences in which the parent/guardian does not notify the school attendance office. Students will not be allowed to make-up work missed due to an unexcused absence. The following acts (even with parental consent) are considered an unexcused absence: failure to attend in-school supervision and/or Short-Term Option Program (STOP) and subsequent days of non-attendance (after 10 days in a semester) shall be considered unexcused unless accompanied with written documentation from their health care provider (with the dates of the absence). Absences that are not due to illness must be pre-arranged with the principal, if possible, and may or may not be excused.

Any student who has accumulated ten (10) consecutive days of unexcused absence with no school contact from a parent/guardian ("lost child", whereabouts cannot be determined) shall be withdrawn from Collinsville Community Unit School District Ten (10). The District shall use its best efforts to notify the parent(s), guardian(s), or other person(s) who has charge of a student if the school system plans to withdraw such student (including, calling all known phone numbers, including emergency contacts, and visiting the last known address). The date of withdrawal shall be marked retroactive to the last of attendance. If a school has been notified by a parent/guardian that a student will no longer be attending, such student shall be withdrawn from Collinsville Community Unit School District Ten (10). The date of withdrawal shall be marked retroactive to the last of attendance. If a student with a disability has been absent without valid cause for ten (10) consecutive days, the District will convene an IEP/504 meeting to ascertain the reason for the absences, whether the nonattendance is related to the student's disability, and if appropriate, a plan to stop the recurring nonattendance of the student. If a school has been notified by a parent/guardian that a student will be on an extended trip taking the student out of school for more than ten (10) consecutive days, such student may be withdrawn from Collinsville Community Unit School District Ten (10). The date of withdrawal shall be marked retroactive to the last of attendance. Absences that are not due to illness must be pre-arranged with the principal, if possible, and may or may not be excused.

Tardies: A tardy may be defined as a student's failure to be in an assigned seat in the classroom at the appropriate time. All tardies will be submitted to the office on an hourly basis. Those students arriving late to school should report to the attendance/school office and sign in. If a student will be late to school, a parent or guardian MUST notify the school prior to the student arriving to school. The only excused tardy is written medical notification. The district provides transportation to and from school. Any student arriving late to school on a school bus shall not be counted as tardy. For Collinsville High School/Collinsville Middle School students, accumulation of tardies will result in discipline. At CHS and CMS, tardy discipline will be cumulative by quarter. Students arriving late to school or leaving early from school, due to a medical, dental, counseling, court, or similar appointment, must provide proof of the appointment from the agency, upon returning to school. Failure to do so may be counted as an unexcused absence.

Truancy: Parents have the legal obligation to see that their children attend school at all times it is in session (Illinois School Code, Section 26-1, 26-2). A "truant" is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for more than 1% but less than 5% of the past 180 school days. A student is counted as truant if there is an absence during any part of the school day without permission from a parent/guardian and the attendance office is not notified of an absence within five (5) school days. Students considered truant are subject to school discipline. A student who misses fifteen (15) consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion for a period not to exceed two (2) years. A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to $500.00. Chronic truancy is defined as a child who is absent without valid cause (recognized excuse) for five percent (5%) or more of the previous 180 regular attendance days. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. During the school day, students must have administrative permission to go to the parking lot. Students who leave campus after proper clearance (home and school) must sign out in the attendance office, stating their name, reason for leaving and time of departure. Any student who leaves school without following proper 'Early Dismissal' school procedures will be considered truant, may lose their driving privileges for the remainder of the year and may be subject to a search as outlined in the Search and Seizure policies of this handbook if the student returns to campus that day.

The school will not refer a truant minor to any other local public entity, including the Collinsville Police Department, for the purpose of issuing the minor a fine or a fee as punishment for truancy.

AN ORDINANCE AMENDING THE COLLINSVILLE MUNICIPAL CODE RELATING TO TRUANCY

BE IT ORDAINED BY THE CITY COUNCIL OF COLLINSVILLE THAT:

SECTION 1: The Collinsville Municipal Code is amended to add a Division 10:92 under Chapter 10 entitled "Truancy" to read as follows:

01:92-1 Truancy Prohibited. It shall be unlawful for any person enrolled in a public, private or parochial school to absent him or herself from attendance at school without parental permission. Any person, who shall so absent himself, shall be guilty of the offense of truancy and be subject to a fine not to exceed $750 for each offense. Emergency or unforeseen absences due to illness or other causes beyond the control of the person so absenting him or herself from school without parental permission shall not constitute truancy if permission is submitted in writing to the proper school authorities within 24 hours after such absence.

01:92-2 False Excuse Prohibited. It shall be an offense under this ordinance for a parent or person in loco parentis to knowingly submit to the proper school authorities a written excuse under Section 10:921 that contains false information. A person convicted of an offense under this Section shall be subject to a fine of not more than $500 for each offense.

01:92-3 Parental Permission Shall include permission from a person in loco parentis, and shall be given for reasons only of personal illness, serious family illness, death in the family, serious home emergencies, necessary and lawful family support employment, religious convocation classes, Principal's permission, and compelling family reasons.

SECTION 2: This ordinance shall be in full force and effect from and after its passage, recording and publication according to law. Publication shall be in pamphlet form.

EARLY DISMISSALS (Collinsville High School)

Once a student arrives at school, he/she will need two types of permission to leave campus. The student will need school permission and parental permission. School permission must be acquired in advance from a school administrator. Parent permission must be given in the form of an advanced phone call or a signed and dated note from parent or guardian confirming the need to leave campus for a valid cause. The student should present a written request to the Attendance Office before school. The Attendance Office will then present the student with an early dismissal form to be given to his/her instructor. Advanced parent/Guardian confirmation for an early dismissal will be recorded as a reported absence for the hours of class(es) missed. A documented pass will be issued upon receipt of written verification from a physician, dentist, court representative, etc. No early dismissal will be permitted unless confirmation can be made with the parent by phone or in person. Early dismissals will be allowed only in necessary and reasonable situations where no other arrangements can be made. If a student becomes ill at school and wishes to go home, he/she is encouraged to check with the school nurse. If the school nurse is not available, the student is encouraged to check with an administrator. Students are discouraged from making their own arrangements to leave school by the use of cell phones or other office phones. Student initiated contact to depart campus may be considered unexcused (without school permission) or early dismissal (arranged through the attendance office). Before leaving campus, the student must sign out in the Attendance Office. Any student who leaves school without following proper 'Early Dismissal' school procedures will be considered truant, may lose their driving privileges for the remainder of the year and may be subject to a search as outlined in the Search and Seizure policies of this handbook if the student returns to campus that day. *Students who fail to sign out before leaving campus will have the dismissal considered unexcused.* If the student returns on the same day as an early dismissal, the student must sign in at the Attendance Office before going to class.

Note: A description of discipline programs (including ISS and STOP) are found in the Student Behavior section of this handbook.

AWARENESS AND PREVENTION OF CHILD SEXUAL ABUSE, GROOMING BEHAVIORS AND BOUNDARY VIOLATIONS

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse: Warning signs of child sexual abuse include the following.

Physical signs: Sexually transmitted infections (STIs) or other genital infections; Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing; Unusual weight gain or loss

Behavioral signs: Excessive talk about or knowledge of sexual topics; Keeping secrets; Not talking as much as usual; Not wanting to be left alone with certain people or being afraid to be away from primary caregivers; Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting; Overly compliant behavior; Sexual behavior that is inappropriate for the child's age; Spending an unusual amount of time alone; Trying to avoid removing clothing to change or bathe

Emotional signs: Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating; Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"; Change in mood or personality, such as increased aggression; Decrease in confidence or self-image; Anxiety, excessive worry, or fearfulness; Increase in unexplained health problems such as stomach aches and headaches; Loss or decrease in interest in school, activities, and friends; Nightmares or fear of being alone at night; Self-harming behaviors or expressing thoughts of suicide or suicidal behavior; Failing grades; Drug or alcohol use

Warning Signs of Grooming Behaviors School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited

to, the following behaviors: Sexual or romantic invitations to a student; Dating or soliciting a date from a student; Engaging in sexualized or romantic dialog with a student; Making sexually suggestive comments that are directed toward or with a student; Self-disclosure or physical exposure of a sexual, romantic, or erotic nature; Sexual, indecent, romantic, or erotic contact with a student; Failing to respect boundaries or listening when a student says "no"; Engaging in touching that a student or student's parents/guardians have indicated is unwanted; Trying to be a student's friend rather than filling an adult role in the student's life; Failing to maintain age-appropriate relationships with students; Talking with students about personal problems or relationships; Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student; Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors; Giving a student gifts without occasion or reason; Spending a lot of time with a student; Restricting a student's access to other adults

Warning Signs of Boundary Violations: School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include: Favoring a certain student by inviting the student to "hang out" or by granting special privileges; Engaging in peer-like behavior with a student; Discussing personal issues with a student; Meeting with a student off-campus without parent/guardian knowledge and/or permission; Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role; Transporting a student in a school or private vehicle without administrative authorization; Giving gifts, money, or treats to an individual student; Sending a student on personal errands; Intervening in a serious student problem instead of referring the student to an appropriately trained professional; Sexual or romantic invitations toward or from a student; Taking and using photos/videos of students for non-educational purposes; Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting; Inviting a student to an employee's home; Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose; Privately messaging a student; Maintaining intense eye contact with a student; Making comments about a student's physical attributes, including excessively flattering comments; Engaging in sexualized or romantic dialog; Making sexually suggestive comments directed toward or with a student; Disclosing confidential information; Self-disclosure of a sexual, romantic, or erotic nature; Full frontal hugs; Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)
National Sexual Abuse Chatline at online.rainn.org
Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)
Illinois State Board of Education Sexual Abuse and Prevention Resource Guide

BELL SCHEDULES (COLLINSVILLE HIGH SCHOOL)

FULL DAY SCHEDULE		HALF HOUR EARLY DISMISS		HALF DAY SCHEDULE		CAVC SCHEDULE FULL DAY	
Zero Hour	6:45	Zero Hour	6:45	Zero Hour	6:45	SECTION A	8:55 - 11:20
Students Enter Building	7:40	Students Enter Building	7:40	Students Enter Building	7:40	SECTION B	11:25 - 1:50
Warning Bell	7:45	Warning Bell	7:45	Warning Bell	7:45		
1st Period	7:50 - 8:50	1st Period	7:50-8:40	1st Period	7:50-8:20		
2nd Period	8:55 - 9:50	2nd Period	8:45 - 9:35	2nd Period	8:25 - 8:50		
3rd Period & Lunch (3A) - (3B)	9:55 - 10:20 10:25 - 10:50	3rd Period & Lunch (3A) - (3B)	9:40 - 10:05 10:10 - 10:35	3rd Period	8:55 - 9:20		

4th Period & Lunch (4A) - (4B)	10:55 - 11:20 11:25 - 11:50	4th Period & Lunch (4A) - (4B)	10:40 - 11:05 11:10 - 11:35	4th Period	9:25 - 9:50	
5th Period & Lunch (5A) - (5B)	11:55 - 12:20 12:25 - 12:50	5th Period & Lunch (5A) - (5B)	11:40 - 12:05 12:10 - 12:35	5th Period	9:55 - 10:20	
6th Period	12:55 - 1:50	6th Period	12:40 - 1:30	6th Period	10:25 - 10:50	
7th Period	1:55 - 2:50	7th Period	1:35 - 2:20	7th Period	10:55 - 11:20	
Dismissal	2:50	Dismissal	2:20	Dismissal	11:20	

Other Bell schedules may be used in cases of assemblies, early dismissals, standardized testing dates, 2-hour delay, etc.
NOTE: Subject to change as per Board of Education approved Return to Learning Plan

BELL SCHEDULES (COLLINSVILLE MIDDLE SCHOOL)

Full Day Schedule		Half Hour Early Dismissal	
Advisory	8:40 – 8:45		
1st Period	8:45 - 9:35	1st Period	8:40 - 9:24
2nd Period	9:39 - 10:30	2nd Period	9:28 – 10:12
3rd Period 7A lunch 7B lunch	10:34 – 11:34 (8th Grade + 7C 10:30 - 11:00 S.H. 11:04 – 11:34 11:04 – 11:34 S.H. 10:30 – 11:00	3rd Period 7A lunch 7B lunch	10:16 – 11:16 (8th Grade + 7C 10:12 – 10:42 S.H. 10:46 – 11:16 10:46 – 11:16 S.H. 10:16 – 10:46
4th Period 7C lunch 8A lunch	11:38 – 12: 48 (7A/7B/8B/8C) 11:34 – 12:04 S.H. 12:08 – 12:38 12:08 – 12:38 S.H. 11:38 – 12:08	4th Period 7C lunch 8A lunch	11:20 – 12:20 (7A/7B/8B/8C) 11:16 – 11:46 S.H. 11:50 – 12:20 11:50 – 12:20 S.H. 11:20 – 11:50
5th Period 8B lunch 8C lunch	12:42 – 1:42 (7th Grade + 8A) 12:38 – 1:08 S.H. 1:12 – 1:42 1:12 – 1:42 S.H. 12:42 – 1:12	5th Period 8B lunch 8C lunch	12:24 – 1:24 (7th Grade + 8A) 12:20 – 12:50 S.H. 12:54 – 1:24 12:54 – 1:24 S.H. 12:24 – 12:54
6th Period	1:46 – 2:36	6th Period	1:28 – 2:12
7th Period	2:40 - 3:40	7th Period	2:16 – 3:10

Other Bell schedules may be used in cases of assemblies, early dismissals, standardized testing dates, 2-hour delay, etc
SH = Study Hall *NOTE: Subject to change as per Board of Education approved Return to Learning Plan*

BICYCLE/SKATEBOARDS/SCOOTERS

Students who wish to ride bicycles to school may do so, but the school assumes no responsibility for lost or damaged bicycles. All bicycles are to be parked and locked in the school bike racks. Students are to walk their bikes at all times when they are on school grounds. Students are not to ride their bikes in lawns of local residents. Skateboards, hoverboards, and scooters are not allowed and should not be ridden or brought to school.

BOARD OF EDUCATION

The Board of Education is elected by the community to govern the school district. The Board is comprised of seven members. In general, Board members are elected to 4-year terms of office. The Collinsville Community Unit School District No. 10 is a member of the Illinois Association of School Boards (IASB). The IASB outlines the following as duties of a school board: 1) The Board clarifies the District's purpose; 2) The Board connects with the community; 3) The Board employs a superintendent; 4) The Board delegates authority; 5) The Board monitors performance; 6) The Board takes responsibility for itself.

REGULAR MEETINGS

Regular meetings of the Board of Education are open to the public. They are held on the third Monday of each month at 6:30 p.m. at the Administrative Annex, 123 West Clay Street, Collinsville, Illinois. In the event that the third Monday falls on a school holiday, the meeting is held on the fourth Monday of the month.

SPECIAL MEETINGS

Special meetings of the Board of Education are open to the public. These meetings may be called by the Board president with at least 48 hours of public notice before the meeting. Notices are placed at the entrances to the Administration building (201 West Clay Street, Collinsville, Illinois) and to the Administrative Annex (123 West Clay Street, Collinsville, Illinois).

CLOSED SESSION

A closed session may be called by agenda or at any time during a regular meeting. All decisions, however, are required to be made in open session. Closed sessions are allowed by state law in order to discuss: 1) Collective negotiating matters; 2) Litigation that is probable or imminent; 3) Litigation that is filed and pending; 4) Information regarding the appointment, employment, compensation, discipline, performance, or dismissal of an employee or officer; 5) Testimony on a complaint lodged against an employee or officer to determine its validity; 6) Purchase, lease, or sale of real property; 7) Matters of student discipline; 8) Deliberations concerning salary schedules for one or more classes of employees.

ADDRESSING THE BOARD OF EDUCATION

Individuals wishing to address the Board of Education are invited to do so by the Board president following the roll call, the pledge of allegiance and the reading of any written correspondence by the Board secretary. A presenter must provide his/her name and address and limit remarks to five (5) minutes. The Board president has the right to control the length of any presentation. One speaker per topic is allowed unless presenters have opposing views. Questions should be addressed to the Board as a whole rather than to individual Board members or administrative employees.

The Board of Education is not a public forum. The Board is a deliberative body. The Board does not debate the subject of public comments during the meeting, but rather, may take the comments under review in making decisions and establishing policies. The Board follows a planned agenda at each meeting. Board members receive background information prior to each meeting to enable proper preparation for the topics to be discussed and voted on during meetings.

BREAKFAST & LUNCH PROGRAM

Breakfast and lunch are served every school day, except when there is a 12:15 p.m. or earlier dismissal, then lunch will not be served. Please check the individual school's schedule for times and prices. Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

BUDGET - DISTRICT

The Collinsville Community Unit School District's budget is developed annually and is designed to meet the requirements of local, state and federal government regulations. The budget, which is adopted by the Board of Education, outlines the plan for accomplishing the district's fiscal goals each year. The Director of Business Affairs develops the tentative budget which contains anticipated revenues and expenditures as well as a statement of estimated cash expected to be on hand at the beginning and end of the fiscal year. The tentative budget is placed on display thirty (30) days prior to a public budget hearing. During the hearing, details of the tentative budget are explained and the public may ask questions or provide input. The budget is then voted on and adopted (or rejected) by the Board of Education at a public board meeting held after the budget hearing. Illinois law requires that the budget be adopted by the Board of Education prior to the end of the first quarter of the fiscal year (September 30).

Like ninety percent (90%) of Illinois school districts, the Collinsville school district uses the cash basis of accounting. The district undergoes a thorough financial audit each year. Results of the financial audit are presented to the Board of Education both verbally and in writing.

Current budgets for both the Collinsville Community Unit School District No. 10 and the Collinsville Area Vocational Center are available on the District website at: http://www.kahoks.org.

Additional information about the mechanics of a school district budget can be found in the Illinois State Board of Education's A Guide to Understanding the Illinois School District Budget Process document at http://www.isbe.net/finance/.

BUILDING FACILITIES RENTAL

District facilities are available for use by employees for district-sponsored activities. In addition, outside organizations may request the use of district facilities. Requests from outside groups are reviewed by the building administrator and the Director of Buildings and Grounds. Rental fees are charged to organizations based on the "classification" of the group. Details can be found in the Classes of Organizations document in the PDF Library located on the district website.

PROCEDURES TO REQUEST THE USE OF DISTRICT FACILITIES

Requests by employees and district-sponsored teams, clubs, etc.: 1) Contact the building administrator in charge of the facility you wish to reserve. If your initial contact is by telephone, it is recommended that you follow up your request in writing via email or internal memo; 2) The building administrator will check the facility calendar for availability and inform the employee of the request approval or denial; 3) If the requested time for use of the facility is outside the normal work hours of the school's staff, the building administrator will contact the Director of Buildings and Grounds to request any necessary custodial coverage; 4) The building administrator (or designee) will submit the event (if applicable) to the online district calendar.

Requests by outside groups and organizations: 1) Contact the building administrator in charge of the facility you wish to reserve request; 2) If the facility is available, complete the Request for Facility Rental form. Details about rental fees, classes of organizations and rental terms and conditions can be found in the PDF library on the district website; 3) Forward the completed Request for Facility Rental form to the building administrator as soon as possible; 4) The building administrator will review the completed form. If all information provided is in order, the form will be signed by the administrator and forwarded to the Director of Buildings and Grounds; 5) The Director of Buildings and Grounds will review the request and provide estimated fees. A signed copy of the form will be forwarded to the original requester, the School, and the Technology Department;

BULLYING, INTIMIDATION, HAZING, (SEXUAL) HARASSMENT, TEEN DATING VIOLENCE, THREAT OF VIOLENCE

PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment diminishes a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, physical appearance, socioeconomic status, academic status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations: 1) During any school-sponsored education program or activity; 2) While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; 3) Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment; 4) Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

BULLYING, PREVENTION AND RESPONSE PLAN

I. Definitions:

Bullying includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1) Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2) Causing a substantially detrimental effect on the student's or students' physical or mental health; 3) Substantially interfering with the student's or students' academic performance; or 4) Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-*

bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school counselors, school social workers, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

II. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

III. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials Complaint Manager or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted by phone call or in writing, however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator: Dr. Brad Skertich, Superintendent, 201 West Clay Street, Collinsville, Illinois 62243 (168-346-6350. **Male Complaint Manager:** Mr. Bradley Hyre, Assistant Superintendent - Student Services, 123 West Clay Street, Collinsville, Illinois 62234 (618)-346-6350; **Female Complaint Manager:** Mrs. Latoya Coleman, Director, Curriculum & Assessment, 123 West Clay Street, Collinsville, Illinois 62234 (618)-346-6350. **Title IX Coordinator:** Mr. Bradley Hyre, Assistant Superintendent - Student Services, 123 West Clay Street, Collinsville, Illinois 62234 (618)-346-6350 bhyre@cusd.kahoks.org.

IV. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.

V. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things: 1) Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident; 2) Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process; 3) Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received; 4) Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying; 5) The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

The District will make diligent efforts to notify parents or guardians of all students involved in the alleged incident of bullying, including all threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the administration is made aware of the students' involvement in the incident. The administration will discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures for students involved.

VI. The Superintendent or designee may use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

VII. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation may be treated as a serious infraction for purposes of determining any consequences or other appropriate remedial actions.
VIII. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information may be treated as a serious infraction for purposes of determining any consequences or other appropriate remedial actions.
IX. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
X. The Superintendent or designee shall post this Bullying Prevention and Response Plan on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The Bullying Prevention and Response Plan will be distributed annually to parents/guardians, students, and school personnel, including new employees when hired, and must also be provided periodically throughout the school year to students and faculty.
XI. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation: 1) The frequency of victimization; 2) Student, staff, and family observations of safety at a school; 3) Identification of areas of a school where bullying occurs; 4) The types of bullying utilized; and 5) Bystander intervention or participation. The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.
XII. This Bullying Prevention and Response Plan is consistent with the policies of the school board. Students are encouraged to **immediately** report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager, or any staff member with whom the student is comfortable speaking. Students may choose to report to a person of the student's same sex. An allegation that one student was sexually harassed by another student shall be referred to the Building Principal or Assistant Building Principal.
Any student of the District who is determined, after an investigation, to have engaged in bullying, intimidation or (sexual) harassment will be subject to disciplinary action as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school and district's disciplinary policy. Any person making a knowingly false accusation regarding bullying, intimidation or (sexual) harassment will likewise be subject to disciplinary action including but not limited to, suspension and expulsion consistent with the school and district's disciplinary policy.
Students and parents/guardians are also encouraged to read the following school district policies: 7:20, *Harassment of Students Prohibited* and 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*.

CYBER-BULLYING

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.
Cellular telephones, cameras or any electronic devices used to harass or bully students or harass school personnel (ie. the student has i) been determined to have made an explicit threat on an Internet website against a school employee, a student, or any school-related personnel, (ii) the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and (iii) the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school) may be subject to the following disciplinary action: 1) In-School Suspension assignment, 2) Short Term Option Program (STOP) assignment, 3) Out-of-school Suspension for up to ten (10) days with a referral to the Board of Education for possible expulsion for up to two (2) years; 2) legal action through local law enforcement; and/or 3) revocation of driving privileges (with no refund). Cyberbullying using home-based or off-campus devices that results in a material and/or substantial disruption to the school and/or a true threat will constitute grounds for investigation as to whether or not the use violates applicable law or school rules. Should misuse be determined, the student may receive disciplinary consequences appropriate for the frequency and severity of the violation.
For more information and resource materials regarding cyberbullying and online harassment, please visit: https://www.edumed.org/resources/preventing-cyberbullying-and-harassment-online/

SEXUAL HARASSMENT

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Collinsville CUSD10 Board Policies 2:265, Title IX Sexual Harassment Grievance Procedure, and 2:260, Uniform Grievance Procedure.

Title IX Sexual Harassment

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties. Title IX Sexual Harassment Prohibited Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following: 1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or 3. Sexual assault as defined in 20 U.S.C. §1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. §12291(a)(10), domestic violence as defined in 34 U.S.C. §12291(a)(8), or stalking as defined in 34 U.S.C. §12291(a)(30). Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion. A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender. School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

TEEN DATING

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

In our District, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of School Board policy, 7:185, Teen Dating Violence Prohibited, which is a component of the District's anti-bullying program. Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that teen dating violence occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, Report Form for Bullying. Finally, I have directed staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidents of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

Name-calling and put-downs. Does one individual in the relationship call the other person names? Does he or she use insults to put the other person down?; **Extreme Jealousy**. Does one individual in the relationship act overly jealous when the other talks to peers? Does one person accuse the other of flirting even when it's innocent conversation?; **Making Excuses**. Does one individual in the relationship make excuses for the other? Does he or she have to apologize for the other person's behavior?; **Canceling or changing plans**. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?; **Monitoring**. Does one person call, text message, or check up on the other constantly? Does he or she demand to know the other person's plans or with whom the other person was with?; **Uncontrolled Anger**. Have you seen one individual lose his or her temper? Does he or she throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?; **Isolation**. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?; **Dramatic Changes**. Have either of the individuals in the relationship had appearance changes? Has he or she lost or gained weight? Have his or her grades dropped? Does he or she seem depressed?; **Injuries**. Does one person in the relationship have unexplained injuries, or does he or she give explanations that don't make sense?; **Quick Progression**. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html.

HAZING

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. 'Hazing' means any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team whose members are or include other students. Students who engage in hazing that endangers

the mental or physical health or safety of another may be subject to disciplinary action including but not limited to, suspension and expulsion consistent with the school and district's disciplinary policy.

We encourage students and parents to notify the school office of any incidents regarding bullying immediately. The school will protect students against retaliation for reporting incidents of bullying, intimidation or (sexual) harassment. Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

BUS TRANSPORTATION

Collinsville Unit 10 School District provides free bus transportation for students in accordance with the Illinois School Code through a private contractor, First Student Educational Services. Bus routes are determined by the contractor with district approval (and will be available only for students who live greater than 1.5 miles from the school). Questions about student transportation can be directed to First Student at 346-8605 or the district office at 346-6350.

BUS SAFETY: RULES & REGULATIONS

The following is a list of expected conduct for students to follow when utilizing bus transportation to school, from school or during student activities/athletic events: 1. Be aware of moving traffic and pay attention to your surroundings; 2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles; 3. Arrive on time at the bus stop and stay away from the street while waiting for the bus; 4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail; 5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus; 6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones; 7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus; 8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers; 9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus; 10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus; If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal; 12. Never run back to the bus, even if you dropped or forgot something.

Resources regarding School Bus Safety Rules.

1. National Highway Traffic Safety Administration - **School Bus Safety**
https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html
2. U.S. Department of Transportation - **School Bus Safety Campaign Material** www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material
3. National Safety Council - **Tips for a Safe Ride**
www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus
4. Illinois State Police - **School Bus Safety**
https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf
5. Illinois State Board of Education - **School Bus Safety What Parents Should Know**
www.isbe.net/Documents/bus_safety_parents.pdf
6. Illinois State Board of Education - **Instructions To School Bus Riders**
www.isbe.net/Documents/bus_ride_instruct.pdf

All students are expected to follow the District's School Bus Safety Guidelines and all school rules when riding the school bus to school, from school or during student activities/athletic events. A student may be suspended from school and/or riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following: 1) Prohibited student conduct as defined in the Student Discipline policy; 2) Willful injury or threat of injury to a bus driver or to another rider; 3) Willful and/or repeated defacement of the bus; 4) Repeated use of profanity; 5) Repeated willful disobedience of the bus driver's or other supervisor's directives; 6) Boarding a school bus which services other schools within the C.U.S.D. 10 District; 7) Entering the bus from or exiting the bus to a location other than the student's assigned stop without prior approval from First Student or the School administration, 8) Other behavior(s) identified by the administration deemed to threaten the safe operation of the bus and/or its occupants. School rules will apply for students when utilizing bus transportation to school, from school or during student activities/athletic events. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

PARENT RESPONSIBILITIES REGARDING BUSES

1. Make certain that your child is at the bus stop on time each morning.
2. Accept joint responsibility with the school authorities and bus driver for proper conduct on the bus.

3) Parents of kindergarteners and first graders are responsible to meet their child's bus each day or designate a responsible individual to be with their child during pick up and drop off times.

STUDENTS RIDING A BUS WITH A FRIEND

Please be advised that parent permission, administrative permission and bus driver permission is required if a student wants to board a bus or be dropped off at a different location other than his/her designated home bus stop.

USE OF VIDEO CAMERAS ON SCHOOL BUSES

Video cameras may be used on school buses as necessary in order to monitor conduct and maintain a safe environment for students and employees. The contents of the videotapes are student records and are subject to District policy and procedure concerning school student records. Only those individuals with a legitimate educational or administrative purpose may view the videotapes. In most instances, individuals with a legitimate educational or administrative purpose will be the Superintendent, Building Administrators, Transportation Director, bus driver, and sponsor, coach, or other supervisor. If the content of the videotape is contested within a formal proceeding, it will be treated like any other evidence. If you have any questions regarding the bus company rules and regulations, please contact First Student Bus Company at 618-346-8605.

FIRSTVIEW GPS BUS TRACKING

In continued partnership with our transportation provider, First Student, Collinsville CUSD10 has launched FirstView, a bus tracking and parent communications app for your smartphone or desktop. 1) **Live Tracking:** The FirstView map screen shows you the location and direction of your student's bus, for both morning and afternoon trips. FirstView also provides caregivers with confirmation when the trip is complete. **2) Customizable Bus Proximity Notifications:** With FirstView, you set up a geofence around the assigned bus stop and are alerted when the bus enters the geofence. The geofence size and alert times are customizable, so parents are in control of their notifications. Students should still be at their assigned bus stop 10 minutes prior to the scheduled arrival time. **3) Custom Alerts and Messages:** Set up push or email notifications alerting you when your student's bus enters the geofence. Connect up to three additional email accounts (including your own) to receive email alerts. This is a great feature for grandparents or caregivers. **4) Multi-Stop View:** Buses for all your students can be tracked with FirstView. Using individual colors for each student, the bus assigned to each student's route appears on the map in the same color as the student for easy viewing. **5) Secure and Easy Access:** FirstView requires a password-protected account for app set-up. This way, only you can view your student's stop! These codes are provided by your district/school. Please click **HERE** to get started. A registration guide may be accessed by clicking **HERE**.

CAFETERIA SERVICES

Collinsville Unit School District Ten offers student lunches as a part of the National School Lunch Program. The Collinsville Community Unit School District contracts its food service program with Sodexo USA. In addition to meal planning, storage, preparation and delivery of meals to the district's schools, Sodexo also facilitates the processing of free and reduced meal applications for eligible students.

FREE AND REDUCED MEALS

Community Eligibility Program - The Collinsville CUSD10 is excited to announce a new effort to help end childhood hunger in the Collinsville School District. The Community Eligibility Provision (CEP), a key provision of The Healthy, Hunger Free Kids Act of 2010, allows qualified districts and schools to serve all students free meals without the burden of collecting household applications. For the 2023-2024 school year, CEP has been adopted throughout all schools in the Collinsville Community Unit 10 School District. The Community Eligibility Provision is part of the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). These programs are federally assisted meal programs established under the National School Lunch Act that provide nutritionally balanced, low-cost or free lunches to students each school day. They are administered at the federal level by the USDA and at the state level by ISBE. The newly adopted CEP will allow for the provision of 'Type A' free meals (breakfast and lunch) to all students in Unit 10 and will save the District and individual schools time and money by streamlining paperwork and administrative requirements. CEP gives food service professionals more time to focus on preparing nutritious meals their students will enjoy, and gives students more time to eat those meals by cutting down on time spent in the lunch line. Because all students receive meals at no charge, individual children in our schools no longer have to worry about the stigma associated with free or reduced price status. And most importantly, by offering all students a nutritious breakfast and lunch at no cost, the CEP provisions help boost participation, helping schools ensure more students come to class well-nourished and ready to learn. No registration is required for students to dine at school. Students may simply walk through the serving line on any day and select their "Type A' meal components during designated breakfast and lunch times. Café staff may ask students to enter their I.D. number at the register. Our menus follow the nutrition guidelines and serving sizes established by the federal nutrition guidelines for school meals. For more information, visit: http://www.fns.usda.gov/school-meals/community-eligibility-provision.

Direct State Certification - Households eligible for food stamps or Temporary Assistance for Needy Families (TANF) receive a child-specific letter in July of each year from the Illinois Department of Human Services. This letter is to be returned to the school the child attends in order for the child to receive free meal benefits. If this "direct certification" letter is submitted to the school, the parent/guardian DOES NOT need to complete the Application for Illinois Free Lunch and Breakfast.

MEAL POINT OF SALE (DEBIT CARD) SYSTEM

Students attending schools in Collinsville Unit 10 may use the Cafe Enterprise point of sale card (debit) system. The point of sale system allows a parent/guardian to pay in advance for meals and/or a la carte foods (juice drinks, ice cream, cookies, etc.) Students

may continue to pay cash on a daily basis if they choose. The system works with a 12-key PIN pad (located near the end of the serving line) that is similar to an automated teller machine (ATM). The pad allows each student to enter their 6-digit personal identification number (PIN) to access their account. The student's PIN number is unique and should be memorized. The system is very confidential. All students will be required to enter their PIN number regardless of meal status or payment method, thus ensuring every child's privacy.

All students will have an established debit account, although they will not be required to make advanced payments because the system has the ability to act as a cash register and can accept cash payments on a daily basis. However, for a parent/guardian's convenience, the three options are available for making advance payments (see below). To prevent fraudulent use of student accounts, student photos are loaded into the system. These digital images appear on the monitor for the cashier to view every time a child accesses his or her account, therefore ensuring that no other student can use another child's account.

Money is deducted when the student uses the account to purchase meals and/or a la carte items. The system knows the meal status of each student (full-pay, free, or reduced) and will deduct the correct amount from the account. There is no limit on the amount of money that can be deposited into a debit account. When account balances fall below $5, the cashier will remind the student that additional money should be deposited or brought to school to continue purchasing meals and/or a la carte items.

A payment form is available in the PDF Library on the C.U.S.D. 10 Website. Once completed and printed, this form should be returned with each deposit. For safety purposes, we recommend that advanced payments be sent in the form of a check. Checks should be made payable to Collinsville C.U.S.D. 10. If a payment is sent for more than one student in the same school, an indication of the amount of money to be deposited for each student should be made on the form. If an amount is not specified, the deposit amount will be divided equally between siblings' accounts. If a payment option is not specified, all monies will be deposited under OPTION PLAN #1 - Cash On Account.

ADVANCED PAYMENT OPTIONS

OPTION #1: Cash on Account -- A cash debit account is created by making a payment of a certain dollar amount ($5.00, $10.00, $20.00, etc) to the cafeteria. These funds are then deposited into the student's debit account and are available when the student purchases meals and/or a la carte foods in the cafeteria. There are no limitations as to what may be purchased or how many purchases can be made. The account balance simply decreases as purchases take place.

OPTION #2: Prepaid Meals Only -- Monies put on account can be designated for student meals only. No snacks or a la carte food items can be purchased with this payment. Students would need to pay cash for any snack or a la carte items being purchased. To calculate, determine the number of meals to purchase and then multiply by the price of the meal. Any number of meals may be purchased at one time.

OPTION #3: Both: Cash on Account and Prepaid Meals Only - Parents/guardians may purchase Prepaid Meals and put "cash on account". This option ensures that the student receives a lunch and allows him or her to purchase a la carte foods as well. However, there are no limitations as to what foods may be purchased a la carte, or how many a la carte purchases can be made. When making a payment for both, it is necessary for the parent/guardian to state clearly how much money is for prepaid meals and how much is for "cash on account".

CAFETERIA ETIQUETTE (CHS)

The cafeteria management appreciates every student's cooperation. All students should display good manners at all times and should always dispose of trash in the appropriate receptacles. Students should leave the table and floor around their place clean for others.

During breakfast and lunch the following rules apply: 1) Students are expected to be out of the main and vocational building before the end of the 5-minute passing period; 2) Students who break for lunch must exit promptly and in a manner that will not disturb on-going classes; 3) Food and soda will be allowed outside. However, it is against the rules to bring any food or drink into the main building. It is the responsibility of the student to keep the grounds free of litter. Students may not bring food from outside vendors (ie. fast food restaurants) over lunch hours to eat in the cafeteria.

Violation of Cafeteria Etiquette expectations will result in disciplinary action in accordance with the District's disciplinary procedures

CAFETERIA ETIQUETTE (CMS/DIS/ELEMENTARY)

The cafeteria management appreciates every student's cooperation. All students should display good manners at all times and should always dispose of trash in the appropriate receptacles. Students should leave the table and floor around their place clean for others.

During breakfast and lunch the following rules apply: 1) Students shall not save seats for other students; 2) Students shall walk to lunch and shall be orderly and quiet during lunch; 3) No food shall leave the cafeteria; 4) Loud talking, yelling, screaming, and other disruptions are prohibited; 5) Students shall not throw food, milk cartons or other items; 6) Students shall not trade food; 7) Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel; 8) Students shall remain seated while in the cafeteria except when given permission to throw away trash; 9) Students shall immediately become silent when staff or presenters make announcements in the cafeteria; 10) Students shall report spills and broken containers to cafeteria staff immediately; 11) Students shall be dismissed from the cafeteria by the lunchroom monitor; 12) Soda, glass containers and knives of any type are not allowed at school; 13) Fast food may not be delivered to students at school; 14) Food items from home may not be ones that require refrigeration or heating/cooking.

Violation of Cafeteria Etiquette expectations will result in disciplinary action in accordance with the District's disciplinary procedures.

CAFETERIA MEALS

Type "A" Meal consists of the 5 components: 1) Entrée; 2) Three side items; 3) Milk (optional). The NSLP has five food components: 1) grains, 2) meat/meat alternate, 3) fruits, 4) vegetables, and 5) milk. *Requirements:* You must have at least 3 items on your tray, consisting of the following: 1) Entrée; 2) Two side items; 3) Milk (optional); Ala Carte Items are those items purchased separate from a regular meal, and will be available for purchase (example: patty melt, cheeseburger, fries, etc.). Please contact the school office regarding any dietary concerns.

Meal Prices for 2025-2026		
Grade Level	Breakfast (Type A)	Lunch (Type A)
PreK - 6	Free	Free
CMS	Free	Free
CHS	Free	Free
Staff	$2.00	$4.00

MEAL CHARGES

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, *including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits* to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance. When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

CAMPUS MONITORS

The Collinsville C.U.S.D. No. 10 Board of Education has appointed campus monitors with duties and responsibilities to assist the teachers and administrators with maintaining order, discipline, and supervision on campus. The monitors are authorized school personnel. In disciplinary and supervisory situations, the monitors stand in place of a teacher in their absence. Failure to cooperate with the monitors in maintaining discipline on campus will result in disciplinary action in accordance with school policies and procedures.

CELL PHONES, SMARTPHONES, HEADPHONES, EARBUDS, ELECTRONIC COMMUNICATION DEVICES, MOBILE INTERNET DEVICES, META A SMART GLASSES, PERSONAL LAPTOPS, NETBOOKS

The Collinsville CUSD10 personal electronic devices policy has been developed to increase learning, improve mental health, and foster community in our classrooms and schools. Research has shown that limiting personal electronic device use during instructional time creates a more focused, engaging, and supportive learning environment, by minimizing disruptions, helping to prevent cyberbullying, and encouraging in-person social interactions among students. In addition to the academic benefits, personal electronic device limitations help to improve students' mental health by reducing students' exposure to social media during the school day.

The use of electronic devices and other technology at school is a privilege, not a right. An electronic device includes, but is not limited to, the following: cell phone, smartphone, headphone, earbuds, audio or video recording device, Meta AI smart glasses, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Students are prohibited from using electronic devices, except as provided herein (or otherwise determined by federal or state statutes or as outlined in Illinois School Code).

Collinsville High School

During instructional time, during passing periods or in academic areas (to include study halls), personal electronic devices must be kept powered-off and out-of-sight. During instructional time, during passing periods and in academic areas (to include study halls), these personal devices should not be seen or heard. Students are allowed to use personal electronic devices prior to the first bell at 7:40AM and in the cafeteria/cafeteria patio during the student's assigned lunch period. Students may not have Meta AI smart glasses within the school during the school day. School issued Chromebooks may be used during instructional time as permitted by the classroom instructor.

Collinsville Middle School, Dorris Intermediate School, Elementary Schools

During the school day, personal electronic devices must be kept powered-off and out-of-sight. Students may not have personal electronic devices either visible or heard while on school property beginning when they enter the building until they leave the building. These devices should not be seen or heard during school hours. School issued Chromebooks may be used during instructional time as permitted by the classroom instructor. Cell phones are not to be used to contact parents during school hours. If a parent needs to be contacted, an office phone may be used.

All disciplinary action is determined on a case-by-case basis by school officials. Students may be subject to the following disciplinary actions for violation of the Cell Phone, Smartphone, Electronic Communication Devices, Mobile Internet Devices, Personal Laptops, Netbooks policy: 1) Notifying parent(s)/guardian(s); 2) Disciplinary conference; 3) Withholding of privileges (with no refund for charged privileges); 4) Temporary removal from the classroom; 5) Restriction from being on school grounds and at school activities; 6) Return of property or restitution for lost, stolen, or damaged property; 7) Detention; 8) In-school suspension; 9) Seizure of contraband, confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules; 10) Suspension of bus riding privileges in accordance with Board policy 7:220; 11) Short Term Option Program (STOP) assignment; 12) Out-of-school suspension from school and all school activities for up to ten (10) days in accordance with Board policy 7:200, Suspension Procedures. 13) Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities; 14) Notifying juvenile authorities or other law enforcement.

Technological devices may not be used to invade the privacy of any student or staff member, to violate the rights of any student or staff member, or to harass any student or staff member. Actions including, but not limited to, harassing or bullying students or harassing school personnel, taking still photos or videos of other students or district employees without prior consent (ie. taking still photos or videos of other students engaged in a physical or verbal confrontation), recording an individual's voice or image without consent, transmitting still photos, audio and/or videos of other students or district employees in any manner, including but not limited to uploading them to internet websites, without prior consent, or storing/accessing personal and/or academic data without consent are prohibited and subject to disciplinary action and referral to legal authorities. Picture phones and other recording devices are banned from locker rooms, bathrooms, changing rooms and any other school facility location where a person's expectation of privacy should be respected. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone is prohibited and subject to disciplinary action and referral to legal authorities. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions*, *non-consensual dissemination of private sexual images*, and *non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law. Students may not use technological devices to invade the privacy of any student or staff member, to violate the rights of any student or staff member, or to harass any student or staff member as described above.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his/her parents/guardians to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

The School District is not responsible for the loss, theft or damage of any electronic device brought to school.

CHANGE OF ADDRESS

Any change in the student's address or phone number must be reported to the Collinsville Unit 10 Enrollment Office as promptly as possible. Any change in the student's address requires proper documentation. This enables the school to send all mail to the proper address and to contact the home when necessary.

CHARACTER EDUCATION

Collinsville Unit 10 School District is a proud participant of the Characterplus Way for Southern Illinois. This program is a Madison County, IL Character Education partnership with the U.S. Department of Education (Office of Safe and Drug Free Schools). This initiative integrates Character Education into the school's mission, policies, professional development and academic curricula. Consequently, it becomes a critical component in student learning. We believe that one of the most important functions of schools is to reflect and reinforce positive character traits and to teach the rights and responsibilities of citizenship. Working in partnership with our community, we hope to improve each student's chances of experiencing life-changing success.

CLASSIFICATION OF STUDENTS (COLLINSVILLE HIGH SCHOOL)

Students enrolled at Collinsville High School are classified according to the number of credits earned in the following manner:

0 – 4.75 credits	Freshman Classification	10.0 – 14.75 credits	Junior Classification
5.0 – 9.75 credits	Sophomore Classification	15.0 + credits	Senior Classification

CLASSROOM PLACEMENT/STUDENT ASSIGNMENT (DORRIS INTERMEDIATE & ELEMENTARY SCHOOLS)

Placements of students in a particular class is left to the discretion of the building principal. The educational and administrative staff makes all efforts to create equitable classes. Several variables are considered when creating class assignments each year. In order to assist each student in being successful, consideration is given to the learning style of each individual child.

CLOSED CAMPUS (COLLINSVILLE HIGH SCHOOL)

Collinsville High School maintains a closed campus. Upon arrival to school, regardless of means of transportation (ie. car, bus, walking), students are required to remain on campus and must report to supervised areas. Students must remain on campus until school dismissal. except for: 1) Approved early dismissals (see Attendance Policy-Early Dismissal), 2) Co-op academic obligations and 3) Excused early dismissal from an administrator. Once school begins, students shall not enter parking lots or other 'restricted' areas without prior written permission from the main office. A restricted area is defined as any area other than which is listed on the student's schedule. Students shall not loiter at any time in restrooms, parking lots, and 'restricted areas'.

During the school day, students must have administrative permission to go to the parking lot. Students who leave campus after proper clearance (home and school) must sign out in the high school office, stating their name, reason for leaving and time of departure. Any student who leaves school without following proper 'Early Dismissal' school procedures will be considered truant and may lose their driving privileges for the remainder of the year.

During inclement weather, students arriving on campus before 7:45 A.M. may be permitted in the cafeteria and/or cafeteria lobby. Students will not be permitted to: 1) Enter the Main Building, 2) Remain on the parking lots or in vehicles, and 3) Congregate by the front of the building. Students remaining on campus after the conclusion of the school day are restricted to reserved areas of the building or grounds.

CODE OF CONDUCT FOR ATHLETICS (COLLINSVILLE HIGH SCHOOL)

PURPOSE

This code has been adopted by the Board of Education of Collinsville Community Unit School District Number Ten (10) and applies to all students in grades 9-12 who desire to participate in athletics and student extracurricular activities. This code applies to all events 24/7 365 days during the calendar year (and summer practice season) and not just during the specific sport season (see Rules in Effect). The Board of Education believes the use of tobacco, alcohol or other performance altering substances by a student who participates in athletics and student activities and the use of prescription medication when not prescribed for the student for a particular and appropriate medical purpose or used inconsistent with the physician's recommended dosage, presents a hazard to the health, safety and welfare of the student and to those with whom the student participates or competes.

The Board of Education also believes that students should be held to high standards of conduct with regard to other prohibited behaviors as detailed in the Collinsville Unit 10 District Handbook. Any student that is involved in acts of gross disobedience and misconduct will be subjected to the penalties outlined in this code of conduct. These acts may include, but are not limited to: fighting, vandalism, theft, harassment, hazing, the use, possession, distribution, or attempted distribution of any tobacco products and/or illegal/nonprescription or prescription drugs, look–alike drugs; or use, distribution or sale of alcoholic beverages, the setting off of a fire alarm; and/or the possession/use or threat to use a weapon. Students are prohibited from being physically present at any location where there is illegal use or possession of drugs or any location where there is the underage consumption/possession of alcohol. When there is underage consumption/possession of alcohol and/or use or possession of illegal drugs in any form at any location, the student is required under this policy to immediately leave the location and must report the incident to the Athletic Director or school administrator within 24 hours. A student's failure to immediately depart the location and/or failure to report the incident to the Athletic Director or school administrator within 24 hours shall constitute a violation of this policy and will subject

the student to Level A or Level B disciplinary action. The Board of Education has determined that participation in athletics and student activities is a privilege, not a right. With the privilege to participate come certain responsibilities. If a student fails to comply with the terms of this policy, the privilege to participate in athletics, and/or student activities may be lost in accordance with the terms of this policy. It is the sincere intent of the Board of Education to establish a policy that encourages students to practice good health habits and appropriate responsible behavior. The Board of Education has attempted to adopt a policy that protects the safety and integrity of the student body as well as the participants in athletics and student activities.

SPECIAL RULES RELATED TO CRIMINAL FELONY CHARGES/OFFENSES

Southwestern Conference member districts shall monitor student athletes and take immediate corrective action against any student athlete using taunting, unsportsmanlike and/or threatening language at a Southwestern Conference event. The Southwestern Conference prohibits students from participating in conference events if the student is charged with a criminal felony offense or an offense, which would be a felony if committed by an adult, or a misdemeanor offense as listed in Section 24-1, 24-3, or 24-3.1 of the Criminal Code, pertaining to weapons and firearms. The student shall remain ineligible to participate in conference events until the criminal charge(s) are adjudicated or dismissed. A student convicted of a felony or adjudicated delinquent for an offense which would be a felony if committed by an adult, or a misdemeanor offense as listed in Section 24-1, 24-3 or 24-3.1, of the Criminal Code, pertaining to weapons and firearms shall be ineligible to participate in Southwestern Conference events for a period of one calendar year from the date of conviction. District 10 will apply this Southwestern rule to all students participating in all non-conference events and extracurricular activities.

CODE OF CONDUCT VIOLATION

A student's participation in athletic events and extracurricular activities is a privilege not a right. The athletic director and/or building administrator shall conduct an investigation of charges that an athlete has engaged in any act of gross disobedience or misconduct. The athletic director and/or building administrator shall make a preliminary determination, based upon the results of the investigation, as to whether prohibited conduct has, in fact, occurred. Once a determination that an act of gross disobedience or misconduct has occurred, the Code of Conduct Committee will convene to determine athletic disciplinary action. The committee will consist of the Athletic Director, the Assistant Athletic Director, the building Principal or another administrator designated by the Principal, and a minimum of one (1) Varsity Coach to be determined by the Principal and/or Athletic Director. Pending the Code of Conduct Committee review, the athletic director and/or building administrator shall suspend the student athlete from participation in all athletic competition. As soon as possible, the student and his/her parent(s)/guardian(s) will be notified of all charges and disciplinary action (including, but not limited to, suspension and/or removal from the team). The student and his/her parent(s)/guardian(s) may respond in writing to the charge(s) and disciplinary action taken for review by the Superintendent and/or his/her designee. This opportunity to have a review of the disciplinary action is the final step in this process. If a student is charged with an offense reported to the District pursuant to a reciprocal reporting agreement with local law enforcement and that offense is not already listed below as a Level A, B or C Offense, the student will be excluded from participating in all athletic and extracurricular activities for a period of time determined appropriate by the Administration.

VIOLATION LEVELS DEFINED:

Level A Offense: Includes, but is not limited to, the use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of alcohol; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase or being under the influence of marijuana or any controlled drug or controlled substance unless authorized under board policy and Ashley's law; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase or being under the influence of a harmful, illegal or across the counter drug; The use, possession, distribution (including attempt to use, obtain or distribute), sale, or purchase of any performance enhancing substance on the Illinois High School Association's most current banned substance list (unless administered in accordance with a prescription); The use, possession, distribution (including attempt to use, obtain or distribute) sale, or purchase of any inhalant (or paraphernalia for an inhalant), regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system.; The use, possession, distribution (including attempt to use, obtain or distribute), sale or purchase of drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances unless authorized under board policy and Ashley's law; The use, possession, distribution (including attempt to use, obtain or distribute), sale or purchase of "look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance; The use, possession, distribution (including attempt to use, obtain or distribute), sale or purchase of any weapons (including guns and knives and/or look alike weapons).

Level B Offense: Includes, but is not limited to, the use, possession, distribution (including attempt to use, obtain or distribute), sale or purchase of any tobacco products; (including electronic cigarettes); Theft or the vandalizing personal or school property; Any violation of the CHS Bullying, Intimidation, Hazing, Sexual Harassment, Fighting, Threat of Violence policy as outlined in the CHS Student and Parent Handbook; Activity that may be considered by the Code of Conduct Committee to be unsportsmanlike conduct (such conduct may include, but is not limited to, violation of team rules, profanity, disrespect, including behaviors verbal

or in writing that are abusive or derogatory in nature, etc.); Such conduct may occur on or off-campus and during non-participation in an activity governed by this section.

For purposes of these rules, the term "possession" includes being physically present at a student party or social gathering in which there is underage possession or use of alcohol or possession or use of illegal substances and failing to immediately depart the location and file a report with the Athletic Director or school administrator within 24 hours; or having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on or off school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person. Students who have consumed any prohibited substance are treated as though they have the prohibited substance, as applicable, in their possession.

The costs associated with any assessment, educational program, or treatment referred to herein shall be borne exclusively by the student and their parent(s)/guardian(s).

RULES IN EFFECT

This Code of Conduct will be enforced on a year-round basis — student behavior expectations may be enforced 24 hours per day/seven days per week. Disciplinary consequences for violations when a student is "out of season" or during the summer normally will be levied in the student's next period of competition or performance. If a violation of this policy occurs during times when school is not in session (i.e., summer break), students may be disciplined the following school year. Further, discipline imposed at the end of the school year may be enforced the following school year. The disciplinary actions for the Code of Conduct violations are the minimum that can be taken. A coach's policies may exceed the listed disciplinary actions. Coaching policies shall be kept on file in the athletic director's office. Student athletes who are suspended from the team but not school may attend games dressed in street clothes and sit with the team.

The athlete must attend all practices and contests during the time he/she is serving the disciplinary consequence. The student must complete the sport season for the consequences to be considered served. Students are prohibited from circumventing the penalty by enrolling in a sport in which he or she has not participated in previous years. In determining the timing of the disciplinary consequence, the Administration shall take into consideration the student's participation in athletics and activities from prior years. Athletes quitting the team during the season will not be permitted to join another team during that season unless mutually agreed upon by both coaches. Further, any participant who has an outstanding obligation to another sport will not be permitted to participate until the obligation has been satisfied. A student must be academically eligible at the end of the season and finish the season as a team member in good standing with the CHS Athletic Department and CHS school administration (ie. not in violation of the Code of Conduct policy) to receive a CHS Athletic Letter and/or other CHS Athletic awards for that season.

GUIDELINES FOR ATHLETIC CODE OF CONDUCT VIOLATIONS

Suspensions may be for greater or lesser periods, depending upon the severity of the violation involved.

	LEVEL A OFFENSE	LEVEL B OFFENSE
FIRST OFFENSE	The student shall be suspended for twenty two percent (22%) of the contests scheduled for the athletic activity, with limitations as set forth by the IHSA.	The student shall be suspended from all athletics for a period of eleven percent (11%) of the contests scheduled for the athletic activity, with limitations as set forth by the IHSA.
SECOND OFFENSE	The student shall be suspended for fifty percent of the season if found to have committed 2 level A offenses, with limitations as set forth by the IHSA.	The student shall be suspended for twenty two percent (22%) of the contests scheduled for the athletic activity, with limitations as set forth by the IHSA.
THIRD OFFENSE	The student shall be suspended from the athletic program (practices and scheduled contests) for the remainder of his/her high school career.	The student shall be suspended from the athletic program (practices and scheduled contests) for a period of 365 days from the point of the violation.

FOURTH OFFENSE		The student shall be suspended from the athletic program (practices and scheduled contests) for the remainder of his/her high school career.

Parent(s)/guardian(s) must sign the Student/Parent Handbook Receipt during the online registration process. The signing of the Handbook (which includes the aforementioned Athletic Code of Conduct) will remain in effect for one full calendar year. Eight semesters of high school is a student's maximum length of eligibility.

CODE OF CONDUCT FOR STUDENT ACTIVITIES (COLLINSVILLE HIGH SCHOOL)

Confirmed violations are defined as violations that have been verified by the Athletic Director/Administration through investigation and with possible involvement of the School Resource Officer/Civil Authorities.

PURPOSE

The staff of Collinsville High School believes strongly in the education value of all school sponsored activities. The important goals of the activities programs are to give students direction in developing healthy living habits, self-discipline, leadership, teamwork, and respect for rules and regulations. Participation in student activities is considered an extension of, but separate from, the regular high school program. While the regular curricular program is a right afforded to each student, participation in the co-curricular program is a privilege and such carries certain expectations and responsibilities beyond those found in the normal classroom situation. It is to these ends that a code of conduct is established for young people taking part in the student activities program. This code applies to all events during the school year and not just during the specific activity/club season.

EXPECTATION (REQUIREMENTS)

Students involved in extracurricular clubs and activities are expected to: 1) Comply with all organizational bylaws; 2) Adhere to all rules set forth in the student handbook; 3) Refrain from the use or possession of alcohol and other controlled substance (drugs) in accordance with the provisions of school policies; 4) Exhibit conduct becoming a CHS representative including respect of persons and property at all times; 5) Any student nominated for a position in the coronation court, honor society, offices nominated by staff, faculty and student body must not have had any disciplinary referrals for the year (exception - tardies to school).

PROCEDURES FOR A BREACH OF THE CODE OF CONDUCT

For violations of the Activities Code of Conduct (due to violation of the expectations listed above), the class/club sponsor will discuss/initiate the appropriate disciplinary action after consultation with the Assistant Principal. The Assistant Principal will then inform the student's parent or guardian of the violation and resulting disciplinary action. Further, when necessary, the Principal or designee will inform other sponsors.

CODE OF CONDUCT FOR ATHLETICS/STUDENT ACTIVITIES (COLLINSVILLE MIDDLE SCHOOL)

The Board of Education, the Administration, and the Coaches and Sponsors of all co-curricular activities at Collinsville Middle School (CMS) have high expectations of those who represent our school on all teams and in all other activities. CMS students involved in co-curricular activities are expected to conduct themselves in a manner that reflects integrity on themselves, their group/team, and the school. Participation in the CMS co-curricular activities program is considered a privilege, not a right.

You should be aware that this code does not contain a complete list of inappropriate behavior as a CMS participant. In addition to the things listed, CMS participants will be expected to demonstrate excellent conduct in their classrooms, in the community, and in the activities themselves. Nothing less is acceptable.

The Board of Education, the Administration, and the Coaches and Sponsors of Collinsville Middle School consider the following as violations of the ideals of the CMS co-curricular program that warrant the indicated actions.

1. Confirmed involvement in the use or possession of a controlled substance.
2. Confirmed involvement in the use or possession of an alcoholic beverage.
3. Violation of the rules and regulations of CMS or Unit 10 that result in an out of school suspension three days or greater.

First Offense – Participant may be suspended from the activity for a period of up to two (2) weeks.

Second Offense – Participant may be excluded from all teams or other co-curricular activities for a period of one (1) calendar year.

Third Offense – Participant may be excluded from activities for the remainder of his/her middle school career.

*Note: Each Offense also may involve school discipline as well at the administration's discretion.

The above violations are cumulative during the Participant's middle school career.

The Board of Education, the Administration, and the Coaches and Sponsors of Collinsville Middle School consider the following as violations of the ideals of CMS co-curricular activity program which warrant the indicated actions.

1. Smoking or any use of any kind of tobacco products.
2. Stealing or vandalizing personal or school property.

First Offense – Participant may be suspended from activities for a period of up to two (2) weeks.

Second Offense – Participant may be suspended from activities for a period of ninety (90) calendar days.
Third Offense – Participant may be excluded from activities for a period of one (1) calendar year.
*Note: Each Offense also may involve school discipline as well at the administration's discretion.
The Board of Education, the Administration, and the Coaches and Sponsors of Collinsville Middle School consider the following as violations of the ideals of the CMS co-curricular program that warrant the indicated actions.
1. Violation of the rules and regulations of CMS that result in a suspension of five (5) days or fewer, either in school or out of school.
2. Unexcused absence from a contest.
3. Unexcused absence from practice.
4. Misconduct at practice, at contest/activity, or on an activity bus.
5. Any action(s) that is detrimental to the co-curricular program at CMS.

First Offense – Punishment will be determined by the coach/sponsor after consultation with the Principal.
Second Offense – Will be suspended from the team. Length of time will be determined by the coach/sponsor after consultation with the Principal.
*Note: Each Offense also may involve school discipline as well at the administration's discretion.
The disciplinary actions for the various violations listed in this code are the minimum actions that can be taken. A coach or sponsor's policy can exceed the listed disciplinary action when such information has been provided to the athlete in that coach or sponsor's activity. During a period of suspension, the participant is to continue to participate in the activity during practice sessions or other meetings. A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension. A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.
Parent(s)/guardian(s) must sign the Student/Parent Handbook Receipt during the online registration process. The signing of the Handbook (which includes the aforementioned Athletic Code of Conduct) will remain in effect for one full calendar year.

COLLEGE AND CAREER READINESS

Collinsville CUSD 10 will begin following the Illinois State Board of Education guidelines on the collection and retention of CCRI data for all students in applicable grade levels beginning with the school year 2020-2021. Students are expected to make reasonable efforts to complete CCRI and reasonably participate in data collection. Supplemental information about CCRI can be found on the district website at www.kahoks.org.

COMPUTER AND INTERNET ACCEPTABLE USE POLICY

ACCEPTABLE USE OF DISTRICT ELECTRONIC NETWORKS

All use of electronic network use must be consistent with Collinsville School District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.
In accordance with federal law, the district provides CIPA (*Children's Internet Protection Act*) compliant web filtering for students on any Internet connected device within the boundaries of the district network. The district recognizes that although the Internet and online services afford access to legitimate sources of information for academic and educational purposes, these resources can also afford access to materials which may be illegal, obscene or indecent. The district will make every effort to protect students from inappropriate material while still allowing access to valuable academic content. All users must be aware that the use of the district's electronic networks and systems may result in public disclosure of the data and information associated with those systems under the *Illinois Freedom of Information Act*.
Terms and Conditions - The term *electronic networks* includes all of the District's technology resources, including, but not limited to: 1) The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure; 2) Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location; 3) District-owned and District-issued computers, laptops, tablets, phones, or similar devices.
Acceptable Use - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.
Privileges - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.
Unacceptable Use - The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are: 1) Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law; 2) Using the electronic networks to engage in conduct prohibited by board policy; 3) Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware; 4) Unauthorized use of personal removable media devices (such as flash or

thumb drives); 5) Downloading of copyrighted material for other than personal use; 6) Using the electronic networks for private financial or commercial gain; 7) Wastefully using resources, such as file space; 8) Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means; 9) Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video; 10) Using another user's account or password; 11) Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator; 12) Posting or sending material authored or created by another without his/her consent; 13) Posting or sending anonymous messages; 14) Creating or forwarding chain letters, spam, or other unsolicited messages; 15) Using the electronic networks for commercial or private advertising; 16) Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material; 17) Misrepresenting the user's identity or the identity of others; and 18) Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following: 1) Be polite. Do not become abusive in messages to others. 2) Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language. 3) Do not reveal personal information, including the addresses or telephone numbers of students or colleagues. 4) Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities. 5) Do not use the network in any way that would disrupt its use by other users. 6) Consider all communications and information accessible via the network to be private property.

No Warranties - The school and district make no warranties of any kind, whether expressed or implied, for the service it is providing. The school and district are not responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The school and district specifically deny any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify or suspects a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission.

1) For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source; 2) Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of *public domain* documents must be provided; 3) The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission; 4) The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text; 5) Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email – The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

1) The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited; 2) Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum; 3) Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients; 4) Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted; 5) Use of the District's email system constitutes consent to these regulations.

Internet Safety - Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is supported if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures. Staff members

will supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The system administrator and Building Principals shall monitor student Internet access.

CHROMEBOOK STUDENT USER AGREEMENT

The policies, procedures, and information within this document apply to all Chromebooks used at Collinsville School District by students, including any other device considered by the administration to fall under this policy. Teachers may set additional requirements for Chromebook use in their classroom.

Chromebook Loan - The Chromebooks are owned and maintained by Collinsville School District. Your use is limited to and conditional upon your full and complete compliance with the Computer and Internet Acceptable Use Policy.

Financial Responsibility for Loss or Damage - If the Chromebook is damaged, lost, or stolen, the student's parent or guardian may be responsible for the cost of repair or the value of the Chromebook. Loss by theft must be reported to the district by the next school day after the occurrence. Charges will be assessed for stolen Chromebooks unless a police report has been filed.

Chromebook Repair - Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly should be reported to a teacher or Chrome Depot.

School Use - Chromebooks are intended for use at school each day. Students who take them home are responsible for bringing their Chromebooks back to school fully charged on the following day unless advised not to do so by their teachers or administrators.

Operating System - Students may not use or install any operating system on their Chromebook other than the current version of Chrome OS that is supported and managed by the technology department. The Chromebook operating system, Chrome OS, updates itself automatically. Students do not need to manually update their Chromebooks.

Privacy - Students have no expectation of confidentiality or privacy with respect to any usage of a Chromebook. The school district may, without prior notice or consent, log, supervise, access, view, monitor, and record use of issued Chromebooks at any time for any reason related to the operation of the district. By using a Chromebook, students agree to such access, monitoring, and recording of their use. Teachers, school administrators, and the technology department staff may use monitoring software that allows them to view the activity on student Chromebooks.

Term of Agreement - Your right to use and possess the Chromebook terminates no later than the last day of the school year, unless terminated earlier by the district.

Charging Batteries - Chromebooks should be brought to school each day in a fully-charged condition. You need to charge your Chromebooks each evening. In cases where the use of the Chromebook has exceeded battery life during the course of the day, you will be able to connect your computer to a power outlet in an area of the school if available. **CHARGERS SHOULD REMAIN AT HOME.**

Storing Your Chromebooks - You may take your Chromebook home every day after school regardless of whether or not it is needed. You must also store your Chromebook in the provided case or your backpack when moving from one area of the building to another and when taking your Chromebook to and from home.

Printing -

At School: Chromebooks will not support a physical printer connection. Printing functionality may be available and subject to classroom requirements. Teaching strategies will facilitate digital copies of work.

At Home: The Chromebook will not support a physical printer connection. Instead, users may print to their home printers using the Google Cloud Print service. A wireless home network is required for this. (See http://google.com/cloudprint for more information.) In very few cases will printing be needed, if at all.

Managing Your Files and Saving Your Work - The majority of student work will be stored in Internet/cloud-based applications and can be accessed from any computer with an Internet connection. The district will not be responsible for the loss of any student work.

Failure to Comply - The Chromebook is the sole property of CUSD. It is on loan to the student for the school year and can be requested to be returned at any time. Failure to comply with the terms of the Chromebook User Agreement will result in disciplinary action and loss of privileges.

Loaning or Borrowing Chromebooks - The student will not lend their Chromebook to another student, borrow a Chromebook from another student, and will not share their password with another student. Access to another student's account or Chromebook is strictly prohibited and is unacceptable.

Illegal Downloading - Illegal downloading and distribution of copyrighted works are serious offenses that carry with them the risk of substantial monetary damages and, in some cases, criminal prosecution. Copyright infringement could lead to limitation or suspension of district Internet services. The student's Chromebook will be confiscated if the student is found with illegally downloaded or distributed files on his or her issued device.

Damage Policy -

Chromebooks will remain the property of Collinsville Community Unit 10 School District until the Chromebook becomes available for purchase according to the approved buyout schedule. Vandalizing, defacing, or otherwise damaging the Chromebook at any time while on loan to the student will result in fees being assessed. The student will be issued a loaner while repairs are completed and will receive the original Chromebook back only after the fees have been paid. In the event that the student leaves the district, the Chromebook, charger, and case must be returned immediately, or the device may be reported stolen to local law enforcement.

Damage Fee Breakdown:
CB screen - $25
CB charger - $25
Keyboard - $25
Edge/bezel/cover/hinges - $25
CB protective case - $50
CB lost/stolen/not-returned/irreparable - $200

PERMISSION TO USE VR (Virtual Reality) HEADSETS (Grades K-6)

The Collinsville School District Technology Department has purchased VR Headsets to enhance educational topics. The district has made every effort to consider students' health and safety at all times. There are certain precautions associated with the use of the VR headsets. Those include:

1) Operating the VR system in a safe environment and under adult supervision.

2) Not using/discontinuing the use of the headsets if suffering from any of the conditions/symptoms listed in the health and safety warnings (seizure disorder, binocular vision abnormalities, Epilepsy, loss of balance, disorientation, drowsiness, nausea, motion sickness or discomfort in the head or eyes).

If you have any questions about the headsets, contact your child's school. If you wish to exclude your student from activities involving the VR headsets, please contact your child's teacher.

CONFISCATED PERSONAL ITEMS

Any items that interfere with the learning process or pose a safety concern may be confiscated and turned over to the school office. Offenses may result in disciplinary action as determined on a case-by-case basis by school administrators. Schools are not responsible for lost, stolen, or damaged personal items.

CORRIDOR COURTESY

In order to help maintain a safe and positive school climate, we encourage all students to follow the set guidelines for passing between classes in the hallways: 1) Keep corridors open to traffic by walking to the right - running in the building is prohibited; 2) Do not block traffic by standing in groups; 3) Do not sit on the floors or stairwells; 4) Pass through the halls quietly; 5) Be considerate of others; 6) Do not carry food and/or drink in the hallways, 7) Discard trash in containers provided; 8) Keep your school clean by picking up paper from the floor; 9) Leave the building in an orderly manner when exiting.

COUNSELING SERVICES (COLLINSVILLE HIGH SCHOOL)

School counselors, school social workers, school psychologists, and the IEP coordinator will ensure all students will have access to and receive support for their academic, career, and social/emotional development through the delivery of classroom lessons, small groups, individual student meetings, and responsive services.

Confidentiality Guidelines

Confidentiality is an important part of the work social-workers, school psychologists and school counselors conduct with students. Please remember that counselors, social workers, psychologists and the IEP coordinator will adhere to professional guidelines and ethics for practice (ISBE, NASW, NASP, and ASCA), when providing services to services in either a face to face or virtual format. Interactions and conversations with students are confidential unless the following is disclosed: 1) Harm to Self or Others: This includes students who report a plan to harm themselves or others or a plan that puts the safety of others at imminent risk; 2) Abuse or Neglect: If a student talks about abuse (physical, emotional, verbal, sexual, or other) whether to themselves or to another minor, it is required by law to report the abuse to the Department of Children and Families and possibly the police. If a student discloses about an abuse case that has already been addressed by DCFS or the police, there may still be a need to make a report; 3) Court or Other Legal Proceedings: In accordance with law, if a counselor is subpoenaed, information is not guaranteed to be kept confidential. Staff will cooperate with local law enforcement, DCFS, social service agencies and the courts, as required by law.

CURRICULA (COLLINSVILLE MIDDLE SCHOOL)

The academic courses taught at Collinsville Middle School are in the following major academic fields:

Grade Seven Required Courses

Language Arts – 5 days a week for 1 year; Mathematics – 5 days a week for 1 year; Physical Education – 5 days a week for 1 year; Science – 5 days a week for 1 year; Social Studies – 5 days a week for 1 year

Grade Seven Elective Courses

Band –As needed throughout the week; Choir –5 days a week for 1 year; Health – 5 days a week for one semester. **(Quarter Classes, 5 days a week):** Music Appreciation, Math (STEM)

Grade Eight Required Courses

Language Arts – 5 days a week for 1 year; Mathematics – 5 days a week for 1 year; Physical Education – 5 days a week for 1 year; Science – 5 days a week for 1 year; Social Studies – 5 days a week for 1 year

Grade Eight Elective Courses

Band – As needed throughout the week; Choir –5 days a week for 1 year. **Quarter Classes, 5 days a week:** Art, Spanish, Career Exploration, Introduction to Shop/STEM,
If you would like a course description of the courses, please contact the appropriate teacher or department chairperson.

DANCE POLICY (COLLINSVILLE HIGH SCHOOL)

Collinsville High School students may invite a guest to school dances (homecoming, winter ball, prom, post-prom, etc.). All guests must be high school students and/or under the age of 21. No middle school age students or young adults over the age of 20 will be allowed to attend school dances without administrative approval. Guests of CHS students who are not members of the CHS student body may be required to complete a registration form with the main office and may be subject to a background check by law enforcement. The CHS administration will have final authority regarding anyone wanting to attend school functions as guests of students enrolled at CHS. All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances. Students who violate the school's discipline code will be required to leave the dance immediately. The school may also impose other discipline as outlined in the CHS discipline code.

DANCE POLICY (COLLINSVILLE MIDDLE SCHOOL)

Attendance at school-sponsored dances is a privilege. Only students who attend Collinsville Middle School may attend a CMS school-sponsored dance, unless the principal or designee approves a student's guest in advance of the event. No guests are allowed to attend CMS sponsored dances. All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

DISPLAYS OF AFFECTION

Students should refrain from public displays of affection that tend to cast an unfavorable impression on the school and the individuals involved. Students are not to embrace, kiss or have bodily contact while on school property or at school functions other than holding hands. Offenses may result in disciplinary action as determined on a case-by-case basis by school administrators.

DRUG/ALCOHOL ABUSE

Non-medical use of drugs and the consumption of alcoholic beverages are hazardous to the health of students. Possession, use, delivery, receipt of delivery, or any attempt to use, deliver or receive drugs or alcohol is prohibited on school buses, in school buildings and on school property. This policy extends to all school sponsored and related activities as well as field trips and athletic and extracurricular trips, whether held before or after school, evenings, or weekends.

POLICY REGARDING POSSESSION OF NARCOTICS, STIMULANTS, MARIJUANA, ETC. – RESOLUTION

Whereas, the illegal or unauthorized possession, use, delivery or receipt of alcohol, narcotics, stimulants, hallucinogens and depressants, including marijuana and "look alike drugs," is recognized by the Board to be deleterious to the proper conduct of the schools and a danger to the safety, health and welfare of the teachers, students and administrators; and

Whereas, conduct on the part of the students in possessing, using, delivering, receiving, or arranging/soliciting for the use, delivery or receipt of alcohol, drugs or drug paraphernalia in the schools is deemed a serious violation of acceptable standards of behavior which is detrimental to the accomplishment of the purpose of schools;

BE IT RESOLVED by this Board of Education that it is the policy that any student found possessing, using, delivering, receiving or arranging/soliciting for the use, delivery or receipt of alcohol, unauthorized or harmful drugs, including marijuana and "look alike drugs", or possessing, using, delivering and/or receiving drug paraphernalia on school property or transportation facilities or at an approved school activity held on non-school property may be 1) assigned an In-School Suspension ranging to an Out-of-School suspension, 2) have parking privileges revoked for the remainder of the school year, and 3) be referred to the Board of Education for a hearing and possible expulsion from school for the remainder of the school year (any evidence obtained will be delivered to local authorities for possible prosecution). Information which may be referred to the Board of Education and/or local authorities regarding possible expulsion causes shall include: 1) information provided from the Abused and Neglected Child Reporting Act; 2) Special Education files (including the report of the multidisciplinary staffing on which placement of no placement was based); 3) all records and tape records relating to special education placement hearing and appeals; and 4) the disciplinary infractions that resulted in expulsion, suspension, or the imposition of punishment or sanction. For purposes of this provision, disciplinary infraction refers to violation of policies on drugs, weapons or bodily harm to another person. All discipline under this section will be administered on a case-by-case basis.

MEDICAL MARIJUANA

The Compassionate Use of Medical Cannabis Program Act (410 ILCS 130 et seq.) strictly prohibits the possession and use on school grounds and on school buses of marijuana except as authorized under 105 ILCS 5/22-33 and Board Policies. A student who has been prescribed medical marijuana must provide the District with a doctor's prescription for medical marijuana. The school nurse will assist with coordination and monitoring the student's use of medical marijuana.

Note: If a student exhibits behavior that indicates he/she may be under the influence of alcohol or other drugs, he/she will be referred to the nurses' office, social worker or assistant principal. A nurse, with a social worker, school counselor, school resource

officer and/or assistant principal will conduct a physical assessment including a standard field sobriety test and/or breathalyzer for the presence of alcohol. If this team determines that there is strong suspicion the student is under the influence, the parents will be notified. Any student who comes to school or to any school activity already under the influence of or having consumed or taken either alcohol or other drugs, but not having the illegal substance on his/her person, may receive an In-School Supervision ranging to a 10 day out-of-school suspension, will have their parking privileges revoked, may be recommended for expulsion to the Board of Education, and may be referred to the legal authorities for appropriate action. All discipline under this section will be administered on a case-by-case basis.

SUBSTANCE ABUSE OPTION

For certain alcohol and drug related offenses, a student may be referred to a substance abuse program. If offered this option, the student's recommended discipline may be reduced.

In lieu of a recommendation for expulsion, the student and parent(s)/guardian(s) must agree to an assessment/treatment alternative. If the parent(s)/guardian(s) accept the assessment/treatment alternative, they must consent to release of information between the school district and the substance abuse program and comply with all terms and conditions as determined by the appropriate administrator. The service provider must be approved by the building principal (or designee). Parent(s)/guardian(s) must make contact within the first five days of the suspension to set up an appointment with the selected service provider and notify arrangements with the principal (or designee). Upon confirmation of the appointment, the recommendation for expulsion will be conditionally withdrawn. The administration further reserves the right to recommend expulsion of a student who has been offered and accepted the substance abuse option if he or she commits any additional acts of misconduct (as outlined in the Collinsville Unit 10 School District Student and Parent Handbook).

After the appointment is made, the principal (or designee) must be contacted by the service provider and be notified of the initial assessment date. After the assessment is complete, the service provider must verify that the student was assessed and inform the principal (or designee) of the expected length of treatment and or education program. If treatment is long-term, the service provider must contact the principal (or designee) minimally every month to provide an update on the student's progress. Should the student terminate treatment/education prematurely or miss more than two appointments, the principal (or designee) will be notified and the recommendation for expulsion shall be renewed. When treatment/education is completed, the service provider will send the principal (or designee) a final report verifying that treatment has been completed in addition to any other appropriate information**.** Should the student violate any additional acts of misconduct (as outlined in the Collinsville Unit 10 School District Student and Parent Handbook) during the conditional withdrawal of expulsion, the recommendation for expulsion shall be renewed. Any second drug/alcohol violation during a student's school career may result in an in-school supervision ranging through a ten (10) day out-of-school suspension and a possible recommendation for expulsion with no opportunity for the assessment/treatment alternative. All discipline imposed on a student for the second/drug violation will be determined on a case-by-case basis.

NOTE*: All costs associated with any assessment, educational program or treatment referred to herein above shall be borne exclusively by the student and the parent(s)/guardian(s). The administration reserves the right to withhold this option and/or recommend expulsion for a first offense.*

DELIVERY

The delivery or receipt of delivery (or any attempt or intention to deliver or receive delivery) of any alcoholic beverage, controlled substance, look-alike drug, drug paraphernalia, illicit drugs, prescription drugs, or over-the-counter medication in school buildings, on school buses, or on school property may result in an in-school supervision ranging to a ten (10) day out of-school suspension and possible recommendation for expulsion~~,~~ revocation of parking privileges and a recommendation for expulsion with no opportunity for a substance abuse option. All discipline will be imposed on a case-by-case basis. Delivery refers to the transfer of possession or control to another person whether or not the substance or item is in that person's immediate presence. Delivery includes, but is not limited to, any gift, exchange, sale or transfer with or without payment or consideration. There is no assessment/treatment alternative for any student who delivers any of the items listed above.

PROCEDURES FOR IMPAIRMENT ASSESSMENT

The following will be in effect not only during school hours, but also on campus at any time and at any off-campus activities officially involving C.U.S.D. No. 10 students: 1) Parent notification upon conclusion of an administrative review; 2) In-School Supervision ranging to an out-of-school suspension from school with a recommendation to the Board of Education for expulsion. All discipline imposed will be determined on a case-by-case basis; 3) Police contact and charges filed when appropriate. School staff having cause to believe that a student is in possession, under the influence, or shows evidence of having used any illegal drug, alcohol or other controlled substance must immediately be reported to the principal or designee. An administrator and a designated team will conduct an assessment, which may include, but is not limited to: 1) Questioning of student regarding possible use; 2) Assessment of physical symptoms; 3) Standard Field Sobriety Test; and 4) Additional screening:

For suspected use of alcohol: 1) A saliva or portable Breathalyzer test to be used only after visual assessment of symptoms and questioning of the student regarding possible use; 2) To be conducted by trained staff in the presence of a second staff member.

For suspected other drug use: Screening Assessment for Suspected Chemical Use

If screening results indicate alcohol or drug use and/or possession, the principal or designee shall contact appropriate law enforcement and parent(s)/guardian(s). In implementing this procedure, the principal and/or designee shall coordinate all efforts with law enforcement officials. If possession and/or use is confirmed, discipline policies and procedures shall be followed.

Legal authorities will be contacted whenever students are found to be in violation of the Collinsville School District Drug/Alcohol Abuse policy.

DRUG AND ALCOHOL-FREE WORKPLACE/TOBACCO PROHIBITION

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from engaging in any of the following activities while on District premises or while performing work for the District: 1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance. 2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred. 3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, 105 ILCS 5/22-33. The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests the specific articulable symptoms listed in the *Cannabis Regulation and Tax Act* (CRTA). For purposes of this policy a controlled substance means a substance that is: 1. Not legally obtainable, 2. Being used in a manner different than prescribed, 3. Legally obtainable, but has not been legally obtained, or 4. Referenced in federal or State controlled substance acts. As a condition of employment, each employee shall: 1. Abide by the terms of the Board policy respecting a drug- and alcohol-free workplace; and 2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than 5 calendar days after such a conviction. Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired. All employees are covered by the conduct prohibitions contained in policy 8:30, Visitors to and Conduct on School Property. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location. Tobacco shall have the meaning provided in 105 ILCS 5/10-20.5b. *Cannabis* shall have the meaning provided in the CRTA, 410 ILCS 705/1-10. *E-Cigarette* is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

DRUG TESTING FOR INTERSCHOLASTIC ATHLETICS (COLLINSVILLE HIGH SCHOOL)

INTERSCHOLASTIC ATHLETIC ELIGIBILITY – DRUG TESTING

The CHS Athletic Department believes that the use of alcohol, tobacco or drugs by students who participate in interscholastic athletics presents a particular hazard to the health, safety and welfare of the student athlete and to those who compete with the athlete. Collinsville High School encourages students to participate in interscholastic athletics, but believes the opportunity to try-out and participate in school-sponsored interscholastic athletics is not an absolute right. Rather, it is a privilege offered to eligible students on an equal opportunity basis. To be eligible to try-out for or to participate in any school-sponsored interscholastic athletic program, students must agree to submit to testing for the use of drugs, if selected, in accordance with this policy.

The purpose of this policy is to protect the health, welfare and safety of students engaged in interscholastic athletics. It is to better assure the student athlete's health and physical fitness to participate in athletics and not to provide means which the district may use to punish a student athlete other than by disqualification from participation in interscholastic athletics. Accordingly, the results of any drug test administered under this policy shall be used only for the determination of eligibility to try-out for and participate in interscholastic athletics and for no other disciplinary purpose.

Definitions

A. *Interscholastic Athletics*: Any interscholastic athletic competition representing CHS, sponsored or conducted by the District, for students who participate voluntarily and for which no academic credit or grades are awarded.

B. *Student Athlete*: Any student who is trying out for or participating in any school-sponsored interscholastic athletic competition.

C. *Alcohol*: Any liquor, wine, beer, or other drink containing alcohol.

D. *Drugs*: Amphetamines, barbiturates, benzodiazepines, cocaine metabolite, marijuana metabolite, methadone, opiates, phencyclidine, nicotine, and methamphetamines, except when taken pursuant to a legal prescription issued by a licensed physician.

E. *Under the Influence*: The existence of 40 nanograms of alcohol or of an illegal drug in the bloodstream.

Prohibited Conduct: Student athletes shall not at any time possess, use, deliver, receive (or arrange for the use, delivery or receipt), or be under the influence of any illegal drug, anabolic steroid, tobacco product or alcohol while a member of any school-sponsored interscholastic athletic team.

Consent Form: In order to try-out for or to participate in any school-sponsored interscholastic athletic competition, the student athlete must read this policy and sign a consent form by which the student athlete agrees that as a condition of participation in school interscholastic athletics, he/she will be eligible for the drug, alcohol, and steroid testing program outlined in this procedure. This consent form must also be signed by the student's parents or guardians in advance of the tryouts for a specific sport. The consent form will be valid for the current school year, including the following summer, and must be renewed annually.

Non-Compliance: If the student athlete or his/her parents (or guardians) refuse to sign the consent form, the student will not be permitted to be a member of a team. Also, during the season, if the student athlete refuses to be tested when selected the athlete will be dropped from the team. After the conclusion of the season while he/she was dropped from the team for non-compliance, the student may ask to be tested at the family's expense. If the test results are negative, the student athlete will again be eligible.

Confidentiality: The results of any test administered under the terms of this policy shall be kept confidential and disclosed only to the student athlete, his/her parents or guardians, personnel of the drug testing facility, and school officials designed by the Superintendent. The results of the testing shall not be used as a basis of disciplinary action other than disqualification as provided for in this policy and procedure. The test results will not be part of the student's athlete's permanent record but will be kept in a secure file in the Athletic Training room.

Random Selection of Athletes for Testing: At the beginning of each sport's season, a list of all eligible student athletes will be submitted to the drug testing facility. On the day of testing, the testing facility will randomly select test candidates. The list of names will be delivered to the Athletic Trainer.

Testing will occur randomly over the course of each athletic season. Up to five student athletes will be tested on each testing date. Selected athletes will be summoned to report to the Athletic gymnasium at some time during the morning on the day of testing. The athlete will be met by the Athletic Trainer to be escorted to the testing site.

Testing Procedures

A licensed medical facility selected by the Athletic Department shall take every reasonable precaution to collect an unadulterated specimen during the collection process and will provide an accurate chain of custody for each and every specimen. Testing & samples will be handled entirely by the testing facility. Rapid drug screen tests will be utilized, with initial results read on site. If the screening test does not identify any metabolites, then it is reported as negative. In the event that there is a non-negative indicated on site, the specimen is sealed and the specimen will be sent to GC/MS confirmation testing. Urine, saliva or hair testing may be conducted.

Test Results

All test results will remain confidential. Only the Athletic Director, Athletic Trainer & school Principal will have access to test results. No notification shall be made for negative test results. If a sample results in a positive test, the results will be verified by the testing facility. The student athlete and his/her parents or guardians will then be contacted by the testing facility's medical review officer for further verification. Once a positive test has been confirmed school personnel will be notified of the infraction. If the test results are positive, it will be considered a Level A Code of Conduct violation as outlined in the CHS Student Handbook.

Re-testing

The student athlete will have an opportunity within twenty-four hours of the notification of the positive test results to be re-tested in a federally licensed laboratory of the family's choice and at the family's expense. The Athletic Director may consult the medical professionals to evaluate the results of the re-test, taking into consideration any evidence offered by the student. Should the test be confirmed as positive, and there is not a satisfactory explanation for the positive results, the student athlete will have twenty-four hours to complete an assessment interview.

Enforcement: Nothing contained in this policy shall prohibit or limit the application of the District's regular student disciplinary rules and regulations to student athletes. The provisions of the policy are considered an addition to all other rules and regulations governing student conduct and discipline.

Hearing Rights: The parents or guardians of the student athlete charged with a violation of the rules of this policy and procedures shall be given thirty-six (36) hours for an opportunity for a hearing before the Athletic Committee (CHS Principal, CHS Assistant Principal, and a CHS Athletic Department Head Coach). The Athletic Director shall present the evidence of an alleged violation to the student and give the student an opportunity to respond to the charge. The Committee shall give an interpretation on the issue in question and shall submit the ruling to the Principal whose decision shall be final.

Expenses: Funding for this program will be provided by the Collinsville Unit School District No. 10.

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. In addition to being penalized by IHSA, a student may be disciplined according to Board policy 7:190, Student Behavior.

EMERGENCIES

Student safety and welfare are major concerns to Collinsville Community Unit School District Number Ten (10). Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement drill to address an active shooter incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian or appropriate personnel may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students. The following emergency situation procedures will be followed:

DISASTER DRILLS

Tornado, Earthquake and Fire Drills

In case of an earthquake, tornado or fire, emergency precautions will be taken. Periodic drills will be run throughout the school year. Detailed information concerning evacuation procedures for fire, earthquake and safety areas for tornadoes is given to each teacher. They will go over these procedures with students as well as keeping instructions posted in each classroom. All instructors

shall carry class lists/grade books with them to the disaster evacuation/safe site area. All evacuation routes will be posted in every room and are included in the School Emergency Readiness Plan.

Bomb Threat

The Collinsville School District takes all Bomb threats seriously. Any person who makes a False Bomb threat will be reported to the police and will be prosecuted ***The following procedures are only a portion of the procedures that will be implemented in case of a bomb threat:***

The local law enforcement officials will be notified immediately. Until they arrive, the following will be initiated: 1) Students and staff will proceed to the designated 'safe site'. If deemed necessary by the administration and/or the local enforcement officials, all students will be evacuated by bus to an alternative site. During these procedures, no student will be allowed to leave campus; 2) Parents/Guardians are requested not to come to school to pick up students. During a Bomb Threat protocol, if parents/guardians have a family emergency, and it is absolutely necessary for the parent/guardian to pick up their child, the parent/guardian will be required to park off campus and walk to the "safe area"; 3) Communication with the school will not be possible. Telephone/Cell Phones cannot be used during a bomb threat; 4) Violation of this policy by students will result in disciplinary action as determined on a case-by-case basis by school administrators. If law enforcement confirms the presence of any explosive device upon their arrival, they will take charge of procedures.

Earthquake Plan

In the event an earthquake is confirmed, students and teachers should: 1) Stay inside - move away from windows, shelves and heavy objects that may fall; 2) Crouch underneath the desktop of their individual student desks to avoid falling or fallen debris. 3) Students and staff in the halls or stairways should move to an interior wall; 3) Turn away from windows; 4) Students and staff in laboratories and kitchens should extinguish all burners before taking cover; 5) Students and staff located outdoors should move to an open space away from the building and overhead power lines and lie down on the ground; 6) No students should leave school grounds without permission.

Fire Evacuation Plan

In the event a fire is suspected or confirmed or an evacuation is required, the school fire alarm will sound. Students and staff should: 1) Leave their designated room by the nearest exit as directed by the teacher; 2) Move away from the building to the evacuation site; 3) Remain calm. The school may choose to use a delayed egress approach (up to three minutes) taking into consideration the guidelines listed below: 1. Fire alarm will sound as normal. 2. Evacuation is delayed up to a three-minute delay to allow for investigation for smoke and/or fire as well investigation of means of egress on the interior and exterior for signs of suspicious subjects or signs of targeted violence.

Intruder Procedures/Lockdown

In the event an intruder is present on campus, the school will go under a 'lockdown' procedure.

Lockdown is a building procedure that takes place in a crisis situation. During a Lockdown, student movement is stopped, and the building is secured. Everyone in the building will be made aware that a serious event has occurred or is about to occur, and how to act accordingly.

Missing Student Procedures

In the event the school office is notified that a student is missing, the parent(s)/guardian(s) of the missing student will be notified immediately. Upon confirming that the student is not on school property, the local Police Department will be notified. Collinsville Unit 10 Schools and the local Police Department will work collaboratively to locate the missing student.

Power Failure

In the event the electrical power goes out, students are to remain in the class that they are attending until notice is given by the office to resume the usual schedule or to follow a revised emergency schedule.

Tornado Plan

In the event school authorities receive information from the Civil Defense or Weather Bureaus that extremely severe weather is imminent, notification will be made from the office (either by announcement or a series of short rings on the bell system) for the teachers to move their classes to a predetermined area. Students are to follow the specific
instructions given by the teacher: 1) Move to the area designated by the teacher; 2) Follow the teacher's instructions; 3) Protect your face and head with your arms and hands; 4) Stay away from glass; 5) Remain calm.

Train Derailment/Chemical Spill Procedures

In the event of a train derailment and/or chemical spill, the school office will notify the local Fire Department and/or law enforcement officials. Upon arrival, the local Fire Department and/or law enforcement officials will oversee the scene at the school.

Emergency Plans for the Physically Handicapped: Employees and students on crutches are reminded not to use the elevators in emergency situations because the electricity may be affected by the emergency. When the crowd dissipates, employees/students on crutches may require assistance to negotiate the stairs. Special safe areas have been provided for students with disabilities.

Students are expected to fully cooperate with school faculty and staff and/or local responders when a drill is conducted or if an emergency arises. Full cooperation includes, but is not limited to, the following: 1) proceeding directly to a designated emergency site in a safe, but speedy manner; 2) complying to the requests of staff to ensure an orderly atmosphere; 3) proceeding directly to the appropriate class/instructional program when the drill is completed. *Other misconduct that violates CUSD10 expectations of 'full cooperation during a drill or emergency,' not specifically addressed in this section will be handled by the administration in a manner consistent with this section.* Failure to fully cooperate with school faculty and staff and/or local responders may result in

disciplinary action, ranging from In-School Suspension (ISS) to Out-of-School Suspension (OSS) as determined on a case-by-case basis by school administrators.

ON-CAMPUS EMERGENCY RELEASE PROCEDURES (CHS)

In the event that a school emergency arises where parents/guardians are authorized to pick-up their children from the school campus, the following procedures must be followed to maintain an orderly environment: 1) In an emergency situation, local responders (i.e., the Collinsville Police Department and/or the Collinsville Fire Department) control the scene. These local responders consider all scenarios and scan the campus to determine if it is safe for re-entry; 2) In an emergency situation, high school students who drove to school may be prohibited from removing their vehicle from campus; 3) Parents/guardians should not drive or park on the high school campus; 4) Parents/guardians should proceed only to the Fine Art Center-Auditorium. *Please do not enter any other building on campus.* In the Auditorium, an update of the situation will be presented; 5) Parents/guardians should not attempt to collect their child at any location other than the designated, pick-up area (the Fine Art Center-Auditorium); 6) Parents/guardians should complete the appropriate "Emergency Release Form" distributed by CHS personnel and submit this form to CHS personnel. *One form must be submitted for each child*; 7) Parents/guardians must present a government-issued photo identification (i.e., driver's license) to CHS personnel when submitting the appropriate "Emergency Release Form;" 8) Parents/guardians must be (physically) present in order for their child to be released. *Phone requests for release of a student will not be accepted*; 9) Only the legal parent/guardian is permitted to request and collect his/her child; 10) Parents/guardians should await the arrival of their child inside the Fine Art Center-Auditorium; 11) Parents/guardians should depart the CHS campus, immediately after completing the "Emergency Release Process" and collecting their child; 12) If a parent/guardian opts to have a student-athlete released from school (when local responders deem the school safe and the school day is not officially canceled), the student-athlete is not permitted to attend any school-related practices or participate in any school-related competition for the date(s) of the release; 13) If a parent/guardian opts to have a student affiliated with an extra-curricular group released from school (when local responders deem the school safe and the school day is not officially canceled), the student affiliated with an extra-curricular group is not permitted to participate in related activities for the date(s) of the release.

In the midst of an emergency situation, the cooperation and communication with parents, students, and staff remains paramount. Parents/guardians who may need to update their contact information, may mail/deliver a signed letter to the CHS Counseling Department containing the changes that are to be made. Parents/guardians may also opt to send a signed letter with their child to present to the CHS Counseling Department.

ON-CAMPUS EMERGENCY RELEASE PROCEDURES (CMS/DIS/ELEMENTARY)

In the case of an emergency student pickup situation that requires parents/guardians to pick up from school or a secondary location, there is protocol within our District Safety Plan that outlines how students are dismissed in a crisis situation. Due to a variety of safety precautions, parents will have to check in and show identification with school personnel to receive their children and WILL NOT have direct access to the student population.

EMPLOYEE CODE OF PROFESSIONAL CONDUCT

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated into this Code of Conduct. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in *grooming* as defined in 720 ILCS 5/11-25, engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, engages in sexual misconduct as defined in 105 ILCS 5/22-85.5, or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

Standards related to school employee-student conduct shall, at a minimum: 1. Comply with the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education; 2. Prohibited grooming behaviors and sexual misconduct include, but are not limited to (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to: a. A sexual or romantic invitation; b. Dating or soliciting a date; c. Engaging in sexualized or romantic dialog; d. Making sexually suggestive comments that are directed toward or with a student; e. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature; f. A sexual, indecent, romantic, or erotic contact with the student; g. Employees are expected to maintain professional relationships with students. 3. Employees are strictly prohibited from using any form of communication with students (e-mails, letters, notes, text messages, phone calls, conversations) that includes any subject matter that would be deemed unprofessional and inappropriate between an employee and student. This District has a "zero tolerance" for any conduct that crosses over that professional line.; a. Employees are not permitted to transport District students in the employee's privately owned vehicle, unless the employee has obtained the prior permission of the Building Principal and/or Superintendent to do so; b. Employees are not permitted to take or possess a photo or video of a student on their private devices. Student pictures for school sponsored activities used in furtherance of the District's educational mission are permitted.; c. Employees are not permitted to meet with a student or contact a student outside the employee's professional role. Employees are expected to avoid crossing a line that results in an actual or perceived inappropriate relationship. 4. District employees are mandated reporters and required to comply with all reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), and

the Elementary and Secondary Education Act (20 U.S.C. § 7926); 5. Employees, students, parents, and any third party can report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*, to a District Complaint Manager, Nondiscrimination Coordinator, Title IX Coordinator, or any other District administrator or staff member the person feels comfortable reporting to; and 6. Employees are required to complete training related to educator ethics, child abuse, grooming behaviors, and boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.
To view a copy of ISBE's resource guide regarding sexual abuse response and prevention resources please click HERE.

ENROLLMENT

Students new to the Collinsville School District are required to enroll at the Collinsville Community Unit School District 10 Administration Office at 201 West Clay Street. A parent/guardian must be present to complete the enrollment process. To facilitate the enrollment process, you may wish to print and complete the C.U.S.D. No. 10 Enrollment Information form and bring it with you to the Administration Office.

Residence

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student. A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency. A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition, provided that the parent(s)/guardian(s) provide transportation and that the student remains in good standing. When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school. If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with 105 ILCS 5/14-1.11, 5.14- 1.11a, and 5/14-1.11b.

Non-Resident Students

Non-resident students may not attend District schools except as otherwise provided in State law.
If a student is determined to be a nonresident of the District for whom tuition must be charged, the person(s) enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident pursuant to Illinois School Code (105 ILCS 5/10-20.12a(a). A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e). A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f). If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b.
The unsafe school choice option allows students to transfer to another District school or 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; and (2) Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

DENIAL OF ENROLLMENT (CHS)

A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic standards if all of the following conditions are met: 1) The student achieved a grade point average of less than "D" (or its equivalent) in the semester immediately prior to the current semester; 2) The student and the student's parent or guardian are given written notice warning that the student is failing academically and is subject to denial from enrollment for one semester unless a "D" average (or its equivalent) or better is attained in the current semester; 3) The parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process; 4) The student is provided with an academic improvement plan and academic remediation services; 5) The student fails to achieve a "D" average (or its equivalent) or better in the current semester. No child may be denied enrollment or re-enrollment under this Section in violation of the Individuals with Disabilities Education Act or the Americans with Disabilities Act.

A school or school district may deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum attendance standards if all of the following conditions are met: 1) The student was absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester; 2) The student and the student's parent or guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester; 3) The student's parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process; 4) The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services; 5) The student is absent without valid cause for 20% or more of the attendance days in the current semester. No child may be denied enrollment or re-enrollment under this Section in violation of the Individuals with Disabilities Education Act or the Americans with Disabilities Act.

RE-ENROLLMENT (CHS)

Re-enrollment shall be denied to any individual above the age of seventeen (17) years who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. No child may be denied enrollment or reenrollment under this Section in violation of the Individuals with Disabilities Education Act or the Americans with Disabilities Act.

EQUAL EDUCATIONAL OPPORTUNITIES & SEX EQUITY

NOTICE OF NONDISCRIMINATION

Equal educational and extracurricular opportunities are available to all students without regard to race, color, national origin, sex, sexual orientation, gender identity, ancestry, age, religion physical or mental disability, status as homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. No student shall, based on sex, ~~or~~ sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Inquiries concerning the application of Title IX (sex equity), Section 504 (handicapped) or Title VI (minorities) should be directed to the C.U.S.D. No. 10 District Office. Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal to the School Board's resolution of the complaint to the Regional Superintendent of schools and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

EXAM POLICY (COLLINSVILLE HIGH SCHOOL)

EXAM EXEMPTION POLICY

SAT testing: Seniors who took the School Day SAT in April of the previous school year and who received a score of 1250 or higher AND have three or fewer absences during first semester AND have no unexcused absences AND no discipline resulting in in-school suspension, out-of-school suspension or assignment to the STOP program will be exempt from taking 1st semester final exams.

Seniors who took the School Day SAT test in April AND who received a score of 1000 or higher AND who have three ~~five~~ or fewer absences during the entire school year AND have no unexcused absences AND no discipline resulting in in-school suspension, out-of-school suspension or assignment to the STOP program will be exempt from 2nd semester final exams. Students not enrolled in Collinsville High School during SAT School Day testing are required to take first semester examinations in all classes.

If any student has any unexcused absences, such student shall forfeit all SAT incentives.

FINAL EXAM EXEMPTION POLICY

In order to promote positive attendance, positive behavior and reward hard work, students may be exempt from taking final examinations if the following criteria are met:

Attendance/Discipline: 1) The student must have no unexcused absences and no discipline resulting in in-school suspension, out-of-school suspension or assignment to the STOP program during the school year. 2) The student must also have no more than three (3) days absent (excluding mental health and college days) during the first semester in order to be exempt from semester one final exams and no more than three (3) days absent during the second semester (excluding mental health and college days) in order to be exempt from semester two final exams.

Academics: Students who earn a semester overall grade of 'A' or 'B' in a class and comply with all stipulations of the attendance/discipline requirements (as outlined above) will be exempt from the semester exam for that class.

Students who meet the criteria to be excused from final exams may opt to take any/all final exams to try to raise their grade at no risk of lowering their grade. Students not exempt from exams who skip their semester final will receive a zero on that exam which may result in a loss of credit for that class.

Students and parents/guardians are encouraged to regularly monitor Grades and Attendance Record through their Skyward Account throughout the year.

EXAM MAKE-UP POLICY

Students are required to take semester exams: 1) during the class period(s) and 2) on the day(s) assigned. Documentation from a medical physician and/or principal approval is required for students missing final exams. Parents should not schedule appointments or vacations for students during final exams. If a student misses the first semester final exam(s) with a documented absence, he/she will be expected to make up these exams no later than the first three days of the second semester. If a student misses the second semester final exams with a documented/approved absence, he/she will be expected to make up these exams no later than the first week of summer break. Students will not be permitted to complete semester final exams before the scheduled exam period, unless given permission by an administrator. If snow days are used, the final date for second semester changes, thus moving the date of second semester final exams. Please take this into consideration as you are scheduling vacations. Students may not be permitted to make up final exams for unexcused absences that occur on a final exam day (i.e. vacation). Students enrolled in a dual credit course with Southwestern Illinois College are required to take that final exam.

EXAM POLICY (COLLINSVILLE MIDDLE SCHOOL)

In order to promote positive attendance, positive behavior and reward hard work, students may be exempt from taking final examinations if the following criteria are met: The student has an A in the class AND the student must have no unexcused absences and no discipline resulting in in-school suspension, out-of-school suspension or assignment to the STOP program during the school year AND The student must also have no more than five (5) days absent (including mental health days and doctor appointments) during the first semester in order to be exempt from semester one final exams and no more than five (5) days absent (including mental health days and doctor appointments) in order to be exempt from semester two final exams

FAMILY LIFE & SEX EDUCATION CLASSES

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology. Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

FEES

The Collinsville School District establishes fees and charges to fund certain school materials and activities. Each school year, the Superintendent will recommend to the School Board a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees.

REFUND/WAIVER OF STUDENT FEES

Students shall not be denied educational services or academic credit due to the inability of parent(s)/guardian(s) to pay fees and certain charges. Fees for textbooks, other instructional materials, and driver education, as well as fines for the loss of school property may be waived for students who meet the eligibility criteria for a waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the Superintendent will recommend to the Board which additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for a waiver.

Collinsville Community Unit School District No. 10 has a Fee Waiver Policy for families receiving Financial Assistance under Article IV of the Illinois Public Aid Code and those students who qualify for the Free and Reduced Lunch Programs. Students whose parents are unable to afford student fees and homeless students may receive a waiver of some fees. Applications for fee waivers may be submitted by a student's parent(s)/guardian(s) who have been assessed a fee on an application form available from the Building Principal. A student shall be eligible for a fee waiver if at least one of the following prerequisites is met: 1) The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program; 2) The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or 3) The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a).Pursuant to the Hunger-Free Students' Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

The Superintendent or designee will give additional consideration where one or more of the following factors are present: 1) Illness in the family; 2) Unusual expenses such as fire, flood, storm damage, etc.; 3) Unemployment; 4) Emergency situations; 5) When one or more of the parents/guardians are involved in a work stoppage. The student's parent(s)/guardian(s) shall submit written evidence of eligibility for waiver of student's fee. A separate application form shall be submitted for each fee assessed to each student. The Fee Waiver Policy does not apply to Summer School or any state fees associated with Driver's Education. Questions regarding the fee waiver application process should be addressed to the CUSD10 Assistant Superintendent.

Fee waivers will be considered only if written evidence is presented by the person applying for the waiver, unless designated homeless.

"School fees" refers to any monetary charge collected by the school or district from a student or the parents/guardians as a prerequisite for the student's participation in any curricular or extracurricular program of the school or district during the school year. A school does not impose a "fee" when it requires that students provide their own ordinary supplies or materials (e.g., pencil, paper, notebooks) that are necessary to participate in any curricular or extracurricular program. "School Fees" include, but are not limited to, the following: 1) Charges for required textbooks and instructional materials; 2) Charges and deposits collected by a school for use of school property (e.g., locks, towels, laboratory equipment); 3) Charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences); 4) Charges or deposits for uniforms or equipment related to varsity and intramural sports, or to fine arts programs; 5)School health services fees ; 6) Charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies); 7) Graduation fees (e.g., caps, gowns); 8) School records fees; 9) Driver's education fees assessed pursuant to School Code [105 ILCS 5/27-24.2]; 10) District 10 school fees include a technology device and device insurance cost. "School Fees" do not include: 1) Library fines and other charges made for the loss, misuse, or destruction of school property (e.g. Chromebook, musical instruments, library fines); 2) Charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items; 3) Charges for optional travel undertaken by a school club or group of students outside of school hours (e.g., a trip to Spain by the Spanish Club or a senior class trip); 4) Charges for admission to school dances, athletic events or other social events; 5) Optional community service programs for which fees are charged (e.g., preschool, before and after school child care, recreational programs); 6) Optional fees or charges such as parking passes; 7) Summer camps that are optional and/or not operated by District 10.

Application for Waiver of School Fees

An application form for school fee waiver is available in the District's Central Office, 201 West Clay Street, Collinsville, IL 62234, or can be downloaded using the link below. The completed form, along with documentation of the household's gross income, including a copy of current Pay Stub(s) for all family members and a copy of current income tax forms 1040 and W-2 Forms for all family members (or other evidence of documentation acceptable to the district), and any additional information/documentation required on the application, must be submitted to the school principal. One application form must be submitted at the beginning of each school year to determine the eligibility for the waiver of all applicable fees for that school year. No fee shall be collected from any parents/guardians who are seeking a fee waiver in accordance with this policy until they have been notified of the district's decision regarding the request or appeal, if one is made. Parents/Guardians are advised that supplying false information to obtain a fee waiver is a Class 4 Felony under Illinois compiled statutes 7-20 ILCS 5/17.6. If the amount of benefit obtained is over $300, it is a Class 3 Felony.

The CUSD10 Assistant Superintendent of Schools or designee will notify the parents/guardians within 30 days of receipt of the request, as to whether the request has been granted or denied. If the request is denied, or a subsequent decrease in family income occurs, you may reapply for a waiver at any time during the school year. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

A denial of a waiver request may be appealed to Dr. Mark B. Skertich, CUSD10 Superintendent of Schools (201 West Clay Street, Collinsville, Illinois 62234) by submitting a completed appeal form within two weeks of the denial. The person filing the appeal may request to meet in person with the CUSD10 Superintendent of Schools to explain the basis for the appeal. A decision will be mailed to the parents/guardians within 30 calendar days of the receipt of the request. The decision of the CUSD10 Superintendent of Schools is final and binding. Questions concerning the fee waiver process should be addressed to Mr. Bradley Hyre, CUSD10 Assistant Superintendent of Schools (123 West Clay Street, Collinsville, Illinois 62234).

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

FAILURE TO PAY FEES; COLLECTION

To maintain the quality of our educational programs, Collinsville School District will make every effort to secure payment of student fees from each parent/guardian who is able to pay. Collinsville School District participates in the Illinois Local Debt Recovery Program, established to collect outstanding debt in coordination with the Illinois Comptroller's Office.

FIELD TRIPS

The Board of Education encourages field trips when the experiences are an integral part of the school curriculum and contribute to the District's desired educational goals. Parents/legal guardians will be required to sign a parent permission slip before students may participate in any activity planned off the school grounds. This includes all field trips.

Approximately two weeks prior to a scheduled field trip, students will be provided with a Field Trip Approval Form and Medical Authorization Form. The Field Trip Approval Form must be approved by each of the student's teachers to indicate that the student is passing the class with a grade of 'D' or better. The Medical Authorization Form must be completed and signed by the parent/guardian. In order to be eligible for field trip attendance students must: 1) be passing all enrolled classes at the time of the submission of the Field Trip Approval Form and 2) submit a signed Medical Authorization Form. Any student who does not return a completed Field Trip Approval Form and Medical Authorization Form will not be allowed to attend the field trip. It is the responsibility of the student to inform his/her teachers of the field trip. Students must request homework for the class period(s)

that they will be absent from class due to a field trip experience prior to leaving on the field trip. Students will assume responsibility for completing any work missed on the day of their return from the field trip (or as agreed to by the classroom teacher).
All students are expected to follow all school rules during a field trip experience. Any student involved in a disciplinary infraction on a field trip is subject to disciplinary action and may lose field trip privileges for the remainder of the school year. The school reserves the right to search all student luggage/bags before going on a field trip or at any time during the field trip to avoid transporting or student possession of illegal or dangerous materials, illegal substances or unauthorized materials. Parents may decline to have their children participate in a school planned field trip. This request to not participate must be made in writing and sent to the building principal. Appropriate alternative learning experiences for non-participating students will be arranged by the teacher.

FINANCIAL AID (COLLINSVILLE HIGH SCHOOL)

GRANTS

To determine eligibility for federal aid, students planning to attend a university, college, community college, or tech school should complete the Free Application for Federal Student Aid (FAFSA) beginning in October of their senior year. The U.S. Department of Education prefers students file the FAFSA on-line at www.fafsa.ed.gov. Students without internet access may request a paper copy of the FAFSA from their counselor or by calling 1-800-433-3243.
Contact the Financial Aid Office at the colleges, community colleges or tech schools to which you have applied about any other required financial aid forms and to discuss other sources of financial assistance. Some colleges automatically consider all applicants for grants and scholarships, while others require separate forms. Check with the Financial Aid office in the fall to make sure you do not miss any deadlines.

SCHOLARSHIPS

There are many scholarships available to students both locally and nationally. The Counseling Department maintains an extensive list of scholarships. Students can access this list online by visiting https://sites.google.com/cusd.kahoks.org/chs-counseling-dept/scholarships or by logging into Naviance at https://student.naviance.com/collinsvillehs.

TRANSCRIPTS

Collinsville High School will provide students with four free transcripts. There will be a cost of $1.00 for every transcript after the initial four. The final (fifth) transcript will be sent at no additional cost. Students must fill out a Transcript Release Form online at: https://counselors.cusd.kahoks.org/transcript-requests .

FUNDRAISING AND ADVERTISING REGULATIONS

Only approved student organizations will be permitted to advertise and conduct fundraising projects on campus. A form must be filled out and approved before any fundraising project is begun. Forms are available in the school office. Organizations may advertise on campus by using posters, signs and the morning announcements. A copy of all posters, signs and bulletin notices to be used must be submitted to the main office for approval. All advertisements must be removed the day after the project has ended. Individuals may not sell any type of merchandise without consent of the school Principal. Merchandise may be confiscated and students may be disciplined for violations as determined on a case-by-case basis by school administrators.

GANG AND GANG ACTIVITY PROHIBITED

The Board of Education considers the presence of gangs and gang activities a substantial disruption of or material interference with, school and school activities. A "gang" is defined as any group, club or organization of two (2) or more persons whose purpose includes the commission of illegal acts. By this policy, the Board of Education acts to prohibit gang activity on or about school grounds, on school buses, or off school at any school activity. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity shall engage in any gang activity, including, but not limited to: 1) Wearing, possessing, using, distributing (delivery or receipt), displaying, selling or arranging/soliciting for the possession, use, distribution (delivery or receipt), display or sale of any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; 2) Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang; 3) Writing, drawing or distributing any gang related symbols or literature; and 4) Using any speech or committing any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating, harassing or threatening any person, (c) committing any other illegal act disruptive of school operation, or intimidating staff or students or other violation of school district policies; d) inciting other students to act with physical violence or intimidation upon any person, group or classification and/or which violate district policies or civil or criminal law.
Students engaging in any gang-related activity, as described above, may be subject to the following disciplinary action: 1) Removal from extra-curricular and athletic activities for a period of 24 months; 2) Conference with parent(s)/guardian(s); 3) Referral to appropriate law enforcement agency; and/or 4) Suspension for up to 10 days with referral to the Board of Education for possible expulsion for up to two years.

GRADES – COLLINSVILLE HIGH SCHOOL

Grades

The equivalence method is used to convert numerical scores into letter grades and to convert letter grades into numerical points according to the following scales:

Numerical Scores	Letter Grades	A.P./ Honors	Enriched	Regular
90 – 100	A	5	4.5	4
80 – 89	B	4	3.5	3
70 – 79	C	3	2.5	2
60 - 69	D	1	1	1
BELOW 60	F	0	0	0

If a class is dropped after the fifth week of a semester, the grade for that semester shall be recorded as an F.
The weighting of grades is tied to attendance.

GRADES & PROMOTION – COLLINSVILLE MIDDLE SCHOOL

Grades and grade point average are reported to the parents at the end of each quarter (nine weeks). The report cards will be available to be viewed by parents/guardians at the end of each grading period. Subject achievements are reported as letter grades and grade point averages are reported as numerical points. For questions regarding grades, please contact the classroom teacher.

Numerical Scores	**Letter Grades**
90 – 100	A
80 – 89	B
70 – 79	C
60 - 69	D
BELOW 60	F

The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include: A miscalculation of test scores; A technical error in assigning a particular grade or score; The teacher agrees to allow the student to do extra work that may impact the grade; An inappropriate grading system was used to determine the grade; An inappropriate grade was based on an appropriate grading system.
The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized test or other testing. A student shall not be promoted based upon age or any other social reasons not related to academic performance.

PROMOTION POLICY

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on Standards Achievement Tests, "Local Learning Assessment" tests, or other testing. A student shall not be promoted based upon age or any other social reasons not related to academic performance. Remedial assistance options will be offered to students based upon recommendation of the school personnel. Records/grades will be reviewed by building administration at the end of the school year to determine overall readiness for the next grade. If the student is deemed ready for the next grade, s/he will be promoted otherwise; s/he will be retained. Students must meet the U.S. Constitution requirement.
***The Promotion/Retention Policy is as follows and is used as a guide by the Collinsville Middle School Administration:** 1) 4 Failures (Core Classes) – Automatic Retention; 2) One (1), Two (2) or Three (3) Failures (Core Classes) – Summer School

Required for Promotion to the next grade level. Administration will make the final determination for Summer School on a case-by-case basis.

ACCELERATED PLACEMENT

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Please contact the building principal for additional information.

GRADES AND PROMOTION - DORRIS INTERMEDIATE SCHOOL

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher. The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing.

In Collinsville CUSD10, successful completion of the curriculum in grades 5-6 means a student attained a final grade above an "F" in both reading and math. In grades K-4, students must attain a final rating higher than "Beginning" in reading and math. If a child receives an "F" as a final grade in reading and math (or "B" for grades K-4), he/she may not be promoted to the next grade level unless a remedial plan is successfully completed. Summer school is the final option of the remedial plan.

A student will not be promoted based upon age or any other social reasons not related to academic performance.

Grade Scale (Grades 5-6)

Letter Grades will be administered in core curricular areas beginning in fifth grade. Progress will be assessed according to student mastery of the state learning standards. Letter grades are issued according to the following scale.

Numerical Scores	Letter Grades
90 – 100	A
80 – 89	B
70 – 79	C
60 - 69	D
BELOW 60	F

GRADE PLACEMENT

Collinsville Community Unit School District #10 reserves the right to test or place on probation for thirty (30) days, any student transferring into the Collinsville School District for purposes of grade placement.

ACCELERATED PLACEMENT

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Please contact the building principal for additional information.

GRADES AND PROMOTION – ELEMENTARY (K-4)

School report cards are available to view in Skyward each trimester. For questions regarding grades, please contact the classroom teacher. Grades may be accessed on-line through Skyward. Parents/Guardians who do not have electronic access to their child's report card can contact the student's school office to request a hard copy of the report card in their home language. The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance. If the student is "Below" in both reading and math, he/she may not be promoted to the next grade level unless a remedial plan is successfully completed. Summer school is the final option of the remedial plan.

EXPLANATION OF ACADEMIC MARKS (GRADES K-4)

Below (B)	Below expectations on grade level standards.
Meets (M)	Meeting expectations on grade level standards.
Exceeds €	Exceeding expectations on grade level standards.
Not Assessed (NA)	The topic/concept was introduced but not assessed at this time.
Satisfactory (S)	The student's skill level is secure.
Needs Improvement (NI)	The topic has been introduced. The students' skill level is not secure.

GRADE PLACEMENT
Collinsville Community Unit School District #10 reserves the right to test or place on probation for thirty (30) days, any student transferring into the Collinsville School District for purposes of grade placement.

ACCELERATED PLACEMENT
The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented. Please contact the building principal for additional information.

GRADUATION CREDIT REQUIREMENTS (COLLINSVILLE HIGH SCHOOL)

To graduate from high school, unless otherwise exempted, each student is responsible for: 1. Completing all District graduation requirements that are in addition to the State requirements. 2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22. 3. Completing all minimum requirements for graduation as specified in State law. 4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance. 5. Participating in State assessments that are required for graduation by State law. 6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf. A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements.

REQUIRED COURSES
There is no limitation on the maximum number of units of credits a student can earn, but the following courses are required and must be successfully completed: 1) English (4 credits); 2) Mathematics (3 credits, including 1 credit of Geometry and enrollment in mathematics for three full academic years); 3) Science (2 credits: 1 credit of life science and 1 credit of physical science); 4) Social Studies [2 ½ credits: including ½ credit in Government (Civics), 1 credit in United States History, and 1 credit in World History or World Geography; 5) Physical Ed. (1 credit per year; Minimum required 3 semesters of PE and 1 semester of Health, PE waiver available under certain circumstances); 6) Consumer Education (min. ¼ credit); 7) Computer Applications (¼ credit). Seniors, with parent/guardian permission, may choose to enroll in an academic class in lieu of lunch/study hall.

State Mandated Graduation Requirements
Four years of language arts; Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements; Three years of mathematics, one of which must be Algebra I and one of which must include geometry content and one of which may be an Advanced Placement computer science course; Two years of science; Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government. Within the two years of social studies requirement, one semester of civics is required; One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, (D) vocational education, or (E) forensic speech (speech and debate). A forensic speech course used to satisfy the course requirement for language arts may not be used to satisfy the course requirement under this subdivision; One semester of health education; Physical education classes; A course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the

American flag; Nine weeks of consumer education; For students first entering high school in the 2022-23 school year, one year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject and which may be counted toward the fulfillment of other graduation requirements.

Free Application for Federal Student Aid (FAFSA) Graduation Requirement

As a prerequisite to receiving a high school diploma, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following: 1) File a FAFSA with the United States Department of Education or, if applicable, an application for State financial aid; 2) File an ISBE waiver indicating that the parent or guardian or, if applicable, the student understands what the FAFSA and application for State financial aid are and has chosen not to file an application.

Upon request, the school will provide a student and his or her parent or guardian any support or assistance necessary to comply with this requirement

A school district may award a high school diploma to a student who is unable to meet this requirement due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements, and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver.

CREDITS

Graduating students are required to have a total of 21 credits. Half a credit per semester is awarded for each course satisfactorily completed except the following: 1) Vocational Center Programs (AVC) - 3 credits -1 ½ credits per semester; 2) Driver Education – ¼ credit; 3) Computer Applications – ¼ credit class; 4) Cooperative Education – 1 ¼ credits per semester; and 5) Algebra IA– ¾ credit for each semester; CEO Entrepreneurship- 2 Credits- 1 credit per semester.

Credits in the ninth through twelfth grades are awarded at the end of first and second semester. An' F' grade in a course means no credit is earned. No credit is awarded for repeating a course if credit was earned previously for the same course - the first grade earned will be the grade used for grade point calculations (except for Current Events which may be taken for credit twice). If a course is dropped after the first five weeks of either semester, the drop will be recorded as a course attempted and will be used to compute grade point average. The grade report and student permanent record will list the drop course as 'F'.'

EARLY GRADUATION

CHS is a four-year institution that does not promote early graduation. However, students may graduate at the end of their 7th semester when they have met all graduation requirements and submitted the Application for Early Graduation by September 5th of their senior year. Early graduates will not be permitted to participate in spring extracurricular activities, attend prom or the senior class trip. Early graduates who wish to walk with their class in the graduation ceremony must attend the mandatory graduation practice. Applications for early graduation may be obtained in the Counseling Department.

HALL PASSES (COLLINSVILLE HIGH SCHOOL)

During class time, students may not be in the hallways without a signed pass. It is the responsibility of the student to assure that they have a school approved pass. Only CHS faculty and office staff may issue passes. Students with passes are to proceed directly to the location identified on the pass. Students are prohibited from altering the content of a pass without the approval of the staff member who initially issued the pass. Student-escorts for pupils with 'early passes' must remain with the pupil identified on the pass until the class dismissal bell and/or the end of the school day. The following color scheme will be followed: 1) Blue-Passes to go to the health room; 2) Orange-Passes to go to the library; 3) White–Passes issued by the office; 4) Green - Summon Slips issued by the office.

HANDBOOK RECEIPT REQUIRED

All parents/guardians must sign a receipt indicating that they agree to read and acknowledge they understand that the Student and Parent Handbook may be accessed via the Collinsville Unit 10 School District Website at http://www.kahoks.org. This should be completed through the Parent Portal in Skyward during the registration process. By signing the handbook receipt, parents/guardians/students acknowledge that they will read and follow the policies and procedures set in place for students by the C.U.S.D. No. 10 Board of Education. Parents/Guardians who sign for their child do so with the understanding that their child will read and follow the policies and procedures set in place for students by the C.U.S.D. No. 10 Board of Education.

HEALTH SERVICES

School Health Services provides emergent/urgent nursing assessment, first aid care, medication administration, vision/hearing screening/referral, health record maintenance and IEP related assessments through the health office. The health and welfare of every student is important. Regardless of the nature and extent of a student's illness or injury, it should be reported to the school nurse. Staff members can refer students to the health office and students can refer themselves by requesting a pass from a staff member. Parent/guardian notification will be based on nursing assessment and the nurse's/principal's discretion.

ACCIDENT REPORTS

If a student is seriously injured which requires medical attention while at school, at a school sponsored event or function, or on the bus, the nurse, the teacher, the bus driver and/or principal will complete an accident report. The student's parents will be notified

as soon as practicable. In the event a child is seriously injured and the parents cannot be contacted, the school nurse will be notified and after an examination and consultation with the principal, a decision may be made to have the child transported to the Emergency Room. Every effort will be made to notify the parents of the decision.

ALLERGY MANAGEMENT - FOOD ALLERGY AND OTHER LIFE-THREATENING ALLERGIES

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your child has a life-threatening allergy or life-threatening chronic illness, please notify the building principal and/or school nurse. Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your child has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your child can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means. If your child has a life-threatening allergy, an emergency action plan and health care plan will be developed and implemented in order to provide the best care for your child. If an EpiPen auto-injector has been prescribed, the parent/guardian will be responsible for notifying the school nurse/principal and providing the necessary emergency documentation and medication. In addition, undesignated Epipens are available in case of a first-time reaction occurring at school that can be administered by the school nurse following an assessment.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

The state requires all public indoor athletic facilities with participants of 100 or more to have AEDs. This includes schools with gymnasiums/wrestling rooms/weight training rooms/physical education classes. An AED (Automated External Defibrillator) is a device that is designed to shock a fibrillating heart back into a normal rhythm. These are safe and effective life-saving devices. There is no danger to students, staff, or visitors. No accidental shock can be given. The device will only shock a fibrillation heart. All CUSD10 school buildings/Administration building/Administrative Annex building are equipped with Heartsine AEDs. There are additional AEDs available for athletic practices and events. Several staff members have completed CPR/AED certification training. Please make your child(ren) aware that these units are housed in wall hanging cabinets in each building and should not be tampered with by students.

BUS TRANSPORTATION - EMERGENCY MEDICAL INFORMATION FOR STUDENTS WITH SPECIAL NEEDS/MEDICAL CONCERNS DURING BUS TRANSPORTATION

The BUS TRANSPORTATION - EMERGENCY MEDICAL INFORMATION FOR STUDENTS WITH SPECIAL NEEDS/MEDICAL CONCERNS DURING BUS TRANSPORTATION form is available from the school nurse in the Health Office. The purpose of this form is to give school bus drivers/monitors information about children who may have special needs or medical concerns during bus transportation. However, the school bus drivers/monitors are not responsible for and will not give/monitor medications on the bus. The school bus drivers/monitors are not trained health care providers. No medication should be carried or used on the bus unless specific arrangements have been made with the school nurse (inhaler/EpiPen/diabetic) and in accordance with Board Policy 7:270. In an emergent situation, a bus driver should pull to a safe stop and notify dispatch to call 911. Examples of this may include but are not limited to: grand mal seizure, severe asthma attack, allergic reaction with respiratory difficulty, and/or severe bleeding from a wound. This form is available from the school nurse and will be kept in the school nurse's office, with a student's IEP/504, with a student/s HCP, and/or at the bus company.

COMMUNICABLE DISEASE – NOTIFICATION AND EXCLUSION

The school will observe recommendations of the CDC, Illinois Department of Public Health, and local health departments regarding communicable diseases. 1. Parents are required to notify the school nurse if they suspect their child has a communicable disease. 2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian. The decision to allow attendance will be made by the school nurse. 3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease. 4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease. 5. A Susceptibility List will be kept in each building indicating the students who are at risk due to lack of immunizations, medical exemptions, or religious exemptions. Parents of susceptible students will be notified in the event of a communicable disease outbreak. If your child exhibits SYMPTOMS of the following illness(es), please follow these guidelines. A Physician's note may be required when returning to school.

ALLERGIC CONJUNCTIVITIS-(caused frequently from allergies) May return to school immediately with confirmation from doctor.

CHICKEN POX/SHINGLES-Exclusion from school for at least 5 days after the eruption of the last vesicles or until all lesions are dry and scabbed over with absence of fever.

COMMON COLD-Exclude from school for fever 100 degree F or greater for 24 hours and/or excessive coughing.

CONTAGIOUS CONJUNCTIVITIS (Pink eye)-Exclusion from school until 24 hours after treatment begins or written permission from the doctor to return to school.

CONJUNCTIVITIS - Allergic conjunctivitis can be caused by allergies. May return to school immediately with confirmation from the doctor. **Contagious Conjunctivitis** (Pink eye) is caused by a bacteria or virus. Must be excluded from school until 24 hours after treatment begins and written permission from the doctor to return to school.

COVID - Exclude until fever-free without fever reducing medications for at least 24 hours and symptoms are significantly improving overall. Upon return and for the next 5 days, the CDC recommends enhancing hygiene practices, wearing a well-fitted mask and physical distance from others when indoors as much as possible.
FEVER-Fever is considered to be 100 degree F or greater. Exclusion from school until the student is **fever-free** for 24 hours without fever-reducing medications.
FIFTH'S DISEASE-Rash will appear lace-like and bright red on arms/chest/abdomen. Facial cheeks may appear bright red. No exclusion unless fever over 100 degrees is present. May require written verification from physician
GASTROENTERITIS (PARASITIC/VIRAL)-Exclusion from school until 24 hour absence of **diarrhea, vomiting, and fever** 100 degree F or greater.
HAND FOOT MOUTH DISEASE-May see lesions on hands, feet, and/or face. Return with written verification from a physician and/or lesions are intact and dry or can be covered at all types. Must be fever free and practice good hygiene (for example-no drooling, no toys in mouth, good hand washing, etc.).
HEPATITIS A VIRUS-Exclusion from school until a written release from doctor is obtained. Must be free of diarrhea, vomiting, and fever for 24 hours before returning to school.
IMPETIGO-Exclusion from school until sores are healed over without drainage or with permission from the physician to return to school 24 hours after treatment begins. Note: Lesions must be covered while in school when possible.
INFLUENZA (FLU)-Exclusion from school until absence of fever (fever is 100 degree F or greater) for 24 hours.
MENINGITIS-Exclusion from school until absence of fever for 24 hours without fever-reducing medication, at least 24 hours of antibiotics, and with written release from the physician.
PEDICULOSIS (HEAD LICE)-Exclusion from school may occur for live lice/multiple nits per the discretion of the school nurse/principal until 1) treatment with appropriate lice eliminating product, 2) removal of live lice/multiple nits, and 3) completion of a head check by the school nurse/principal.
PINWORMS-Exclusion from school until 24 hours after first treatment confirmed. May require written verification from a doctor to return to school. Practice good/frequent handwashing.
RINGWORM-Exclusion from school until 24 hours after treatment begins with written verification from the doctor or evidence of over-the-counter antifungal treatment has been initiated. Lesions should be kept covered at school.
SCABIES-Exclusion from school until 24 hours after the first scabicide treatment confirmed. Written verification from the physician to return to school.
STREP THROAT and SCARLET FEVER-Exclusion from school until 24 hours after treatment (antibiotic) begins with written permission from the doctor to return to school, provided that fever is absent without fever-reducing medications for 24 hours.
STAPH and MRSA-Exclusion from school for a minimum of 48 hours after antibiotic treatment has begun and lesions are closed or completely covered. Exclude if wounds cannot be well contained under a dressing. Exclude from high-risk activities such as contact team sports if the wound cannot be completely covered with a secure bandage that will remain intact throughout sport activity, until completely healed. Exclude from use of pools/whirlpool until wounds are healed. Students must practice good frequent hand hygiene. *Must have doctor written permission to return to school.*
OXYGEN SATURATION-Fingertip pulse oximetry may be used as a tool for asthmatic episodes, coughing episodes, choking episodes, and/or allergic reaction episodes. *Healthy Saturation Levels 95-100%.* If a fingertip pulse oximeter indicates an oxygen saturation level *below 95%* that does not improve after medication/treatment, the student must be sent home and encouraged to call/visit their physician or ER.
PERTUSSIS (WHOOPING COUGH)-Must be excluded for 5 days of appropriate antibiotic treatment. Must be fever free and cough controlled when returning to school. May require written verification from a physician to return to school.

CONCUSSIONS

A concussion is a traumatic brain injury that interferes with normal brain function. Concussions can range from mild to severe and can occur in any organized or unorganized sport or recreational activity resulting from a fall or from players colliding with each other, the ground, or with obstacles. CUSD#10 has Guidelines for Concussive Injuries developed in accordance with 105 ILCS 5/10-20.53, 5/34-18.45 and based on the recommendations from IHSA and the Centers for Disease Control. Students with a concussive injury should not return to physical activity (PE/recess/practice/competition) during the same day of the injury. A physician's note and suggested activity progression should accompany a student and/or student athlete to return to school and or physical activities.

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition. A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

More information can be found at www.kahoks.org/CHS/Sports/Sports_Medicine.htm, www.cdc.gov/safechild www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx, www.cdc.gov/ConcussionYouthSports

DIABETES – CARE FOR

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal or school nurse. Parents/guardians are responsible for and must: 1) Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child; 2) Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care

providers; 3) Sign the Diabetes Care Plan; 4) Grant consent and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan. For further information, please contact the building principal or school nurse.

EMERGENCY EPIPEN-INJECTORS

There will be emergency undesignated EpiPen-injectors available in each school building to be used as needed following an assessment by the school nurse or trained staff member (with CPR/AED certification) of a child with a suspected allergic reaction. Students who have prescribed EpiPen-injectors at school with appropriate paperwork and pharmacy labels can be administered as needed by any trained school staff or self-administered by the student.

EMERGENT HEALTH CONCERNS

Serious illness or injury must be reported immediately to the health office. If a student is too ill or seriously injured and cannot report to the health office on his own, the teacher should contact the main office. If the student is too ill or seriously injured to remain at school, the nurse will make all of the necessary arrangements for the student to go home or be transported by emergency services.

EXEMPTIONS

A student will be exempted from physical/immunization/dental/eye exams for:

1. Religious Objection-a student's parent/guardian presents a Certificate of Religious Exemption to the school nurse/principal. This statement must be approved by the district superintendent or appointed designee. 2. Medical Objection-a student's parent/guardian presents to the school nurse/principal a written and signed statement from the child's physician indicating the reason for the exemption. 3. Eye exam requirement-the student's parent/guardian shows an undue burden or a lack of access to a licensed optometrist/ophthalmologist. A signed eye exam waiver must be on file. 4. Dental exam requirement-student's parent/guardian shows an undue burden or a lack of access to a dentist. A signed dental exam waiver must be on file.

HEAD LICE

Management on the Day of Diagnosis: If a student has a head lice infestation (live bugs) the student may have limited direct contact with others until treated, parents notified, and student sent home per the discretion of the school nurse/principal based on the number of nits/live lice and treatment history. Prompt treatment is recommended. The school will provide written instructions to the parent or guardian regarding appropriate treatment for the infestation.

Upon return to school, parents should accompany students to the health room for a head check before they enter the classroom. Parents should be aware that if live lice and/or nits remain, a child may be sent back home per the discretion of the school nurse/principal. The health staff will make every effort to keep your child in school, but your cooperation/prompt and thorough treatment is a must.

HEALTH EXAMINATIONS AND IMMUNIZATIONS - REQUIRED

All students are required to present appropriate proof that the student received a health examination and required immunizations against preventable communicable diseases. Students must present an up-to-date immunization record that meets all Illinois requirements or an immunization schedule from the physician. Lack of proper immunizations is subject to exclusion from school. Students who are not compliant with physical examination and immunization requirements and have not submitted a waiver to be exempt from immunizations will be excluded from school and will not be permitted to make-up work for academic credit for their absences. The District will also report the student as truant. If a student submits a valid waiver to be exempt from immunization and is subsequently excluded from school due to a disease outbreak or due to his/her exposure to any of the diseases for which immunization is required, the excluded student will have the opportunity to make up all missed academic work for full credit.

SCHOOL HEALTH REQUIREMENTS

Early Childhood/Pre-Kindergarten:

- Physical Exam on Illinois State Form by October 15, 2025

Documented up-to-date Immunizations

Kindergarten:

- Kindergarten Physical Exam on Illinois State Form by October 15, 2025
- Documented up-to-date Immunizations
- Eye Exam on Illinois State Form by Oct 15, 2025
- Kindergarten Dental Exam on Illinois State Form by May 15, 2026

First Grade:

- Same as Kindergarten, Kindergarten Dental Exam completed

Second Grade:

- Same as Kindergarten
- Second grade Dental Exam on Illinois State Form by May 15, 2026

Third/Fourth/Fifth Grade:

- Same as Kindergarten, Second grade Dental Exam completed

Sixth Grade:

- Sixth grade Physical Exam on Illinois State Form by October 15, 2025
- Documented up-to-date Immunizations
- Proof of at least one Tdap Booster
- One dose Meningococcal Conjugate Vaccine (MCV4)
- Sixth grade Dental Exam on Illinois State Form by May 15, 2026

Seventh/Eighth Grades:

Same as Sixth grade, Sixth grade Dental Exam completed

Ninth Grade:

Physical Exam on Illinois State Form by October 15, 2025
Documented up-to-date Immunizations
Ninth grade Dental Exam on Illinois State Form by May 15, 2026

Tenth/Eleventh Grades:

Same as Ninth grade, Ninth grade Dental Exam completed

Twelfth Grade:

Proof of at least one meningococcal on or after 16th birthday, Ninth grade Dental Exam completed

Transfer Students:

District within Illinois: meet requirements of grade level within 30 days of start date

From another State: meet requirements of grade level within 30 days of start date, Eye Exam performed within one year if new to Illinois schools.

**A completed PHYSICAL EXAM includes all required fields (immunizations, examination results, system review, diabetic screening, lead risk assessment, physical education examination). It must be on the Illinois Certificate of Child Health Examination form signed by a Physician/PA/APN including the office stamp/contact information. The health history located on the back of the physical form must be completed and signed by the parent/guardian. Must be completed by October 15 of the required grade or may be subject to EXCLUSION from school.

**DENTAL EXAM - IDPH Proof of School Dental Examination form including the dentist signature and office/clinic information and completed within 18 months of May 15 of the required grade level.

** EYE EXAM - Illinois Eye Examination Report form including doctor signature and completed within one year of the required grade level or upon entry to an Illinois school.

**MEDICAL EXEMPTIONS – written documentation from the physician (ask School Nurse for form).

**RELIGIOUS EXEMPTIONS – written religious explanation from the parent/guardian, signed by a physician (ask for form).

**SPORTS PHYSICAL - If your child will be participating in grades 7-12 sports, a sports physical is required annually (the ninth grade physical exam may be used during freshman year only) on the IHSA/IESA Physical form. Sports physicals are valid for 395 days and must be completed prior to tryouts/practice/play.

Please communicate with your building SCHOOL NURSE if you are in need of assistance finding resources, etc. We are more than willing to assist you in any way we can to prevent your child's exclusion from school.

HEALTH OFFICE

Medical facilities will be available for students that become ill during the school day. Students who feel ill during class should secure a pass from the teacher to go to the health office. If the nurse is not in the office, students should report to the school office. Injuries occurring in the classroom or during physical education class should be reported to the teacher in charge before going to the health office. The school nurse or office must make contact with a parent/guardian/emergency contact before ill students are allowed to be picked up/signed out and/or sign themselves out.

HEARING AND VISION SCREENING

The Illinois Department of Public Health requires certain grade levels be screened for hearing and vision. Certified vision and hearing technicians will perform the screenings. Hearing screening will be conducted for early childhood, pre-kindergarten, kindergarten, first, second, third, and special education students. Vision screening will be conducted for early childhood, pre-kindergarten, kindergarten, second, eighth, and special education students. Color vision screening will be performed for second grade. Vision screening is not a substitute for a complete eye exam by an eye doctor. If your student has completed a hearing or vision exam within one year, you may send a copy of the report to the school to be kept with your child's health record. Only if this documentation is present will your child be exempt from testing. Your child may also be screened during the school year upon request of the teacher based on the observable signs of hearing or vision difficulties in the classroom. If your child fails either the hearing or vision screening, you will receive a letter of notification.

INSURANCE - SCHOOL

School insurance is offered at the beginning of each school year. Parents are encouraged to take advantage of this offering. Envelopes for enrolling for this insurance are available at centralized registration or in the school's office.

MEDICATION POLICY COLLINSVILLE UNIT #10 SCHOOL DISTRICT

STUDENTS ARE NOT ALLOWED TO CARRY ANY TYPE OF MEDICATIONS WHILE IN SCHOOL OR RIDING A SCHOOL BUS. (Students may carry inhalers, Epi-pens, or Diabetic supplies if the student's parent/guardian has completed and signed a *School Medication Authorization Form* as discussed below. If it is necessary to carry these medications/supplies on the bus, an Emergency Medical Information for Students with Special Needs/Medical Concerns During Bus Transportation form may be completed.) Student medication form is available in the school health office.

1. School personnel will not administer medication at school if arrangements can be made so that the student can receive the medication at home. Medications that can be given before and/or after school should be given at home.

2. **Epi-Pens** may be carried and self-administered by the student if the physician indicates in writing on the medication request form that it is medically necessary that the Epi-Pen be carried by the student at all times and that the student has been instructed in the use and self-administration of the Epi-Pen and can fulfill the requirements of the procedure. (The student will be issued a permanent pass for the school year at the senior high level).

3. **Inhalers** kept in the health room must have a ***pharmacy label*** and/or copy of the pharmacy label and the ***Student Medication Authorization Form signed by the*** **physician and parent** on file at school.

Students who self-carry their inhaler must have a copy of the ***pharmacy label*** and the ***Student Medication Authorization Form signed by the parent*** on file at school.

An ***Asthma Action Plan*** should be on file for all students who keep an inhaler in the health room or self-carry and inhaler.

It is recommended to keep an extra inhaler in the health room for emergency use even if the child will self-carry an inhaler.

4. Students who are diabetic may also self-carry and self-administer diabetic testing supplies and insulin. Students who are diabetic must also have a Diabetes Care Plan on file with the school.

5. All medications administered to students during school hours must be transported to and from school by a parent or another adult acting on the parents' behalf.

6. **All requests to administer medication (prescription or non-prescription) to students must be in writing on the designated "Student Medication Authorization Form" and signed by the parent or legal guardian and the physician or appointed designee. Medication will not be administered unless a request form is properly completed and the medication is labeled properly.**

7. All medications, prescribed by the physician, must be in the original pharmacy container. **Prescription medication must have the pharmacy label on the medication bottle, box, or administration device**. **Non-prescription medication must come in a new sealed container.** Any change in the dosage of the medication and/or the directions for use will require a *corrected pharmacy label* indicating the changes and a *signed note from the physician*.

8. All medications given at school require a new Student Medication Authorization Form at the start of each school year.

9. **The administration of any medication containing a narcotic is discouraged during school hours**. If a student requires medication of this type for pain, it is recommended that he/she remain at home until a milder form of medication can be used. It is highly recommended that parents do not administer narcotics before school due to safety issues at school.

10. **Cough drops are permitted at the elementary and intermediate levels (Pre-K to 6th) with a medication permission form or dated note signed by parent/guardian. All cough drops need to be in a new, sealed package.** Students will be asked to stay in the health room or supervised by the teacher in the classroom while the cough drop is administered. However, cough drops are discouraged at this grade level due to risk of choking.

ADMINISTRATION OF MEDICINES TO STUDENTS

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student. A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, and insulin if authorized by the student's diabetes care plan, which must be on file with the school. Students with epilepsy may possess and/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a

plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) e and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f)and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement 105 ILCS 5/22-30(f)and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or Trained staff may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student by one or more of the following individuals: 1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if: a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH; b. Copies of the registry identification cards are provided to the District; c. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus. 2. A properly trained school nurse or administrator, who shall be allowed to administer the medical cannabis infused product to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus. 3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

The District retains the right to use its discretion to regulate the administration of the product, which may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

The District reserves the right to restrict or otherwise stop allowing the administration of medical cannabis to a child if the District or school would lose federal funding as a result.

Void Policy

The School District Supply of Undesignated Asthma Medication section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication. The School District Supply of Undesignated Epinephrine Injectors section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors. The School District Supply of Undesignated Opioid Antagonists section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists. The Administration of Medical Cannabis section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of a medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under StaTe law apply. No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parent(s)/guardian(s) should consult their own physician regarding these medication(s).

MEDICATION – AUTHORIZED USE OF

A student may possess and self-administer an epinephrine auto-injector (EpiPen) and/or an asthma inhaler prescribed for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the administration of any physician ordered medication by school personnel.

The Student Medication Authorization Form (required for all prescription and non-prescription medications at school) must be completed by the student's parent(s)/guardian(s) each school year. This form must be on file in the Health Office, or in the absence of a Health Office, the School Principal's Office.

School personnel will destroy any medication that is not removed from the school at the end of the school year.

Students are not permitted to carry any type of medications while in school or riding a school bus to and from school unless the physician agrees that it is medically necessary for the student to carry his/her inhaler, EpiPen®, or Diabetic supplies. *Discipline for Medication Policy violations includes all disciplinary measures in the student discipline code.*

Resources: Public Act 096-1460 Recommended Guidelines for Medication Administration in Schools Illinois Department of Human Services and the Illinois State Board of Education, 9/2000

Public Act 099-0843 Asthma Episode Emergency Response Protocol and Asthma Action Plans

Public Act 98-0795 Self-Administration and Self-Carry of Medications for Asthma and Allergy

Void Policy

The School District Supply of Undesignated Asthma Medication section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The School District Supply of Undesignated Epinephrine Injectors section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The School District Supply of Undesignated Opioid Antagonists section of the policy is void whenever the Superintendent or designee is, unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The Administration of Medical Cannabis section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

MEDICAL EMERGENCY RESPONSE TEAMS

Medical Emergency Response Teams have been established in each building to respond to medical emergencies including cardiac, asthma, anaphylaxis, diabetes, seizures, and opioid overdose in a timely manner. MERT team members are trained in CPR/AED, Choking Resuscitation, First Aid and Stop the Bleed techniques.

NON-EMERGENT HEALTH CONCERNS (CHS)

Situations that do not demand emergent treatment can be referred, according to the following procedure: 1) The student reports to class and requests a pass to go to the health office. Students will need a blue pass signed by the teacher to enter the health office. The student should proceed directly to the health office and remain there until released. Any student who arrives at the health office without a proper pass may be sent back to class. If the nurse is not in the office, the student should report to the Counseling Department; 2) If the student is too ill or seriously injured to remain at school, the nurse will make all of the necessary arrangements for the student to go home. Under no circumstances, may a student who is ill leave school without checking with the school nurse, school administrator, or CHS attendance office. Students are discouraged from making their own arrangements to leave school by the use of cell phones or other office phones. Student initiated contact to depart campus may be considered unexcused (without school permission) or early dismissal (arranged through the attendance office); 3) Any student who has sustained a serious injury or experiences fever (100 degrees or more), diarrhea, or vomiting, may be immediately dismissed from school through the health office; 4) The nurse may contact student's parent/guardian to bring a one-time dose of medication to treat symptoms such as headache, colds, menstrual cramps, etc.; 5) Parent(s)/guardian(s) are required to notify the school nurse if they suspect their child has head lice. If a student has a head lice infestation (live bugs) the student may have limited direct contact with others until treated, parents notified, and the student sent home per the discretion of the school nurse/principal based on the number of nits/live lice and treatment history. Prompt treatment is recommended. The school will provide written instructions to the parent or guardian regarding appropriate treatment for the infestation and procedures for the return of their child to school. Upon return to school, parents should accompany students to the health room for a head check before they enter the classroom. Parents should be aware that if live lice and/or nits remain, a child may be sent back home per the discretion of the school nurse/principal. The health staff will make every effort to keep your child in school, but your cooperation is a must. Parent notes requesting PE exemptions should be delivered to the CHS health office prior to first hour class. Doctor's notes (indicating time frame) are required for the following: PE exemptions greater than two days, five-minute early pass from class (related to medical reason), use of elevator ($20.00 Fob replacement cost), special needs passes for bathroom privileges, and snacks and/or drinks during the day.

NURSE - SCHOOL

The school nurse supports student success through interventions that improve student health and impact academic achievement by providing emergent care, support of disease processes, development of individual healthcare plans, and involvement in the IEP process. School nurses also act as on-site public health investigators; in this role, school nurses work to prevent the spread of communicable disease and respond to disease outbreaks under the direction of the Health Department.

HELP AND RESPONSE TEAM

H.A.R.T. is an acronym for "Help And Response Team", for the Collinsville Unit 10 School District. This team is activated during any traumatic event that causes a state of heightened emotions and interrupts the normal daily routine within a school. The H.A.R.T. team is brought into the school building to assist in dealing with unexpected events which could include student or staff deaths, or local/state/national emergencies through announcements, classroom presentations, individual and group discussions and follow-up support. The H.A.R.T. members are trained staff from within the Collinsville school district. Members include administrators, counselors, social workers, psychologists, nurses, speech/language pathologists, classroom teachers, and special education teachers. Each H.A.R.T. member has completed intensive training from "The National Institute for Trauma and Loss in Children." Many members are certified as a "TLC School Specialists", and are registered with the national "TLC" program.

In the event of the death of a current student or staff member: 1) After the event is verified, the district's trauma response team (Help and Response Team - HART) will be activated and district social workers, counselors, and psychologists can be made available to assist students and staff through the grieving process; 2) Resources regarding grief and trauma response will be provided to staff and available for students and families at their request; 3) Students wishing to attend the funeral service may do so with parent permission. These students will be excused from class but will be required to make up any missing assignments. Special arrangements will be made for siblings or relatives of the deceased student or staff member; 4) Assemblies will not be scheduled; rather, students will be supported in individual and small group settings; 5) The Superintendent or their designees will be the only persons authorized to talk with representatives from the media. With permission, the media may be allowed on school property; 6) Those students or families who would like to do something in memory of a student or staff member can meet with school social workers or counselors to discuss manners in which to do so outside of the school building or grounds; 7) The Collinsville High School graduation ceremony is reserved for the celebration of scholastic achievement and the anticipation of future opportunities available to all of the graduates. In order to best acknowledge the loss, supporting those who are ready and able to commemorate those who are no longer able to celebrate with the class and those who are not or choose not to have feelings of grief overshadow their time of personal celebration, a memorial flower arrangement will be a part of the annual graduation ceremony to acknowledge all of those who are not able to celebrate the achievement with us.

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: 1) Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction; 2) For up to three months after the child's birth or a miscarriage; 3) When a student must care for his or her ill child if: a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period. 4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks. The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

HOMELESS CHILDREN EDUCATION

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney Homeless Assistance Act and State law. The Director of Student Services shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either: 1) continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or 2) enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

HOMEWORK

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is any work assigned to the student to be completed outside the classroom to measure what students have learned in the classroom. It is an integral part of the educational process and has a positive effect on educational achievement. Homework is a discipline for students to develop organizational skills, responsibility, self-confidence, and good work and study habits and helps facilitate knowledge acquisition, critical thinking, and skill development in specific subject areas. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level. The student shall have the responsibility to contact their teacher(s) concerning a plan for completing make-up work for equivalent academic credit within a reasonable time (this usually means one (1) day for each day of reported or documented absence). Students will not be allowed to make-up work missed due to an unexcused absence.

HONOR ROLL (COLLINSVILLE HIGH SCHOOL)

The Honor Roll is the method of recognizing students for high scholastic achievement. It is based on grades from the 1st semester and 2nd semester. Qualification to the Honor Roll requires a grade point average (GPA) of at least 3.40.

IDENTIFICATION CARDS

(COLLINSVILLE MIDDLE SCHOOL & COLLINSVILLE HIGH SCHOOL)

In order to maintain a safe and secure school environment, Collinsville High School and Collinsville Middle School provides every student a school lanyard and ID badge free of charge at the beginning of the school year. The ID and lanyard must be worn upon arrival to campus, up until the student leaves campus every school day. IDs must be worn around the neck, on the front of the body,

on the outermost clothing, and properly display their current Collinsville High School and Collinsville Middle School ID card. ID cards and lanyards must remain in good condition and not be altered. No decorative stickers of any type should be placed on these identification cards. In the classroom, there may be situations, at the teacher's discretion, where students may remove their ID lanyards to complete a classroom activity (i.e. PE, science lab, etc.). Any student who loses his/her identification card, or is not in possession of an identification card, will be required to purchase a replacement ID card and lanyard. Students may purchase a replacement card and lanyard $10.00 in the CHS Attendance Office/CMS Main Office. Students who habitually do not have an ID card, will face progressive disciplinary action. Students defacing their ID will have to purchase a new ID card and may face disciplinary action. Students may not use computers without the regular student ID or with a temporary ID card. The ID may be needed during the school day, to be presented to any authorized school personnel upon request, for admission into athletic events and assembly programs, to check out books from the media center, to purchase breakfast/lunch or any other times when deemed necessary.

ILLINOIS ELEMENTARY SCHOOL ASSOCIATION (IESA) (COLLINSVILLE MIDDLE SCHOOL)

ATTENDANCE & HOME SCHOOL ELIGIBILITY

Students must attend member schools and may only represent in competition the school they actually attend. See exceptions noted below and 2.140. In music organizational events, students from more than one member school may participate together in an event entered by one member school. The Executive Director shall have discretion to authorize the use of students from member feeder schools in junior high school activities provided: • They are students at an elementary attendance center located in the same school district which feeds the junior high school; and • They are not members of a grade school team in a sport, scholastic bowl team, speech chorale reading group, or music organization group which is entered in the IESA state tournament series; and • They are members of the junior high school athletic or scholastic bowl team for at least one-half of the regular season contests; and • Request for use of these feeder students is submitted by the junior high school principal to the Executive Director prior to participation in any given activity; and • They are eligible under and in compliance with the requirements of these By-Laws; and • The junior high school principal assumes full responsibility for the conduct of these students during all activities in which they represent the junior high school.

SCHOLASTIC STANDING

All contestants shall be in grades five through eight (5-8) and shall not have passed eighth grade standing. At no time, may a student who is in fourth grade or lower practice or participate with a member school. A student shall be doing passing work as determined by the local school district in all school subjects and the school shall certify compliance with this By-Law. Use of a player, contestant, or participant shall be deemed such certification. For all IESA activities, athletic as well as non-athletic, passing work shall be checked weekly. Eligibility will be applied to the Monday through Saturday following the week that was checked. Students must be passing each subject each week to be eligible. Grades shall be cumulative for the school's grading period. The eligibility check shall be the same day each week unless school is not in session; then it must be taken on the last day of student attendance that week. For fall sports, the first eligibility check shall be made following the first full week of attendance at the beginning of the school year. During the succeeding weeks of the school year, the eligibility check shall begin the week prior to the first contest in an activity. In cases where a contest has been postponed or re-scheduled, the current week eligibility shall be used to determine a student's eligibility. For example, a contest is scheduled to be played on Tuesday and because of poor weather, the contest is rescheduled for two weeks later. A student who was grade eligible for the originally scheduled game but is ineligible during the week of the rescheduled game is not eligible. Conversely, a student who was ineligible the week of the originally scheduled game and is grade eligible the week of the rescheduled contest is eligible to play.

RESIDENCE

A student shall be eligible if he/she attends the member school in the district in which he/she resides. If the parents of a student move from one school district to another during the school year, the student may retain eligibility for the remainder of the school year provided the student continues to attend the school in the district from which the parents moved. Students in special education classes have the option of participating for their home school district, which is counting their attendance, and receiving state aid for them or at the attendance center of their special education class. Once the student has chosen the option, it will not be changed unless the student's special education Individualized Education Plan (IEP) changes.

TRANSFER

A transfer student is defined as one who transfers from one school to another school after the first day of classes at his/her school. A student who transfers from one school to another school shall be eligible to participate under the following guidelines: a. The student would be eligible to participate in a sport at their new school during the current school year if during the IESA designated season for a sport, the student had NOT participated in a tryout, organized practice, or contest in that sport at their previous school. See By-Law 2.072 regarding student status as a member of a team. b. A student who transfers from one school to another and is eligible in accordance with section (a) above shall become eligible to participate in contests for the new school on his/her eleventh day of attendance at the new school in any sport or activity and provided all other eligibility requirements are met.

A student who transfers from one school to another is eligible immediately if the school from which he/she transfers is involved in a co-op with the school to which he/she is transferring.

USE OF PARTICIPANTS

Only students who are currently eligible under the rules and By-Laws are eligible to participate. A student becomes a member of the school team when he/she practices with the school team or participates in a contest.

SCHOOLS WITH WHICH CONTESTS MAY BE HELD

Member schools may permit eligible students to participate in interscholastic activities as school representatives pursuant with the following: • Schools which are members of this Association; • Illinois elementary attendance centers containing any of the grades five through eight which are not members of this Association; Effective July 1, 2024 - 16 - • Any school (Illinois or non-Illinois) containing grades five through eight as long as that contest is held in an Illinois school; • Non-Illinois elementary attendance centers in states adjacent to Illinois which contain any of the grades five through eight. Member schools may not permit students to participate as school representatives in interscholastic activities with high school or non-school groups. Member schools are not allowed to practice against or with other schools, including high schools, or allow students from their own school to practice with a different school.

SPORTSMANSHIP OF SCHOOL REPRESENTATIVES

It is the clear obligation of students, school staff, boards of education, and all other official representatives of member schools in all interscholastic relationships to practice and promote the highest principles of sportsmanship and the ethics of competition, and it is the obligation of the member school to maintain proper crowd control at all interscholastic activities. The Association shall have no responsibility for crowd control or for the actions of school representatives. The Board of Directors shall have full authority to penalize any member school, any of whose representatives or spectators may be adjudged upon competent evidence to have violated these obligations. The IESA and its Board of Directors require an administrator or school representative (other than the participating coaches) be in attendance at all home contests. It is recommended that in addition to the tournament manager, an administrator or other school representative from the host school be in attendance at all times for state tournament series contests. The IESA and its Board of Directors recommends that a school have a policy in place when it is necessary to deal with a fan ejection(s). For all contests, game officials will be required to fill out and submit a special report form for an ejection within 48 hours of the incident. In addition, the host school administrator on duty should also complete a special report form within 48 hours and return it to the IESA office following any ejection.

MISBEHAVIOR DURING ACTIVITIES

Students participating in interscholastic contests in violation of the By-Laws, or other persons found to be in gross violation of the ethics of competition or the principles of good sportsmanship, may be barred by the Executive Director from interscholastic activities.

STANDARDIZED IESA CALENDAR

All IESA-sponsored state tournament series, sport seasons, and activities shall be conducted on dates established with the standardized calendar adopted by the Board of Directors. 2.132 The standardized calendar shall number the weeks of the year, with week one (No. 1) being the first full week of July (Sunday through Saturday). The standardized calendar shall be updated and adopted annually at the September board meeting for a three-year period and is subject to change. The standardized calendar is available from the IESA website and should be checked periodically by school personnel for updated dates/changes.

ILLINOIS HIGH SCHOOL ASSOCIATION (IHSA) (COLLINSVILLE HIGH SCHOOL)

This summary is for the purpose of assisting in the understanding of IHSA By-laws and Policies. In case of a conflict between this publication and the constitution and by-laws of the IHSA, the constitution and by-laws shall control.

ELIGIBILITY RULES

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSA will have rules you must follow in order to be eligible for interscholastic participation. The IHSA's rules have been adopted by the high schools, which are members of IHSA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums. The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility should be referred to your principal/official representative, who has a complete copy of all IHSA eligibility rules, including the Association's due process procedure. Only the IHSA Executive Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official representative should contact the IHSA Office. Information contained here highlights some of the most important features of the IHSA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You can review the by-laws at www.ihsa.org. You may lose eligibility for interscholastic competition if you are not in compliance with IHSA by-laws. Remember, if you have any questions regarding IHSA rules, please contact your principal/official representative.

Attendance A. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable. B. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester. C. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) semesters of high school attendance during which you may possibly have eligibility. D. If you have a lapse in school

connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

Scholastic Standing A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits). B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

Residence Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian. You may be eligible if you are entering high school as a freshman and: A. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or B. In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or C. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you continue to pay tuition as a high school student in that same district; or D. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed guardian; or E. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or F. You attend the private/parochial high school which one or both of your parents attended; or G. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian.

Transfer A. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSA Office. You cannot be eligible when you transfer until this form is fully executed and on file in the school office. B. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after the IHSA sport season has begun, you will be ineligible for cross country that entire school term at the new school. C. If you transfer attendance from one high school to another high school, you will be ineligible unless: 1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district; 2. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer; 3. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer; D. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA Office. E. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws. F. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director. Illinois High School Association G. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal/official representative of the school into which you transfer before you participate in an interscholastic athletic contest.

Age You will become ineligible on the date you become twenty (20) years of age, unless your twentieth (20th) birthday occurs during a sport season. In that case, you will become ineligible in regard to age at the beginning of the sport season during which your twentieth (20th) birthday occurs.

Physical Examination You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant or nurse practitioner in order to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

Amateur Status If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with championship rings/mementoes. B. For participating in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check or legal tender) that does not exceed $75 fair market value. There is no limitation on the value of your school letter. C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kids league, etc. It only applies to your own competition in an athletic contest. D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.

Recruiting of Athletes A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy. B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with or not connected with the school, related to athletic participation. C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete, which are not uniformly made available to all students who attend your school. D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate

in athletics. E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement, which is not made available to all applicants who apply to or enroll in the school. F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege or opportunity, which is not also provided or made available to all prospective students at that school. Note: If you are interested in finding out more information about a school, contact the principal/official representative or an administrator at the school, not a member of the coaching staff.

School Team Sports Seasons A. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that: 1. During the school year, you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the bylaws. 2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team. B. Violation of the sport season by-laws will result in penalty to you and/or to your school's coaching personnel.

Playing in Non-School Competition A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport. B. If you participate in a non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible. C. If you wish to participate in a competition sanctioned by the National Governing Body, or its official Illinois affiliate for the sport, your principal/official representative must request approval in writing from the IHSA Office prior to any such participation. D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term. E. You will become ineligible if you participate in, practice with or compete against any junior college, college or university team during your high school career.

All-Star Participation A. After you have completed your high school eligibility in the sport of football, basketball, soccer or volleyball, you may participate in three (3) all-star contests in any of these sports and still play for other school teams, provided the high school season in that sport has been completed. You may lose your eligibility for other interscholastic sports if you play in all-star competition in any of these sports under any other conditions. B. You are not restricted from participating in all-star competition in sports other than football, basketball, soccer or volleyball, except that you may not do so during the school season for the sport.

Misbehavior During Contests A. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both. B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.

The complete set of IHSA By-laws and Policies is available at www.ihsa.org.

INSURANCE - STUDENT

School insurance coverage is offered to students through the school district. It is available to those who desire this type of protection. It is a requirement that any student who participates in the school athletic program must carry some type of accident insurance. The regular policy protects you while on the way to and from school, at all school-sponsored activities, and while at school. A special policy may be purchased that protects the student 24 hours a day for the entire year. Football players are required to have special insurance coverage. This is obtained through the CHS/CMS school office. Forms that explain the policies, and their cost, may be accessed via the Collinsville Unit 10 District website at http://www.kahoks.org.

INTEGRATED PEST MANAGEMENT

Integrated Pest Management (IPM) is the practice of determining and implementing the most appropriate and least invasive techniques for controlling pests by emphasizing prevention and by employing physical, cultural, biological and only as a last resort, hazardous chemical controls. IPM is the best approach to pest control. Every effort is made to help protect the health and safety of students and staff. Illinois law (as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/) requires schools to maintain a registry of parents and guardians of students and employees who have registered to receive written notification prior to application of pesticides to school buildings or provide written notification to all parents and guardians of students before such pesticide application. Written notification may be included in newsletters, bulletins, calendars, or other correspondence currently published by the school district. The written notification must be given at least four business days before application of the pesticide and identify the intended date of the application of the pesticide and the telephone contact number for school personnel responsible for the pesticide application program. Prior written notice shall not be required if there is an imminent threat to health or property. If such a situation arises, the appropriate school personnel must sign a statement describing the circumstances that gave rise to the health threat and ensure that written notice is provided as soon as possible. If a parent or guardian wants to be notified before a pesticide application is applied please fill out the form below and send it to the Director of Building and Grounds, 201 West Clay St, Collinsville, IL 62234. Any questions call

the Director at 618-346-6350, ext. 4292. Pesticide applications will take place on the 3rd Friday of each month after school is out for the day, on an as needed basis.

Pesticides

Pesticides will not be applied on the paved surfaces, playgrounds, or playing fields of any school serving grades K-8 during a school day or partial school day when students are in attendance for instructional purposes. Additionally, the application of any restricted use pesticides is prohibited on or within 500 feet of school property during normal school hours. The Superintendent or designee shall maintain a registry of employees and parents/guardians of students requesting notification before the application of pesticide(s) and notify these people as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/.

Collinsville Unit 10 is aggressively working toward the reduction of pesticides with the implementation of an Integrated Pest Management (IPM) Program and will use the lowest risk factor chemicals that are available.

NOTIFICATION OF PESTICIDE APPLICATION	
*Student Name*_____ *School Student Attends:*_____	*Parent/Guardian Name (Print):*_____ *Parent/Guardian Signature:*_____ *Parent Guardian Address:*_____ *Parent/Guardian Phone::*_____
Please send this form to the: Collinsville School District # 10, Director of Buildings & Grounds, 201 West Clay Street, Collinsville, IL 62234	

INVITATIONS & GIFTS (DORRIS INTERMEDIATE & ELEMENTARY SCHOOLS)

Birthday Invitations should only be brought to school if there is one for the entire class or all the girls or all the boys. Balloons and flowers should not be sent to school for a student

LIBRARY/MEDIA CENTER (CUSD10)

Collinsville CUSD 10 provides an impartial environment in which individuals and their interests are brought together with the universe of ideas and information spanning the spectrum of knowledge and opinions. The District's library media program complies with (1) State law and Ill. State Board of Education (ISBE) rule and (2) the following standards: 1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served; 2. Financial resources for the program's resources and supplies are allocated to meet students' needs; 3. Students in all grades served have equitable access to library media resources; 4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals; 5. The program adheres to the principles of the American Library Association's Library Bill of Rights, (which indicate that materials should not be proscribed or removed because of partisan or doctrinal disapproval) and its interpretative statements, Freedom to Read and Access to Library Resources and Services for Minors policy statements in support of acquiring and managing collections; 6. Staff members are invited to recommend additions to the collection; 7. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences; 8. The program is guided by the principles of the American Library Association's Library Bill of Rights and its interpretation for school libraries.

Vision & Mission Statements

Our vision of a school library/media center is not a warehouse of artifacts but a cognitive playground for the community we empower. Aligned with instructional and student performance objectives, our mission is to be facilitators of knowledge creation. Through easy access to virtual and physical activities, resources, individuals and spaces provided, the library/media center will empower its community the ability to shape the world that surrounds them.

Selection & Acquisitions
School Library Gifts and Donations
Collection Maintenance and Weeding
School Library Reconsiderations

LIBRARY/MEDIA CENTER (COLLINSVILLE HIGH SCHOOL)

Library services are available to all students following the posted library rules. The library provides the student with an opportunity to learn as an individual. It also serves as a point of voluntary access to ideas and information. We desire that all students benefit from an appealing library environment that supports their academic endeavors. Students needing to use the library may do so in the following manner: 1) Before and/or after school with a pass from the librarian (evening library hours will be announced as determined); 2) During class with the classroom instructor; 3) During class with a pass from the classroom instructor; and 4) During study hall and/or lunch with a library pass issued by the librarian and/or classroom teacher.

GUIDELINES FOR LIBRARY USE

1) The CHS Library is open for student use on school attendance days, Monday through Friday from 7:45AM to 3:15PM (after school hours will be announced as determined); 2) Students may access the library by entering through the glass doors, after which the student must sign in; 3) Students may be assigned a seat upon entering the library; 4) Students should return library items to the book drop located at the circulation desk or outside the library doors; 5) Students coming to the library on an individual basis from a classroom must present a valid pass upon entering the library. Passes issued from study hall must be obtained from a content area teacher or the librarian; 6) Students must conduct activities in a manner which will not disrupt other students or staff members using the library. Behaviors which disrupt others will result in a verbal warning and/or disciplinary action; 7) Students must use library technology only for designated academic purposes. Inappropriate use of district technology which violates the CHS Internet Acceptable Use Policy will be subject to disciplinary action as outlined in this handbook. Students should be aware that library computers are monitored both locally and remotely. *THE # 1 RULE: Ask if you need help! We are here to assist you in any way that we can!*

POLICIES FOR LIBRARY USE:

Check-Out Policies: 1) The borrowing of library items requires both a zero balance for fines and no overdue books; 2) Students should never check out items for another student. The borrower is always held responsible for items checked out under his/her name; 3) Books may be checked out for two weeks at a time and may be renewed at the library or online. Students may check out up to 3 books at one time.

Due Dates: Due dates are stamped on date-due cards that are issued with all materials.

Lost/Damaged Library Materials: When a student loses any library materials, he/she must pay for the cost of replacing the materials. If materials are not still in print, students must pay for a like material to replace the lost material(s). The replacement material may cost more than the original. We will search reputable publishers for pricing. If a student damages library materials, the librarian will make the decision to replace or refurbish the item. In both cases, the borrower will be responsible for any cost incurred.

Interlibrary Loan: CHS students have inter-library loan privileges. As such, students will be held financially responsible for inter-library loan items that are lost, damaged, or overdue.

Access to Library Resources: As stated in the ALA's Library Bill of Rights, only parents/guardians maintain the right and responsibility to restrict their student's access to library resources, including inter-library loan selections (Section 53.1.4). We encourage parents/guardians to be actively aware of their student's reading selections.

LIBRARY/MEDIA CENTER (COLLINSVILLE MIDDLE SCHOOL)

Library services are available to all students following the posted library rules. The library provides the student with an opportunity to learn as an individual and is often used by teachers for whole class activities. It also serves as a point of voluntary access to ideas and information. We desire that all students benefit from a positive library environment that supports their academic endeavors.

Students needing to use the library may do so in the following manners:

1) During class with the classroom instructor.
2) During class with a pass from the classroom instructor.
3) During study hall and/or lunch with a library pass issued by the librarian and/or classroom teacher.
4) Anytime via our Book Delivery Request Form on the CMS Library website.

GUIDELINES FOR LIBRARY USE

1) The CMS Library is open for student use on school attendance days, Monday, Tuesday, Thursday, and Friday from 8:40 AM to 3:40 PM and Wednesdays from 8:40 AM - 3:10 PM
2) Students may access the library by entering through the main double doors, after which the student must sign in at the chromebook on the circulation desk.
3) Students may be assigned a seat upon entering the library.
4) Students should return library items to the book drop located at the circulation desk or outside the library doors.
5) Students coming to the library on an individual basis from a classroom must present a valid pass upon entering the library. Passes issued from Kahok Connect study hall must be obtained from their KC teacher or the librarian via the pass request form available on the library website on select mornings until the end of first hour. Final say is up to the discretion of the KC teacher.
6) Students must conduct activities in the library in a manner which will not disrupt other students or staff members using the library, acting in accordance with CMS Code of Conduct parameters. Behaviors which disrupt others will result in a verbal warning and/or disciplinary action and possible restrictions to library privileges.

POLICIES FOR LIBRARY USE:

Check-Out Policies:

1) The borrowing of library items requires both a zero balance for fines and no overdue books; 2) Students should never check out items for another student. The borrower is always held responsible for items checked out under his/her name.
3) Books may be checked out for two weeks at a time and may be renewed at the library or online. Students may check out up to 2 books at one time- some exceptions can be made to this but are addressed on a case by case basis.
Due Dates: Due dates are stamped on date-due cards that are issued with all materials.
Overdue Fines: Students bear the responsibility of their overdue fines by paying them with one of the most valuable things they have- their time. Students will be assigned a number of days they must report to the library to read after having eaten lunch, based on the amount of time their book was late. The fine will be considered paid once the student has come to the library for all assigned periods. Several times throughout the year the students with overdue fines may be given the opportunity to pay fines with things like canned goods for the needy or candy for the "Reading is Sweet" Program, but these opportunities are not guaranteed. When students have not come to the library for their assigned fine time or paid by an alternate option within the timeframe it is offered, students will then owe the standard 25-cents per day fine from the due date to the day the book is returned.
Lost/Damaged Library Materials: When a student loses any library materials, he/she must pay for the cost of replacing the materials. If materials are not still in print, students must pay for a like material to replace the lost material(s). The replacement material may cost more than the original. We will search reputable publishers for pricing. If a student damages library materials,
the librarian will make the decision to replace or refurbish the item. In both cases, the borrower will be responsible for any cost Incurred.
Access to Library Resources: As stated in the ALA's Library Bill of Rights, only parents/guardians maintain the right and responsibility to restrict their student's access to library resources, including inter-library loan selections (Section 53.1.4). We encourage parents/guardians to be actively aware of their student's reading selections.

LIBRARY/MEDIA CENTER (DORRIS INTERMEDIATE SCHOOL)

Checkout Policy
1) Books are checked out for two weeks: 2) Maximum 2 books at a time. (More books are allowed if discussed with Library Assistant); 3) Renewals can be made at the request of the student at any time (Maximum 3 renewals)
Fines
1) There are no fines if the book is returned.; 2) If a student claims that they have returned the book, the librarian will check the shelves to see if a mistake was made. If the book was returned it should be on the shelves. 3) If a book is lost or damaged beyond repair the librarian/library aide will offer the student the following options. a) Pay for the cost of the book; b) Purchase the same hardbound book c) Donate two books. Administration may determine that students with outstanding books fees may not check out any other books until all due books are returned and/or fines paid.
Expectations for Behavior
1) Respect Yourself; 2) Respect Others; 3) Respect Property

The Media Center respects and encourages the right of parents to choose what their child reads. Parents/guardians are encouraged to be actively aware of the physical & digital reading material selected by their child. In order to help parents make those choices please contact the librarian (mhayman@kahoks.org) for help.

LOCKERS

A student's locker is the property of the school and must be used for the purpose intended, a storage area for books, school supplies relating to school use, outdoor garments and personal items which the student is legally entitled to have in his or her possession. If school officials believe that the student has placed illegal or dangerous materials, illegal substances or unauthorized school materials in the locker, school officials may search the locker (and/or its content), with or without the student's knowledge or consent. Lockers may be searched by school officials at any time.
Students will receive a locker assignment by the school office during registration. Students must keep their assigned lockers. Students may not switch lockers or share lockers with another student without administrative approval for a valid and appropriate reason. Students may be subject to disciplinary consequences if they violate this policy. Students must provide locks for their locker or a school lock may be put on it. It is required that students keep their assigned locker securely locked. Students are responsible for the contents of their assigned locker. Lockers are to be cleaned out before leaving school for the summer. The school will not be responsible for lost or stolen items. PE locks and lockers will be assigned in PE classes by the teachers. There will be a $2.00 replacement fee charged for the loss or damage of PE class locks.

LOST AND FOUND

Lost and found items may be retrieved in the school office. All unclaimed items will be donated to a charitable organization.

MANDATED REPORTER

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

MULTILINGUAL ENGLISH LEARNERS

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. Parents/Guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Bilingual Education Program Parent Advisory Committee. For questions related to this program or to express input in the school's English Learners program, contact the District's Bilingual Coordinator.

Bilingual Programs/Transitional Bilingual Education

Transitional Bilingual Education (TBE) programs are required at schools where there are 20 or more Multilingual English Learners of the same language. The Transitional Bilingual Education program is for non-native English-speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language (Spanish) with transition into English. The program helps students to succeed in academic subjects and learn English and develop their native language. Currently Collinsville Community Unit School District 10 offers the TBE program to students in PK-12th grade who speak Spanish. Schools that support the TBE program are Kreitner Elementary, Caseyville Elementary, Dorris Intermediate, Collinsville Middle and Collinsville High School.

Dual Language Education

One-Way Dual Language is a Spanish dual language program that includes instruction in both English and Spanish to help Emergent Bilinguals excel academically while becoming bilingual, biliterate and bicultural. A one-way program is intended for native Spanish speakers to continue developing and building on their native languages while learning English. Students spend part of the school day learning in their native language and part of the day learning in their non-native language. Students in dual language programs develop high-levels of proficiency in their own language as well as a second language. The benefits of balanced bilingualism allow for creativity and problem solving, greater cross-cultural understanding, and marketability for future college and career goals in a bilingual and multilingual society. The Dual Language Model of Spanish/English instructions: Kinder-80/20%, 1st-70/30%, 2nd-60/40%, 3rd-6th50/50%.SchoolsthatsupporttheDual Language program are Kreitner Elementary (K-4th), Caseyville Elementary (K-4th), Dorris Intermediate (5th-6th).

Emergent Bilingual Program

The Emergent Bilingual Program is for newcomer students who are recent immigrants to the United States with limited English proficiency or interrupted education in their native countries. This multigrade classroom (1st-4th) teaches These multigrade classrooms (1st-3rd and 4th -6th) teach English and acculturation to U.S. schools, as well as academic subjects. The EB program is not a permanent placement for students who may need more than one year in this classroom. As students learn BICS (Basic Interpersonal Communication Skills), they would begin a gradual transition to the larger classroom with continued Bilingual Education.

Bilingual Assessments WIDA Screener

The WIDA screener is an abbreviated version of the ACCESS 2.0 test for ELLs. It is given to all new students in the district if a non-English language is indicated on the Home Language Survey. The test is administered by Multicultural Program staff and takes approximately 30-60 minutes or more depending on the English ability of the student.

ACCESS stands for "Assessing Comprehension and Communication in English State-to-State for English Language Learners." The ACCESS test is used to measure student growth in English proficiency. Students are tested in the 5 areas: Social and Instructional Language, Language Arts, Math, Science and Social Studies. All 4 language domains (listening, speaking, reading and writing) are assessed within these content areas. The testing window usually begins in January. The **Illinois State Board of Education (ISBE)** requires that all students in kindergarten through 12th grade who have been identified as an English Learner take the state's English language proficiency test each year, regardless of level of service, until they meet the Illinois state-mandated criteria of an overall composite score of 4.8. Students may not opt out of testing.

NATIONAL HONOR SOCIETY (NHS) (COLLINSVILLE HIGH SCHOOL)

The National Honor Society chapter of Collinsville High School is a duly chartered and affiliated chapter of this prestigious organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of N.H.S. and have been revised to meet our local chapter needs. Students in the eleventh and twelfth grades who have completed at least one semester at C.H.S. are eligible for membership. A student must maintain a minimum cumulative grade point average of 3.5. Those students who meet this criterion are evaluated by the faculty in regards to character. The faculty takes into consideration their professional reflections on a candidate's character and leadership as well as reviewing school disciplinary records. Pledges must: 1) be active members in at least three sponsor-approved school activities; 2) perform thirty five (35) hours of sponsor-approved community service; 3) maintain a minimum cumulative grade point average of 3.5 at the end of semester one and a grade point average of 3.5 for the third academic quarter; 4) attend five (5) N.H.S. meetings; and 5) exemplify the qualities of outstanding character and

leadership. A formal induction ceremony is held at the school to recognize all newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria that led to their selection.

NATIONAL JUNIOR HONOR SOCIETY (NJHS) (COLLINSVILLE MIDDLE SCHOOL)

Eligibility for NJHS is based on the student's academic performance and must meet the GPA for chapter selection standards; Selection is based on the submission of a candidate form, which reflects the candidate's service to the community and excellence in the areas of leadership, citizenship, and character. School faculty will also evaluate candidates these requirements; The NJHS Faculty Council will score candidates based on a rubric, which considers the above criteria. The decisions of the Faculty Council for selection or non-selection are final; NJHS members are held to the highest standard of character and citizenship; NJHS morning meetings and study hall meetings are held once per month, unless otherwise explained by the adviser; Students transferring into CMS their 8th grade year will gain automatic admission if they have been inducted from their sending school; Members are expected to attend ALL meetings and activities; the adviser must be given advanced written notice of absences and members must make up the missed time with individual service hours; Each month, NJHS members will participate in a service project as a group, which may take place within or outside of the school building; Members will need to complete a minimum of 15 hours of service during the school year in which he or she is a member; Any member displaying poor character or citizenship in CMS classrooms or hallways can receive a NJHS character violation from any teacher or staff member at CMS; At the end of each grading period, the adviser will check the GPA for each member to ensure in remains at or above chapter standards; if not he or she will be given written notice that he/she has been put on academic probation until the next grading period; At the end of each grading period (or more often if needed) the adviser will check the discipline records for each member. If these reflect a standard of behavior below chapter standards, the Faculty Council will convene to determine the student's status as a member; Students who do not comply with the principles and rules of membership will be dismissed after a (3/5 majority) vote of the Faculty Council; For particularly flagrant violations (per Article X, Section 2 of the NJHS Constitution), the adviser will meet with the Principal and exercise their prerogative to dismiss the member without convening the Faculty Council; For more information about the National Junior Honor Society, check out the national organization's website: https://www.njhs.us/

NATIONAL TECHNICAL HONOR SOCIETY (NTHS) (COLLINSVILLE HIGH SCHOOL)

The National Technical Honor Society chapter of Collinsville High School is a duly chartered and affiliated chapter of this prestigious organization. Membership is open to those students who meet the required standards in a career and technical field. Standards for selection are established by the national office of the National Technical Honor Society and have been revised to meet our local chapter needs. Students in the eleventh and twelfth grades who are enrolled in a vocational program at C.H.S. are eligible for membership. Pledges must: 1) be a member of a Career and Technical organization (ie. Skills/USA, HOSA, and/or DECA); 2) maintain a minimum cumulative grade point average of 3.0; 3) maintain a minimum cumulative grade point average of 3.5 in the first semester while attending CHS AVC classes; 4) maintain an 'A' average in their AVC class; 5) commit to fifty (50) hours of sponsor-approved community service; 6) meet any financial obligations for membership; 7) provide teacher recommendations to the CHS NTHS selection committee. Pledges will be notified regarding selection and proper procedures to complete membership requirements.

NCAA CLEARINGHOUSE (COLLINSVILLE HIGH SCHOOL)

Students wishing to participate in Division I or Division II athletics must first be certified by the NCAA Clearinghouse. Student athletes should start the certification process early, usually by the end of their junior year. The documents that the Clearinghouse requires are as follows: 1) A completed and signed Student Release Form; 2) Initial eligibility certification fee payment; 3) An official high school transcript; and 4) ACT and/or SAT scores.

Parents/Guardians are responsible for verifying that all NCAA requirements are met and are encouraged to order a free copy of the NCAA 'A Guide for College Bound Student-Athlete' by calling 1-877-262-1492. Detailed information regarding the academic course requirements for NCAA Division I and Division II athletics may be obtained at the NCAA Clearinghouse website: http://www.ncaa.org/student-athletes/future/eligibility-center.

NONPUBLIC SCHOOL STUDENTS

PART-TIME ATTENDANCE

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the Building Principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1. A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment

must pay all fees, prorated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

STUDENTS WITH A DISABILITY

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

EXTRACURRICULAR ACTIVITIES, INCLUDING INTERSCHOLASTIC COMPETITION

Nonpublic students, regardless of whether they attend a District school part-time, will not be allowed to participate in extracurricular activities.

ASSIGNMENT WHEN ENROLLING FULL-TIME IN A DISTRICT SCHOOL

Grade placement by, and academic credits earned at a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education. A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank. Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to School Board policy 7:30, Student Assignment, as well as administrative procedures implementing this policy.

PANDEMIC (INSTRUCTION DURING PANDEMIC)

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child’s school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public’s health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible.

Additionally, please note the following:

1. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
2. Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
3. Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
4. All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
5. Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
6. During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
7. School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
8. Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
9. During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
10, In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
11. Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.

12. Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

Homebound Instruction Notification

Students with disabilities or medical conditions that prevent them from attending school due to the potential increased risk of severe illness which may include risks related to COVID-19 exposure may qualify for home/hospital instruction. Pursuant to the Illinois School Code (105 ILCS 5/14-13.01(a)) and Illinois Administrative Code (Ill. Admin. Code 226.300), students may qualify for home or hospital instruction if it is anticipated that, due to a medical condition (physical or mental), the student will be unable to attend school, and instead must be instructed at home or in the hospital setting for a period of two (2) or more consecutive weeks or on an ongoing intermittent basis. The District will evaluate requests for remote instruction according to Section 504 evaluation procedures, state and federal law and Illinois State Board of Education rules. Families will be required to provide a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse stating the existence of such medical condition, the impact on the child's ability to participate in education, and the anticipated duration or nature of the child's absence from school. Appropriate educational services from qualified staff will begin no later than five school days after District approval of the remote learning plan request Periodic conferences may be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate a student's return to an in-personal learning plan at school. Students who qualify for homebound learning may be offered access to the instruction and curriculum via remote learning through the school district, including virtual classroom sessions and individual meetings and conferences with their teacher(s). During an approved homebound learning plan, online instruction may be in the form of synchronous and/or asynchronous video and/or audio recordings and/or may involve use of third-party virtual platforms (i.e. Edgenuity). Students who do not attend and engage in virtual classroom sessions at the scheduled time without a valid excuse will be considered absent. The Collinsville School District attendance plan for In-Person and Remote Learners complies with the Illinois School Code Section 105 ILCS 5/26-2A. Questions and comments asked and spoken by students will be part of the recording. These recordings will not be made public by the District. Students receiving homebound instruction are not eligible to participate in or attend extra-curricular activities as defined in the Student Handbook.

PARENT AND TEACHER CONFERENCES

Communication between home and school is essential in order to provide the best opportunities for the children in our district. Conferences are scheduled throughout the school year, but please do not feel these are the only times you may confer with your child's teacher. When the need arises, please call the school in advance to schedule a meeting with the teacher. Most problems that students experience in school can be resolved easily when parents and teachers communicate at the first sign of a problem. The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

PARENTAL NOTIFICATION (EDUCATION TECHNOLOGY VENDORS UNDER THE STUDENT ONLINE PERSONAL PROTECTION ACT)

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations. Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data. Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as: Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number; Demographic information; Enrollment information; Assessment data, grades, and transcripts; Attendance and class schedule; Academic/extracurricular activities; Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status); Conduct/behavioral data; Health information; Food purchases; Transportation information; In-application performance data; Student-generated work; Online communications; Application metadata and application use statistics; Permanent and temporary school student record information.

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as: Instruction in the classroom or at home (including remote learning); Administrative activities; Collaboration between students, school personnel, and/or parents/guardians; Other activities that are for the use and benefit of the school district.

PARENTAL NOTIFICATION (ESSA)

NOTICE TO PARENTS REQUIRED BY ELEMENTARY AND SECONDARY EDUCATION ACT, McKINNEY-VENTO HOMELESS ASSISTANCE ACT, AND PROTECTION OF PUPIL RIGHTS ACT

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

ISBE's *Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA)*, published 8-12-16, at: www.isbe.net/Documents/ESSA-faq.pdf.

· U.S. Department of Education's *Frequently Asked Questions regarding Transitioning to the Every Student Succeeds Act (ESSA)*, updated 6-29-16, at:
www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf.

I. Improving Basic Programs Operated by Local Educational Agencies

The following information must be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Annual report cards. Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by Section 6311(h)(2)(C)). See 6:170-AP2, E1 *District Annual Report Card Required by Every Student Succeeds Act (ESSA)*.

The District's annual report card shall be concise and accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District.

2. Teacher and paraprofessional qualifications. At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether: a) The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; b) The teacher is teaching under emergency or other provisional status; c) The teacher is teaching in the field of discipline of the certification of the teacher; d) Paraprofessionals provide services to the student and, if so, their qualifications.

3. Student achievement. Districts must provide parents information on the level of academic achievement and growth of the parent's child in each of the State academic assessments.

4. Non-certificated/licensed teachers. Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

5. Testing transparency. At the beginning of each school year, a school that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by Section 6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with Section 6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including: a) The subject matter assessed; b) The purpose for which the assessment is designed and used; c) The source of the requirement for the assessment; and d) Where such information is available: i) The amount of time students will spend taking the assessment, and the schedule for the assessment; and ii) The time and format for disseminating results.

II. English Learners

1. Language instruction educational programs. Districts must inform a parent of an English learner identified for participation, or participating in, such a program of: a) The reasons for their child being identified as an English learner; b) Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; c) The instructional methods used in their child's program and the instructional methods used in other available programs; d) How their child's program will meet their child's educational strengths and needs; e) How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; f) Exit requirements for the program, including

the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation; g) In the case of a child with a disability, how the program meets the objects of their child's individualized education program; and h) Information regarding parental rights that includes written guidance: i) Detailing parents' right to immediately remove their child from the program upon their request; ii) Detailing parents' options to decline enrollment in the program or to choose another program or instructional method, if available; and iii) Assisting parents in selecting among various programs and instruction methods, if more than one program/method is offered.
Parents shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program.
2. Outreach. Each district shall implement an effective means of outreach to parents of English learners to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for regular meetings for formulating and responding to parent recommendations.

III. Parent and Family Engagement
1. Parent and family engagement policies. Parents and family members shall be notified of the parent and family engagement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. Meeting and information. Each school shall: a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved; b) Offer a flexible number of meetings; c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parent and family engagement policy and the joint development of the school wide program plan under §6314(b); d) Provide parents of participating children: a) Timely information about programs under this part; b) A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and c) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. 1) If the school wide program plan under §6314(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the Board.

IV. Voluntary Public School Choice Program
The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of: a) The existence of the program; b) The program's availability; and c) A clear explanation of how the program will operate.

V. Education of Homeless Children and Youths
1. Notice of rights. The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that: a) Shall be signed by the parent/guardian (or, in the case of an unaccompanied youth, the youth); b) Sets the general rights provided under this subtitle; c) Specifically states: 1) The choice of schools homeless children and youths are eligible to attend, 2) That no homeless child or youth is required to attend a separate school for homeless children or youths, 3) That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; 4) That homeless children and youths should not be stigmatized by school personnel; and 5) Includes contact information for the local liaison for homeless children and youths.
2. Assistance to unaccompanied youth. In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. Public notice of rights. Each district shall ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

VI. Student Privacy
1. Notice of privacy policy. The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall: a) Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and b) Offer an opportunity for the parent to opt the student out of the activity.
2. Notification of specific events. Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.

3. Notice of existing policy. All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., "The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available upon request."

PARENTSQUARE

In efforts to improve communication between parents and school, schools in Collinsville Unit 10 use the ParentSquare platform to share news and information, and communicate general school announcements and reminders. ParentSquare is also used to notify all households and parents by app notification, text and/ phone call regarding unplanned events that cause early dismissal, school cancellation or late start. ParentSquare specializes in school-to-home communications from the district, school and classroom levels. This program requires NO registration because contact information is pulled directly from the Skyward database. However, if families want to utilize the ParentSquare app and manage their notification and language preferences, their account needs to be verified and established in ParentSquare. To ensure receipt of important messages from the district, it is imperative that parents/guardians keep their contact information up-to-date in Skyward.

PARKING PERMIT POLICY (COLLINSVILLE HIGH SCHOOL)

Students at Collinsville High School (CHS) earn the privilege to purchase and retain a parking decal. This privilege is earned by adhering to grade level requirements, attendance expectations, as well as rules of conduct for behavior and parking lot safety. Student vehicles parked on campus must be registered with the main office. A CHS Parking Decal (giving students authorization to park on campus) must be visible and attached to the lower windshield on the front passenger side before the vehicle is parked on campus. Students who do not have a valid parking decal may be assigned In-School Suspension or Short-Term Option Program. No warnings will be issued prior to discipline. All previous obligations must be resolved prior to the issuance of a parking decal.

Only Juniors (must have 10.0 – 14.75 credits) and Seniors (must have 15.0 or more credits) currently registered at CHS are allowed to drive and park on campus during the first semester of school. No student may register a vehicle driven by an underclassman during the first semester of the school year. The penalty for such actions may include a 1-day of in-school suspension or other appropriate discipline as determined by the administration .

Any vacant parking assignments may be assigned to sophomore students (must have 5.00 – 9.5 credits) in January of the second semester of the school year based on the following criteria: Sophomore students may have no more than three (3) absences (ie., unexcused-partial and full day absences), in the first semester of their sophomore year & sophomore students may have no more than fourteen (14) tardies (cumulative) to ANY class during the course of an academic quarter of the current school year. If the criteria listed above are met, stickers will be available based on class rank determined at the end of the student's first semester of their sophomore year. Sophomore students will be charged half of the current year's price for a permit and will be subject to all rules and regulations stated in the parking policy of the handbook.

In order to provide incentives for students to strive for academic excellence, eligible Juniors (must have 10.0 – 14.75 credits) and eligible Seniors (must have 15.0 or more credits) will have the opportunity to choose their parking spot for the following year. Prior to the end of the school year, students will be asked to complete a parking spot request form and submit this form to the high school office. On the form, students will be asked to identify their top three (3) parking spot choices. During the summer months, requests will be fulfilled in an order based upon student classification and students unweighted class rank (calculated at the end of the fourth quarter). Parking requests for senior students will be filled first, followed by junior students. Students (in the same class) who have equivalent unweighted class rank will have their parking spot request order completed through random draw. In the event the requested spots are not available, the student will receive the closest available spot relative to their requests. For example: The student ranked number one (1) in the senior class will have his/her parking spot request fulfilled first, the student ranked number two (2) in the senior class will have his/her parking spot request fulfilled second, etc. After the submitted request forms for the senior class have been fulfilled, the student ranked number one (1) in the junior class will have his/her parking spot request fulfilled, followed by the student ranked number two (2) in the junior class, etc. All parking spot assignments must be claimed during registration in the fall. Any student who does not claim their parking spot at registration will forfeit that parking spot and may reserve a parking spot from the parking spots available.

Students who qualify for a parking permit, but have not been assigned a parking space/decal, may request to be placed on the waiting list. Students on this list will receive a parking permit as spaces become available. The names of students on this list will be arranged based on the order that each student initiates the request and are authorized for placement on the list by administration. A student who commits a vehicle infraction while his/her name appears on the parking permit waiting list, may have his/her waiting list status removed and/or have future driving/parking privileges revoked.

Students are expected to be punctual to all classes and instructional programs. Students who receive 15 unexcused tardies (cumulative) to ANY class during the course of an academic quarter will have their parking privileges revoked for the duration of the school year.

Students who receive ten (10) unexcused tardies and/or unexcused absences (cumulative) to FIRST HOUR class during the course of an academic semester will have their parking privileges revoked for the duration of the school year. Students who are absent unexcused from school for more than ten (10) days cumulative (excluding college days and mental health days) during the course of an academic year, will have their parking privileges revoked for the duration of the school year.

Students are expected to display and maintain appropriate conduct at school. Students who receive two (2) or more Suspensions, one (1) act of gross misconduct, or one (1) Expulsion, may forfeit their parking privileges for the remainder of the school year.

DRIVING AND PARKING REGULATIONS

The driving and parking regulations that follow apply to all students who commit a vehicular infraction or violate parking policy. 1) Students are responsible for the vehicle registered in their name and should drive only that vehicle. In an emergency situation, an "authorized student-driver" may drive another "family-owned" vehicle (i.e., a vehicle registered to the parent/guardian of the student). This "authorized student-driver" must register the "family-owned" vehicle on a form in the Main Office, upon arrival to school each day this vehicle is in use. On this form, students must provide their name, decal number, license number, and the make/model of the "family-owned" vehicle. Students may not register the vehicle of another student. Failure to abide by this registration process may result in disciplinary action; 2) Students may only park in the parking space assigned to them. Designated spaces are available for staff and visitors; 3) Students may not park on the back road. Students should not park their vehicles in fire lanes, bus loading zones, driveways, campus thoroughfares, faculty/visitors parking areas, or in handicap parking areas; 4) Students operating motor vehicles must observe all signs present on CHS parking lots and on school grounds; 5) Students are authorized to drive their registered vehicles during the following situations: arrival to school, early dismissal, and open campus (which occurs when school is dismissed). In the event of an early dismissal, authorized student-drivers must receive a release from the Main Office before exiting the school; 6) All vehicles must be operated in compliance with the Illinois Rules of the Road, including proof of state-mandated, insurance coverage (insurance card), vehicle registration information, and a driver's license; 7) The speed of vehicles must not exceed 10 M.P.H.; 8) All vehicles must be operated on proper roadways within the CHS campus. Driving/parking privileges at CHS may be revoked if a student drives over sidewalks, on grassy areas, or over/through barricades meant to limit/prevent vehicular traffic, drives recklessly, leaves campus without permission or takes another student(s) off campus without permission; 9) Unnecessary and disruptive conduct while driving/parking is prohibited. Such acts include the revving of engines, rapid acceleration, and other dangerous acts (including unexpected braking, performing wheelies, and playing loud music); 10) Transferring parking decals to another student(s) or permitting an unauthorized student(s) to park is not allowed (during any part of the school year). Only the registered student is authorized to use his/her assigned space and vehicle; 11) Always secure your parked vehicle and leave it immediately. Students should vacate their vehicles and clear the parking lot, immediately. Vehicles are to be parked and are to remain parked from arrival to dismissal, unless a student has administrative permission to move the vehicle during the school day – Students will not be issued passes to their vehicle during the school day (except for emergent situations); 12) Registration Conditions: a) Juniors and Seniors must register vehicles for parking according to the policies established by the administration; b) Students who receive parking decals may have their parking decals removed and their driving/parking privileges revoked if it is discovered that he/she does not meet one or more terms of the CHS Student Parking Permit Policy; c) The administration reserves the right to limit the number of parking spaces available or to restrict student parking privileges; d) The cost for an initial, student-parking decal before/during the first semester has been set by the Board of Education. The cost for an initial, student-parking decal during the second semester has been set by the Board of Education. Replacement decals may be provided at an additional expense; 13) Students have no reasonable expectation of privacy in cars parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to search and view by others, and that prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school; 14) Collinsville Community Unit School District #10 assumes no responsibility/liability for damages to student vehicles, any possessions left in them, or anything attached to the vehicles on school property. Students park their vehicles on or near school property at their own risk. Students should be aware that their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended; 15) Any violation of school/parking policy may result in a conference, a suspension(s), and/or removal of driving/parking privileges for the school year (in addition to any other penalty imposed by administration); 16) CHS will NOT refund parking fees; 17) Inappropriately parked vehicles or vehicles without an authorized parking sticker may be towed at the owner's expense.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

To qualify for a parking decal, students must: 1) Receive less than fifteen (15) unexcused tardies (cumulative for all periods), during the CHS academic quarter preceding the quarter when the parking decal is initially issued. (Example: Students receiving decals during registration/Fall Semester 1, must have received less than fifteen (15) unexcused tardies during Spring Semester 2/Quarter 4 of the previous CHS school year); 2) Students must have maintained ten (10) or fewer unexcused absences (partial and/or full day) and/or not exceeded three (3) truant absences.

PHYSICAL EDUCATION

GRADES (COLLINSVILLE HIGH SCHOOL)

Students of Collinsville High School must comply with the graduation requirements established by the C.U.S.D. No. 10. Each student is required to complete a minimum of two (2) units of credit (four semesters) of physical education with passing grades. To receive a grade for each semester, a student must successfully meet the participation and testing requirements established by the Physical Education Department. The requirements stipulate that each student must successfully participate in a minimum of

two-thirds of the activities offered per semester to receive credit. Students not completing the minimum participation requirement of two-thirds of the semester for medical reasons shall receive a medical withdrawal for that semester.

EXEMPTIONS

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting. A student in grades 9-12 may submit a written request to the building principal requesting to be excused from physical education courses for: 1) Enrollment in a marching band program for credit; 2) Enrollment in Reserve Officers Training Corps (ROTC) program sponsored by the District; 3) Ongoing participation in an interscholastic or extracurricular athletic program; 4) Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or 5) Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.

Occasionally a student may be unable to participate in physical education due to an injury or illness. Exemption from Physical Education (PE) may be issued from the nurse with a parent note not to exceed two (2) days. The parent/guardian must write a note stating the nature of the injury/illness to request this excuse. Parent/guardian notes requesting PE exemption should be delivered to the CHS health room prior to first hour class. Requests for PE exemption to exceed two (2) days must be signed by a person licensed under the Medical Practices Act corroborating the medical basis of the request. Doctor's notes for P.E. exemption must have an ending date. If no ending date is listed, duration will be from appointment to appointment or 30 calendar days.

A student who is eligible for special education may be excused from physical education courses in either of the following situations: 1) He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or 2) He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee. A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program. Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course. State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District. Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course: 1) The time of year when the student's participation ceases; and 2) The student's class schedule.

COLLINSVILLE HIGH SCHOOL ATHLETIC PHYSICAL EDUCATION

Prerequisites: Students in grade 10 through grade 12 who are members of an IHSA Collinsville High School sponsored sport may be eligible for enrollment in the CHS Athletic Physical Education course. Students in grade 9 must get permission prior to their fall semester at Collinsville HS from the Collinsville HS AD to be eligible for enrollment in CHS Athletic PE. Athletes must indicate sport(s) they are currently participating in. Final approved course enrollment is subject to approval by the athletic director, teacher, and coach. Athletic physical education is offered to freshmen through seniors who played on a Collinsville school sponsored IESA or IHSA team sport the previous year and will be participating this year.

Special Note: Athletes enrolled in CHS Athletic PE who quit or are removed from a team will be removed from Athletic PE and placed into a regular physical education class immediately. If the athlete that is removed quits the team and plays another sport, he/she will be required to obtain a new permission form signed by BOTH the varsity coach and athletic director in order to be considered for re-enrollment in Athletic PE.. Any student who receives a grade lower than a "B" in a previous semester of Athletic PE will not be eligible for re enrollment in a subsequent semester of Athletic PE.

UNIFORM GUIDELINES (CHS/CMS)

All students shall wear gray, purple or black shirts with sleeves gray, purple or black shorts, socks and athletic shoes during physical education classes. For the safety of students, the following will not be permitted to be worn during physical education class: jewelry, flip-flops, open backed and/or open toed shoes, boots, jeans, pajamas, etc. (Yoga shorts/ pants and tights may be worn with shorts on over them). Sweatshirts and sweatpants may be worn over the physical education uniform with teacher permission prior to dressing. Students not dressing for physical education may be subject to disciplinary action as determined on a case-by-case basis by school administration.

PHYSICAL EXAMS

SCHOOL PHYSICALS

Illinois state law requires all students entering ninth grade and new enrollees to the district to have a physical examination and an up-to-date immunization record on file with the health office. School physicals should be completed on the Illinois DHS form within 12 months prior to the first day of school.

SPORTS/ATHLETICS PHYSICALS

Students who participate in interscholastic athletics at Collinsville Middle School and Collinsville High School must have a current sports physical on file with the athletic trainer. Physicals may be completed on the Illinois DHS form or the IHSA sports physical form. Physicals are valid for 13 months from the date of the exam. Ninth grade physicals must be completed on the Illinois DHS physical form and will also be adequate to meet the IHSA sports physical requirement. Physicals may be submitted to the athletic director, the athletic coach or athletic trainer.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Collinsville Unit 10 School District is a proud participant of Positive Behavioral Interventions and Supports (PBIS). PBIS stands for Positive Behavioral Interventions & Supports. It is an evidence-based framework used by schools to improve school culture and student behavior, promoting a safe environment for learning. PBIS is based on several decades of research by major universities across the country. A key aspect of PBIS is focusing on more **positive behaviors** and less on negative behaviors. The way schools operate are their foundational systems. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes. Schools generate multiple pieces of data about students every day. Within the PBIS framework, schools use data to select, monitor and evaluate outcomes, practices, and systems across all three tiers. Key to improving outcomes are the strategies to support students at every level. In PBIS, these interventions and strategies are backed by research to target the outcomes schools want to see. The outcomes from PBIS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In PBIS, outcomes might be improved student behavior, or fewer office discipline referrals.

POSTERS

All signs or posters affixed in the school building(s) must be approved by a club or activity sponsor (when applicable) as well as the Activity Director and/or Building Principal.

PREVENTION OF ANAPHYLAXIS

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

PUBLICITY RELEASE

At times, the Collinsville School District has the opportunity to publish the achievements of students at school. Examples include everyday classroom activities, awards, special projects, sporting events, etc. Publications may occur through school or district web pages, newspapers or other media. It is the intent of the Collinsville School District to protect all students from harm or injury.

PICTURES OF UNNAMED STUDENTS

Students may occasionally appear in photographs and videotapes taken by school staff members, other students, or other individuals authorized by the building principal. The school may use these pictures, without identifying the student, in various publications, including the school yearbook, school newspaper, and school website. No consent or notice is needed or will be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity.

PICTURES OF NAMED STUDENTS

Many times, however, the school will want to identify a student in a school picture. School officials want to acknowledge those students who participate in a school activity or deserve special recognition. If you DO NOT wish to have your child's named picture, named videotape, interview by the media, or named student-produced materials used for this purpose for the current school year, or if you wish to have your child's name omitted for the current school year, please send a letter outlining your request to the Director of Technology, Collinsville Community Unit School District No. 10, 201 West Clay Street, Collinsville, Illinois 62234. Notification should be made to the District annually if you DO NOT wish to have your child's named picture, named videotape, named interview by the media, or named student-produced materials used for this purpose, or if you wish to have your child's name omitted.

PICTURES OF STUDENTS TAKEN BY NON-SCHOOL AGENCIES

While the school limits access to school buildings by outside photographers, it has no control over the news media or other entities that may publish a picture of a named student. School staff members will not, however, identify a student for an outside photographer.

TEACHER PERFORMANCE ASSESSMENT

Illinois has launched a new performance assessment initiative to insure pre-service teachers (student teachers) have the necessary knowledge, skills and dispositions to be effective educators before teaching licenses are issued. As part of this Teacher Performance Assessment, pre-service teachers must video their performances and the impact the instruction is having on student learning.

Students and their voices must be recorded and student work samples scanned as evidence that learning is occurring. To protect their identity, students' last names are not used on the recording or on any documents submitted to the team of evaluators of teaching performances. Parents who do not want their children recorded or their children's work samples scanned, should contact the principal in writing annually stating so.

PUNS (PRIORITIZATION OF URGENCY OF NEED FOR SERVICES)

Database Information for Students and Parents or Guardians

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at https://www.dhs.state.il.us/page.aspx?item=41131.

REGISTRATION REQUIREMENT

Each summer ALL Collinsville students are required to register online via the Skyward Family Access portal. ~~Y~~early registration is generally held during the last week of July and/or the first week of August. Registration details (dates/times) can be found on the district's web site. All students of Collinsville Community Unit School District Ten (10) will be required to provide proof of residency. Specific requirements for establishing student residency may be retrieved via the Office of Director of Student Services.

REPORT TO PARENTS

Parents/Guardians are encouraged to frequently check their child's progress throughout the year on the CHS FAMILY Access website: www.kahoks.org - Parents/Students>*Family Access.*

RESIDENCE VERIFICATION (ANNUAL)

Collinsville Community Unit School District No. 10 is happy to share that we are updating our district practice for annual student residence verification for compliance with District Policy and Illinois School Code. In an effort to honor parent and staff time, Collinsville CUSD10 will be working with a third-party vendor who uses a system called CLEAR Batch to automatically verify parent/guardian residency within the Collinsville CUSD10 boundaries. The CLEAR Batch system reviews public records to verify the parent/guardian name and address. In the past, all households were required to verify residency at the initial time of student enrollment for continued enrollment in the District. This new process will allow the Collinsville School District to annually verify parent/guardian residence within the boundaries of the Collinsville CUSD10 as only students who are residents of the District may attend a District school except as otherwise except as provided in State law. A student's residence is the same as the person who has legal custody of the student. The software will allow staff to conduct electronic residency verification for the district. The intent of the software is to 1) Conduct annual residence verification in an efficient manner; 2) Significantly reduce parent time needed to satisfy annual residence verification; 3) Significantly decrease staff time taken for the annual residency verification process.

RESTRICTED AREA POLICY (COLLINSVILLE HIGH SCHOOL)

A restricted area is any area of the campus where a student's presence is not required as a result of his/her instructional program. This includes, but is not limited to, the cafeteria (at any time other than assigned lunch periods), the parking lot and the gymnasium for non-athletes after school. Students may use the hallways, restrooms, and locker bays between classes. Movement throughout the building (other than passing periods) will require a hall pass signed by a staff member. Such movement must be done promptly and by the most direct means.

RESTRICTED AREA POLICY (COLLINSVILLE MIDDLE SCHOOL)

A restricted area is any area of the campus where a student's presence is not required as a result of his/her instructional program. This includes, but is not limited to, the Commons Area (at any other time other than assigned lunch periods). Students may use the hallways, restrooms, and their lockers between classes (Administration reserves the right to limit access to school facilities during any time of the school day). Movement throughout the building (other than passing periods) will require a hall pass signed by a staff member. Such movement must be done promptly and by the most direct means. Attendance in a restricted area may result in disciplinary actions by administration.

Campus Arrival/Departure

Upon arriving at school, students are to report to the commons area for breakfast or gymnasium where they will be dismissed to first period class. Students who need to report to a classroom must have a signed pass from a CMS staff member. Students are to vacate the building in a timely manner at the end of the school day unless involved in extracurricular or teacher-supervised activities.

SALE OF FOOD PRODUCTS AT SCHOOL

Sales of candy/food are not permitted during the school day. The sale of food products at school by school sponsored groups will be at the discretion of the Building Principal and permission must be obtained by the club sponsor prior to any sales campaign. All food products sold to students are done with the expectation that the product(s) will be handled/consumed in accordance with all other school rules.

SCHEDULE CHANGES (COLLINSVILLE HIGH SCHOOL)

Collinsville High School creates a new Master Schedule to accommodate the students' course requests during the registration process. Students may see their counselor regarding schedule changes during the first five (5) days of the First Semester and the first five (5) days of the Second Semester. Changes in courses may be honored if the request is related to: 1) Graduation requirements; 2) First semester failures; 3) Failed prerequisite courses; 4) Computer errors; 5) College entrance requirement; and/or 6) A grade of 'D' or 'F' in a class.

Schedule changes will not be made for the following reasons: 1) Lunch hour preference; 2) A student changes his/her mind; 3) A student doesn't like people in the class; 4) A student simply doesn't like his/her schedule; 5) Teacher preference (with the exception of administrative approval). Students should not expect any schedule changes to be made after the first five days of the first Semester and after the first five days of the second Semester. Final decisions regarding student placement procedures and schedule change approval/denial will reside with the building principal.

Important Notice: Students who withdraw from a class after the first five weeks of the first semester and the first five weeks of the second semester will receive a grade of "F" on his/her transcript for the course.

SCHOOL HOURS

Collinsville schools operate with staggered start times to facilitate the efficient transportation of students. A modified schedule is followed for the first and last day of each school year as well as for staff in-service days. Students are dismissed ½ hour early EVERY Wednesday during the school year so staff can participate in Professional Learning Communities (PLC).

SCHOOL HOURS

School	Full Day Schedule	Wednesday Schedule	Half Day Schedule
Elementary Schools *(except Webster)*	7:55AM – 2:40PM	7:55AM – 2:10PM	7:55AM – 11:20AM
Elementary School (*Webster*)	7:55AM – 2:25PM	7:55AM – 1:55PM	7:55AM – 11:05AM
Dorris Intermediate School	9:00AM – 3:45PM	9:00AM – 3:15PM	9:00AM – 12:25PM
Collinsville Middle School	8:45AM – 3:40PM	8:45AM – 3:10PM	8:45AM – 12:15PM
Collinsville High School	7:50AM – 2:50PM	7:50AM – 2:20PM	7:50AM – 11:20AM
Hollywood Heights School	7:30AM – 1:30PM	7:30AM – 1:30PM	

NOTE: Subject to change as per Board of Education approved Return to Learning Plan

SCHOOL REPORT CARD

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools. Students are assessed in reading, math, and science, for both proficiency and growth. Student achievement in these areas is also reported by "subgroup." The federal government mandates that test results for the following subgroups be calculated: gender, race/ethnicity, limited English proficiency, migrant, students with Individualized Education Plans and students receiving free or reduced lunch. The report cards for C.U.S.D. No. 10 may be accessed via the Illinois State Board of Education website at:

https://www.illinoisreportcard.com/District.aspx?districtId=41057010026

SCHOOL RESOURCE OFFICER/DISTRICT SECURITY OFFICER

The Collinsville CUSD10 has School Resource Officers (SRO), a District Security Supervisor (DSS) and a District Security Officer (DSO) to serve as a resource to administrators, classroom teachers, parents and students. The SRO and DSO also assist school officials with supervision and security on our campus, as well as many other services for our entire school community. The SRO, DSS and will assist the school administration with daily obligations of the school.

SCHOOL SONG (COLLINSVILLE HIGH SCHOOL)

FIGHT, FIGHT
Fight, Fight, for old CHS!
We'll show the people we are the best,
We will fight to raise that score cause we're always here to yell some more.
We've got a team that we think is great.
Come on and show them we really rate.
Kahoks, win this game tonight, so come on team, let's fight!
K-K-KAH...O-O-OKS...K-A-H-O-K-S...
Kahoks, Kahoks, Kahoks!

SCHOOL SPONSORED PUBLICATIONS, PRODUCTIONS AND WEBSITES

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act, school board policies and the student/parent handbook. Student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites. Student journalists must: 1) Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group; 2) Produce media based upon professional standards of accuracy, objectivity, and fairness; 3) Review material to improve sentence structure, grammar, spelling, and punctuation; 4) Check and verify all facts and verify the accuracy of all quotations; 5) In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate; and 6) Include an author's name with any personal opinions and editorial statements, if appropriate. Student journalists may not create, produce, or distribute school sponsored media that: 1) Is libelous, slanderous, or obscene; 2) Constitutes and unwarranted invasion of privacy; 3) Violates Federal or State law, including the constitutional rights of third parties; or 4) Incites students to (a) commit an unlawful act; (b) violate any school district policy or student handbook procedure; or (c) materially and substantially disrupt the orderly operations of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Building Principal and/or student media advisers may review, edit, and delete such media material before publication or distribution of the media. No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the School, District or an expression of Board policy.

SCHOOL VISITATION RIGHTS

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences. Letters verifying participation in this program are available from the school office upon request.

SEAL OF BILITERACY PROGRAM (COLLINSVILLE HIGH SCHOOL)

Collinsville High School students have the opportunity to be recognized by the State of Illinois for earning proficiency in English and one additional language. The Illinois State Board of Education's Seal of Biliteracy program will place an official seal on diplomas and confer official recognition on transcripts of those students who qualify.
Two honors are available: the Seal of Biliteracy and the Commendation Toward Biliteracy. The Seal of Biliteracy is awarded to those whose proficiency level is equivalent to the Intermediate High scale set by the American Council on the Teaching of Foreign

Languages. The Commendation of Biliteracy is awarded to students whose proficiency level is rated at Intermediate Low or Intermediate Mid in a second language.

To qualify for the Seal of Biliteracy, seniors must: 1) Earn a minimum composite score of 21 on an official administration of the ACT, **OR** a score of 540 on the SAT English Language Arts **OR** 2) Earn a minimum overall score of 4.8 on the ACCESS for ELLs exam, **OR** a minimum score of I-5 on the ACTFL ~~ESL~~ English Assessment **AND** Earn a minimum score of I-5 on the ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam. The following languages can be assessed with the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Latin, Portuguese, Russian, and Spanish **OR** students can also satisfy this requirement by earning a 4 or higher on the AP Language exams.

To qualify for the Commendation Toward Biliteracy, seniors must: 1) Earn a minimum composite score of 21 on an official administration of the ACT, **OR** a score of 540 on the SAT English Language Arts **OR** Earn a minimum overall score of 3.5 Literacy on the ACCESS for ELLs exam, **AND** Earn a minimum score of I-1, I-2, I-3 or I-4 on the ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam. The following languages can be assessed with the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Latin, Portuguese, Russian, and Spanish; 2) Earn a minimum overall score of 3.5 Literacy on the ACCESS for ELLs exam, **AND;** 3) Earn a minimum score of I-1, I-2, I-3 or I-4 on the ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) exam. The following languages can be assessed with the AAPPL exam: Arabic, Chinese (Mandarin), French, German, Latin, Portuguese, Russian, and Spanish **OR** students can also satisfy this requirement by earning a 3 on the AP Language exams. Additionally, students of Latin may qualify for a Seal of Biliteracy by showing English proficiency through qualifying ACT or ACCESS scores and by earning a minimum score of I-5 on ACTFL's Latin Interpretive Reading Assessment (ALIRA). A qualifying English proficiency score and an ALIRA score of I-1, I-2, I-3 or I-4 will earn a Commendation Toward Biliteracy.
If you are interested in applying for the Seal of Biliteracy, please see your counselor for an application to apply for testing.

SEARCH AND SEIZURE

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

SCHOOL PROPERTY AND EQUIPMENT AS WELL AS PERSONAL EFFECTS LEFT THERE BY STUDENTS

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

STUDENTS

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination. School officials may not request or require a student or his/her parents/guardians to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

QUESTIONING OF STUDENTS SUSPECTED OF COMMITTING CRIMINAL ACTIVITY

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

SEIZURE OF PROPERTY

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

SEX OFFENDER & VIOLENT OFFENDER NOTIFICATION LAW

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren): 1) To attend a conference at the school with school personnel to discuss the progress of their child; 2) To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services; 3) To attend conferences to discuss issues concerning their child, such as retention or promotion. In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Anytime that a convicted child sex offender is present on school property for any reason – including the three reasons above – he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony. State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth. Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:
Illinois Sex Offender Registry, https://isp.illinois.gov/Sor/Disclaimer
Illinois Murderer and Violent Offender Against Youth Registry, https://isp.illinois.gov/MVOAY/Disclaimer
Frequently Asked Questions Concerning Sex Offenders, https://isp.illinois.gov/Sor/FAQs

SKYWARD FAMILY ACCESS (PARENT & STUDENT PORTAL)

Family Access is a real time district-sponsored tool for students and parents to track progress and keep current on assignments, attendance, tests and other academic activities. It may be accessed through the school district website www.kahoks.org - Parents/Students>Family Access. Activation codes will be mailed to parents and students when they enroll in the district. The activation code is designed to protect the privacy of data. Information, which may be obtained through the Family Access website, includes: On-line Registration, daily announcements, class schedules, updated grades, report cards, attendance reports and the ability to update their School Messenger information. Collinsville Unit 10 School District believes that communication between parents and school is critical for the success of students.

SPECIAL EDUCATION SERVICES

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services. The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 21st birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office. Services are provided in the least restrictive environment based upon the child's individual needs and can range from providing consultation to the general education classroom teacher to full-day instructional programming for the student in the special education setting. Collinsville CUSD No. 10 ensures that services and programs are available for children with multiple disabilities, mild and moderate to severe and profound cognitive disabilities and physical, learning or emotional disabilities. If necessary, students may be placed in private education facilities if services cannot be provided within the District. Related services, such as speech and language therapy, physical therapy, occupational therapy, adaptive physical education and social work are also available to students who meet certain criteria and for whom a program-has been developed. If you feel your child may need special education programming, please contact your building principal or school counselor.

REFERRALS FOR SPECIAL EDUCATION

If you believe your child may have a disability, and this disability is adversely affecting your child's education performance, please contact your building principal or school counselor to receive your full procedural rights. Requests for evaluations must be in writing and state the reason for the referral.

CHILD FIND/SPECIAL EDUCATION REFERRAL

The school district attempts to identify, locate and evaluate all children age 3 through 21 who are suspected of having a disability, which adversely affects educational performance. Additionally, the district refers families who are expecting a child or have children up to three years of age to our community partner, Children's Home and Aid, for home visiting and other services. Children with disabilities up to age three and in need of specialized services are referred to Child and Family Connections; an agency that coordinates needed services for the student and their families. Further child find activities include, early childhood screenings and teacher and/or parent referrals for case study evaluations. Screening dates for early childhood children (those children who will be three by the start of the school year up to kindergarten age) can be accessed on the district web site and the local newspapers. The early childhood screening is a free developmental check that includes gross and fine motor, cognitive, vision, hearing and

speech/language screening. Children who show delays in two developmental areas may be referred for full case study evaluation for special education services.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment. Inquiries regarding the identification, assessment and placement of students may be directed to the Collinsville CUSD10 Special Education Department (Hollywood Heights School, 6 Oakland, Caseyville, Illinois 62232, Phone: (618-343-2762).

RELATED SERVICE LOGS

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

MAINTENANCE AND DESTRUCTION OF SPECIAL EDUCATION RECORDS

Special education records (case study components, IEP's and correspondence with educational and diagnostic centers) are considered temporary records and are housed at the Special Education Offices, 6 Oakland, Caseyville, IL 62232. Parents of students, or students, if they have succeeded to the rights of the parents, may view or request copies of these records by contacting the Director of Special Education & Related Services at 618-343-2762. Upon graduation or permanent withdrawal of a handicapped student, as defined in the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226, Subpart A (Special Education), psychological evaluations, special education files and other information contained in the student temporary record which may be of continued assistance to the student may, after five years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. Temporary records of those students who have permanently withdrawn or graduated from Collinsville Community Unit 10 will be destroyed after five years from the date of graduation or permanent withdrawal beginning the second week of June each year. Parents or students, if they have succeeded to the rights of the parent, are encouraged to claim these records because they may be of medical or educational benefit in the student's future. For those parents of students or students, if they have succeeded to the rights of the parents, who may wish to acquire any of these temporary records before they are to be destroyed, please contact the Director of Special Education & Related Services at 618-343-2762.

REQUESTING TO ACCESS CLASSROOM OR PERSONNEL FOR SPECIAL EDUCATION EVALUATION OR OBSERVATION

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child. For further information, please contact the school principal.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

The District shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability as determined through a manifestation hearing. Any special education student whose gross disobedience or misconduct is not a manifestation of his or her disability may be expelled pursuant to the expulsion procedures.

STANDARDIZED TESTS

Students and parents/guardians should be aware that the State and District require students in grades K-12 to take standardized tests throughout the school year. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following: 1) Encourage students to work hard and study throughout the year; 2) Ensure students get a good night's sleep the night before exams; 3) Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein; 4) Remind and emphasize for students the importance of good performance on standardized testing; 5) Ensure students are on time and prepared for tests, with appropriate materials; 6) Teach students the importance of honesty and ethics during the performance of these and other tests; 7) Encourage students to relax on testing day. *A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.*

STUDENT APPEARANCE

The Collinsville School District believes that a working clothing-code establishes an environment conducive to learning and reinforces instruction that prepares students to succeed in the world of work. Appropriate student appearance decreases educational distractions, promotes the safety of all students, produces higher moral and physical standards among students, and in general, contributes to the high level of academic excellence of our school. The students' rights of personal freedom to dress and groom themselves according to personal taste will be respected in Unit 10 schools as long as the dress and grooming does not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate or compromise reasonable standards of

health, safety and decency. Dress and/or grooming which is not in accord with reasonable standards for health and safety will be considered inappropriate. The building principal is the final authority for judging the appropriateness of a student's appearance. If a teacher finds a student's dress or grooming to be a disruption in the classroom, the student will be sent to the office. Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others, may be subject to discipline.

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The District also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, 775 ILCS 5/1-103(Q). Religious headwear or items for religious observance are not prohibited . Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

Student dress and grooming are important issues in creating a safe and orderly educational environment. Each student has the responsibility to dress and groom in a manner that meets reasonable community standards of good taste, health, safety, and cleanliness while not disrupting the educational process. Students are expected to wear clothing in a neat, clean, and well-fitting manner while on school property and/or in attendance at school sponsored activities. Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment. Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages, illegal drugs, drug paraphernalia, violent behavior, or other inappropriate images. Student dress (including accessories) may not display lewd, vulgar, obscene, or offensive language or symbols, including gang symbols.

DRESS & GROOMING GUIDELINES AND PROHIBITED ITEMS

Hats, hoods, bandannas, sunglasses and dark glasses (unless required for a medical condition with a doctor's note), AI Meta Smart Glasses, or any item that blocks students' faces may not be worn in the building during the school day without the expressed consent of the classroom instructor and/or building principal. Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education. Clothing with holes, rips, tears, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school. The length of shorts or skirts must be appropriate for the school environment. Appropriate footwear must be worn at all times. If there is any doubt about dress and appearance, the building principal will make the final decision. Students whose dress causes a substantial disruption of the orderly process of school functions or endangers the health or safety of the student, other students, staff or others may be subject to discipline.

CONSEQUENCE FOR DRESS CODE VIOLATIONS

Students will be required to comply with dress and grooming guidelines (which may include changing clothing, wearing loaner clothes or being sent home and will receive unexcused absences for all classes they miss. Repeated violations by a student may result in assigned disciplinary action as determined on a case-by-case basis.

Other dress and grooming issues that may arise and those not addressed specifically in this section will be handled by the administration on a case-by case basis in a manner that is consistent with the items in the preceding paragraphs.

STUDENT ASSIGNMENT & INTRADISTRICT TRANSFER

Student Assignment and Intra-District Transfer Attendance Areas The School District is divided into school attendance areas. The Superintendent will review the boundary lines annually and recommend any changes to the School Board. Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to policy 6:140, Education of Homeless Children. Building principals (or their designee) shall assign students to classes.

STUDENT BEHAVIOR

Copies of all School District policies on student behavior are available in the School office.

GENERAL DISCIPLINARY AUTHORITY

Because the Board of Education is entrusted with protecting the safety, health and welfare of the students, staff and property of the School District, it may be necessary at times to discipline students whose conduct affects the well-being of the schools. Discipline is determined on a case-by-case basis and is at the discretion of the administration and the Board of Education. The level of consequences imposed will be consistent with the Illinois School Code. Out-of-school suspensions and expulsions are only used for legitimate educational purposes. The district will make all reasonable efforts to resolve disruptions and minimize the length of exclusion to the greatest extent possible before disciplining a student with a suspension or expulsion. The District does not use zero-tolerance discipline except as required by federal law or the Illinois School Code. In accordance with constitutional due process and statutory requirements, the Board of Education may suspend or expel students in cases of gross disobedience or misconduct that occurs on or off campus. This includes on school buses, at bus stops, while students are traveling to or from school at school sponsored events, activities connected with the school program; any event having a nexus with the school; and at any other time such action is necessary for the safety and supervision of students and during periods of remote learning. The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not

limited to: 1) on, or within sight of, school grounds before, during, or after school hours or at any time; 2) off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school; 3) Traveling to or from school or a school activity, function, or event; or 4) anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property and during periods of remote learning..

Only the Board of Education may determine to expel a student from school or from the school bus. The Superintendent, Assistant Superintendents, Principal and Assistant Principals may suspend students from school or the school bus for up to ten (10) school days. Suspensions or expulsions of students shall occur in compliance with procedural regulations to be promulgated and implemented by the administrators of the district. Disciplinary measures other than suspension or expulsion shall be determined by the administration and established in general regulations governing student discipline.

GENERAL PROCEDURES FOR RESOLVING SCHOOL PROBLEMS

School problems can best be resolved at the campus level, where problems start. In order to resolve problems, parents, guardians, and students can meet with a teacher at an appropriate time to discuss existing problems. If the parents, guardians, or students are dissatisfied with the teacher's decision or explanation, they can meet with the building administrator to review the area of concern. If the parents, guardians, or students are dissatisfied with the building administrator's decision or explanation, they can meet with the Director of Student Services to review the area of concern. If further assistance is needed, then parents, guardians, or students can meet with the Superintendent of Schools.

RESPONSIBILITIES IN BEHAVIOR INTERVENTIONS

The effective enforcement of the school based disciplinary management system is essential in keeping a school and school related activities free of disruption and are dependent on the exercise of the responsibilities by the following:

Students

Adhere to school, district, and classroom rules and regulations for behavior and good conduct, 2) Attend all classes regularly and be on time, 3) Prepare for class with appropriate materials and completed assignments, 4) Know that the use, possession, distribution and/or sale of illegal or unauthorized drugs, alcohol, and weapons are unlawful and prohibited and that students may be searched in accordance with Board Policy and state and federal law in order to assure a safe school environment, 5) Show respect for others, 6) Conduct oneself in a responsible manner, 7) Pay required fees and fines, 8) Report threats to the safety of other students, teachers, and staff members, 9) Cooperate with staff members in the investigation of disciplinary matters, 10) Use technology and computers appropriately.

Parents

1) Support school, district, and classroom rules for student behavior and ensure that their children conduct themselves according to district standards, 2) Provide the school with a current address and home, work, and cellular telephone numbers, 3) Ensure student attendance at school by state law (student attendance is the sole responsibility of the parent or legal guardian), 4) Provide the appropriate school personnel with any student information that will affect the student's ability to learn, 5) Read, acknowledge, and understand that school policies and procedures are applicable to their children's conduct while they are at school and while they are attending events having a nexus with the school.

Teachers

Establish classroom-management procedures that concentrate on good student conduct and support school and district policies and procedures. Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline.

Administrators

Develop with all members of the school community an effective School-Based Discipline Management System that promotes and maintains the support of good student behavior. The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed.

Board of Education

Clarify the District's purpose, connect with the community, delegate authority, and monitor school performance. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, bus transportation, the school or any school-related activity and may include 'persistent' misbehavior. 'Persistent' shall be defined as more than one repeated instance of an administrative infraction. An administrator may find, on the basis of the facts and circumstances of the case that a student may benefit in an alternative educational setting.

Disciplinary measures applied to handicapped students are in accordance with the Rules and Regulations to Govern the Administration and Operation of Special Education in the State of Illinois, Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973.

DISCIPLINE PROGRAMS

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions

or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Disciplinary actions apply equally to all students. All discipline will be imposed on a case-by-case basis. Potential disciplinary measures include, without limitation, any of the following measures: Oral correction; Disciplinary conference, phone call, letter, and/or e-mail; Parent/guardian notification: Temporary removal from the classroom; Restitution for lost or stolen goods or property; Community Service; After-school study or Before-school study provided the student's parent/guardian has been notified; Restitution or restoration, as applicable, from vandalism; Seizure of contraband, confiscation and temporary retention of the personal property that was used to violate school rules; Exclusion from extracurricular activities such as field-trips, commencement exercises/awards ceremonies; Suspension of bus riding privileges; Restriction or removal of computer-use privileges for up to one school year; Suspension from school (and all school activities) for up to ten (10) days; Expulsion from school and all school activities for a definite time period not to exceed two (2) years; Notification to juvenile authorities or other law enforcement in circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies; Transfer to the Center for Educational Opportunities (Madison County Regional Safe School Program) or other Alternative Education Program(s) if a student is expelled or otherwise qualifies for transfer under State Law; Any other appropriate disciplinary actions determined by the administration. The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.
Potential disciplinary measures also include, without limitation, the following measures:

Warning: This notifies a student and perhaps his/her parents/legal guardians that he/she is in violation of a rule or privilege of attending school.

Detention (CHS): The detention program is primarily a supervised study time for students. Students assigned detentions shall not be penalized academically. The program will run from 7:00AM – 7:45AM Monday through Friday and from 3:00PM to 4:00PM Monday, Tuesday, Thursday, and Friday. Parents may request that their child be given the next level of consequence in place of detention (In School Supervision). This request must be made prior to the scheduled detention assignment. Any student who refuses to serve, misbehaves, skips or intentionally misses an assigned detention will be assigned to In School Supervision on the following day. Students not reporting to detention on the day assigned may be reassigned to ISS the following day. Any changes to detentions must be made by a parent/guardian ONLY by contacting the appropriate administrator. For morning detention, the change must be made before 3 p.m. the day prior to the assigned detention. For afternoon detention, the change must be made by 12 p.m. on the day of the assigned detention.

Detention (CMS):

Reason for Detention: A teacher, staff member, or an administrator can write a referral for any reason considered interfering with the education process or noncompliance of school rules.

Notice: A one (1) day notice of before/after school detentions must be given by all teachers in order for the student to inform their parents, to arrange transportation, and to notify the location of the detention.

Lunch Detentions: Assigned by administration and are served during the student's lunch period. Students in Lunch Detention will have lunch provided to them (based on their recorded lunch status) or will be permitted to bring lunch from home.

Absences: If absent or suspended, the student is required to serve the detention the next day he/she returns to school. It is the student's responsibility to remember the detention obligation.

Detention Rules: All school rules apply to detention. A student cannot be late or disruptive for detentions and must be busy with schoolwork during the entire detention period. Students are expected to arrive in the detention room on time, bring and work on assignments/school work.

Skipping Detention or Not Following the Rules of Detention: If a student skips detention or chooses not to follow the rules of detention, then the student may be assigned more detentions or ISS.

Tardy Detention: Tardy detentions will be assigned by the administration.

Teacher Detention: Teacher detentions will be held by the classroom teacher in a supervised classroom before or after school, or during lunch periods.

Problems: If a student or parent has questions concerning detention, they should contact the teacher regarding teacher-issued detention(s) or contact the administrations regarding administrative-issued detention(s).

In School Supervision

In-school supervision may be offered as an alternative to out-of-school suspension.

In-School Supervision Procedures (ISS)

The following are suspension procedures: Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges. 2. Students are supervised by licensed school personnel. 3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

In School Supervision (ISS) – (CHS): Students will serve In School Supervision (ISS) at school during the school day for as many days as their disciplinary consequences stipulate. During this time, students should work on the assignments being covered in their classes. Students serving ISS will be counted present and receive full credit for academic work completed. Teachers must provide assignments for credit at the student's request. If a student has an unexcused absence in conjunction with serving an ISS, then make-up work will not be permitted. Students are responsible for obtaining assignments from their teachers prior to reporting to ISS. ISS is the last opportunity a student has for remaining in school following disciplinary infractions. If a student chooses not to follow proper ISS procedure, he/she will be suspended out of school, and may reserve an additional day in ISS and/or STOP

program assignment. Abuse of an ISS assignment or continued violation of ISS rules may result in the loss of the ISS option. Students or their parent/guardian MUST provide transportation home should the ISS assignment not be completed successfully. In order to change an ISS, the request must be made by 12 p.m. the day before the assigned ISS. An OSS may be requested in lieu of an ISS ONLY by a parent/guardian Note: School work may not be made up when a parent opts for OSS instead of ISS.

The following are rules, regulations, and procedures for the Collinsville High School ISS assignment: 1) Students must be in their seats when the 7:55 a.m. bell rings; 2) Students may not talk or cause any type of disruption or distraction to the "Absolute Quiet" atmosphere of the ISS; 3) No sleeping is permitted; 4) Students are to be studying, reading, and completing academic assignments quietly. Students must come prepared with pen, pencil, etc. to work in ISS; 5) Students are responsible to acquire and return make-up work for missed classes; 6) Lunch is spent in ISS. Students may bring a lunch from home or order a lunch. All drinks must be sealed. No soda is permitted in the ISS room; 7) A type "A" lunch is the only purchasable option. No other eating or drinking is permitted. Gum and cough drops are not permitted at any time; 8) Once the lunch orders have been placed, no additions will be made; 9) There will be three breaks during the day. There will be no other breaks, trips to the lockers, or use of the phones except for medical reasons or emergencies; 10) Students who leave ISS early will not receive credit for the day and would therefore serve the ISS on the next day of attendance. The student will still receive academic credit for all work completed; 11) Students who are absent from school on days to be spent in ISS must make up the days absent when they return to school; 12) In the event that school is canceled for any reason on the day of an ISS assignment, the student should report to ISS on the first day that school resumes; In the event that a student is absent on the day of an ISS assignment, the student should report to ISS on the first day that the student returns to school, 13) Dismissal is at 2:55 P.M. Students are to take all of their books and materials with them each day of an ISS assignment. Nothing is to be left in the ISS room. Anything left in the room will be taken to the Lost and Found; 14) Students who fail to successfully complete an ISS assignment may be sent home. For a failure to complete ISS assignment: 1) the office will contact the parent; 2) the parent must arrange for student transportation home, and; 3) the day may be recorded as an Out of School Suspension. Additional failures of ISS may result in out of school suspension for the number of days remaining for the ISS assignment.

If a parent/guardian is not able to arrange for transportation home: 1) the student will be sent to the library testing center; 2) the day attendance will be recorded as an in-building absence (IA) and; 3) the student must serve a STOP assignment on the next day of student attendance.

In-School Supervision (ISS) (CMS)

Students assigned to In-School Supervision (ISS) must first report to first period class and then proceed to the ISS room. It is the student's responsibility to obtain homework assignments and take work materials to ISS daily. Administrators will give students ample time to collect homework assignments. Any student who refuses to report to ISS will be subject to STOP or out-of-school suspension. The rules of ISS are posted in the ISS room and are available to parents/guardians upon request. Failure of In-School Supervision (ISS); Students must pass a full day of ISS to fulfill their ISS obligation. The ISS Supervisor will determine whether a student passes or fails based on the compliance of the student to the rules of ISS. If a student chooses not to follow proper ISS procedures, s/he may be suspended out of school for the day s/he failed. Based on the reason for ISS failure, the remaining ISS days may be turned into STOP or Out-of-School Suspensions. Parents are encouraged to avoid scheduling appointments or requesting early dismissal(s) of students on an assigned ISS day(s). Changes to the ISS date(s) selected by administration may only occur when the parent/guardian of the assigned student contacts the administrator who made the assignment to request an alternative ISS date(s). CMS encourages all students to serve ISS assignments; parent(s)/guardian(s) may opt for their child to serve one day of Out-of-school suspension for every ISS assigned to their child, but it is highly discouraged. Students who are absent from school on days to be spent in ISS will have to make up the days absent when they return to school. Homework assignments completed during ISS can be turned in for credit when the student returns to regular classes. Quizzes and tests missed while a student is assigned to ISS can be made up. All students in ISS will have a lunch provided to them (based on their recorded lunch status) during a common ISS lunch period. ISS assignments must be served on school days when school is in session. In the event that the ISS day(s) assigned to a student spans a day(s) classified as a district emergency day (i.e. snow day) the emergency day(s) will not be counted toward the fulfillment of the ISS assignment.

Short-Term Option Program (STOP) (DIS/CMS/CHS): The Short-Term Option Program (STOP) is designed to keep suspended students in school. Students assigned to the STOP program report directly to the school office upon arrival to the school campus and are then transported to the Center for Educational Opportunities (CEO) Madison County (IL) Regional Safe School located in Troy, Illinois. Teachers at the Regional Safe School STOP Program work with students to complete assigned academic work from Collinsville High School.

Out of School Suspension (OSS): A student's out of school suspension assignment is determined on a case-by-case basis and is at the discretion of school administrators and Board of Education. *The level of consequences imposed will be consistent with the Illinois School Code.* Students assigned to Out of School Suspension (OSS) will not be allowed on school district property at any time during their Out of School Suspension. Out of School Suspensions are assigned only for days when school is in session. In the event that school is canceled for any reason during the period of an out of school suspension, the student will serve the remaining day(s) of the out of school suspension period on the next day(s) that school resumes. During an out of school suspension assignment, the student will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are suspended Out-of-School for longer than 4 school days may be provided appropriate and available support services during the period of their suspension as determined by school officials.

Out of School Suspension Procedures (OSS)

The following are suspension procedures:

1) A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended; 2) A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable; 3) An attempted phone call to the student's parent(s)/guardian(s); 4) A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall: a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension; b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit; c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and e. Depending upon the length of the out-of-school suspension, include the following applicable information: i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose: a. A threat to school safety, or b. A disruption to other students' learning opportunities. ii. For a suspension of 4 or more school days, an explanation: a. That other appropriate and available behavioral and disciplinary interventions have been exhausted, b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and c. That the student's continuing presence in school would either: i. Pose a threat to the safety of other students, staff, or members of the school community, or ii. Substantially disrupt, impede, or interfere with the operation of the school. d. Of what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee; 5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee; 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. a. At the review, the student and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency
to consult with the Board. d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

NOTE: *Parents/Guardians who elect not to send their child to school on a day of assigned In-School suspension and/or Short-Term Option Program (STOP) will be considered as unexcused absences from school. Students will not be allowed to make up work missed due to these days of unexcused absence.*

Expulsion

Expellable acts include, but are not limited to, serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school and/or that most seriously disrupt the orderly educational process in the classroom and/or school. Expulsion may occur if misbehavior occurs on school property or at any school-sponsored or school-related activity on or off of school property that may cause a serious threat to the safety of the school community. Expulsion means removal of a student from school for more than ten consecutive school days and possible placement in an alternative setting for one (1) to two (2) school years. The terms of expulsion also mean that a student who has received out-of-school suspension, is being considered for expulsion, and/or has been expelled is prohibited from being on school/district grounds, at school-sponsored activities, or present at any function affiliated with the school district for the time span of the suspension/expulsion.

Expulsion Procedures

The following are expulsion procedures: 1) Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall: a. Include the time, date, and place for the hearing. b. Briefly describe what will happen during the hearing. c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion. d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. Inform the student and parent(s)/guardian(s) that a support person of their choice and at their expense is permitted to accompany the student throughout the proceedings. f. List the student's prior suspension(s). g. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis. h. Ask that the student or parent(s)/guardian(s) inform the Superintendent or Board Attorney if the student will appear with a representative and/or support person and, if so, provide the name(s) and contact information for the representative and/or support person. 2) Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. 3) Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee

shall invite a representative from a local mental health agency to consult with the Board. 4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. b. The student and his or her parent(s)/guardian(s) may appear with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. 5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate. 6. If the Board acts to expel the student, its written expulsion decision shall: a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school. b. Provide a rationale for the specific duration of the recommended expulsion. c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student. d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school. 7. Upon expulsion, the District may refer the student to appropriate and available support services.

Readmission to school after an expulsion

In order for a student to be readmitted to the school after completing an expulsion, the student and/or parent/legal guardian must complete the following (consecutively): 1) Meet all standards of passing the Alternative School-CEO/ETC and or the terms of the expulsion specified by the C.U.S.D. No. 10 Board of Education (school and/or the CUSD10 District Office should receive documentation verifying completion of the Alternative School within the allotted time frame of enrollment); 2) The student and/or parent/legal guardian must call the C.U.S.D. No. 10 Administrative Office to arrange a time to show proof of residency in the school district; 3) High School and Middle School students and/or parent/legal guardian must call the school to meet with his/her counselor/building Principal in order to arrange for class registration for the upcoming semester.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit. The student shall have the responsibility to contact their teacher(s) concerning a plan for completing make-up work within a reasonable time (this usually means one (1) day for each day of out-of-school suspension. Students suspended out of school for five (5) or more days shall have a maximum of five (5) days to submit academic work to their teacher.). Long term assignments such as research projects and papers assigned before a suspension and due during the suspension may be turned in on the day the student returns from suspension without penalty. Long term assignments made during a suspension are due on the assigned due date. The District has the discretion of providing additional support services as deemed appropriate by school officials.

Students may be disciplined for misconduct or gross disobedience, including, but not limited to the following: Academic dishonesty (including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores) including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff)***;*** Any threatening, harassing, or intimidating behavior; Attendance in restricted areas***;*** Bus misconduct; Cafeteria misconduct; (In the absence of a reasonable believe that an emergency exists) Calling emergency responders (calling 911), signaling or setting off alarms or signals indicating the presence of an emergency or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity; Computer (inappropriate use); Conduct that includes public lewdness or indecent exposure, defined to include offenses against chastity, common decency, morals, and the like***;*** Disobeying rules of student conduct or directives from staff members or school officials (Examples of disobeying staff directives include refusing a staff member's request to stop or submit to a search); Disrespect (behaviors verbal or in writing that are abusive or derogatory in nature); Dress/grooming (inappropriate displays); Endangerment of the physical or psychological well-being of school personnel or students by conduct or actions (including engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to be a threat or an attempted intimidation of a staff member; or endanger the health or safety of students, staff, or school property); Engaging in Bullying, Hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other student to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or school computer

network, or other comparable conduct); Engaging in the offense of retaliation against a staff member for that person's performance of upholding the rules and regulation of the school; Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault; Engaging in teen dating violence; Failure to abide by rules and regulation at extracurricular activities or at co-curricular activities such as field trips; Falsifying information; Fighting (with or any assault of another student or staff member – this includes any intentional physical contact such as hitting, slapping, punching, shoving, etc.); Gambling; Gang Activity or Gang-like activity; Horseplay (pushing, shoving, etc.); Inappropriate displays of affection; Insubordination (willful failure to respond and carry out the directions of an administrator or school personnel); Knowingly making a false report against a staff member that is later determined to be unsubstantiated at the conclusion of any investigation initiated as a result of the report**;** Loitering; Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studies within the school grounds at the time the that was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school; Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal; Participation in an illegal organization such as a fraternity, sorority, secret society, gang, cult, or other criminal combination prohibited by law; Profanity and Vulgarity (language, objects or gestures that may be found to be offensive to the commonly accepted standards of decency; Repeated violation of classroom or transportation rules; Selling or soliciting for sale any merchandise without proper administrative permission; Setting off the fire alarm and/or tampering with fire extinguishers and/or automated external defibrillators (AEDs); Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions*, *non-consensual dissemination of private sexual images*, and *non-consensual dissemination of sexually explicit digitized depictions,* as defined in State law; Tardiness/Truancy; The possession and/or use of any object/material which reasonably could be considered to be distracting to the educational setting of the school (including, but not limited to, guitars, guitar cases, flowers, balloons, skateboards, hoverboards, unarmed aircraft systems, drones); The possession of matches or other flammable materials; The possession and use of cellular and wireless telephones, laser pointers, IPODs, and electronic viewing or listening devices (including, but not limited to: pagers, text messaging devices, two-way radios, personal digital assistants [PDAs], audio, video, photographic or similar digital devices capable of storing, sharing, and/or transmitting information on campus or at functions during school hours or at any other time in a manner that disrupts the educational process or violates the rights of others, including using the device to take photographs in the locker rooms or bathrooms, cheat or otherwise violate student conduct rules. The throwing of snowballs; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, of any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of alcohol; The use, possession, distribution (including attempt to use, obtain or distribute), sale or purchase of any tobacco or nicotine products (including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products); The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law and board policy); The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use, possession, distribution (including attempt to use, obtain or distribute), sale, or purchase of medical cannabis, unless authorized under Ashley's Law and board policy, is prohibited; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale), purchase, or being under the influence of harmful, illegal or across the counter drug; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale), or purchase of any performance enhancing substance on the Illinois High School Association's most current banned substance list (unless administered in accordance with a prescription); The use, possession, distribution (including attempt to use, obtain or distribute) sale (or offering for sale), or purchase of any inhalant (or paraphernalia for an inhalant), regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system (The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications); The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale) or purchase of drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances unless authorized under board policy and Ashley's Law; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale) or purchase of "look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance or other substance that is prohibited by this policy; or (b) about which a student engaged in

behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale) or purchase of any weapons (including guns and knives and/or look alike weapons) or violating the procedures listed in the Weapons Policy of this handbook; The use, possession, control, or transfer of a firearm, a look alike, knife, brass knuckle or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm; Theft (including possession, distribution or attempt to obtain or distribute stolen items) and/or damage to property; Trespassing (entering school property or a school facility without proper authorization. NOTE: any student suspended out of school may not enter the school grounds, attend any school sporting events, or school-related activity or building at any time during the suspension); Unprepared for class (ie. not dressing for physical education class); Vandalism; Vehicle Infractions (including driving and parking without a sticker); Verbal confrontation; Violation of the cell phone/electronic device policy, including, not limited to: harassing or bullying students or harassing school personnel, taking still photos or videos of other students or district employees without prior consent (ie. taking still photos or videos of other students engaged in a physical or verbal confrontation), recording an individual's voice or image without consent, transmitting still photos, audio and/or videos of other students or district employees in any manner, including but not limited to uploading them to internet websites, without prior consent, or storing/accessing personal and/or academic data without consent; Violation of the CHS Parking Permit Policy; Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing; Violations of rules or procedures established by the classroom teacher; Writing, drawing or distributing any symbols or literature or references to gangs or illegal substances such as drugs, alcohol, and weapons; Any other acts that interfere with the orderly educational process in the classroom or the school.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

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

DISCIPLINARY INFRACTIONS & CONSEQUENCES

Building Principals reserve the right to determine appropriate disciplinary actions for offenses which are not contained in the aforementioned list. Similarly, the administration reserves the right, on a case-by-case basis, to deviate from the specified disciplinary actions when such deviations are determined to be necessary for the proper and safe operation of our school. Any infraction, depending upon the surrounding circumstances, may warrant discipline up to and including expulsion.

CORPORAL PUNISHMENT

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33.

ISOLATED TIME OUT, TIME OUT AND PHYSICAL RESTRAINT

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it, there is no known medical contraindication to its use on the student; and the school staff member or members applying the use of time out, isolated time out, or physical restraint on a student have been trained in its safe application. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint, mechanical restraint, and chemical restraint are prohibited.

STUDENT DISTRIBUTION OF NON-SCHOOL SPONSORED PUBLICATIONS

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines: 1) The student(s) must notify the building principal of the intent to distribute, in writing, at

least 24 hours before distributing the material. No prior approval of the material is required; 2) The material may be distributed at times and locations selected by the building principal-such as before the beginning or ending of classes at a central location inside the building; 3) The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed; 4) Distribution must be done in an orderly and peaceful manner, and may not be coercive; 5) The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds; 6) Students must not distribute material that: a) Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities; b) Violates the rights of others, including but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright; c) Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook; d) Is reasonably viewed as promoting illegal drug use; or e) Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes; or F) Incites students to violate any Board policy; 7) A student may use the School District's Uniform Grievance Procedure to resolve a complaint; 8) Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification. A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that: 1) Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities; 2) Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright; 3) Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language; 4) Is primarily intended for the immediate solicitation of funds; or 5) Is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students. The distribution of non-school-sponsored written material must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

STUDENT PERSONNEL SERVICES

The CUSD10 Student Personnel Services is made available to the students by a variety of professionals and specialists (school counselors, qualified school nurse, school social workers, school psychologist) for the health, education, and welfare of every student attending schools in the Collinsville Unit 10 School District. There are a limited number of services provided on campus, but many more services are made available through the referral process. The District assumes no liability for preventing, identifying, or treating such problems for responding to students with social, emotional, or mental health problems that impact learning ability. Services shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

STUDENT PRIVACY PROTECTIONS

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

SURVEYS

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in School Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

SURVEYS BY THIRD PARTIES

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

SURVEYS REQUESTING PERSONAL INFORMATION

School officials and staff members will not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items: 1) Political affiliations or beliefs of the student or the student's parent/guardian; 2) Mental or psychological problems of the student or the student's family; 3) Behavior or attitudes about sex; 4) Illegal, anti-social, self-incriminating, or demeaning behavior; 5) Critical appraisals of other individuals with whom students have close family relationships; 6) Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers; 7) Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; 8) Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

INSTRUCTIONAL MATERIAL

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

PROHIBITION ON SELLING OR MARKETING STUDENTS' PERSONAL INFORMATION

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

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: 1) College or other postsecondary education recruitment, or military recruitment; 2) Book clubs, magazines, and programs providing access to low-cost literary products; 3) Curriculum and instructional materials used by elementary schools and secondary schools; 4) Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments; 5) The sale by students of products or services to raise funds for school-related or education-related activities; 6) Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards. A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal. A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

PHYSICAL EXAMINATIONS

Parents have the right to notification of any physical examinations or screenings, which the district may administer to the student.

STUDENT TEACHER VIDEO AND AUDIO RECORDINGS

Collinsville Community Unit School District No. 10 routinely participates in the education of college level student teachers seeking a degree in the education field. Student teachers are required by their college coursework to create audio and video recordings of their lessons and the reactions of students to their lessons. As a result, students may occasionally appear in video recordings taken by a student teacher authorized by the Building Principal to student teach and to create video or audio recordings of student reactions.

Confidentiality

The video and audio recordings of District students by a student teacher are to be solely in their coursework and in furtherance of their college education. The student teacher will not release the video or audio recording except to his/her college professor. The video/audio recording is destroyed after it is reviewed by the student teacher's professor.

Consent

The School District must have consent from the student's parent and/or guardian prior to a student teacher creating a video or audio recording of District students for their college coursework

STUDENT RECORDS

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school buses and body-worn cameras used by law enforcement) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student.

The student's written records are in two categories: permanent and temporary.

"Student Permanent Record" means and shall consist of the following, as limited by Section 2(d) of the Illinois School Student Records Act [105 ILCS 10]: Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents; Evidence required under Section (5)(b)(1) of the Missing Children's Records Act [325 ILCS 50/5(b)(1)]; Academic transcript, including: grades, class rank, graduation date and grade level achieved; scores on college entrance examinations, except that a parent may request, in writing, the removal from the academic transcript of any score received on college entrance examinations (also see Section 375.30(d)); the unique student identifier assigned and used by the Student Information System established pursuant to 23 Ill. Adm. Code 1.75 (Student Information System); as applicable,

designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in Section 27-22 of the School Code [105 ILCS 5/27-22]; as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with Section 2-3.157 of the School Code [105 ILCS 5/2-3.157] and 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); and as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); Attendance record; Health record; Record of release of permanent record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)]; Scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64a-5); and If not maintained in the temporary record, may also consist of: Honors and awards received; and Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations. No other information shall be placed in the student's permanent record.

"Student Temporary Record" means all information not required to be in the student permanent record and shall consist of the following, as limited by Section 2(d) of the Illinois School Student Records Act [105 ILCS 10]: A record of release of temporary record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)]; Scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) (see 105 ILCS 5/2-3.64a-5); The completed home language survey form (see 23 Ill. Adm. Code 228.15 (Identification of Eligible Students)); *Information regarding serious disciplinary infractions* (i.e., those involving drugs, weapons, or bodily harm to another) *that resulted in expulsion, suspension or the imposition of punishment or sanction*; *Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act* [325 ILCS 5/8.6], as required by Section 2(f) of the Any biometric information that is collected in accordance with Section 10-20.40 or 34-18.34 of the School Code [105 ILCS 5/10-20.40 or 34-18.34]; Health-related information; Accident Reports; and May also consist of: Family background information; Intelligence test scores, group and individual; Aptitude test scores; Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation or interviews; Elementary and secondary achievement level test results; Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations; Honors and awards received; Teacher anecdotal records; Other disciplinary information; Special education records; Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 USC 701 et seq.); and Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student.

Student's written records are kept on file in the school office/counseling office and are available to students, parents and/or legal guardians for inspection. Students and/or parent(s)/legal guardians may inspect the written records with a designated employee of the school during regular hours of the school day. A parent, student, and/or legal guardian may contact the administrator to gain access to the records. Access will be granted within a reasonable amount of time but not more than ten (10) business days after receiving the request. "Parent" means a person who is the natural parent of the student or other person who has the primary responsibility for the care and upbringing of the student. All rights and privileges accorded to a parent under this Act shall become exclusively those of the student upon his 18th birthday, graduation from secondary school, marriage or entry into military service, whichever occurs first. The student may also exercise such rights and privileges at any time with respect to the student's permanent school record.

If information contained in the records is disputed by the parent, student, and/or legal guardian, a request to meet with the Principal or Superintendent must be made within a reasonable time after the review of the record to provide for the correction, deletion, or further explanation of such information.

In the absence of any court order to the contrary, to require, that upon the request of either parent of a pupil whose parents are divorced, copies of the following reports or records which reflect the pupil's academic progress, reports of the pupil's emotional and physical health, notices of school initiated parent-teacher conferences, notices of major school sponsored events, such as open house, which involve pupil-parent interaction and furnished by the school district to one parent be furnished by mail to the other parent.

The school will review student's records periodically to make certain they are accurate. Permanent records will be maintained for not less than sixty (60) years after a student has graduated or otherwise permanently withdrawn from school. Temporary records will be maintained for five years following graduation, school transfer and/or withdrawal and will be destroyed on July 1. A parent, student, and/or guardian have the right to inspect and copy such records before destruction. A charge of the actual cost for providing a copy of the school record will be paid by the requesting party, but may not exceed 35 cents per page.

Upon graduation or permanent withdrawal of a handicapped student, the psychological evaluation, special education files and other information contained in the student temporary record may be of continued assistance to the student may, after five (5) years be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents. The school shall explain to the student and the parent the future usefulness of these records.

If a certified copy of an order of protection has been filed with a school district, then the district shall notify its school employees that the student records or information in those records of a protected child identified in the order shall not be released to the person against whom the order was issued.

RELEASE OF INFORMATION

The school shall transfer the student record to another school in which the student has enrolled or intends to enroll upon a signed parental release form. The parent will receive prior written notice of the nature and substance of the information to be transferred and an opportunity to inspect, copy, and challenge such information. If the address of the parents is unknown, notice may be served upon the records' custodian of the requesting school for transmission to the parents. Such service shall be deemed conclusive, and ten (10) calendar days after such service, if the parents make no objection, the records may be transferred to the requesting school.

No individual or agency can force an individual to release his/her records. A release of students' written records will not be made to persons or agencies unless written consent is given by parents, students, or a court order is issued. However, a release of records without parental consent could be made due to an emergency release of personally identifiable information from education records to provide for release of information for medical health or safety. In certain instances where consent is not required, written notification of such information will be given to the parents. Directory information is limited to: a student's name, grade level; photographs, media interviews, videos and digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations and athletics that appear in school publications such as yearbooks, newspapers or sporting or fine arts programs; academic awards, degrees and honors; information in relation to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance at the school. Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the building principal. The contact must be made by September 15 of each school year or the information will be released at the appropriate time.

RULES REGULATING THE INSPECTION OF STUDENT'S WRITTEN RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians ~~and~~ students over 18 years of age ("eligible students") and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights with respect to the student's school records. They are: **1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.** The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student; **2**. **The right to have one or more scores received on college entrance examinations included on the student's academic transcript.** Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included; **3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.** A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing. **4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.** Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring. Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district,[2] any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student. **5. The right to a copy of any school student record proposed to be destroyed or deleted.** The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws.

Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first. **6. The right to prohibit the release of directory information.** Throughout the school year, the District may release directory information regarding students, limited to: a student's name, grade level; photographs, media interviews, videos and digital images used for informational or news-related purposes of a student participating in school or school-sponsored activities, organizations and athletics that appear in school publications such as yearbooks, newspapers or sporting or fine arts programs; academic awards, degrees and honors; information in relation to school-sponsored activities, organizations, and athletics; major field of study; and period of attendance at the school. Any parent/guardian or eligible student (student 18 or older) may prohibit the release of directory information by delivering a written request to the building principal. The contact must be made by September 15 of each school year or the information will be released at the appropriate time.

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal by September 15 of each school year.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent. Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal. **8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law. 9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, SW, Washington DC 20202-8520

STUDENT BIOMETRIC INFORMATION

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

STUDENT RIGHTS AND RESPONSIBILITIES

The School Board, in support of the aims of public education, believes that the behavior of students attending public schools shall reflect standards of good citizenship demanded of members of a democratic society. Self-discipline (responsibility for one's actions) is one of the important ultimate goals of education. The School Board also believes that, while education is a right of American youth, it is not an absolute right; it is qualified first by eligibility requirements. Our courts speak of education as a limited right or a privilege. That is, students who fail to perform those duties required of them for attendance in a public school may be excluded from the school.

STUDENT RESPONSIBILITIES

Students, as citizens of the United States, are guaranteed certain individual rights and have individual responsibilities that correspond. Parents, teachers, and administrators have a duty to protect the rights of students while maintaining an educational atmosphere conducive to the teaching and learning process. The concept of balancing the rights of the individual with the rights of society is as valid in the educational community as in the larger community. There are certain special responsibilities required of a citizen who is a student in school: 1) To become informed of and adhere to reasonable rules and regulations established by local boards of education and implemented by school administrators and teachers; 2) To respect the rights and individuality of other students and school administrators and teachers; 3) To refrain from libel, slanderous remarks, and obscenity in verbal and written material; 4) To dress and groom in a manner that meets reasonable standards of health, cleanliness and safety; 5) To be punctual and present in the regular or assigned school program to the best of one's ability; 6) To refrain from gross disobedience or misconduct or behavior that materially and substantially disrupts the educational process; 7) To maintain the best possible level of academic achievement; 8) To respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline in the school and at school sponsored activities.

STUDENT RIGHTS

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

STUDENT SUCCESS STRATEGIES

Students are reminded that the following strategies should be carried out on a daily basis in order to succeed academically in class: 1) Respect teaching and learning; 2) Prepare for each class; 3) Approach each class with enthusiasm for the learning process and academic inquiry; 4) Be willing to be active learners in the classroom; 5) Value diversity in the class and refrain from using language that may be insulting or insensitive; 6) Commit the necessary time and effort in each course; 7) Complete all assignments in a

timely and neat fashion; 8) Communicate with teachers in a respectful tone to prevent an issue from becoming an insurmountable problem; 9) Respect the learning environment by minimizing distractions such as arriving late or reading other materials in class.

STUDENT RIGHTS PROCEDURES

GRIEVANCE

A grievance is a difference of opinion raised by a student or a student's parent or parents involving: 1) The meaning, interpretation or application of established policies; 2) Difference of treatment; or 3) Application of the legal requirements of civil rights legislation. This procedure is not intended to limit the option of the district and a grievant(s) to resolve any grievance mutually and informally. Hearings and conferences under this procedure shall be conducted at a time and place, which will afford a fair and equitable opportunity for all persons involved.

DUE PROCESS FOR STUDENT GRIEVANCE PROCEDURES

The Grievance Procedures, along with explanation, due process and directions, are available for inspection in the Superintendent's office, building Principal's office, Counselor's office, and Coordinator's offices for Title IX, Section 504 and Title VI. It is the policy of this district that all grievances be resolved quickly and at the lowest step possible.

1. Right to Representation: The aggrieving may choose to be represented by an attorney or other person of their choosing.

2. Right to Present Witnesses and Evidence: The grievant(s) shall be allowed to present relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.

3. Time Limits: All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step in the procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant(s) to proceed to the next step. Failure on the part of the grievant to appeal the decision to the next step within the specified time limits shall be an acceptance of the decision rendered at that step.

4. Right to Information: Unless state laws and right-to-privacy acts are violated, all relevant information must be made available to all parties.

5. Right to Privacy: During the grievance procedure, prior to Step III, the grievant(s) shall have the right to designate whether the procedure and meetings will be confidential.

6. Reprisals - Retaliation: Participants in a grievance submitted to this district shall not be subjected to reprisals, retaliation or different treatment because of such participation. Participation shall not be recorded in the student(s)' file(s) or used to affect equal opportunity for access and equity in educational programs and services.

Time limits refer to days when school is in session unless other agreed to limits by both parties.

STEP I. The student(s) and/or parent(s) should discuss the matter with the building principal within ten (10) days of the time when a reasonable alert person should have been made aware of the event giving rise to a grievance. An oral response must be made within five (5) days.

STEP II. If the problem is not resolved, the grievance should be submitted in writing to the building principal and the Coordinator responsible for the civil rights legislation within ten (10) days. A meeting must be held within five (5) days from the written notification of referral with the grievant(s), building principal, coordinator and any other involved person(s). A written response must be made within ten (10) days.

STEP III. If the grievance is still not resolved, it should be submitted in writing within ten (10) days to the Superintendent. The grievance should be described as specifically and completely as possible. All documentation submitted in previous steps should be submitted to the Superintendent. A meeting must be held between the grievant(s), Superintendent and district representatives within ten (10) days. A complete record of this meeting shall be kept and signed by both parties for possible future reference. A written response from the Superintendent shall be given within ten (10) days.

STEP IV. If the issue is not satisfactorily resolved in STEP II, the grievant(s) may appeal in writing to the School Board within five (5) days from the receipt of the written response. The School Board shall consider the appeal and may request a formal hearing of all evidence, written and oral, within sixty (60) days of the written appeal. A written response shall be given to the grievant(s) within ten (10) days of the School Board's examination of the appeal.

STEP V. None of these grievance procedures preclude the grievant(s)' use of alternative procedures for resolving the grievance.

STUDENT SAFETY SECURITY PLAN

TARGETED SCHOOL VIOLENCE PREVENTION PROGRAM

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the Building Principal.

THREAT OF VIOLENCE

Purpose

Collinsville Community Unit School District No. 10 is committed to providing and maintaining a healthy and safe environment for its students and staff. The purpose of the CUSD10 Safety Plan is to help ensure the care, welfare, safety, and security of students and staff members. This plan is a guide and is only used when a student has made a threat. The plan is intended to classify the level of a threat and give guidance for responding to the threat.

Threat Defined

A threat is an expression of intent to do harm or act violently against someone or something. The threat can be spoken, written, or gestured. Threats may be direct or indirect, and need not be communicated to the intended victim(s).

Threat Assessment Team

Psychologist/Social Worker/and or Counselor – interviews the student, conducts the risk assessment, and helps to evaluate the threat; **Assistant Principal** – interviews the student, evaluates the threat, assigns appropriate discipline, and notifies the parent; **School Resource Officer** – interviews the student, helps to evaluate the threat, determines if further legal action is needed, and receives all information pertaining to the incident.

Procedure

1) The School Administrator is informed of the threat; 2) The local law enforcement agency is notified; 3) The threat assessment team conducts an investigation/interview; 4) The school social worker or counselor conducts a threat assessment; 5) The threat assessment team determines the risk level of the threat; 6) Discipline is assigned by the Administrator; 7) The student is monitored; 8) A referral may be made to social worker/school counselor for anger management, coping skills, or conflict resolution; 9) The parents of all students involved are contacted; 10) Resources may be provided to student and parents; 11) Student released to parent/parent designee; 12) The parents, student, and threat assessment team may develop an Emergency Plan. Due to the safety of all involved, failure to follow through with the agreed upon follow up plan may result in the school contacting the Department of Children and Family Services Child Abuse Hotline; 13) There is communication with teachers/school counselors to make aware of conflict; 14) A request is sent to school counselor to separate students in class (if appropriate).

In a situation in which a student expresses suicidal thoughts and/or expressing thoughts of threats to others, the District may require that the student obtain a letter from a medical or mental health provider indicating that the student can function in the school setting and is no longer a threat to themselves or others. If it is determined that the student requires an evaluation from a mental health professional, a written statement from that professional stating the student is safe to return to the educational environment and is no longer a threat to themselves or others must be provided to the school administration within ten (10) school days for the student to be allowed to return to school. If the statement is not received within ten (10) school days, the school will contact the parent/guardian to discuss other options. The school will ensure that any student absent from school for up to ten school days while receiving an evaluation from a mental health professional has a full opportunity to make up any missed work and/or missed credit during the time they are out of the classroom.

Discipline

When considering the appropriate discipline for a student who has made a threat of violence, the student's prior disciplinary records, as well as the nature of the threat are taken into account. All discipline is administered on a case-by-case basis.

IMPORTANT: If a student is in need of emergency assistance to address the care, welfare, safety and security of self or classmate when school is not in session, please contact the proper authorities listed below:

Police, Fire, & Emergency Services: 911
Suicide Prevention Lifeline: 800-273-8255
Child Abuse Hotline: 800/25-ABUSE
Safe2Help Illinois helpline (www.safe2helpil.com

STUDENT TEACHER VIDEO AND AUDIO RECORDINGS

Collinsville Community Unit School District No. 10 routinely participates in the education of college level student teachers seeking a degree in the education field. Student teachers are required by their college coursework to create audio and video recordings of their lessons and the reactions of students to their lessons. As a result, students may occasionally appear in video recordings taken by a student teacher authorized by the Building Principal to student teach and to create video or audio recordings of student reactions.

Confidentiality

The video and audio recordings of District students by a student teacher are to be solely in their coursework and in furtherance of their college education. The student teacher will not release the video or audio recording except to his/her college professor. The video/audio recording is destroyed after it is reviewed by the student teacher's professor.

Consent

Parents should inform the Building Principal of the school that the child attends in writing if they do not wish their child to be video or audio recorded by the Student Teacher.

STUDENTS WHO ARE PARENTS, EXPECTANT PARENTS OR VICTIMS OF DOMESTIC OR SEXUAL VIOLENCE

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan. An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

STUDENTS WITH DISABILITIES

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services. The School provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office. If you believe your child may have a disability, and this disability is adversely affecting your child's educational performance, please contact your building principal to receive your full procedural rights. Requests for evaluations must be in writing, and state the reason for the referral.

Pursuant to Illinois Public Act 095-0017, 100-1112 (effective August 28, 2018), the Collinsville Board of Education is providing notice that students with disabilities who do not qualify for an IEP may qualify for services under Section 504 of the federal Rehabilitation Act if the child: (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of a physical or mental impairment, or (3) is regarded as having a physical or mental impairment.

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district. The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office. In a situation in which a student expresses suicidal thoughts, the District may require that the student obtain a letter from a medical or mental health provider indicating that the student can function in the school setting and is no longer a threat to themselves or others. If it is determined that the student requires an evaluation from a mental health professional, a written statement from that professional stating the student is safe to return to the educational environment and is no longer a threat to themselves or others must be provided to the school administration within ten (10) school days for the student to be allowed to return to school. If the statement is not received within ten (10) school days, the school will contact the parent/guardian to discuss other options. The school will ensure that any student absent from school for up to ten school days while receiving an evaluation from a mental health professional has a full opportunity to make up any missed work and/or missed credit during the time they are out of the classroom.

National Suicide Prevention Lifeline: Text 988 or Call 800-273-8255

Crisis Text Line: Text "HOME" to 741741

Safe2Help Illinois Helpline: Text SAFE2 (72332) or Call 844-4-SAFEIL or Email HELP@Safe2HelpIL.com

TELEPHONE CALLS & REQUEST

Parents may reach students by calling the school office. A student will be called out of class only in cases of emergency. School phones are to be used on an emergency basis only.

TEXTBOOKS AND TECHNOLOGY DEVICES ISSUED TO STUDENTS

The textbooks used in each school are the property of the Collinsville School District. The textbooks and technology devices issued to a student become his/her responsibility until returned to the teacher/school. Collinsville Community Unit School District Ten (10) is a participant in the State Free Textbook Loan Program. When parents or students have requested participation in writing, no rental fees are assessed on the books supplied through the Free Textbook Loan Program. If a textbook or technology device issued to a student is lost or damaged (regardless of the reason), the student has the financial responsibility to pay the appraised price for a replacement of the lost textbook or for the repair of the damaged textbook.

TOBACCO/SMOKING

Using tobacco products in any form is hazardous to the health of students and may present a safety hazard in the school. The possession, use, distribution of (or any attempt to use, obtain or distribute), sale or purchase of any tobacco products (or look-alike tobacco products such as electronic cigarettes, vapes, vape pens or other vaping related products-(vaping with and without nicotine) is prohibited in school buses, in school buildings and on school property. This policy extends to all school sponsored and related activities as well as field, athletic and music trips, whether held before or after school, evenings, or weekends.

All discipline imposed will be determined on a case-by-case basis and referred to the School Resource Officer.

The Illinois General Assembly finds that tobacco smoke is a harmful and dangerous carcinogen to human beings and a hazard to public health. Pursuant to Illinois Public Act 095-0017, no person may smoke in a public place or in any place of employment. To 'smoke' means the carrying, smoking, burning, inhaling, or exhaling of any kind of lighted pipe, cigar, cigarette, hookah, weed, herbs, or any other lighted smoking equipment. CUSD10 school administrators will work cooperatively with local law enforcement to enforce provisions of the Smoke Free Illinois Act and fines may be assessed pursuant to this Act.

TRANSCRIPTS (COLLINSVILLE HIGH SCHOOL)

Transcript Requests: If you are a current Collinsville High School student, please submit transcript requests by visiting: https://sites.google.com/cusd.kahoks.org/chs-counseling-dept/transcript-requests. This link is only accessible to students while using their CHS Google Account (if you are logged in under a different account you will not be able to complete this document). If you require a fee waiver, you MUST also schedule an appointment to meet with your counselor by visiting https://sites.google.com/cusd.kahoks.org/chs-counseling-dept/appointments.

Adding Test Scores to Transcripts

State required SAT test scores are automatically included on transcripts. Other test scores from National SAT and ACT test dates may not automatically be included. Students should review their transcript to determine if all needed test scores are included prior to sending transcripts to colleges and scholarship programs. If you determine that a score is not on your transcript, please contact the school's registrar at 618-346-6320x1129.

TRANSFER OF GRADES (COLLINSVILLE HIGH SCHOOL)

A student seeking admission to Collinsville High School must meet all residency, age, health examination, immunization and other eligibility prerequisites as mandated by state law. A student must also present a completed good standing form from the school from which the student is transferring. Courses from schools accredited by a state accrediting agency or one of the seven nationally recognized regional accrediting associations will be accepted and granted the same credit as given by Collinsville High School for corresponding courses (Note: as CHS is a public school, no credit will be granted for religion courses.) Credit from non-accredited high schools may be accepted and granted for courses comparable to those offered at CHS only after the student has demonstrated proficiency in those subjects. The Building Principal or designee shall make the class or grade level assignment, with input from a counselor when needed, and may accept or reject the transferring school's recommendation. An assigned administrator may administer proficiency exams. An official written course description will be required for any course that is not offered at CHS. Credit for such courses may be granted only after a review of the course description and related material. To receive a diploma from CHS, graduating seniors transferring to CHS must be enrolled as full-time student for their final semester and earn a total of three (3) credits (exceptions will be at the discretion of the principal). Students who transfer to CHS during a semester will have their grades from their former school averaged (as is possible) with their classes at CHS. The administration reserves the right to make recommendations in the event a particular student's circumstances require special consideration. Parent(s)/guardian(s) of a student transferring from Collinsville High School should give the Building Principal written notification of their transfer intent, pay outstanding fees or fines, sign a release form and return all school-owned property.

TRAVEL TO SCHOOL SPONSORED EVENTS

The regulations for student travel have been adopted by the Board of Education and apply to all students who desire to participate in athletics and all school sponsored activities. All student participants will ride in school approved transportation (usually buses, vans, or pre-approved automobiles) to and from scheduled away events. Student participants may receive prior approval from the building principal or his/her designee that allow for parent/guardian-provided transportation to or from a scheduled event. This request must be made in writing and must be approved at least twenty-four (24) hours before the transportation is provided. Student athletes may receive approval from the athletic coach or student activity sponsor to allow for parent/guardian provided transportation away from an athletic contest with an approved written request from the parent/guardian. Any student athlete found to be in violation of this policy shall be subject to discipline in accordance with the district's athletic discipline policies, rules and regulations as provided herein.

TREATS AND SNACKS
(DORRIS INTERMEDIATE & ELEMENTARY SCHOOLS)

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

VALUABLES

The teachers and staff cannot be responsible for valuable items brought to school by students. Students should be encouraged to leave all valuable personal items at home. Students are not allowed to trade, buy or sell personal belongings at school.

VANDALISM

Intentional damage to the school building, its equipment, or its property is intolerable. Those in violation can expect penalties fitting such destructive behavior. Vandalism of vehicles on school grounds is a criminal offense with criminal consequences. Any act of vandalism will be subject to restitution for damages, disciplinary action and possible legal action.

VIDEO & AUDIO MONITORING SYSTEMS

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be in use in public areas of the school building (including body-worn cameras used by law enforcement). These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel. Any student caught defacing, damaging or destroying video surveillance cameras will have to make restitution, and may be suspended, expelled, and/or recommended to an Alternative School and/or may be charged with criminal damage to school property. Videotape recording maintained by Collinsville CUSD10 on school buses and public areas of the school building meets the two-part definition of an educational record as defined by the *Family Educational Rights and Privacy Act* (20 U.S.C. § 1232g; 34 CFR Part 99) and the *Illinois School Student Records Act*, 105 ILCS 10/2(d). First, the videotape contains information directly related to students as it indicates the identity, conduct and activities of those students being recorded. Second, the videotape is maintained by an educational institution, *i.e.*, Collinsville CUSD No. 10. The videotape, therefore, to the extent it contains personally identifiable information of the students being recorded and school officials use and maintain the content for a particular reason (e.g., disciplinary action, compliance with a student's Individualized Education Program, etc.), constitutes an educational record. As such, the record is exempt from disclosure.

VISITORS

The following definitions apply to this policy: **School property** - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. **Visitor** - Any person other than an enrolled student or District employee

VISITORS - BADGE SYSTEM/SIGN IN – SIGN OUT

Visitors are welcome to schools in our school District. To ensure the safety of our students, staff and faculty, all visitors must report to the attendance office of the school building. This prevents any misunderstandings, gives the office an opportunity to assist visitors and to inform the office who is in the building. Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period. Visitors must sign in, identify the date and time of arrival, inform office personnel of their reason for being at school and the classroom or location they are visiting, and present an appropriate state or government issued photo identification to be scanned by the Raptor Visitor Registration System. RAPTOR will provide a consistent system to track visitors and volunteers while protecting our children from people who present a danger to students and staff members. All school

RAPTOR administrators have received training on visitor check-in procedures to ensure that all persons who are not assigned to the campus have a visitor's photo badge visible. This training is conducted by the District Security Manager and Officer for Collinsville Community Unit School District. When the visitor arrives at the attendance office, he/she will be greeted and asked for photo identification. The designated staff member will scan the visitor's identification and issue a photo badge with the visitor's destination if there is no alert indicated on the database. Accepted forms of photo identification will include: driver's license, consular identification card, green card, U.S. passport card (not full passport), and military identification card. The staff member will keep the individual's identification in plain view, to reduce concerns that anyone might be copying personal information. This photo ID is scanned into the RAPTOR system and the personal information from the ID is cross-referenced against names of Registered Sexual Offenders (RSO) in a database maintained by RAPTOR Technologies, Inc. Within moments, the RAPTOR administrator will know if the visitor is an RSO. If this is the case, then guidelines are in place to positively engage the visitor and consider the validity of the request to visit the school. If this is not the case, then the system will print a visitor's pass, which includes the person's name, photo, date of visit, and destination within the building. RAPTOR is only scanning the identifying information from the document, such as the visitor's name, date of birth, address and photo for comparison with a national database of registered sex offenders. Additional visitor data will not be gathered and no data will be shared with any outside company or organization. If the visitor does not have acceptable photo identification available, the campus administrator on duty (or designee) will be called to assess the situation. If he/she determines the visitor is known, the visitor's information can be manually entered by the campus RAPTOR administrator. Approved visitors without acceptable photo identification may be allowed access to areas of school business requested through escort by the campus administrator (or designee). The visitor will return to the attendance office to checkout when departing the campus. The visitor will be instructed to give the badge back to designated office personnel to check them out of the system. Once the visitor has been signed out of the system, the badge will be torn thoroughly so it cannot be reused. Visitors are required to proceed immediately to their location in a quiet manner. If parents/guardians wish to visit a classroom or talk to a teacher, arrangements should be made beforehand to assure that there is no disruption to the educational services to students. The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. Any person who engages in conduct prohibited by this policy may be ejected from school property. Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior. No person on school property or at a school event shall perform any of the following acts: 1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person. 2. Behave in an unsportsmanlike manner or use vulgar or obscene language. 3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. 4. Damage or threaten to damage another's property. 5. Damage or deface school property. 6. Violate any Illinois law or municipal, local or county ordinance. 7. Smoke or otherwise use tobacco products. 8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug unless authorized under board policy and Ashley's Law. 9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred. 10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies. 11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner). 12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board. 13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive. 14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding. 15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee. 16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function. Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law, including but not limited to being denied admission to school athletic or extracurricular events or property for up to one calendar year in accordance with Illinois School Code. In order to limit interruption to the educational process of our students, student visitors from other schools will not be permitted. Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Students who need to be picked up from school by a parent during school hours are to wait in the attendance office. The parent/guardian should come into the office to sign out their child on a list used by the school. If the student will return to school that day, he/she will be required to sign in.

VOLUNTEERS

All school volunteers must complete the "Volunteer Information Form" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Volunteers are required to check in and out of the office and receive a visitor badge before going to their destination.

WEAPONS DETECTION SYSTEM - STUDENT/VISITOR ENTRY

The Collinsville Community Unit School District is committed to maintain safe, orderly schools; to promote health and safety within the school setting; and to provide a school environment conducive to education. All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at

a District event (Board Policy 4:170 Safety).

Collinsville Community Unit School District has the authority to create reasonable rules and regulations to maintain a safe climate. Therefore, the Board of Education has authorized the use of OPENGATE, a Weapons Detection System designed for the automatic screening of people for the purpose of reducing and discouraging the presence of weapons in our schools and our event venues. For this reason walk-through weapons detection systems searches may be conducted on a daily basis at each school in the District. Students and adults entering the Unit 10 schools will be subject to a weapons detection system search procedure to ensure that weapons, controlled substances, and other prohibited articles are not brought into the schools and school event venues within the District. Weapons detection system searches may be conducted at the District's discretion during after-school events.

Students/visitors to the schools will be directed to walk through the weapons detection system upon entering each school. Please note that as screenings have been put in place for the safety of students, staff and visitors, individuals who refuse to adhere to the Weapons Detection entry policy will not be permitted to enter the school or event venue. Students/visitors are responsible for producing any electronic device during metal detector screening and bag checks.

Student/student/student/visitors who pass through the weapons detection system without setting the alarm may proceed to their designated location.

Should the weapons detection system alarm sound:

1. Students/visitors will be directed to move to the secondary screening area.
2. Students/visitors will be asked if they have any metal objects in their possession that may have set off the alarm.

A. If the student/visitor identifies an object which has alerted the detection system, the student/visitor will place the item on the table and walk back through the gate. If the alarm does not sound, and the item is deemed safe, the detected item will be returned and the student/visitor may enter the building.

B. If the student/visitor is unable to identify an object which as alerted the detection system, or if the alarm continues after the person has identified a questionable item, then the student/visitor will place all personal belongings on the table and walk through the unit again.

1. If the alarm does not sound, then the personal items on the table will be searched by the screener in accordance with the Search and Seizure policy as outlined in the CUSD10 Student and Parent Handbook and Board Policy..

a. If the search does not find any inappropriate objects, then the student/visitor may enter the school.

b. If the alarm continues to activate, then the hand held wand will be used to screen the student/visitor. Please note that individuals who refuse to adhere to the Hand Held metal detector in this scenario will not be permitted to enter the school.

It is the student/visitors' responsibility to remove any valuable items (Chromebooks, etc.) and place them on the table adjacent to the weapons detection system. In all cases, the search process will cease when the weapons detection system scan is completed without activating the alarm. The Collinsville School District will not be responsible for any items damaged or lost in the metal detecting or bag-checking process.

Discovery of Contraband:

If the search produces weapons, drugs, or any other dangerous or illegal items or contraband, such items shall be secured by the building principal and/or his/her designee and turned over to the police as soon as possible. Possession of illegal items or contraband items of any kind that are found during the search will result in appropriate consequences as outlined in the Collinsville CUSD10 Student and Parent Handbook and CUSD10 Board of Education policies and may result in criminal charges.

WEAPONS PROHIBITION

The establishment and maintenance of a safe, pleasant, educational school environment that is conducive to learning is a high priority to Collinsville Unit School District 10. For this reason, students who engage in such activities as the use of or possession of a weapon, physically attacking faculty, staff, or other students, threatening or verbally abusing faculty, staff, or other students, theft, arson or vandalism are subject to extremely serious penalties. These penalties include suspension up to and including ten (10) days, along with possible expulsion and criminal prosecution. Board of Education policy forbids students from bringing or being in possession of illegal weapons on school property, at any time. The display, possession, and transportation of dangerous and illegal weapons, including look-alike weapons, are strictly prohibited on school property, school buses, and at authorized school activities. Items in the following categories are defined as weapons: Any firearm of any description, a bludgeon, black-jack, sling-shot, metal knuckles, any switchblade knife, stiletto knife, or any item considered dangerous to others, including but not limited to, those items defined by Illinois State Law in 720ILCS5/24-1.

Violators of this policy will be suspended for a period up to ten (10) days and may be referred to the Board of Education for a hearing and possible expulsion from school for up to two (2) calendar years. Evidence obtained will be confiscated and turned

over to the Superintendent of Schools and may be delivered to local authorities for possible prosecution, in all criminal cases. This policy shall not restrict the authority of the Superintendent of Schools or designee to seek prosecution of violators to the maximum extent of the law. Strict and consistent consequences on all weapons violations will be enforced. Therefore, the building principal will review the case and facts with the Superintendent of Schools or designee in order to determine the full extent of the penalty to be imposed. Such factors as the nature of the infraction, the severity of the offense, the age of the students, and other extenuating circumstances might reasonably be considered.

Pursuant to the federal *Gun-free Schools Act* and Section 10.22.6 of the *School Code*, any student who uses, possesses, controls, or transfers a weapon, or any object that can reasonably be considered, or looks like, a weapon, shall be expelled for at least one calendar year, but no more than 2 calendar years. The Superintendent may modify the expulsion period and the Board may modify the Superintendent's determination, on a case-by-case basis. A "weapon" means possession, use, control, or transfer of: (1) any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Act, or use of a weapon as defined in Section 24-1 of the Criminal Code of 1961, (2) any other object if used or attempted to be used to cause bodily harm, including but not limited to, knives, brass knuckles, or other knuckle weapon regardless of its composition, billy-clubs, or (3) "look-alikes" of any weapon as defined above. Any item, such as a baseball bat, pipe, bottle, lock, stick, pencil, and pen, is considered to be a weapon if used or attempted to be used to cause bodily harm. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

WEATHER CLOSURE, DELAYED STARTS & EARLY RELEASE

Collinsville Unit #10 Schools do not take weather-related decisions lightly. As with any decision, student learning is our top priority, but student safety is always our first consideration. Here is some information about how the district balances the factors that come into play when we face a weather-related decision.

HOW THE CALL IS MADE

The district will make the call about delaying or closing school based on reports from our bus company, weather reports, and information gathered from Unit 10 staff and municipal employees who are out driving and assessing road conditions in all parts of our school district. We use the following criteria to make a decision: Safety of students, Impact on families in the affected areas if they must report for school, Areas affected - is the event district-wide, localized, or scattered?, and Ability of buses to get to students.

CLOSURES, DELAYED STARTS & EARLY RELEASE

The district has three options in the event of bad weather. The district could close the schools altogether, delay the opening of school for two hours or release/dismiss students early. School release, delay and closure information is relayed in a variety of ways: The district instantly publishes the information through phone messaging system, television networks, district website (If you have Internet access, the link to weather-related closure information is www.kahoks.org. The site is available 24 hours a day.)

In the rare event Unit 10 calls a 2-hour late opening, school will start 2 hours later than your normal bell time. For example, if your normal bell time is 8:00 AM, your scheduled late start time is 10:00 AM. The morning bus routes will run 2 hours later than normal. The school day will end at their normal times. Once children are in school, approximately two hours are required to get the last child home after a decision is made to close schools. For this reason, it is unlikely school will be canceled once classes are in session. However, when conditions dictate an early release, school will be dismissed. The School Messenger calling system will notify parents of any early school dismissal. It is also a good idea to check updates posted on the local television stations any time weather conditions are changing or in question. The district website will carry early school dismissal information as soon as decisions are made. It is very important that parents have plans for younger children when school is dismissed early. In the event that the district releases students early due to weather, please communicate with the school if alternate student pick-up plans are made. *As an added measure for student safety in the case of an early dismissal, the elementary buildings will send a Google Form via School Messenger asking parents to confirm how children are going home that particular day. Please* insure children dress for protection against prolonged exposure to the weather as a safety precaution. *If no report is made, it can be assumed that school will be in session.*

E-LEARNING PLAN

E-Learning Days are designed to serve as official attendance days of school when the students and teachers stay at home due to emergency situations, yet learning continues as students remotely leverage digital tools and engage in teacher-prepared lessons. The Collinsville School District E-Learning Plan also includes teachers available remotely to assist students by email with their assignments during the hours of the E-Learning school day. If an E-Learning Day is implemented, everyone will be notified in the same manner as when school is canceled. Students will be expected to utilize the day to meet with their teachers virtually and work on their required assignments/activities as described below in the Student Assignments/Activities section. Click HERE to access a complete copy of the CUSD10 E-Learning Plan.

Teacher Availability: Teachers are expected to be available to students/parents during their regular work hours by email. For many teachers, other systems may work better than email (Telephone, ClassDojo, Google Classroom, etc.) and staff are encouraged to utilize these other communication tools as the situation dictates. However, all teachers will check their email at least once per hour and provide feedback and guidance to students/parents on an as needed basis. The District understands that many teachers have their own responsibilities that may arise with these days (supervising their own children, shoveling snow, etc.). The District also understands that there will be time spent in follow up activities after the E-Learning Day (reviewing completed assignments,

providing support for students without internet access, encouraging students to complete assignments, etc.). Staff will respond to all communication requests in a timely manner (within 24 hours) during scheduled hours. Teachers may communicate outside of office hours as needed.

Live Video Conferencing Sessions: Google Meet will be one of the primary video conferencing tools used to host live class sessions in communication with students during E-Learning Days for online learners. If your child is unable to attend a live session, the classroom teachers may provide either notes or a recorded version of the session. Elementary teachers with students in grade PreK-6 will include in their morning announcement the times students are to log in for live instruction. At grade levels 7- 12, staff will use the abbreviated class times when scheduling synchronous (live) sessions.

Student Assignments/Activities: Expectations for student assignments/activities are going to vary greatly based on grade levels and subject matter. Learning materials will be designed for engagement time per day.

Student Attendance: During E- Learning, attendance will be taken. The preferred method of collecting attendance is always a one-to-one daily connection between the teacher and the student. However, we recognize that this method is not available or practical for all student scenarios under an E-Learning situation. We encourage and suggest several ideas for how classroom teachers can collect and count a student as present during an E-Learning Day. • Video conference "check-ins." • Wellness checks coupled with a question on student engagement/participation in lessons. • Phone calls coupled with a question on student engagement/participation in lessons. • Text messages or email communications coupled with a question on student engagement/participation in lessons. • Packet collections by school personnel.

Grading: Students will be accountable for completing the assigned tasks either online or by printed materials in the same manner as any other school day. Students will only receive a "present" for attendance once work is completed. Incomplete work will be considered incomplete. Teachers are encouraged to hold students accountable for completing work as they would with any missing assignments. Completed work can either be turned in online or on an upcoming school day.

Student/Parent Technical Support: In the event of an issue with a student's District assigned device, please call or email the technology support person at your child's school. A list is posted on the district website under Chromebooks & Technology.

WITHDRAWAL FROM SCHOOL (CHS)

We at CUSD10 believe it is in the best interest of all students to complete their high school education and receive a diploma. Before a student may apply for permanent withdrawal, he/she must be of legal withdrawal age and have approval of parent or guardian. A parent or legal guardian must accompany a student withdrawing from school to meet with the assigned Counselor, and to sign proper withdrawal forms in the Counseling Department. This form must be presented to each of the following: 1) The secretary for textbook distribution (to make proper financial settlement for textbooks not returned, textbook rental fees not paid, or receive a partial refund on textbook rental fees if they have been paid and to record if all books have been returned; 2) The Librarian (to make proper financial settlement for lost or overdue library books); 3) The Main Office and Assistant Principal's Office (to make proper financial settlement for textbooks not returned, textbook rental fees not paid, or receive a partial refund on textbook rental fees if they have been paid and all books have been returned; 4) The Attendance Secretary and 5) The Registrar (for record keeping purposes). Students withdrawing from Collinsville High School will receive grades of 'W' on the mark history; quarter and transfer grades will be sent to the receiving school, unless fees are owed or they do not transfer to another accredited secondary school program. After all signatures have been obtained, the withdrawal form is to be returned to the Counseling Department.

YMCA ENRICHMENT PROGRAM

The YMCA Y Club Before and After School Enrichment Program is a cooperative effort between local schools and the Gateway Region YMCA. The program provides children, grades K-6, with a safe, well-supervised environment when an adult is not home before and/or after school. Participating schools in the Collinsville Unit 10 School District include: Caseyville Elementary, Dorris Intermediate School, Jefferson Elementary (after school only), Maryville Elementary, Renfro Elementary, Twin Echo Elementary, Webster Elementary Children can attend the Y Club program at their school beginning at 6:30 a.m. until the beginning of the school day; and after school from dismissal until 6:00 p.m. Safe, fun, and constructive activities are offered, such as arts and crafts, sports, games, and academic support. All sites are directed by competent, experienced YMCA staff. Policies have been created with the child's safety as the top priority. For more information, call the CMT YMCA at 618-346-5600 or visit their website.

COLLINSVILLE C.U.S.D. 10 MISSION STATEMENT

Collinsville Community Unit School District #10 provides student-centered, innovative learning opportunities in a safe, inclusive environment to inspire every student's unique journey to success.

COLLINSVILLE C.U.S.D. 10 VISION STATEMENT

We envision a future where every student is empowered to reach their fullest potential, equipped with the tools, confidence, and support to achieve excellence and succeed in an ever-evolving world. Envision. Empower. Achieve.

COLLINSVILLE C.U.S.D. 10 VALUES

Diversity Community Integrity Resilience Growth Excellence

COLLINSVILLE C.U.S.D. PORTRAIT OF A GRADUATE

Communication: Kahoks will express themselves clearly, listen actively, collaborate effectively, and adapt their messages to diverse audiences.

Integrity: Kahoks will align their actions with their values. They will demonstrate accountability, honesty, and fairness while contributing positively to their communities.

Active Learning: Kahoks will seek knowledge with curiosity, embrace challenges with a positive mindset, and continuously pursue growth through exploration and perseverance.

Critical Thinking: Kahoks will question, analyze, and evaluate information with an open mind and find creative solutions to overcome complex challenges.

Adaptability: Kahoks will navigate challenges with resilience, adjusting their thoughts and actions while responding to feedback and adversity. They will balance diverse views to develop practical solutions in life and their chosen careers.

Empathy: Kahoks will embody selflessness, consistently showing acceptance and inclusivity. They will be open to genuinely understanding and caring about others' perspectives and experiences.

Summary of 2025-2026 Handbook Revisions to Mirror PRESSPlus Policies (Update 118):

Commented [BH1]: Recommended Changes to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

ACADEMIC ETHICS

ATTENDANCE POLICY

BULLYING, INTIMIDATION, HAZING, (SEXUAL) HARASSMENT, TEEN DATING VIOLENCE, THREAT OF VIOLENCE

CELL PHONES, SMARTPHONES, HEADPHONES, EARBUDS, ELECTRONIC COMMUNICATION DEVICES, MOBILE INTERNET DEVICES, META A SMART GLASSES, PERSONAL LAPTOPS, NETBOOKS

HEALTH SERVICES

HOME AND HOSPITAL INSTRUCTION

STUDENT BEHAVIOR

STUDENTS WHO ARE PARENTS, EXPECTANT PARENTS OR VICTIMS OF DOMESTIC OR SEXUAL VIOLENCE

ACADEMIC ETHICS

During the school year, student learning will be measured by a variety of assessments. The grades received for these efforts should inform students how much has been learned from the course. Academic dishonesty is considered a serious academic offense and will not be tolerated. Academic dishonesty includes, but is not limited to plagiarism, cheating or copying of another's assignments, unauthorized communication during an assessment/exam, altering report cards, and wrongfully obtaining test copies or scores. Cheating and plagiarism is dishonest, degrades character and reputation and impedes individual learning. Cheating includes (but is not limited to): using, submitting, or attempting to obtain data or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Plagiarism includes (but is not limited to): the intentional or unintentional use of ideas or work from another writer, speaker or artist without giving proper credit. Academic dishonesty will be dealt with on an individual basis depending on the severity of the offense and may include: a zero on the academic assignment/evaluation and disciplinary action for academic dishonesty.

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT, other chatbots and large language models and Meta AI Smart Glasses. AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism. In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator and must be implemented in a safe, ethical and equitable manner and in accordance with Board Policies 1:30 (*School District Philosophy*) and 7:7345 (*Use of Educational Technologies*). Students may use AI as authorized in their Individualized Education Program (IEP). Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies. In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Commented [BH2]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

ATTENDANCE POLICY

COLLINSVILLE C.U.S.D. NUMBER TEN (10) ATTENDANCE POLICY

The Kahok family offers and embraces opportunities for everyone to reach his/her fullest potential. One of the keys to receiving an excellent education experience is regular school attendance. The Collinsville School District attendance

plan complies with the Illinois School Code Section 105 ILCS 5/26-2A. In accordance with the requirements of The School Code of Illinois and in recognition of the responsibilities imposed upon parents therein, it is the policy of the Board of Education of District No. 10 that students shall attend school during the entire time school is in session and be on time for classes. The Board believes that regular class attendance fosters successful academic performance and development of punctuality, self-discipline and responsibility.

The School Code of Illinois defines chronic absenteeism as missing school for five (5) percent of the previous 180 school days. That equates to nine (9) days of absence over a 180-day period. The school will provide three (3) written notifications (to include school and community resources available) before legal action may be taken. The parent or guardian may be subject to legal citation through the courts. Special circumstances such as hospitalization, chronic illness etc. will be considered in this process. Collinsville Community Unit School District Ten (10) appreciates the cooperation of parents and students on this matter of vital importance to your child's education.

ABSENTEEISM/ABSENCE REPORTING

In order for an absence to be considered reported, a parent or guardian of a student who is going to be absent from school must notify the school by telephone or Skyward Family Access account.

1. In order for an absence to be considered reported, a parent or guardian must notify the school. Messages may be left twenty-four (24) hours a day. An absence without proper notification to the attendance office will result in an absence being unexcused. State the name of the student who is going to be absent, his/her grade, the reason for the absence, and the phone number where the parent or guardian can be reached for verification.

2. Collinsville Community Unit School District #10 parents and guardians may also conveniently report a student absence using your Skyward Family Access account or the Skyward App. While you can choose to call your child's school to report an absence, using Skyward Family Access gives you the ability to report or request an absence 24/7 using your computer or mobile device.

How to Report an Absence Using Skyward Family Access

1. Log into Skyward Family Access and select ATTENDANCE from the menu options on the left; 2. Click on ENTER ABSENT REQUEST toward the middle upper right of the Attendance screen; 3. Select the ADD REQUEST link to the right in the Attendance pop-up window; 4. Enter the *Start Date* and the *End Date*; and Check "All Day" OR indicate times for the absence; 5. Choose a reason for the request from the drop-down menu; 6. Add any additional comments for the office; 7. When finished, click SAVE; 8. After clicking SAVE on the previous screen, the absent request will appear as *PENDING; 9.* You will receive a confirmation email stating the request has been created; 10. Once the school office has processed the absence request, you will receive an additional email with confirmation.

To report an absence using the Skyward App:

1. Log into your Skyward App; Click on the menu option in the upper right corner of the screen; 2. Choose ATTENDANCE; 3. Select ADD ABSENCE REQUEST; 4. Enter the *Start Date* and End *Date*; Mark "All Day – Yes" OR indicate times for the absence; 5. Choose a reason for the request from the drop-down menu; 6. Add any additional comments for the office; 7. When finished, click SUBMIT; 8. The request will appear as *PENDING* until it is approved by the school; 9. Once the school office has processed the absence request, you will receive an email confirmation.

The determination as to whether an absence is classified as reported, documented or unexcused is the sole responsibility of the school. The responsibility of the parent is to report the absence. All requests for reported absences, MUST be reported to the attendance office within five (5) days of the student's absence. If a student has an appointment with a treating health care provider or physician, they must bring a note from them explaining the absence. At the District's request, a note from a health care provider may also be required to validate extended or repeated illnesses before being excused.

All students who are absent for five or more consecutive days must provide written documentation from a health care provider for the absences to be considered excused (reported/documented). Any student who has been absent 10 or more days in a semester must provide written documentation from their health care provider (with the dates of the absence) for each subsequent day of non-attendance for the absences to be considered excused (reported/documented). Each subsequent day of non-attendance shall be considered unexcused unless accompanied with written documentation from their health care provider (with the dates of the absence). Students who suffer from documented chronic or severe acute health issues may seek a waiver of these requirements from the Building principal.

CO-CURRICULAR ACTIVITIES - ATTENDANCE POLICY FOR STUDENT PARTICIPATION (CHS)

It shall be the policy of Collinsville High School that student participation in any co-curricular activity (athletics or non-athletic activities) requires a student to be in attendance on the day of the co-curricular event.

CO-CURRICULAR ACTIVITIES - ATTENDANCE POLICY FOR STUDENT PARTICIPATION (CMS)

Absence from School on Day of Extracurricular or Athletic Activity: A student who is absent from school after noon is ineligible for any extracurricular or athletic activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by the designated teacher, sponsor or coach for: 1) a pre-arranged medical absence; 2) a death in the student's family; or 3) a religious ceremony or event.

A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension. A student who is absent from school on a Friday before a Saturday event

may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.

ATTENDANCE POLICIES AND PROCEDURES

Reported Absences: A 'reported pass' will be issued when the parent/guardian notifies school via phone/electronic message of a student's personal illness (including up to 5 days per school year for mental or behavioral health of the student), serious family illness, attendance at a verified medical or therapeutic appointment (including a victim services provider), court appearance, attending a military honors funeral to sound TAPS, attend a civic event (CHS/CMS), observance of a religious holiday, family emergency, other situations beyond the control of the student and as determined by the Board of Education other such circumstances which cause reasonable concern to the parent for the student's mental, emotional, or physical health or safety of the student. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Additionally, a student will be excused for up to 5 days per school year in cases where the student's parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. The school may require documentation explaining the reason for the student's absence. The student and the student's parent/guardian shall have the responsibility to contact their teacher(s) concerning a plan for completing make-up work within a reasonable time (this usually means one (1) day for each day of reported or documented absence).

Commented [BH3]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

Commented [BH4]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

Documented Absences: A documented absence will be issued when a parent/guardian presents documentation of a student's absence for personal illness (including mental or behavioral health of the student), serious family illness, the death of an immediate family member, court appearance or any absence which is beyond the control of the student (ie. in the case where a nurse has to send a student home for illness, to include, but not limited to, head lice, fever, and vomiting). The following documentation must be presented to the Main Office regarding documented absences: 1) For personal or family illness – a note from a treating health care provider, physician, or dentist; 2) For court appearances – a document from the court system; 3) For parent/guardian active duty/leave/return from deployment – a document from the military service. Requests by parents/guardians to have an absence recorded as 'documented' must present the documentation within five (5) days from the date of the student's absence. The student shall have the responsibility to contact their teacher(s) concerning a plan for completing make-up work within a reasonable time (this usually means one (1) day for each day of reported or documented absence).

Release Time for Religious Instruction/Observance: A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s). Students with Reported or Documented absences or excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement within a reasonable time (usually one day for each day of absence).

Medical Non-Compliance: This code will be used when a student is excluded from school due to failure to comply with physical examination and immunization requirements. Students who are not compliant with physical examination and immunization requirements and have not submitted a waiver to be exempt from immunizations will be excluded from school and will not be permitted to make-up work for academic credit for their absences. The District will also report the student as unexcused. If a student submits a valid waiver to be exempt from immunization and is subsequently excluded from school due to a disease outbreak or due to his/her exposure to any of the diseases for which immunization is required, the excluded student will have the opportunity to make up all missed academic work for full credit.

College Day/Military Day (Collinsville High School): Juniors and seniors who find it necessary to visit colleges/ universities, vocational/technical schools, or military facilities of their choice may be granted two days each year for this purpose in accordance with guidelines set by the principal. A visitation request form (available in the Attendance Office) MUST be signed by a parent and submitted to the attendance office not less than two days prior to the proposed date of visitation. An unexcused absence will be recorded without the proper approval. Students are encouraged to set up visitation dates on Saturdays or when school is not in session. No visitation days will be approved after May 1st unless specifically requested by a post-secondary school. Additional visitation days may be granted with prior approval from the principal. College Days are NOT allowed on state mandated test days (i.e. SAT/PSAT state testing).

Unexcused Absences: An unexcused absence will be assigned for any absences in which the parent/guardian does not notify the school attendance office. Students will not be allowed to make-up work missed due to an unexcused absence. The following acts (even with parental consent) are considered an unexcused absence: failure to attend in-school supervision and/or Short-Term Option Program (STOP) and subsequent days of non-attendance (after 10 days in a semester) shall be considered unexcused unless accompanied with written documentation from their health care provider (with the dates of the absence). Absences that are not due to illness must be pre-arranged with the principal, if possible, and may or may not be excused.

Any student who has accumulated ten (10) consecutive days of unexcused absence with no school contact from a parent/guardian ("lost child", whereabouts cannot be determined) shall be withdrawn from Collinsville Community Unit School District Ten (10). The District shall use its best efforts to notify the parent(s), guardian(s), or other person(s) who

has charge of a student if the school system plans to withdraw such student (including, calling all known phone numbers, including emergency contacts, and visiting the last known address). The date of withdrawal shall be marked retroactive to the last of attendance. If a school has been notified by a parent/guardian that a student will no longer be attending, such student shall be withdrawn from Collinsville Community Unit School District Ten (10). The date of withdrawal shall be marked retroactive to the last of attendance. If a student with a disability has been absent without valid cause for ten (10) consecutive days, the District will convene an IEP/504 meeting to ascertain the reason for the absences, whether the nonattendance is related to the student's disability, and if appropriate, a plan to stop the recurring nonattendance of the student. If a school has been notified by a parent/guardian that a student will be on an extended trip taking the student out of school for more than ten (10) consecutive days, such student may be withdrawn from Collinsville Community Unit School District Ten (10). The date of withdrawal shall be marked retroactive to the last of attendance. Absences that are not due to illness must be pre-arranged with the principal, if possible, and may or may not be excused.

Tardies: A tardy may be defined as a student's failure to be in an assigned seat in the classroom at the appropriate time. All tardies will be submitted to the office on an hourly basis. Those students arriving late to school should report to the attendance/school office and sign in. If a student will be late to school, a parent or guardian MUST notify the school prior to the student arriving to school. The only excused tardy is written medical notification. The district provides transportation to and from school. Any student arriving late to school on a school bus shall not be counted as tardy. For Collinsville High School/Collinsville Middle School students, accumulation of tardies will result in discipline. At CHS and CMS, tardy discipline will be cumulative by quarter. Students arriving late to school or leaving early from school, due to a medical, dental, counseling, court, or similar appointment, must provide proof of the appointment from the agency, upon returning to school. Failure to do so may be counted as an unexcused absence.

Truancy: Parents have the legal obligation to see that their children attend school at all times it is in session (Illinois School Code, Section 26-1, 26-2). A "truant" is defined as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for more than 1% but less than 5% of the past 180 school days. A student is counted as truant if there is an absence during any part of the school day without permission from a parent/guardian and the attendance office is not notified of an absence within five (5) school days. Students considered truant are subject to school discipline. A student who misses fifteen (15) consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion for a period not to exceed two (2) years. A parent or guardian who knowingly and willfully permits a child to be truant may be convicted of a Class C misdemeanor, which carries a maximum penalty of thirty days in jail and/or a fine of up to $500.00. Chronic truancy is defined as a child who is absent without valid cause (recognized excuse) for five percent (5%) or more of the previous 180 regular attendance days. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue. During the school day, students must have administrative permission to go to the parking lot. Students who leave campus after proper clearance (home and school) must sign out in the attendance office, stating their name, reason for leaving and time of departure. Any student who leaves school without following proper 'Early Dismissal' school procedures will be considered truant, may lose their driving privileges for the remainder of the year and may be subject to a search as outlined in the Search and Seizure policies of this handbook if the student returns to campus that day.

The school will not refer a truant minor to any other local public entity, including the Collinsville Police Department, for the purpose of issuing the minor a fine or a fee as punishment for truancy.

AN ORDINANCE AMENDING THE COLLINSVILLE MUNICIPAL CODE RELATING TO TRUANCY

BE IT ORDAINED BY THE CITY COUNCIL OF COLLINSVILLE THAT:

SECTION 1: The Collinsville Municipal Code is amended to add a Division 10:92 under Chapter 10 entitled "Truancy" to read as follows:

01:92-1 Truancy Prohibited. It shall be unlawful for any person enrolled in a public, private or parochial school to absent him or herself from attendance at school without parental permission. Any person, who shall so absent himself, shall be guilty of the offense of truancy and be subject to a fine not to exceed $750 for each offense. Emergency or unforeseen absences due to illness or other causes beyond the control of the person so absenting him or herself from school without parental permission shall not constitute truancy if permission is submitted in writing to the proper school authorities within 24 hours after such absence.

01:92-2 False Excuse Prohibited. It shall be an offense under this ordinance for a parent or person in loco parentis to knowingly submit to the proper school authorities a written excuse under Section 10:921 that contains false information. A person convicted of an offense under this Section shall be subject to a fine of not more than $500 for each offense.

01:92-3 Parental Permission Shall include permission from a person in loco parentis, and shall be given for reasons only of personal illness, serious family illness, death in the family, serious home emergencies, necessary and lawful family support employment, religious convocation classes, Principal's permission, and compelling family reasons.

SECTION 2: This ordinance shall be in full force and effect from and after its passage, recording and publication according to law. Publication shall be in pamphlet form.

EARLY DISMISSALS (Collinsville High School)

Once a student arrives at school, he/she will need two types of permission to leave campus. The student will need school permission and parental permission. School permission must be acquired in advance from a school administrator. Parent permission must be given in the form of an advanced phone call or a signed and dated note from parent or guardian

confirming the need to leave campus for a valid cause. The student should present a written request to the Attendance Office before school. The Attendance Office will then present the student with an early dismissal form to be given to his/her instructor. Advanced parent/Guardian confirmation for an early dismissal will be recorded as a reported absence for the hours of class(es) missed. A documented pass will be issued upon receipt of written verification from a physician, dentist, court representative, etc. No early dismissal will be permitted unless confirmation can be made with the parent by phone or in person. Early dismissals will be allowed only in necessary and reasonable situations where no other arrangements can be made. If a student becomes ill at school and wishes to go home, he/she is encouraged to check with the school nurse. If the school nurse is not available, the student is encouraged to check with an administrator. Students are discouraged from making their own arrangements to leave school by the use of cell phones or other office phones. Student initiated contact to depart campus may be considered unexcused (without school permission) or early dismissal (arranged through the attendance office). Before leaving campus, the student must sign out in the Attendance Office. Any student who leaves school without following proper 'Early Dismissal' school procedures will be considered truant, may lose their driving privileges for the remainder of the year and may be subject to a search as outlined in the Search and Seizure policies of this handbook if the student returns to campus that day. *Students who fail to sign out before leaving campus will have the dismissal considered unexcused.* If the student returns on the same day as an early dismissal, the student must sign in at the Attendance Office before going to class.

Note: A description of discipline programs (including ISS and STOP) are found in the Student Behavior section of this handbook.

BULLYING, INTIMIDATION, HAZING, (SEXUAL) HARASSMENT, TEEN DATING VIOLENCE, THREAT OF VIOLENCE

PREVENTION OF AND RESPONSE TO BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment diminishes a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, physical appearance, socioeconomic status, academic status, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations: 1) During any school-sponsored education program or activity; 2) While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; 3) Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment; 4) Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

BULLYING, PREVENTION AND RESPONSE PLAN

I. Definitions:

Bullying includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1) Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2) Causing a substantially detrimental effect on the student's or students' physical or mental health; 3) Substantially interfering with the student's or students' academic performance; or 4) Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any

of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.
Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.
Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.
School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school counselors, school social workers, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.
II. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
III. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials Complaint Manager or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted by phone call or in writing, however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.
Nondiscrimination Coordinator: Dr. Brad Skertich, Superintendent, 201 West Clay Street, Collinsville, Illinois 62243 (168-346-6350. **Male Complaint Manager:** Mr. Bradley Hyre, Assistant Superintendent - Student Services, 123 West Clay Street, Collinsville, Illinois 62234 (618)-346-6350; **Female Complaint Manager:** Mrs. Latoya Coleman, Director, Curriculum & Assessment, 123 West Clay Street, Collinsville, Illinois 62234 (618)-346-6350. **Title IX Coordinator:** Mr. Bradley Hyre, Assistant Superintendent - Student Services, 123 West Clay Street, Collinsville, Illinois 62234 (618)-346-6350 bhyre@cusd.kahoks.org.
IV. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
V. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things: 1) Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident; 2) Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process; 3) Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received; 4) Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying; 5) The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
The District will make diligent efforts to notify parents or guardians of all students involved in the alleged incident of bullying, including all threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the administration is made aware of the students' involvement in the incident. The administration will discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures for students involved.

Commented [BH5]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

VI. The Superintendent or designee may use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
VII. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation may be treated as a serious infraction for purposes of determining any consequences or other appropriate remedial actions.
VIII. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information may be treated as a serious infraction for purposes of determining any consequences or other appropriate remedial actions.
IX. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
X. The Superintendent or designee shall post this Bullying Prevention and Response Plan on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The Bullying Prevention and Response Plan will be distributed annually to parents/guardians, students, and school personnel, including new employees when hired, and must also be provided periodically throughout the school year to students and faculty.
XI. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation: 1) The frequency of victimization; 2) Student, staff, and family observations of safety at a school; 3) Identification of areas of a school where bullying occurs; 4) The types of bullying utilized; and 5) Bystander intervention or participation. The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.
XII. This Bullying Prevention and Response Plan is consistent with the policies of the school board. Students are encouraged to **immediately** report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager, or any staff member with whom the student is comfortable speaking. Students may choose to report to a person of the student's same sex. An allegation that one student was sexually harassed by another student shall be referred to the Building Principal or Assistant Building Principal.
Any student of the District who is determined, after an investigation, to have engaged in bullying, intimidation or (sexual) harassment will be subject to disciplinary action as provided in this handbook, including but not limited to, suspension and expulsion consistent with the school and district's disciplinary policy. Any person making a knowingly false accusation regarding bullying, intimidation or (sexual) harassment will likewise be subject to disciplinary action including but not limited to, suspension and expulsion consistent with the school and district's disciplinary policy.
Students and parents/guardians are also encouraged to read the following school district policies: 7:20, *Harassment of Students Prohibited* and 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*.

CYBER-BULLYING

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.
Cellular telephones, cameras or any electronic devices used to harass or bully students or harass school personnel (ie. the student has i) been determined to have made an explicit threat on an Internet website against a school employee, a student, or any school-related personnel, (ii) the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and (iii) the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school) may be subject to the following disciplinary action: 1) In-School Suspension assignment, 2) Short Term Option Program (STOP) assignment, 3) Out-of-school Suspension for up to ten (10) days with a referral to the Board of Education for possible expulsion for up to two (2) years; 2) legal action through local law enforcement; and/or 3) revocation of driving privileges (with no refund). Cyberbullying using home-based or off-campus devices that results in a material and/or substantial disruption to the school and/or a true threat will constitute grounds for investigation as to whether or not the use violates applicable law or school rules. Should misuse be determined, the student may receive disciplinary consequences appropriate for the frequency and severity of the violation.

For more information and resource materials regarding cyberbullying and online harassment, please visit: https://www.edumed.org/resources/preventing-cyberbullying-and-harassment-online/

SEXUAL HARASSMENT

The school and district shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Collinsville CUSD10 Board Policies 2:265, Title IX Sexual Harassment Grievance Procedure, and 2:260, Uniform Grievance Procedure.

Title IX Sexual Harassment

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties. Title IX Sexual Harassment Prohibited Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following: 1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or 3. Sexual assault as defined in 20 U.S.C. §1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. §12291(a)(10), domestic violence as defined in 34 U.S.C. §12291(a)(8), or stalking as defined in 34 U.S.C. §12291(a)(30). Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion. A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender. School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

TEEN DATING

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

In our District, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of School Board policy, 7:185, Teen Dating Violence Prohibited, which is a component of the District's anti-bullying program. Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that teen dating violence occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, Report Form for Bullying. Finally, I have directed staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidents of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

Name-calling and put-downs. Does one individual in the relationship call the other person names? Does he or she use insults to put the other person down?; **Extreme Jealousy**. Does one individual in the relationship act overly jealous when the other talks to peers? Does one person accuse the other of flirting even when it's innocent conversation?; **Making Excuses**. Does one individual in the relationship make excuses for the other? Does he or she have to apologize for the other person's behavior?; **Canceling or changing plans**. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?; **Monitoring**. Does one person call, text message, or check up on the other constantly? Does he or she demand to know the other person's plans or with whom the other person was with?; **Uncontrolled Anger**. Have you seen one individual lose his or her temper? Does he or she throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?; **Isolation**. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be

important?; **Dramatic Changes**. Have either of the individuals in the relationship had appearance changes? Has he or she lost or gained weight? Have his or her grades dropped? Does he or she seem depressed?; **Injuries**. Does one person in the relationship have unexplained injuries, or does he or she give explanations that don't make sense?; **Quick Progression**. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at: https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html.

HAZING

Soliciting, encouraging, aiding, or engaging in hazing is prohibited. 'Hazing' means any intentional, knowing, or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team whose members are or include other students. Students who engage in hazing that endangers the mental or physical health or safety of another may be subject to disciplinary action including but not limited to, suspension and expulsion consistent with the school and district's disciplinary policy.

We encourage students and parents to notify the school office of any incidents regarding bullying immediately. The school will protect students against retaliation for reporting incidents of bullying, intimidation or (sexual) harassment. Students and parents/guardians are also encouraged to read the following school district policies: 7:20, Harassment of Students Prohibited and 7:180, Prevention of and Response to Bullying, Intimidation and Harassment.

CELL PHONES, SMARTPHONES, HEADPHONES, EARBUDS, ELECTRONIC COMMUNICATION DEVICES, MOBILE INTERNET DEVICES, META A SMART GLASSES, PERSONAL LAPTOPS, NETBOOKS

The Collinsville CUSD10 personal electronic devices policy has been developed to increase learning, improve mental health, and foster community in our classrooms and schools. Research has shown that limiting personal electronic device use during instructional time creates a more focused, engaging, and supportive learning environment, by minimizing disruptions, helping to prevent cyberbullying, and encouraging in-person social interactions among students. In addition to the academic benefits, personal electronic device limitations help to improve students' mental health by reducing students' exposure to social media during the school day.

The use of electronic devices and other technology at school is a privilege, not a right. An electronic device includes, but is not limited to, the following: cell phone, smartphone, headphone, earbuds, audio or video recording device, Meta AI smart glasses, personal digital assistant (PDA), iPod©, iPad©, laptop computer, tablet computer or other similar electronic device. Students are prohibited from using electronic devices, except as provided herein (or otherwise determined by federal or state statutes or as outlined in Illinois School Code).

Collinsville High School

During instructional time, during passing periods or in academic areas (to include study halls), personal electronic devices must be kept powered-off and out-of-sight. During instructional time, during passing periods and in academic areas (to include study halls), these personal devices should not be seen or heard. Students are allowed to use personal electronic devices prior to the first bell at 7:40AM and in the cafeteria/cafeteria patio during the student's assigned lunch period. Students may not have Meta AI smart glasses within the school during the school day. School issued Chromebooks may be used during instructional time as permitted by the classroom instructor.

Collinsville Middle School, Dorris Intermediate School, Elementary Schools

During the school day, personal electronic devices must be kept powered-off and out-of-sight. Students may not have personal electronic devices either visible or heard while on school property beginning when they enter the building until they leave the building. These devices should not be seen or heard during school hours. School issued Chromebooks may be used during instructional time as permitted by the classroom instructor. Cell phones are not to be used to contact parents during school hours. If a parent needs to be contacted, an office phone may be used.

All disciplinary action is determined on a case-by-case basis by school officials. Students may be subject to the following disciplinary actions for violation of the Cell Phone, Smartphone, Electronic Communication Devices, Mobile Internet Devices, Personal Laptops, Netbooks policy: 1) Notifying parent(s)/guardian(s); 2) Disciplinary conference; 3) Withholding of privileges (with no refund for charged privileges); 4) Temporary removal from the classroom; 5) Restriction from being on school grounds and at school activities; 6) Return of property or restitution for lost, stolen, or damaged property; 7) Detention; 8) In-school suspension; 9) Seizure of contraband, confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules; 10) Suspension of bus riding privileges in accordance with Board policy 7:220; 11) Short Term Option Program (STOP) assignment; 12) Out-of-school suspension from school and all school activities for up to ten (10) days in accordance with Board policy 7:200, Suspension Procedures. 13) Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also

be restricted from being on school grounds and at school activities; 14) Notifying juvenile authorities or other law enforcement.

Technological devices may not be used to invade the privacy of any student or staff member, to violate the rights of any student or staff member, or to harass any student or staff member. Actions including, but not limited to, harassing or bullying students or harassing school personnel, taking still photos or videos of other students or district employees without prior consent (ie. taking still photos or videos of other students engaged in a physical or verbal confrontation), recording an individual's voice or image without consent, transmitting still photos, audio and/or videos of other students or district employees in any manner, including but not limited to uploading them to internet websites, without prior consent, or storing/accessing personal and/or academic data without consent are prohibited and subject to disciplinary action and referral to legal authorities. Picture phones and other recording devices are banned from locker rooms, bathrooms, changing rooms and any other school facility location where a person's expectation of privacy should be respected. ~~The possession or distribution (including attempt to obtain or distribute) lewd images (including sending, receiving, or possessing sexually explicit or otherwise inappropriate pictures or images, commonly known as 'sexting') is prohibited and subject to disciplinary action and referral to legal authorities~~ *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone is prohibited and subject to disciplinary action and referral to legal authorities. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions*, *non-consensual dissemination of private sexual images*, and *non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law. Students may not use technological devices to invade the privacy of any student or staff member, to violate the rights of any student or staff member, or to harass any student or staff member as described above.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his/her parents/guardians to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

The School District is not responsible for the loss, theft or damage of any electronic device brought to school.

Commented [BH6]: Recommended Revision to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

HEALTH SERVICES

School Health Services provides emergent/urgent nursing assessment, first aid care, medication administration, vision/hearing screening/referral, health record maintenance and IEP related assessments through the health office. The health and welfare of every student is important. Regardless of the nature and extent of a student's illness or injury, it should be reported to the school nurse. Staff members can refer students to the health office and students can refer themselves by requesting a pass from a staff member. Parent/guardian notification will be based on nursing assessment and the nurse's/principal's discretion.

ACCIDENT REPORTS

If a student is seriously injured which requires medical attention while at school, at a school sponsored event or function, or on the bus, the nurse, the teacher, the bus driver and/or principal will complete an accident report. The student's parents will be notified as soon as practicable. In the event a child is seriously injured and the parents cannot be contacted, the school nurse will be notified and after an examination and consultation with the principal, a decision may be made to have the child transported to the Emergency Room. Every effort will be made to notify the parents of the decision.

ALLERGY MANAGEMENT - FOOD ALLERGY AND OTHER LIFE-THREATENING ALLERGIES

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your child has a life-threatening allergy or life-threatening chronic illness, please notify the building principal and/or school nurse. Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your child has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports so that your child can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means. If your child has a life-threatening allergy, an emergency action plan and health care plan will be developed and implemented in order to provide the best care for your child. If an EpiPen auto-injector has been prescribed, the parent/guardian will be responsible for notifying the school nurse/principal and providing the necessary emergency documentation and medication. In addition, undesignated Epipens are available in case of a first-time reaction occurring at school that can be administered by the school nurse following an assessment.

AUTOMATED EXTERNAL DEFIBRILLATOR (AED)

The state requires all public indoor athletic facilities with participants of 100 or more to have AEDs. This includes schools with gymnasiums/wrestling rooms/weight training rooms/physical education classes. An AED (Automated External Defibrillator) is a device that is designed to shock a fibrillating heart back into a normal rhythm. These are safe and effective life-saving devices. There is no danger to students, staff, or visitors. No accidental shock can be given. The device will only shock a fibrillation heart. All CUSD10 school buildings/Administration building/Administrative Annex building are equipped with Heartsine AEDs. There are additional AEDs available for athletic practices and events. Several staff members have completed CPR/AED certification training. Please make your child(ren) aware that these units are housed in wall hanging cabinets in each building and should not be tampered with by students.

BUS TRANSPORTATION - EMERGENCY MEDICAL INFORMATION FOR STUDENTS WITH SPECIAL NEEDS/MEDICAL CONCERNS DURING BUS TRANSPORTATION

The BUS TRANSPORTATION - EMERGENCY MEDICAL INFORMATION FOR STUDENTS WITH SPECIAL NEEDS/MEDICAL CONCERNS DURING BUS TRANSPORTATION form is available from the school nurse in the Health Office. The purpose of this form is to give school bus drivers/monitors information about children who may have special needs or medical concerns during bus transportation. However, the school bus drivers/monitors are not responsible for and will not give/monitor medications on the bus. The school bus drivers/monitors are not trained health care providers. No medication should be carried or used on the bus unless specific arrangements have been made with the school nurse (inhaler/EpiPen/diabetic) and in accordance with Board Policy 7:270. In an emergent situation, a bus driver should pull to a safe stop and notify dispatch to call 911. Examples of this may include but are not limited to: grand mal seizure, severe asthma attack, allergic reaction with respiratory difficulty, and/or severe bleeding from a wound. This form is available from the school nurse and will be kept in the school nurse's office, with a student's IEP/504, with a student/s HCP, and/or at the bus company.

COMMUNICABLE DISEASE – NOTIFICATION AND EXCLUSION

The school will observe recommendations of the CDC, Illinois Department of Public Health, and local health departments regarding communicable diseases. 1. Parents are required to notify the school nurse if they suspect their child has a communicable disease. 2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian. The decision to allow attendance will be made by the school nurse. 3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease. 4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease. 5. A Susceptibility List will be kept in each building indicating the students who are at risk due to lack of immunizations, medical exemptions, or religious exemptions. Parents of susceptible students will be notified in the event of a communicable disease outbreak. If your child exhibits SYMPTOMS of the following illness(es), please follow these guidelines. A Physician's note may be required when returning to school.

ALLERGIC CONJUNCTIVITIS-(caused frequently from allergies) May return to school immediately with confirmation from doctor.

CHICKEN POX/SHINGLES-Exclusion from school for at least 5 days after the eruption of the last vesicles or until all lesions are dry and scabbed over with absence of fever.

COMMON COLD-Exclude from school for fever 100 degree F or greater for 24 hours and/or excessive coughing.

CONTAGIOUS CONJUNCTIVITIS (Pink eye)-Exclusion from school until 24 hours after treatment begins or written permission from the doctor to return to school.

CONJUNCTIVITIS - Allergic conjunctivitis can be caused by allergies. May return to school immediately with confirmation from the doctor. **Contagious Conjunctivitis** (Pink eye) is caused by a bacteria or virus. Must be excluded from school until 24 hours after treatment begins and written permission from the doctor to return to school.

COVID - Exclude until fever-free without fever reducing medications for at least 24 hours and symptoms are significantly improving overall. Upon return and for the next 5 days, the CDC recommends enhancing hygiene practices, wearing a well-fitted mask and physical distance from others when indoors as much as possible.

FEVER-Fever is considered to be 100 degree F or greater. Exclusion from school until the student is **fever-free** for 24 hours without fever-reducing medications.

FIFTH'S DISEASE-Rash will appear lace-like and bright red on arms/chest/abdomen. Facial cheeks may appear bright red. No exclusion unless fever over 100 degrees is present. May require written verification from physician

GASTROENTERITIS (PARASITIC/VIRAL)-Exclusion from school until 24 hour absence of **diarrhea, vomiting, and fever** 100 degree F or greater.

HAND FOOT MOUTH DISEASE-May see lesions on hands, feet, and/or face. Return with written verification from a physician and/or lesions are intact and dry or can be covered at all types. Must be fever free and practice good hygiene (for example-no drooling, no toys in mouth, good hand washing, etc.).

HEPATITIS A VIRUS-Exclusion from school until a written release from doctor is obtained. Must be free of diarrhea, vomiting, and fever for 24 hours before returning to school.

IMPETIGO-Exclusion from school until sores are healed over without drainage or with permission from the physician to return to school 24 hours after treatment begins. Note: Lesions must be covered while in school when possible.

INFLUENZA (FLU)-Exclusion from school until absence of fever (fever is 100 degree F or greater) for 24 hours.
MENINGITIS-Exclusion from school until absence of fever for 24 hours without fever-reducing medication, at least 24 hours of antibiotics, and with written release from the physician.
PEDICULOSIS (HEAD LICE)-Exclusion from school may occur for live lice/multiple nits per the discretion of the school nurse/principal until 1) treatment with appropriate lice eliminating product, 2) removal of live lice/multiple nits, and 3) completion of a head check by the school nurse/principal.
PINWORMS-Exclusion from school until 24 hours after first treatment confirmed. May require written verification from a doctor to return to school. Practice good/frequent handwashing.
RINGWORM-Exclusion from school until 24 hours after treatment begins with written verification from the doctor or evidence of over-the-counter antifungal treatment has been initiated. Lesions should be kept covered at school.
SCABIES-Exclusion from school until 24 hours after the first scabicide treatment confirmed. Written verification from the physician to return to school.
STREP THROAT and SCARLET FEVER-Exclusion from school until 24 hours after treatment (antibiotic) begins with written permission from the doctor to return to school, provided that fever is absent without fever-reducing medications for 24 hours.
STAPH and MRSA-Exclusion from school for a minimum of 48 hours after antibiotic treatment has begun and lesions are closed or completely covered. Exclude if wounds cannot be well contained under a dressing. Exclude from high-risk activities such as contact team sports if the wound cannot be completely covered with a secure bandage that will remain intact throughout sport activity, until completely healed. Exclude from use of pools/whirlpool until wounds are healed. Students must practice good frequent hand hygiene. *Must have doctor written permission to return to school.*
OXYGEN SATURATION-Fingertip pulse oximetry may be used as a tool for asthmatic episodes, coughing episodes, choking episodes, and/or allergic reaction episodes. *Healthy Saturation Levels 95-100%.* If a fingertip pulse oximeter indicates an oxygen saturation level *below 95%* that does not improve after medication/treatment, the student must be sent home and encouraged to call/visit their physician or ER.
PERTUSSIS (WHOOPING COUGH)-Must be excluded for 5 days of appropriate antibiotic treatment. Must be fever free and cough controlled when returning to school. May require written verification from a physician to return to school.

CONCUSSIONS

A concussion is a traumatic brain injury that interferes with normal brain function. Concussions can range from mild to severe and can occur in any organized or unorganized sport or recreational activity resulting from a fall or from players colliding with each other, the ground, or with obstacles. CUSD#10 has Guidelines for Concussive Injuries developed in accordance with 105 ILCS 5/10-20.53, 5/34-18.45 and based on the recommendations from IHSA and the Centers for Disease Control. Students with a concussive injury should not return to physical activity (PE/recess/practice/competition) during the same day of the injury. A physician's note and suggested activity progression should accompany a student and/or student athlete to return
to school and or physical activities.
Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition. A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.
More information can be found at www.kahoks.org/CHS/Sports/Sports_Medicine.htm, www.cdc.gov/safechild
www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx, www.cdc.gov/ConcussionYouthSports

DIABETES – CARE FOR

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal or school nurse. Parents/guardians are responsible for and must: 1) Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child; 2) Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers; 3) Sign the Diabetes Care Plan; 4) Grant consent and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan. For further information, please contact the building principal or school nurse.

EMERGENCY EPIPEN-INJECTORS

There will be emergency undesignated EpiPen-injectors available in each school building to be used as needed following an assessment by the school nurse or trained staff member (with CPR/AED certification) of a child with a suspected allergic reaction. Students who have prescribed EpiPen-injectors at school with appropriate paperwork and pharmacy labels can be administered as needed by any trained school staff or self-administered by the student.

EMERGENT HEALTH CONCERNS

Serious illness or injury must be reported immediately to the health office. If a student is too ill or seriously injured and cannot report to the health office on his own, the teacher should contact the main office. If the student is too ill or seriously injured to remain at school, the nurse will make all of the necessary arrangements for the student to go home or be transported by emergency services.

EXEMPTIONS

A student will be exempted from physical/immunization/dental/eye exams for:
1. Religious Objection-a student's parent/guardian presents a Certificate of Religious Exemption to the school nurse/principal. This statement must be approved by the district superintendent or appointed designee. 2. Medical Objection-a student's parent/guardian presents to the school nurse/principal a written and signed statement from the child's physician indicating the reason for the exemption. 3. Eye exam requirement-the student's parent/guardian shows an undue burden or a lack of access to a licensed optometrist/ophthalmologist. A signed eye exam waiver must be on file. 4. Dental exam requirement-student's parent/guardian shows an undue burden or a lack of access to a dentist. A signed dental exam waiver must be on file.

HEAD LICE

Management on the Day of Diagnosis: If a student has a head lice infestation (live bugs) the student may have limited direct contact with others until treated, parents notified, and student sent home per the discretion of the school nurse/principal based on the number of nits/live lice and treatment history. Prompt treatment is recommended. The school will provide written instructions to the parent or guardian regarding appropriate treatment for the infestation.

Upon return to school, parents should accompany students to the health room for a head check before they enter the classroom. Parents should be aware that if live lice and/or nits remain, a child may be sent back home per the discretion of the school nurse/principal. The health staff will make every effort to keep your child in school, but your cooperation/prompt and thorough treatment is a must.

HEALTH EXAMINATIONS AND IMMUNIZATIONS - REQUIRED

All students are required to present appropriate proof that the student received a health examination and required immunizations against preventable communicable diseases. Students must present an up-to-date immunization record that meets all Illinois requirements or an immunization schedule from the physician. Lack of proper immunizations is subject to exclusion from school. Students who are not compliant with physical examination and immunization requirements and have not submitted a waiver to be exempt from immunizations will be excluded from school and will not be permitted to make-up work for academic credit for their absences. The District will also report the student as truant. If a student submits a valid waiver to be exempt from immunization and is subsequently excluded from school due to a disease outbreak or due to his/her exposure to any of the diseases for which immunization is required, the excluded student will have the opportunity to make up all missed academic work for full credit.

SCHOOL HEALTH REQUIREMENTS

Early Childhood/Pre-Kindergarten:
- Physical Exam on Illinois State Form by October 15, 2025

Documented up-to-date Immunizations

Kindergarten:
- Kindergarten Physical Exam on Illinois State Form by October 15, 2025
- Documented up-to-date Immunizations
- Eye Exam on Illinois State Form by Oct 15, 2025
- Kindergarten Dental Exam on Illinois State Form by May 15, 2026

First Grade:
- Same as Kindergarten, Kindergarten Dental Exam completed

Second Grade:
- Same as Kindergarten
- Second grade Dental Exam on Illinois State Form by May 15, 2026

Third/Fourth/Fifth Grade:
- Same as Kindergarten, Second grade Dental Exam completed

Sixth Grade:
- Sixth grade Physical Exam on Illinois State Form by October 15, 2025
- Documented up-to-date Immunizations
- Proof of at least one Tdap Booster
- One dose Meningococcal Conjugate Vaccine (MCV4)
- Sixth grade Dental Exam on Illinois State Form by May 15, 2026

Seventh/Eighth Grades:
- Same as Sixth grade, Sixth grade Dental Exam completed

Ninth Grade:
- Physical Exam on Illinois State Form by October 15, 2025
- Documented up-to-date Immunizations
- Ninth grade Dental Exam on Illinois State Form by May 15, 2026

Tenth/Eleventh Grades:
- Same as Ninth grade, Ninth grade Dental Exam completed

Twelfth Grade:

Proof of at least one meningococcal on or after 16th birthday, Ninth grade Dental Exam completed

Transfer Students:

District within Illinois: meet requirements of grade level within 30 days of start date
From another State: meet requirements of grade level within 30 days of start date, Eye Exam performed within one year if new to Illinois schools.

**A completed PHYSICAL EXAM includes all required fields (immunizations, examination results, system review, diabetic screening, lead risk assessment, physical education examination). It must be on the Illinois Certificate of Child Health Examination form signed by a Physician/PA/APN including the office stamp/contact information. The health history located on the back of the physical form must be completed and signed by the parent/guardian. Must be completed by October 15 of the required grade or may be subject to EXCLUSION from school.

**DENTAL EXAM - IDPH Proof of School Dental Examination form including the dentist signature and office/clinic information and completed within 18 months of May 15 of the required grade level.

** EYE EXAM - Illinois Eye Examination Report form including doctor signature and completed within one year of the required grade level or upon entry to an Illinois school.

**MEDICAL EXEMPTIONS – written documentation from the physician (ask School Nurse for form).

**RELIGIOUS EXEMPTIONS – written religious explanation from the parent/guardian, signed by a physician (ask for form).

**SPORTS PHYSICAL - If your child will be participating in grades 7-12 sports, a sports physical is required annually (the ninth grade physical exam may be used during freshman year only) on the IHSA/IESA Physical form. Sports physicals are valid for 395 days and must be completed prior to tryouts/practice/play.

Please communicate with your building SCHOOL NURSE if you are in need of assistance finding resources, etc. We are more than willing to assist you in any way we can to prevent your child's exclusion from school.

HEALTH OFFICE
Medical facilities will be available for students that become ill during the school day. Students who feel ill during class should secure a pass from the teacher to go to the health office. If the nurse is not in the office, students should report to the school office. Injuries occurring in the classroom or during physical education class should be reported to the teacher in charge before going to the health office. The school nurse or office must make contact with a parent/guardian/emergency contact before ill students are allowed to be picked up/signed out and/or sign themselves out.

HEARING AND VISION SCREENING
The Illinois Department of Public Health requires certain grade levels be screened for hearing and vision. Certified vision and hearing technicians will perform the screenings. Hearing screening will be conducted for early childhood, pre-kindergarten, kindergarten, first, second, third, and special education students. Vision screening will be conducted for early childhood, pre-kindergarten, kindergarten, second, eighth, and special education students. Color vision screening will be performed for second grade. Vision screening is not a substitute for a complete eye exam by an eye doctor. If your student has completed a hearing or vision exam within one year, you may send a copy of the report to the school to be kept with your child's health record. Only if this documentation is present will your child be exempt from testing. Your child may also be screened during the school year upon request of the teacher based on the observable signs of hearing or vision difficulties in the classroom. If your child fails either the hearing or vision screening, you will receive a letter of notification.

INSURANCE - SCHOOL
School insurance is offered at the beginning of each school year. Parents are encouraged to take advantage of this offering. Envelopes for enrolling for this insurance are available at centralized registration or in the school's office.

MEDICATION POLICY COLLINSVILLE UNIT #10 SCHOOL DISTRICT

STUDENTS ARE NOT ALLOWED TO CARRY ANY TYPE OF MEDICATIONS WHILE IN SCHOOL OR RIDING A SCHOOL BUS. (Students may carry inhalers, Epi-pens, or Diabetic supplies if the student's parent/guardian has completed and signed a *School Medication Authorization Form* as discussed below. If it is necessary to carry these medications/supplies on the bus, an Emergency Medical Information for Students with Special Needs/Medical Concerns During Bus Transportation form may be completed.) Student medication form is available in the school health office.

1. School personnel will not administer medication at school if arrangements can be made so that the student can receive the medication at home. Medications that can be given before and/or after school should be given at home.
2. **Epi-Pens** may be carried and self-administered by the student if the physician indicates in writing on the medication request form that it is medically necessary that the Epi-Pen be carried by the student at all times and that the student has been instructed in the use and self-administration of the Epi-Pen and can fulfill the requirements of the procedure. (The student will be issued a permanent pass for the school year at the senior high level).

3. **Inhalers** kept in the health room must have a ***pharmacy label*** and/or copy of the pharmacy label and the ***Student Medication Authorization Form signed by the*** **physician and parent** on file at school.
Students who self-carry their inhaler must have a copy of the ***pharmacy label*** and the ***Student Medication Authorization Form signed by the parent*** on file at school.
An ***Asthma Action Plan*** should be on file for all students who keep an inhaler in the health room or self-carry and inhaler. It is recommended to keep an extra inhaler in the health room for emergency use even if the child will self-carry an inhaler.
4. Students who are diabetic may also self-carry and self-administer diabetic testing supplies and insulin. Students who are diabetic must also have a Diabetes Care Plan on file with the school.
5. All medications administered to students during school hours must be transported to and from school by a parent or another adult acting on the parents' behalf.
6. **All requests to administer medication (prescription or non-prescription) to students must be in writing on the designated "Student Medication Authorization Form" and signed by the parent or legal guardian and the physician or appointed designee. Medication will not be administered unless a request form is properly completed and the medication is labeled properly.**
7. All medications, prescribed by the physician, must be in the original pharmacy container. **Prescription medication must have the pharmacy label on the medication bottle, box, or administration device**. **Non-prescription medication must come in a new sealed container.** Any change in the dosage of the medication and/or the directions for use will require a *corrected pharmacy label* indicating the changes and a *signed note from the physician*.
8. All medications given at school require a new Student Medication Authorization Form at the start of each school year.
9. **The administration of any medication containing a narcotic is discouraged during school hours**. If a student requires medication of this type for pain, it is recommended that he/she remain at home until a milder form of medication can be used. It is highly recommended that parents do not administer narcotics before school due to safety issues at school.
10. **Cough drops are permitted at the elementary and intermediate levels (Pre-K to 6th) with a medication permission form or dated note signed by parent/guardian. All cough drops need to be in a new, sealed package.** Students will be asked to stay in the health room or supervised by the teacher in the classroom while the cough drop is administered. However, cough drops are discouraged at this grade level due to risk of choking.

ADMINISTRATION OF MEDICINES TO STUDENTS

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student. A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. Students who are diabetic may possess and/or self-administer diabetic testing supplies, equipment, and insulin if authorized by the student's diabetes care plan, which must be on file with the school. Students with epilepsy may possess and/or self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan.
The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a

Commented [BH7]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

Commented [BH8]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

qualifying plan. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) e and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f)and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement 105 ILCS 5/22-30(f)and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or Trained staff may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student by one or more of the following individuals: 1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if: a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH; b. Copies of the registry identification cards are provided to the District; c. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus. 2. A properly trained school nurse or administrator, who shall be allowed to administer the medical cannabis infused product to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus. 3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

The District retains the right to use its discretion to regulate the administration of the product, which may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

The District reserves the right to restrict or otherwise stop allowing the administration of medical cannabis to a child if the District or school would lose federal funding as a result.

Void Policy

The School District Supply of Undesignated Asthma Medication section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2)

fill the District's prescription for undesignated school asthma medication. The School District Supply of Undesignated Epinephrine Injectors section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors. The School District Supply of Undesignated Opioid Antagonists section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists. The Administration of Medical Cannabis section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication
Upon any administration of a medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Disclaimers
Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under StaTe law apply. No one, including without limitation parent(s)/guardian(s) of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parent(s)/guardian(s) should consult their own physician regarding these medication(s).

MEDICATION – AUTHORIZED USE OF
A student may possess and self-administer an epinephrine auto-injector (EpiPen) and/or an asthma inhaler prescribed for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the administration of any physician ordered medication by school personnel.
The Student Medication Authorization Form (required for all prescription and non-prescription medications at school) must be completed by the student's parent(s)/guardian(s) each school year. This form must be on file in the Health Office, or in the absence of a Health Office, the School Principal's Office.
School personnel will destroy any medication that is not removed from the school at the end of the school year.
Students are not permitted to carry any type of medications while in school or riding a school bus to and from school unless the physician agrees that it is medically necessary for the student to carry his/her inhaler, EpiPen®, or Diabetic supplies. *Discipline for Medication Policy violations includes all disciplinary measures in the student discipline code.*
Resources: Public Act 096-1460 Recommended Guidelines for Medication Administration in Schools Illinois Department of Human Services and the Illinois State Board of Education, 9/2000
Public Act 099-0843 Asthma Episode Emergency Response Protocol and Asthma Action Plans
Public Act 98-0795 Self-Administration and Self-Carry of Medications for Asthma and Allergy

Void Policy
The School District Supply of Undesignated Asthma Medication section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.
The School District Supply of Undesignated Epinephrine Injectors section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.
The School District Supply of Undesignated Opioid Antagonists section of the policy is void whenever the Superintendent or designee is, unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The Administration of Medical Cannabis section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

MEDICAL EMERGENCY RESPONSE TEAMS

Medical Emergency Response Teams have been established in each building to respond to medical emergencies including cardiac, asthma, anaphylaxis, diabetes, seizures, and opioid overdose in a timely manner. MERT team members are trained in CPR/AED, Choking Resuscitation, First Aid and Stop the Bleed techniques.

NON-EMERGENT HEALTH CONCERNS (CHS)

Situations that do not demand emergent treatment can be referred, according to the following procedure: 1) The student reports to class and requests a pass to go to the health office. Students will need a blue pass signed by the teacher to enter the health office. The student should proceed directly to the health office and remain there until released. Any student who arrives at the health office without a proper pass may be sent back to class. If the nurse is not in the office, the student should report to the Counseling Department; 2) If the student is too ill or seriously injured to remain at school, the nurse will make all of the necessary arrangements for the student to go home. Under no circumstances, may a student who is ill leave school without checking with the school nurse, school administrator, or CHS attendance office. Students are discouraged from making their own arrangements to leave school by the use of cell phones or other office phones. Student initiated contact to depart campus may be considered unexcused (without school permission) or early dismissal (arranged through the attendance office); 3) Any student who has sustained a serious injury or experiences fever (100 degrees or more), diarrhea, or vomiting, may be immediately dismissed from school through the health office; 4) The nurse may contact student's parent/guardian to bring a one-time dose of medication to treat symptoms such as headache, colds, menstrual cramps, etc.; 5) Parent(s)/guardian(s) are required to notify the school nurse if they suspect their child has head lice. If a student has a head lice infestation (live bugs) the student may have limited direct contact with others until treated, parents notified, and the student sent home per the discretion of the school nurse/principal based on the number of nits/live lice and treatment history. Prompt treatment is recommended. The school will provide written instructions to the parent or guardian regarding appropriate treatment for the infestation and procedures for the return of their child to school. Upon return to school, parents should accompany students to the health room for a head check before they enter the classroom. Parents should be aware that if live lice and/or nits remain, a child may be sent back home per the discretion of the school nurse/principal. The health staff will make every effort to keep your child in school, but your cooperation is a must. Parent notes requesting PE exemptions should be delivered to the CHS health office prior to first hour class. Doctor's notes (indicating time frame) are required for the following: PE exemptions greater than two days, five-minute early pass from class (related to medical reason), use of elevator ($20.00 Fob replacement cost), special needs passes for bathroom privileges, and snacks and/or drinks during the day.

NURSE - SCHOOL

The school nurse supports student success through interventions that improve student health and impact academic achievement by providing emergent care, support of disease processes, development of individual healthcare plans, and involvement in the IEP process. School nurses also act as on-site public health investigators; in this role, school nurses work to prevent the spread of communicable disease and respond to disease outbreaks under the direction of the Health Department.

HOME AND HOSPITAL INSTRUCTION

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: 1) Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction; 2) For up to three months after the child's birth or a miscarriage; 3) When a student must care for his or her ill child if: a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition that would require the student to be absent from school for two or more consecutive weeks; and b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period. 4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks. The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for

home instruction. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

Commented [BH91]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

STUDENT BEHAVIOR

Copies of all School District policies on student behavior are available in the School office.

GENERAL DISCIPLINARY AUTHORITY

Because the Board of Education is entrusted with protecting the safety, health and welfare of the students, staff and property of the School District, it may be necessary at times to discipline students whose conduct affects the well-being of the schools. Discipline is determined on a case-by-case basis and is at the discretion of the administration and the Board of Education. The level of consequences imposed will be consistent with the Illinois School Code. Out-of-school suspensions and expulsions are only used for legitimate educational purposes. The district will make all reasonable efforts to resolve disruptions and minimize the length of exclusion to the greatest extent possible before disciplining a student with a suspension or expulsion. The District does not use zero-tolerance discipline except as required by federal law or the Illinois School Code. In accordance with constitutional due process and statutory requirements, the Board of Education may suspend or expel students in cases of gross disobedience or misconduct that occurs on or off campus. This includes on school buses, at bus stops, while students are traveling to or from school at school sponsored events, activities connected with the school program; any event having a nexus with the school; and at any other time such action is necessary for the safety and supervision of students and during periods of remote learning. The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to: 1) on, or within sight of, school grounds before, during, or after school hours or at any time; 2) off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school; 3) Traveling to or from school or a school activity, function, or event; or 4) anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property and during periods of remote learning..

Only the Board of Education may determine to expel a student from school or from the school bus. The Superintendent, Assistant Superintendents, Principal and Assistant Principals may suspend students from school or the school bus for up to ten (10) school days. Suspensions or expulsions of students shall occur in compliance with procedural regulations to be promulgated and implemented by the administrators of the district. Disciplinary measures other than suspension or expulsion shall be determined by the administration and established in general regulations governing student discipline.

GENERAL PROCEDURES FOR RESOLVING SCHOOL PROBLEMS

School problems can best be resolved at the campus level, where problems start. In order to resolve problems, parents, guardians, and students can meet with a teacher at an appropriate time to discuss existing problems. If the parents, guardians, or students are dissatisfied with the teacher's decision or explanation, they can meet with the building administrator to review the area of concern. If the parents, guardians, or students are dissatisfied with the building administrator's decision or explanation, they can meet with the Director of Student Services to review the area of concern. If further assistance is needed, then parents, guardians, or students can meet with the Superintendent of Schools.

RESPONSIBILITIES IN BEHAVIOR INTERVENTIONS

The effective enforcement of the school based disciplinary management system is essential in keeping a school and school related activities free of disruption and are dependent on the exercise of the responsibilities by the following:

Students

Adhere to school, district, and classroom rules and regulations for behavior and good conduct, 2) Attend all classes regularly and be on time, 3) Prepare for class with appropriate materials and completed assignments, 4) Know that the use, possession, distribution and/or sale of illegal or unauthorized drugs, alcohol, and weapons are unlawful and prohibited and that students may be searched in accordance with Board Policy and state and federal law in order to assure a safe school environment, 5) Show respect for others, 6) Conduct oneself in a responsible manner, 7) Pay required fees and fines, 8) Report threats to the safety of other students, teachers, and staff members, 9) Cooperate with staff members in the investigation of disciplinary matters, 10) Use technology and computers appropriately.

Parents

1) Support school, district, and classroom rules for student behavior and ensure that their children conduct themselves according to district standards, 2) Provide the school with a current address and home, work, and cellular telephone numbers, 3) Ensure student attendance at school by state law (student attendance is the sole responsibility of the parent or legal guardian), 4) Provide the appropriate school personnel with any student information that will affect the student's ability to learn, 5) Read, acknowledge, and understand that school policies and procedures are applicable to their children's conduct while they are at school and while they are attending events having a nexus with the school.

Teachers

Establish classroom-management procedures that concentrate on good student conduct and support school and district policies and procedures. Each teacher, and any other school personnel when students are under his or her charge, is

authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline.

Administrators

Develop with all members of the school community an effective School-Based Discipline Management System that promotes and maintains the support of good student behavior. The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed.

Board of Education

Clarify the District's purpose, connect with the community, delegate authority, and monitor school performance. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, bus transportation, the school or any school-related activity and may include 'persistent' misbehavior. 'Persistent' shall be defined as more than one repeated instance of an administrative infraction. An administrator may find, on the basis of the facts and circumstances of the case that a student may benefit in an alternative educational setting.

Disciplinary measures applied to handicapped students are in accordance with the Rules and Regulations to Govern the Administration and Operation of Special Education in the State of Illinois, Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973.

DISCIPLINE PROGRAMS

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Disciplinary actions apply equally to all students. All discipline will be imposed on a case-by-case basis. Potential disciplinary measures include, without limitation, any of the following measures: Oral correction; Disciplinary conference, phone call, letter, and/or e-mail; Parent/guardian notification: Temporary removal from the classroom; Restitution for lost or stolen goods or property; Community Service; After-school study or Before-school study provided the student's parent/guardian has been notified; Restitution or restoration, as applicable, from vandalism; Seizure of contraband, confiscation and temporary retention of the personal property that was used to violate school rules; Exclusion from extracurricular activities such as field-trips, commencement exercises/awards ceremonies; Suspension of bus riding privileges; Restriction or removal of computer-use privileges for up to one school year; Suspension from school (and all school activities) for up to ten (10) days; Expulsion from school and all school activities for a definite time period not to exceed two (2) years; Notification to juvenile authorities or other law enforcement in circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies; Transfer to the Center for Educational Opportunities (Madison County Regional Safe School Program) or other Alternative Education Program(s) if a student is expelled or otherwise qualifies for transfer under State Law; Any other appropriate disciplinary actions determined by the administration. The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Potential disciplinary measures also include, without limitation, the following measures:

Warning: This notifies a student and perhaps his/her parents/legal guardians that he/she is in violation of a rule or privilege of attending school.

Detention (CHS): The detention program is primarily a supervised study time for students. Students assigned detentions shall not be penalized academically. The program will run from 7:00AM – 7:45AM Monday through Friday and from 3:00PM to 4:00PM Monday, Tuesday, Thursday, and Friday. Parents may request that their child be given the next level of consequence in place of detention (In School Supervision). This request must be made prior to the scheduled detention assignment. Any student who refuses to serve, misbehaves, skips or intentionally misses an assigned detention will be assigned to In School Supervision on the following day. Students not reporting to detention on the day assigned may be reassigned to ISS the following day. Any changes to detentions must be made by a parent/guardian ONLY by contacting the appropriate administrator. For morning detention, the change must be made before 3 p.m. the day prior to the assigned detention. For afternoon detention, the change must be made by 12 p.m. on the day of the assigned detention.

Detention (CMS):

Reason for Detention: A teacher, staff member, or an administrator can write a referral for any reason considered interfering with the education process or noncompliance of school rules.

Notice: A one (1) day notice of before/after school detentions must be given by all teachers in order for the student to inform their parents, to arrange transportation, and to notify the location of the detention.

Lunch Detentions: Assigned by administration and are served during the student's lunch period. Students in Lunch Detention will have lunch provided to them (based on their recorded lunch status) or will be permitted to bring lunch from home.

Commented [BH10]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

Commented [BH11]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

Absences: If absent or suspended, the student is required to serve the detention the next day he/she returns to school. It is the student's responsibility to remember the detention obligation.
Detention Rules: All school rules apply to detention. A student cannot be late or disruptive for detentions and must be busy with schoolwork during the entire detention period. Students are expected to arrive in the detention room on time, bring and work on assignments/school work.
Skipping Detention or Not Following the Rules of Detention: If a student skips detention or chooses not to follow the rules of detention, then the student may be assigned more detentions or ISS.
Tardy Detention: Tardy detentions will be assigned by the administration.
Teacher Detention: Teacher detentions will be held by the classroom teacher in a supervised classroom before or after school, or during lunch periods.
Problems: If a student or parent has questions concerning detention, they should contact the teacher regarding teacher-issued detention(s) or contact the administrations regarding administrative-issued detention(s).

In School Supervision

In-school supervision may be offered as an alternative to out-of-school suspension.
In-School Supervision Procedures (ISS)
The following are suspension procedures: Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges. 2. Students are supervised by licensed school personnel. 3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

In School Supervision (ISS) – (CHS): Students will serve In School Supervision (ISS) at school during the school day for as many days as their disciplinary consequences stipulate. During this time, students should work on the assignments being covered in their classes. Students serving ISS will be counted present and receive full credit for academic work completed. Teachers must provide assignments for credit at the student's request. If a student has an unexcused absence in conjunction with serving an ISS, then make-up work will not be permitted. Students are responsible for obtaining assignments from their teachers prior to reporting to ISS. ISS is the last opportunity a student has for remaining in school following disciplinary infractions. If a student chooses not to follow proper ISS procedure, he/she will be suspended out of school, and may reserve an additional day in ISS and/or STOP program assignment. Abuse of an ISS assignment or continued violation of ISS rules may result in the loss of the ISS option. Students or their parent/guardian MUST provide transportation home should the ISS assignment not be completed successfully. In order to change an ISS, the request must be made by 12 p.m. the day before the assigned ISS. An OSS may be requested in lieu of an ISS ONLY by a parent/guardian Note: School work may not be made up when a parent opts for OSS instead of ISS.
The following are rules, regulations, and procedures for the Collinsville High School ISS assignment: 1) Students must be in their seats when the 7:55 a.m. bell rings; 2) Students may not talk or cause any type of disruption or distraction to the "Absolute Quiet" atmosphere of the ISS; 3) No sleeping is permitted; 4) Students are to be studying, reading, and completing academic assignments quietly. Students must come prepared with pen, pencil, etc. to work in ISS; 5) Students are responsible to acquire and return make-up work for missed classes; 6) Lunch is spent in ISS. Students may bring a lunch from home or order a lunch. All drinks must be sealed. No soda is permitted in the ISS room; 7) A type "A" lunch is the only purchasable option. No other eating or drinking is permitted. Gum and cough drops are not permitted at any time; 8) Once the lunch orders have been placed, no additions will be made; 9) There will be three breaks during the day. There will be no other breaks, trips to the lockers, or use of the phones except for medical reasons or emergencies; 10) Students who leave ISS early will not receive credit for the day and would therefore serve the ISS on the next day of attendance. The student will still receive academic credit for all work completed; 11) Students who are absent from school on days to be spent in ISS must make up the days absent when they return to school; 12) In the event that school is canceled for any reason on the day of an ISS assignment, the student should report to ISS on the first day that school resumes; In the event that a student is absent on the day of an ISS assignment, the student should report to ISS on the first day that the student returns to school, 13) Dismissal is at 2:55 P.M. Students are to take all of their books and materials with them each day of an ISS assignment. Nothing is to be left in the ISS room. Anything left in the room will be taken to the Lost and Found; 14) Students who fail to successfully complete an ISS assignment may be sent home. For a failure to complete ISS assignment: 1) the office will contact the parent; 2) the parent must arrange for student transportation home, and; 3) the day may be recorded as an Out of School Suspension. Additional failures of ISS may result in out of school suspension for the number of days remaining for the ISS assignment.
If a parent/guardian is not able to arrange for transportation home: 1) the student will be sent to the library testing center; 2) the day attendance will be recorded as an in-building absence (IA) and; 3) the student must serve a STOP assignment on the next day of student attendance.

In-School Supervision (ISS) (CMS)

Students assigned to In-School Supervision (ISS) must first report to first period class and then proceed to the ISS room. It is the student's responsibility to obtain homework assignments and take work materials to ISS daily. Administrators will give students ample time to collect homework assignments. Any student who refuses to report to ISS will be subject to STOP or out-of-school suspension. The rules of ISS are posted in the ISS room and are available to parents/guardians upon request. Failure of In-School Supervision (ISS); Students must pass a full day of ISS to fulfill their ISS obligation. The ISS Supervisor will determine whether a student passes or fails based on the compliance of the student to the rules

Commented [BH12]: Recommended Addition to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

of ISS. If a student chooses not to follow proper ISS procedures, s/he may be suspended out of school for the day s/he failed. Based on the reason for ISS failure, the remaining ISS days may be turned into STOP or Out-of-School Suspensions. Parents are encouraged to avoid scheduling appointments or requesting early dismissal(s) of students on an assigned ISS day(s). Changes to the ISS date(s) selected by administration may only occur when the parent/guardian of the assigned student contacts the administrator who made the assignment to request an alternative ISS date(s). CMS encourages all students to serve ISS assignments; parent(s)/guardian(s) may opt for their child to serve one day of Out-of-school suspension for every ISS assigned to their child, but it is highly discouraged. Students who are absent from school on days to be spent in ISS will have to make up the days absent when they return to school. Homework assignments completed during ISS can be turned in for credit when the student returns to regular classes. Quizzes and tests missed while a student is assigned to ISS can be made up. All students in ISS will have a lunch provided to them (based on their recorded lunch status) during a common ISS lunch period. ISS assignments must be served on school days when school is in session. In the event that the ISS day(s) assigned to a student spans a day(s) classified as a district emergency day (i.e. snow day) the emergency day(s) will not be counted toward the fulfillment of the ISS assignment.

Short-Term Option Program (STOP) (DIS/CMS/CHS): The Short-Term Option Program (STOP) is designed to keep suspended students in school. Students assigned to the STOP program report directly to the school office upon arrival to the school campus and are then transported to the Center for Educational Opportunities (CEO) Madison County (IL) Regional Safe School located in Troy, Illinois. Teachers at the Regional Safe School STOP Program work with students to complete assigned academic work from Collinsville High School.

Out of School Suspension (OSS): A student's out of school suspension assignment is determined on a case-by-case basis and is at the discretion of school administrators and Board of Education. *The level of consequences imposed will be consistent with the Illinois School Code.* Students assigned to Out of School Suspension (OSS) will not be allowed on school district property at any time during their Out of School Suspension. Out of School Suspensions are assigned only for days when school is in session. In the event that school is canceled for any reason during the period of an out of school suspension, the student will serve the remaining day(s) of the out of school suspension period on the next day(s) that school resumes. During an out of school suspension assignment, the student will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are suspended Out-of-School for longer than 4 school days may be provided appropriate and available support services during the period of their suspension as determined by school officials.

Out of School Suspension Procedures (OSS)

The following are suspension procedures: ~~1) Before suspension, the student shall be provided a conference during which the charges will be explained and the student will be given an opportunity to respond to the charges; 2) A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable; 3) Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall state the reasons for the suspension, including any school rule that was violated, and a notice to the parent(s)/guardian(s) of their right to a review of the suspension. A copy of the notice shall be given to the Board of Education; 4) Upon request of the parent(s)/guardian(s), the Board of Education or a hearing Officer appointed shall conduct a review of the suspension by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or the hearing officer and may be represented by counsel. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action, as it finds appropriate.~~

1) A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended; 2) A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable; 3) An attempted phone call to the student's parent(s)/guardian(s); 4) A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall: a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension; b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit; c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and e. Depending upon the length of the out-of-school suspension, include the following applicable information: i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose: a. A threat to school safety, or b. A disruption to other students' learning opportunities. ii. For a suspension of 4 or more school days, an explanation: a. That other appropriate and available behavioral and disciplinary interventions have been exhausted, b. As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and c. That the student's continuing presence in school would either: i. Pose a threat to the safety of other students, staff, or members of the school community, or ii. Substantially disrupt, impede, or interfere with the operation of the school. d. Of what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee; 5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee; 6. Upon request

of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. a. At the review, the student and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency
to consult with the Board. d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

NOTE: *Parents/Guardians who elect not to send their child to school on a day of assigned In-School suspension and/or Short-Term Option Program (STOP) will be considered as unexcused absences from school. Students will not be allowed to make up work missed due to these days of unexcused absence.*

Expulsion

Expellable acts include, but are not limited to, serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school and/or that most seriously disrupt the orderly educational process in the classroom and/or school. Expulsion may occur if misbehavior occurs on school property or at any school-sponsored or school-related activity on or off of school property that may cause a serious threat to the safety of the school community. Expulsion means removal of a student from school for more than ten consecutive school days and possible placement in an alternative setting for one (1) to two (2) school years. The terms of expulsion also mean that a student who has received out-of-school suspension, is being considered for expulsion, and/or has been expelled is prohibited from being on school/district grounds, at school-sponsored activities, or present at any function affiliated with the school district for the time span of the suspension/expulsion.

Expulsion Procedures

~~The following are expulsion procedures: 1) Before expulsion, the student and parent(s)/guardian(s) shall be provided written notice of the time, place, and purpose of a hearing by registered or certified mail requesting the appearance of the parent(s)/guardian(s). If requested, the student shall have a hearing, at the time and place designated in the notice, conducted by the Board or hearing officer appointed by it. If a hearing officer is appointed by the Board, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate; 2) During the expulsion hearing, the student and his or her parent(s)/guardian(s) may be represented by counsel, present witnesses, and other evidence and cross-examine the witnesses. At the expulsion hearing, the Board or hearing officer shall hear evidence of whether the student is guilty of gross disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.~~

The following are expulsion procedures: 1) Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall: a. Include the time, date, and place for the hearing. b. Briefly describe what will happen during the hearing. c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion. d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. Inform the student and parent(s)/guardian(s) that a support person of their choice and at their expense is permitted to accompany the student throughout the proceedings. f. List the student's prior suspension(s). g. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis. h. Ask that the student or parent(s)/guardian(s) inform the Superintendent or Board Attorney if the student will appear with a representative and/or support person and, if so, provide the name(s) and contact information for the representative and/or support person. 2) Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. 3) Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. 4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. b. The student and his or her parent(s)/guardian(s) may appear with a representative, be accompanied by

Commented [BH13]: Recommended Revision to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. 5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate. 6. If the Board acts to expel the student, its written expulsion decision shall: a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school. b. Provide a rationale for the specific duration of the recommended expulsion. c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student. d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school. 7. Upon expulsion, the District may refer the student to appropriate and available support services.

Readmission to school after an expulsion

In order for a student to be readmitted to the school after completing an expulsion, the student and/or parent/legal guardian must complete the following (consecutively): 1) Meet all standards of passing the Alternative School-CEO/ETC and or the terms of the expulsion specified by the C.U.S.D. No. 10 Board of Education (school and/or the CUSD10 District Office should receive documentation verifying completion of the Alternative School within the allotted time frame of enrollment); 2) The student and/or parent/legal guardian must call the C.U.S.D. No. 10 Administrative Office to arrange a time to show proof of residency in the school district; 3) High School and Middle School students and/or parent/legal guardian must call the school to meet with his/her counselor/building Principal in order to arrange for class registration for the upcoming semester.

Re-Engagement of Returning Students

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit. The student shall have the responsibility to contact their teacher(s) concerning a plan for completing make-up work within a reasonable time (this usually means one (1) day for each day of out-of-school suspension. Students suspended out of school for five (5) or more days shall have a maximum of five (5) days to submit academic work to their teacher.). Long term assignments such as research projects and papers assigned before a suspension and due during the suspension may be turned in on the day the student returns from suspension without penalty. Long term assignments made during a suspension are due on the assigned due date. The District has the discretion of providing additional support services as deemed appropriate by school officials.

Students may be disciplined for misconduct or gross disobedience, including, but not limited to the following: Academic dishonesty (including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores) including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff)**;** Any threatening, harassing, or intimidating behavior; Attendance in restricted areas**;** Bus misconduct; Cafeteria misconduct; (In the absence of a reasonable believe that an emergency exists) Calling emergency responders (calling 911), signaling or setting off alarms or signals indicating the presence of an emergency or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity; Computer (inappropriate use); Conduct that includes public lewdness or indecent exposure, defined to include offenses against chastity, common decency, morals, and the like**;** Disobeying rules of student conduct or directives from staff members or school officials (Examples of disobeying staff directives include refusing a staff member's request to stop or submit to a search); Disrespect (behaviors verbal or in writing that are abusive or derogatory in nature); Dress/grooming (inappropriate displays); Endangerment of the physical or psychological well-being of school personnel or students by conduct or actions (including engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to be a threat or an attempted intimidation of a staff member; or endanger the health or safety of students, staff, or school property); Engaging in Bullying, Hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other student to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or school computer network, or other comparable conduct); Engaging in the offense of retaliation against a staff member for that person's performance of upholding the

Commented [BH14]: Recommended Revision to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

rules and regulation of the school; Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault; Engaging in teen dating violence; Failure to abide by rules and regulation at extracurricular activities or at co-curricular activities such as field trips; Falsifying information; Fighting (with or any assault of another student or staff member – this includes any intentional physical contact such as hitting, slapping, punching, shoving, etc.); Gambling; Gang Activity or Gang-like activity; Horseplay (pushing, shoving, etc.); Inappropriate displays of affection; Insubordination (willful failure to respond and carry out the directions of an administrator or school personnel); Knowingly making a false report against a staff member that is later determined to be unsubstantiated at the conclusion of any investigation initiated as a result of the report***;*** Loitering; Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studies within the school grounds at the time the that was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school; Operating an unarmed aircraft system (AUS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal; Participation in an illegal organization such as a fraternity, sorority, secret society, gang, cult, or other criminal combination prohibited by law; Profanity and Vulgarity (language, objects or gestures that may be found to be offensive to the commonly accepted standards of decency; Repeated violation of classroom or transportation rules; Selling or soliciting for sale any merchandise without proper administrative permission; Setting off the fire alarm and/or tampering with fire extinguishers and/or automated external defibrillators (AEDs); Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions, non-consensual dissemination of private sexual images*, and *non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law; Tardiness/Truancy; The possession and/or use of any object/material which reasonably could be considered to be distracting to the educational setting of the school (including, but not limited to, guitars, guitar cases, flowers, balloons, skateboards, hoverboards, unarmed aircraft systems, drones); The possession of matches or other flammable materials; The possession and use of cellular and wireless telephones, laser pointers, IPODs, and electronic viewing or listening devices (including, but not limited to: pagers, text messaging devices, two-way radios, personal digital assistants [PDAs], audio, video, photographic or similar digital devices capable of storing, sharing, and/or transmitting information on campus or at functions during school hours or at any other time in a manner that disrupts the educational process or violates the rights of others, including using the device to take photographs in the locker rooms or bathrooms, cheat or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting."~~); The throwing of snowballs; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, of any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of alcohol; The use, possession, distribution (including attempt to use, obtain or distribute), sale or purchase of any tobacco or nicotine products (including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products); The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription; The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law and board policy); The use, possession, distribution (including attempt to use, obtain or distribute), sale, purchase, or being under the influence of any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use, possession, distribution (including attempt to use, obtain or distribute), sale, or purchase of medical cannabis, unless authorized under Ashley's Law and board policy, is prohibited; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale), purchase, or being under the influence of harmful, illegal or across the counter drug; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale), or purchase of any performance enhancing substance on the Illinois High School Association's most current banned substance list (unless administered in accordance with a prescription); The use, possession, distribution (including attempt to use, obtain or distribute) sale (or offering for sale), or purchase of any inhalant (or paraphernalia for an inhalant), regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system (The prohibition in this section does not apply to a student's use of asthma or other legally prescribed

Commented [BH15]: Recommended Revision to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

Commented [BH16]: Recommended Revision to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

inhalant medications); The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale) or purchase of drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances unless authorized under board policy and Ashley's Law; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale) or purchase of "look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy; The use, possession, distribution (including attempt to use, obtain or distribute), sale (or offering for sale) or purchase of any weapons (including guns and knives and/or look alike weapons) or violating the procedures listed in the Weapons Policy of this handbook; The use, possession, control, or transfer of a firearm, a look alike, knife, brass knuckle or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm; Theft (including possession, distribution or attempt to obtain or distribute stolen items) and/or damage to property; Trespassing (entering school property or a school facility without proper authorization. NOTE: any student suspended out of school may not enter the school grounds, attend any school sporting events, or school-related activity or building at any time during the suspension); Unprepared for class (ie. not dressing for physical education class); Vandalism; Vehicle Infractions (including driving and parking without a sticker); Verbal confrontation; Violation of the cell phone/electronic device policy, including, not limited to: harassing or bullying students or harassing school personnel, taking still photos or videos of other students or district employees without prior consent (ie. taking still photos or videos of other students engaged in a physical or verbal confrontation), recording an individual's voice or image without consent, transmitting still photos, audio and/or videos of other students or district employees in any manner, including but not limited to uploading them to internet websites, without prior consent, or storing/accessing personal and/or academic data without consent; Violation of the CHS Parking Permit Policy; Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing; Violations of rules or procedures established by the classroom teacher; Writing, drawing or distributing any symbols or literature or references to gangs or illegal substances such as drugs, alcohol, and weapons; Any other acts that interfere with the orderly educational process in the classroom or the school.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person. Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

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

DISCIPLINARY INFRACTIONS & CONSEQUENCES

Building Principals reserve the right to determine appropriate disciplinary actions for offenses which are not contained in the aforementioned list. Similarly, the administration reserves the right, on a case-by-case basis, to deviate from the specified disciplinary actions when such deviations are determined to be necessary for the proper and safe operation of our school. Any infraction, depending upon the surrounding circumstances, may warrant discipline up to and including expulsion.

CORPORAL PUNISHMENT

~~Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in a physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.~~

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33.

Commented [BH17]: Recommended Revision to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

ISOLATED TIME OUT, TIME OUT AND PHYSICAL RESTRAINT

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it, there is no known medical contraindication to its use on the student; and the school staff member or members applying the use of time out, isolated time out, or physical restraint on a student have been trained in its safe application. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint, mechanical restraint, and chemical restraint are prohibited.

STUDENTS WHO ARE PARENTS, EXPECTANT PARENTS OR VICTIMS OF DOMESTIC OR SEXUAL VIOLENCE

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

Requesting Support Services

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or others service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan. An Article 26A Student and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

Commented [BH18]: Recommended Revision to 2025-2026 Student & Parent Handbook to mirror revised Board Policies from PRESSPlus Policy Update 118

10.12. Approval of Field Trip Request to Travel to Rome and Sorrento, Italy

Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

Collinsville High School Field Trip Request
Rome and Sorrento, Italy
June 2, 2026 – June 10, 2026

Mr. James Stark, Latin Instructor and Sponsor of the Latin Club at Collinsville High School, has submitted the attached Field Trip Request. This requested field trip is to take place during the summer (June) following the 2025-2026 school year. Additional sponsors who will supervise students on this trip include Stephanie Stark and Krishni Burns who will be approved through the Human Resources offices as District volunteers.

This purpose of this educational experience is to offer students the opportunity to learn the customs, art, literature, archaeology, history, food, music, and geography of Italy. Travel arrangements will be coordinated through Education First Educational Tours and is scheduled from June 2, 2026 through June 10, 2026.

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
REQUEST FOR FIELD TRIP

☐ Field trip—NO overnight stay (request is due ***two weeks*** prior to field trip date).
☐ Field trip with one or more overnight stay(s) (request is due ***eight weeks*** prior to field trip date).
☒ Field trip requiring international travel (outside of USA, request is due ***eighteen weeks*** prior to field trip date).

TO: Mr. Brad Hyre, Assistant Superintendent - Student Services

I.	Date of Request: 12/2/2024			
	Requester: James Stark		School: Collinsville High School	
	Grade Level, Group or Organization (*For example*, Grade 5, CHS Math Club, etc.): CHS Latin Club		Group or Organization Sponsor (if applicable): James Stark	
	Trip Destination: Rome, Pompeii, Sorrento, & Florence		Date of Trip: June 2nd-10th 2026	
	School Of Departure (provide school name): n/a (STL Lambert Airport)		Return School (provide school name): n/a (STL Lambert Airport)	
	Specific Departure Point: Airline TBD		Departure Time From School:* Flight Time TBD	Return Time To School:* Flight Time TBD
	Number of Students: 13	Number of Chaperones: 3	Number of Buses Needed: 0	Bus size requested:
	Substitute Needed (please check): ☐ YES ☒ NO If YES, Number of Substitute Teachers Requested: If YES, List all names of Teachers (first and last names) of Teachers requiring subs:			
	Has the nurse been notified to review students with medical needs? ☐ YES ☒ NO			

II. ALL STUDENTS MUST HAVE A SIGNED PARENT PERMISSION SLIP PRIOR TO GOING ON THE FIELD TRIP. Please attach a copy of the detailed permission slip to be sent to parents.

III. Please attach a copy of the class roster/list of student names attending field trip.

IV. Please list the anticipated learning objectives during the trip.

Latin Club will traveling via Explorica on a fully custom Italy trip that is catered to the specific interests and needs of our program. Together, students will tour and experience multiple archaeological sites that we have studied in class, including Pompeii, the Roman Forum, and the Colosseum. Students will also tour museums housing artwork that we have studied in class, including collections at the Borghese Gallery, Capitoline Museums, and Naples Archaeological Museum. Students will learn practical travel skills, including the use of public transit and train systems, pickpocket awareness, and familiarity navigating a space where the dominant language is not English. As students explore Italy together, they will have access to my own expertise, that of another Latin teacher, a local Italian guide, and a University of Illinois professor of Classics.

V. Please state learning activities:

A. Before the trip:
Students will meet multiple times to learn basic Italian phrases, study sites we will be visiting, and learn how to travel abroad in a European country. In class, we will continue to study artwork and locations that we will be visiting on the trip.

B. During the trip:
See above, as well as the attached letters to parents & students.

Account Number:	School/Activity Account or
$ Current Balance	Organization Name
$ Cost of this Request (Transportation)	$ Cost of this Request (Transportation)
$ Cost of this Request (Substitute teacher)	$ Cost of this Request (Substitute teacher)
$ New Balance	Cost Charged Per Student $

FOR ADMINISTRATIVE USE ONLY

Administrator's Approval	Date 5/19/25	Assistant Superintendent's Approval	Date
Bus Arranged By	Date	Substitute Arranged	Date

explorica by WorldStrides

Rome, Florence, and Southern Italy

explorica.com/Stark-8844
June 02 - June 10, 2026

Day 1 Overnight Flight to Italy

Day 2 Ciao Rome

Meet your tour director and check into hotel
Rome city walk: Spanish Steps, Trevi Fountain, Pantheon, Piazza Navona

Day 3 Rome

Vatican City guided walking sightseeing tour with Whisper headsets: Vatican Museums & Sistine Chapel visit, St. Peter's Basilica visit
Capitoline Museum visit (group-arranged)
Italian pizza dinner

Day 4 Rome

Florence full day guided excursion by train: Duomo, Leather Workshop, Travel to Rome by train
Uffizi Gallery visit (group-arranged)

Day 5 Rome

Rome Ancient City Guided Walking Sightseeing Tour with Whisper headsets : Colosseum visit, Forum Romanum visit, Piazza Venezia
Forum of Trajan
Le Domus Romane de Palazzo Visit
Authentic trattoria dinner

Day 6 Rome--Sorrento

Travel to Naples by Train
Herculaneum guided visit
Travel to Sorrento

Day 7 Sorrento

National Archaeological Museum visit
Pompeii guided excursion

Day 8 Sorrento--Rome

Travel to Rome by Train
Borghese Museum visit

Day 9 Flight home from Rome

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NUMBER TEN (10)
Dr. Mark B. Skertich, Superintendent
201 West Clay Street
Collinsville, IL 62234
(618)-346-6350

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
TRANSPORTATION WAIVER OF LIABILITY AND PERMISSION FORM

******THIS SIGNED WAIVER MUST BE IN THE POSSESSION OF THE SUPERVISING STAFF MEMBER PRIOR TO THE PARTICIPANT'S RELEASE TO ANYONE OTHER THAN THEIR OWN PARENT/GUARDIAN******

I am the parent/legal guardian of _____ and would like my
(Participant Name, Please Print Clearly)
child to be transported to or from the activities listed below in the following way(s):

- ☐ I VOLUNTEER to drive my own child and other participating children in my own car to and/or from the events listed below. **** Volunteer's proof of insurance and valid driver's license is to be on file in the District Office for parent/guardian driving said minor(s). ****
- ☐ I give permission for a school district employee, volunteer, or parent/guardian to drive my child/children in their personal vehicle to and/or from the events listed below. **** Employee and/or volunteer's proof of insurance and valid driver's license is to be on file in the District Office for employee/parent/guardian driving said minor(s). ****
- ☐ I give permission for a school district employee, volunteer, or parent/guardian to drive my child/children in a District approved rental/owned vehicle to and/or from the events listed below. **** Employee and/or volunteer's proof of insurance and valid driver's license is to be on file in the District Office for employee/parent/guardian driving said minor(s). ****
- ☐ I give permission to my child to use his/her own vehicle. It is understood and agreed that my child will not transport any other participant other than my own children in his/her vehicle.

DATE OF EVENT	NAME OF EVENT	LOCATION OF EVENT
June 2 - 10 2026	CHS Italy Trip	STL Lambert Int. Airport

IMPORTANT – MUST READ:
I, the undersigned, understand that my child may be at risk of injury or death by being transported in a private automobile owned and operated by a District employee and/or volunteer or being transported in a District approved rental vehicle operated by a District employee and/or volunteer and assume such risk on behalf of my child. I/we agree not to hold Collinsville Community Unit School District #10, or any of its agents, employees, volunteers, Board of Education members, in their individual and official capacities, or insurers liable for any sum which I/we might claim as a result of death, injury, or property damage arising out of, or caused by any accident or occurrence during the time said student is being transported by me, or driving himself/herself, or being transported by another District employee or volunteer in conjunction with the activities listed above.

NOTE: The school district does not provide, nor is it responsible for liability, comprehensive and collision coverage for your vehicle.

PARENT/GUARDIAN SIGNATURE:

_____ Date: _____

School Sponsor Signature: _____ Date: 5/19/25

School Administrator Signature: _____ Date: 5/19/25

Assistant Superintendent of Student Services Signature: _____ Date: _____

Salvete Parentes!

This last summer, I took a group of students on an educational tour through Italy. Together, we experienced firsthand the archaeology, history, and culture of Italy. Over our 8 day trip, students explored the most iconic sites of Rome, Pompeii, and Sorrento! It was an absolute joy to bring the content of our Latin class to life with my students, and you can see pictures from our trip here.

In the summer of 2026, I will be leading another trip to Italy, and I wanted to invite your child (and maybe even you!) on this trip with me. Students who participate will grow their social skills, make real-world connections to their studies, and take part in an experience that will prepare them for their futures in more ways than a classroom setting could. Students can even earn (high school or college) credit on tour.

This next trip will be a fully custom itinerary built from the ground up for the interests of students in the CHS Latin program, and this new 9-day itinerary will feature Rome, the Vatican, Pompeii, Herculaneum, Naples, Sorrento, and even Florence! It features a number of hidden gems that most people don't know about, as well as all the major attractions you would expect to see in these places. And along the way, we'll of course be eating world class Italian cuisine. I've worked very hard to craft an itinerary that is priced the same as a standard itinerary yet offers travelers much greater value for your money.

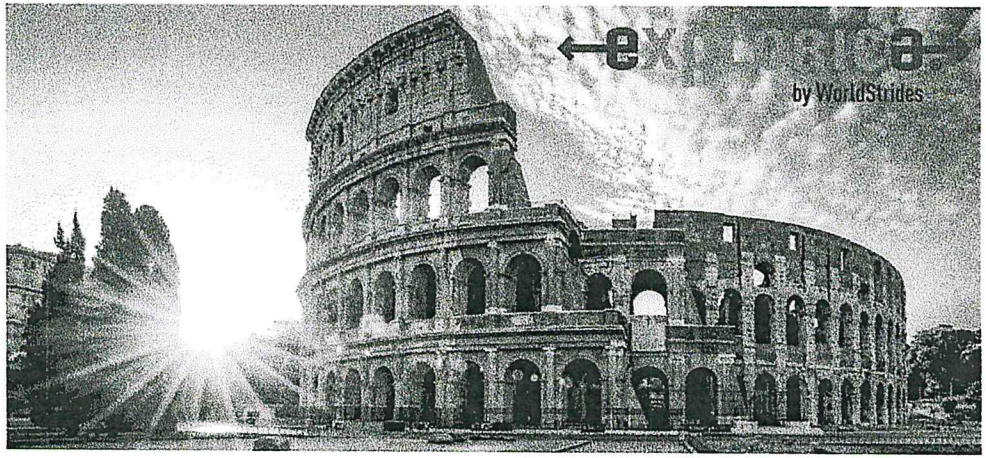
I am holding an informational meeting on **Wednesday, October 2th at 6:00 P.M**. in **Room 225** of **Collinsville High School**. At this meeting, I will talk more about the itinerary, price and payment options, and the specifics of the trip. I also hope to have a student from our last trip there to answer questions from a students' perspective. One parent or guardian must attend this meeting. I hope to see you and your child there!

Please RSVP to this meeting ahead of time. You can do so by using the QR Code or the following link: https://forms.gle/R6EGiKwunsCjSFKN8

Please use entrance 10 (West side main vocational entrance) to enter the building. The head custodian also wanted me to remind parents that any students who come must come directly to Room 225 and cannot roam the rest of the school.

Valete!

Magister Stark

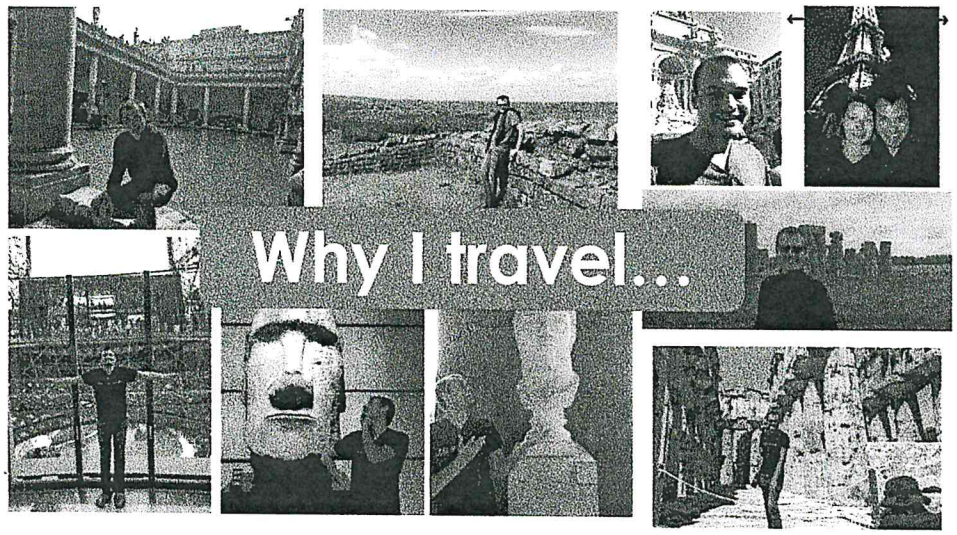


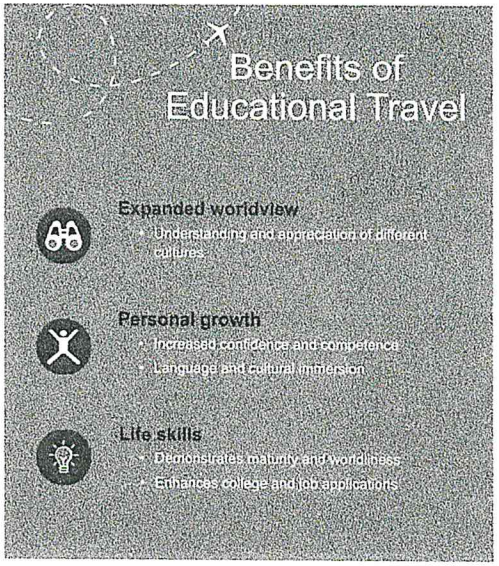
CHS Italy Trip

June 2, 2026 - June 10, 2026

Meet Magister
(if you haven't yet)

- CHS Latin Teacher (all levels)
- 10th Year Teaching at CHS
- Studying Latin & Roman culture for 17 years
  - Including study at the American Academy in Rome
- Travelling my whole life





Travel impact by the numbers...

92% of students

who have traveled report the experience had a lasting impact on their worldview

On Average, students who travel...

- Score 19% higher on their SATs
- Hold a GPA that's 23% higher
- Are 32% more likely to attend college
- Are 61% more likely to be employed full time

What's included

Almost everything!

- **Round-trip airfare**
- **All on-tour transportation**
- **Accommodation in triple or quad rooms with private bathrooms**
- **Full breakfast daily**
- **Hearty, authentic dinner daily**

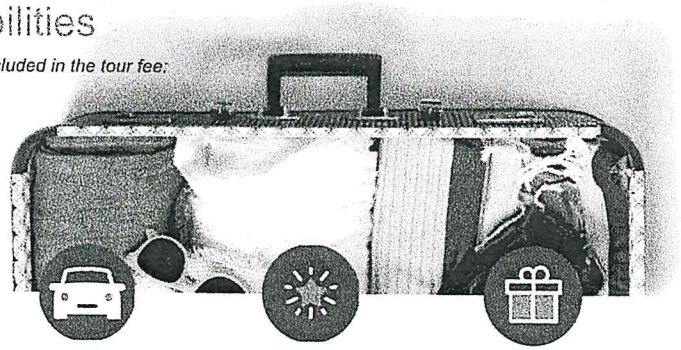
EXPLORICA by WorldStrides

- **Entrance fees to attractions per itinerary**
- **Guided sightseeing tours and city walks per itinerary**
- **Full-time, professional Tour Director**
- **Online Tour Diary™, so you can follow our journey from home**
- **24-hour emergency service**

EXPLORICA by WorldStrides

Your responsibilities

These costs vary and are not included in the tour fee:



Acquiring a passport and visa (if applicable)

Travel to and from the airport, for departure and arrival back home

Tips for our tour director and bus driver **(just kidding, already included)**

Spending money for optional excursions, free time activities, lunches, beverages/snacks, and souvenirs

These are all necessities each traveler will be responsible for during the tour—please plan accordingly for them.

Your responsibilities

Optional travel protection

Travel Protection Plan

Educational travel is an investment in your child's future. We recommend you protect that investment with our Travel Protection Plan, which covers you for the following events:

- A traveler's injury, sickness, or death of a family member
- Theft of passport or visas
- Flight cancellations due to strike or bad weather
- Loss of luggage and personal effects
- Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, or injury
- Trip cancellation or trip interruption due to terrorist acts, as defined

Cost of plan is due in full at the time it is selected.
This plan must be selected before your final trip payment.

Travel Protection Plan PLUS

Along with providing you the same benefits as the Travel Protection Plan, our Travel Protection Plan Plus also includes the Cancel For Any Reason Benefit:

- If you cancel 48 hours (2 days) or more before your scheduled trip departure date for any reason not otherwise covered by this policy, we reimburse you for 75% of the non-refundable cancellation fees which apply to your trip.

Learn more at

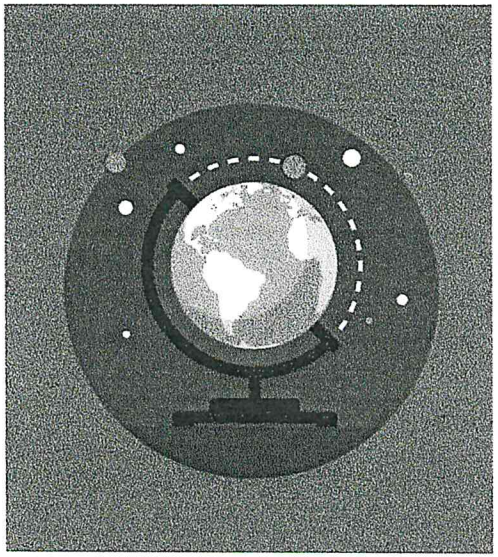
Cost of plan is due in full at the time it is selected.
This plan must be selected within 14 days of trip enrollment.

Give your child
the world

You're in the position to encourage your child to:

- **Explore exciting destinations**
- **Create lifelong memories and new friends**
- **Grow and mature as a person**
- **Prepare for a successful future**

explorica
by WorldStrides



Pricing

****Use code *LatinTravelers* when registering to save $312 until October 24th!**

*****The first three registrants tonight will receive an additional $50 off!**

You can also apply for $150 off in financial aide.

BEST PRICE
guaranteed
Total Fee:* $4,999.00

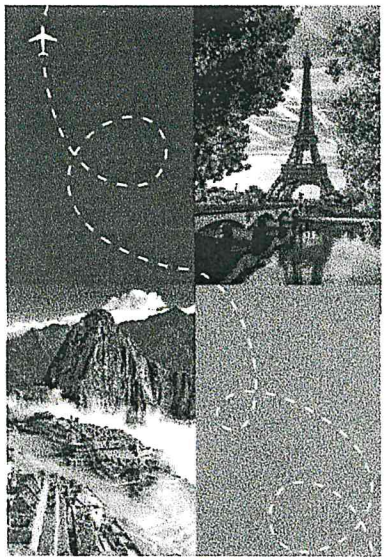
Tour Quote Breakdown
The following fees apply to your full-paying participants:

Tour Fee*	$5,260.00
Itinerary adjustment*	$-17.00
On-Tour Tipping	$68.00
** LatinTravelers	$ -312.00
Total Fee*	**$4,999.00**
OR 18 monthly payments of $274.94	
After initial payment of	$50.00

* Last day for this Tour Fee is Oct 24, 2024.
** Only valid with voucher code LatinTravelers

Additional Adult Fees
The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

Adult Supplement	$125.00
Twin Room Upgrade	$315.00
Additional Adult Fee	$440.00

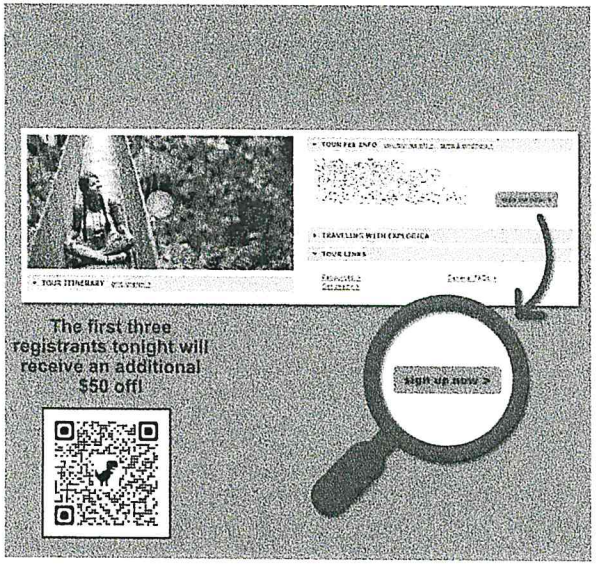


How to enroll

You can enroll your child through any of the following methods:

- **Online at explorica.com/Stark-8844 (most popular!)**
- By phone at 1-888-310-7121
- By mail when you complete the paper application and send it to:
  Explorica by Worldstrides
  218 W. Water Street, Suite 400
  Charlottesville, VA 22902

explorica
by WorldStrides



Thank you for joining us!

Enroll online at:
www.explorica.com/Stark-8844

Questions? Please contact:
Program Leader: James Stark
Email: jstark@cusd.kahoks.org

We look forward to traveling with you!

Hello!

Your child wanted me to send you our information for the 2026 Italy Trip.

You can also check out the videos of our previous Italy trips here.

- **My Background:** This will be my fourth trip that I've taken with students out of the country. I have regular experience travelling with students overnight (to Chicago and Italy). I myself have traveled out of the country to Canada, Mexico, England, Ireland, France, Italy, Greece, Montenegro, Croatia, and Turkiye. I studied Roman archaeology and culture at the American Academy in Rome, and I have a lot of experience with the history and material culture of the ancient Roman landscape. One of my commitments is to bring ancient Rome to life in ways that they otherwise would not notice or know about had they traveled to Rome independently. I also speak Italian.

- **Itinerary:** The trip is a 9 day educational tour of Rome and its surrounding sites, and we will be traveling alongside another Latin program from Stevenson High School in Chicago. Once in Rome, our itinerary involves a lot less travel time than many other school trips. My philosophy is that students spend more time seeing and exploring interesting sites/cities and less time travelling in a bus from city to city. Of course, this means that we visit fewer cities, but we see **much** more in the ones that we do visit. We spend the majority of the trip in Rome, exploring various sites and getting accustomed to the city. One major goal is that by the end of the trip, students are capable of navigating any major city without a car, even when they don't know the language. Highlights of our tour include:
    - Rome
        - The Republican Forum & Colosseum
        - Vatican City & the Sistine Chapel
        - The Capitoline Museum
        - The Pantheon
        - Trevi Fountain
        - And more! (I book additional sites and activities depending on the actual days that we are in the city as many sites are only available on certain days)
    - Sorrento Region
        - Ancient Ruins at Pompeii
        - Ancient Ruins at Herculaneum
        - Naples & the Naples Museum
        - Sorrento
    - Florence
        - The Duomo of Florence
        - Uffizi

- **My Safety Policies:** Student safety is my top priority on a trip like this. Students sign a fairly thorough behavioral contract and are aware that violation of that contract can result in an early flight home. This very clearly defines the limits for students on the trip. Here are some specifics you--as parents--may want to know:
    - With parent permission, travelers are allowed 1 alcoholic beverage at lunch or dinner. This typically dissuades them from seeking it out at other times.
    - I do my best to keep them tired at night so that they have no desire to do anything after room checks. However, I **do** make sure that our schedule still allows students to have 8 hours of sleep each night.
    - After room checks, I mark their doors with masking tape so that I know if anyone leaves. If someone's tape is broken, I have them call home to explain to their parents the exact reason why their tape was broken (even if they just went to get ice from an ice machine). I haven't had to do this to any of my students yet.
    - I have students sign up for Life360 so that I can track their whereabouts while on the trip. Students are also not allowed to wander or explore away from an adult unless they have another "buddy" from the group with them.

- **Cost to Enroll (Discounted):** The cost for the trip is discounted until **Thursday October 24,** but you must enter the registration code **LatinTravelers** when enrolling to receive the $312 discount! You can enroll to pay on an automatic payment plan. A manual, more flexible payment plan is available for an additional fee. If you enroll by October 24th, the cost is:
    - $274.94 per month
    - $4,999 when paid in full
- **Cost (No Discount):** After **October 24th,** the discount code no longer applies. This makes the paid-in-full price $5,311. **Keep in mind also that the price increases as we get closer to the trip, so this price will only go up the longer you wait after October 24th.**

- **Adult Travel:** Parents and relatives can travel as well. Just keep in mind that this is an educational tour, and it's primarily directed towards a young student audience. Expect to walk and sweat a lot! The cost for an adult to enroll is **$440** higher than for a student. Adults typically room with 1 other parent at the hotels (sometimes you can luck out and get a single, but I wouldn't count on it!). I've taken multiple parents, grandparents, and aunts/uncles in the past, and they've all had a blast! Adults are not expected to have chaperone duties or responsibilities while on the trip.

- **How to Enroll:** You can enroll online at our tour page. You can also enroll over the phone by calling 888-310-7121. Remember that the $312 discount applies to anyone who enrolls **by October 24th.**

10.13. Approval of Field Trip Request to Travel to England, France and the Netherlands

Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

Collinsville High School Field Trip Request
England, France and the Netherlands
May 31, 2026 – June 11, 2026

Mrs. Barbara Lindauer, CHS Social Studies Instructor and Sponsor of the Model United Nations Club and Multicultural Club at Collinsville High School, has submitted the attached Field Trip Request. This requested field trip is to take place during the summer (June) following the 2025-20265 school year. Additional sponsors who will supervise students on this trip include CHS Social Studies classroom instructors Mr. Mark Schusky and Mr. Scott Randall and Mrs. Alice Kaufman.

The purpose of this educational experience is to offer students the opportunity to learn the customs, art, literature, archaeology, history, food, music, and geography of the countries of England, France and the Netherlands. Travel arrangements will be coordinated through Education First Educational Tours and is scheduled from May 31, 2026 through June 11, 2026.

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
REQUEST FOR FIELD TRIP

☐ Field trip—NO overnight stay (request is due ***two weeks*** prior to field trip date).
☐ Field trip with a single overnight stay (request is due ***six weeks*** prior to field trip date).
☑ Field trip with 2 or more overnight stays (request is due ***six weeks*** prior to field trip date).

TO: Mr. Brad Hyre, Assistant Superintendent - Student Services

I. Date of Request: 10/25/24			
Requester: Barbara Lindauer		School: Collinsville High School	
Grade Level, Group or Organization: High School		Group or Organization Sponsor (if applicable): Model United Nations/Multicultural Club	
Trip Destination: England, France and the Netherlands		Date of Trip: June 2026	
School Of Departure (provide school name): STL Lambert International		Return School (provide school name): STL Lambert International	
Specific Departure Point: N/A		Departure Time From School:* N/A	Return Time To School:* N/A
Number of Students: 18	Number of Chaperones: 4	Number of Buses Needed: N/A	Bus size requested: N/A passenger
Substitute Needed (please check): ☐ YES ☐ NO Additional Information Regarding Substitute Teacher Needs (*For example*, two substitutes needed; a.m. sub only, etc. – be specific):			
Has the nurse been notified to review students with medical needs? ☐ YES ☐ NO			

II. ALL STUDENTS MUST HAVE A SIGNED PARENT PERMISSION SLIP PRIOR TO GOING ON THE FIELD TRIP. Please attach a copy of the detailed permission slip to be sent to parents.

III. Please attach a copy of the class roster/list of student names attending field trip.

IV. Please list the anticipated learning objectives during the trip.
Global Appreciation

V. Please state learning activities:
See attached

Barbara M. Lindauer (618) 789-1520
Signature of Requester — Emergency Contact Number for Requester

SECTION MUST BE COMPLETED. FIELD TRIP WILL NOT BE APPROVED WITHOUT THIS INFORMATION.
* Field trips need to be taken between the hours of 8:45 a.m. and 2:30 p.m. If requesting times that do not fall within those guidelines, please contact the bus company for approval prior to submitting request. If approved by the bus company, please note the date and who approved the special request next to the time.

ADMINISTRATIVE APPROVAL ON REVERSE SIDE

FOR PRINCIPAL USE ONLY

VI. Calculation of trip costs for **Transportation**. The formula for calculating trip cost is as follows:
- HOURLY RATE x NUMBER OF HOURS
- NOTE: **There is a two hour minimum charge**

71 Passenger	$67.63
8 Seat (16-24) Passenger Van (with no wheelchair accessibility)	$67.63
6 Seat (12-18) Passenger Van (with one wheelchair accessibility)	$67.63
5 Seat (10-15) Passenger Van (with two wheelchair accessibility)	$67.63

Drop and Return (circle one) Yes No

No. of Buses	Size of Vehicle	Number of Hours	Hourly Rate	Est. Cost of Transportation	Est. Total Mileage (Round Trip Mileage x No. of Buses)
			$ 67.63	**$**	
			$ 67.63	**$**	

VII. Calculation of trip costs for **Substitute Teacher(s)**. The formula for calculating trip cost is as follows:

- ALL DAY SUB = Number of substitute teachers x Number of days x $110.00(Sub daily rate)
- IN HOUSE (Per Period) = Number of substitute teachers x Number of periods x $26.51 (In house per period rate)

	No. of Subs	Number of Days/Hours	Rate	Total Cost for Sub(s)
FULL DAY SUB			**$125.00**	**$**
IN HOUSE SUB			**$26.51**	**$**

PAID BY DISTRICT	**NOT PAID BY DISTRICT**
☐ Meets requirements for field trip reimbursement	Trip charged to:
Account Number:	School/Activity Account or
$ Current Balance	Organization Name
$ Cost of this Request (Transportation)	$ Cost of this Request (Transportation)
$ Cost of this Request (Substitute teacher)	$ Cost of this Request (Substitute teacher)
$ New Balance	Cost Charged Per Student $

FOR ADMINISTRATIVE USE ONLY

Administrator's Approval	Date 5/14/25		Assistant Superintendent's Approval	Date
Bus Arranged By	Date		Substitute Arranged	Date

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NUMBER TEN (10)
Dr. Mark B. Skertich, Superintendent
201 West Clay Street
Collinsville, IL 62234
(618)-346-6350

COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT NO. 10
TRANSPORTATION WAIVER OF LIABILITY AND PERMISSION FORM

******THIS SIGNED WAIVER MUST BE IN THE POSSESSION OF THE SUPERVISING STAFF MEMBER PRIOR TO THE PARTICIPANT'S RELEASE TO ANYONE OTHER THAN THEIR OWN PARENT/GUARDIAN******

I am the parent/legal guardian of _____ and would like my
(Participant Name, Please Print Clearly)
child to be transported to or from the activities listed below in the following way(s):

☐ I VOLUNTEER to drive my own child and other participating children in my own car to and/or from the events listed below. **** Volunteer's proof of insurance and valid driver's license is to be on file in the District Office for parent/guardian driving said minor(s). ****

☐ I give permission for a school district employee, volunteer, or parent/guardian to drive my child/children in their personal vehicle to and/or from the events listed below. **** Employee and/or volunteer's proof of insurance and valid driver's license is to be on file in the District Office for employee/parent/guardian driving said minor(s). ****

☐ I give permission for a school district employee, volunteer, or parent/guardian to drive my child/children in a District approved rental/owned vehicle to and/or from the events listed below. **** Employee and/or volunteer's proof of insurance and valid driver's license is to be on file in the District Office for employee/parent/guardian driving said minor(s). ****

☐ I give permission to my child to use his/her own vehicle. It is understood and agreed that my child will not transport any other participant other than my own children in his/her vehicle.

DATE OF EVENT	NAME OF EVENT	LOCATION OF EVENT
June 26	EF Travel	~~Southeast Asia~~ Europe

IMPORTANT – MUST READ:
I, the undersigned, understand that my child may be at risk of injury or death by being transported in a private automobile owned and operated by a District employee and/or volunteer or being transported in a District approved rental vehicle operated by a District employee and/or volunteer and assume such risk on behalf of my child. I/we agree not to hold Collinsville Community Unit School District #10, or any of its agents, employees, volunteers, Board of Education members, in their individual and official capacities, or insurers liable for any sum which I/we might claim as a result of death, injury, or property damage arising out of, or caused by any accident or occurrence during the time said student is being transported by me, or driving himself/herself, or being transported by another District employee or volunteer in conjunction with the activities listed above.

NOTE: The school district does not provide, nor is it responsible for liability, comprehensive and collision coverage for your vehicle.

PARENT/GUARDIAN SIGNATURE:

_____ Date: _____

School Sponsor Signature: _____ Date: _____

School Administrator Signature: _____ Date: 5/16/25

Assistant Superintendent of Student Services Signature: _____ Date: _____

What you'll experience on your tour

Day 1: Fly overnight to England

Day 2: London

– Meet your Tour Director at the airport in London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own. From the London Bridge to the Houses of Parliament, Great Britain's royal tradition and rich history greet you at every turn. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus as well as Hyde Park's urban greenery. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben from the banks of the River Thames.
– Take a walking tour of London: The Strand; Trafalgar Square; Leicester Square; Covent Garden.

Day 3: London

– Take an expertly guided tour of London: Big Ben and Houses of Parliament; Piccadilly Circus; St. Paul's Cathedral; Changing of the Guard at Buckingham Palace (if scheduled).
– Time to see more of London or
⊕ visit Windsor Castle.

Day 4: Canterbury | Normandy

– Take a tour of Canterbury.
– Visit Canterbury Cathedral.
– Cross the English Channel by ferry from Dover to Calais.
– Continue on to Normandy. Here, on June 6, 1944 (the date now known as D-Day), Allied troops landed on the beaches, launching the campaign that eventually liberated mainland Europe from the Nazis. During your stay, witness remnants of the floating roadways and piers built to create an instant port at Arromanches. Visit the Pointe du Hoc Ranger Monument commemorating the special forces who scaled a 100-foot cliff to seize German artillery. See the Normandy American Cemetery and Memorial established—out of necessity—just two days after the invasion. Pay tribute to WWII troops at the Caen Mémorial, one of Europe's top history museums. Exhibits and films document the events that led up to the war and the Normandy invasion.

Day 5: Normandy | St. Malo

– Visit the D-Day beaches of Normandy: Pointe du Hoc; American Cemetery; Arromanches.
– Visit the Caen Memorial.
– Continue on to St. Malo.

Day 6: St. Malo

– Take an expertly guided tour of St. Malo.
– Visit St. Vincent Cathedral.
– Visit Mont St. Michel.

Day 7: Paris

– Visit Chartres Cathedral.
– Continue on to Paris, the City of Light. During your stay you'll get a taste of Parisian style as you ride down the Champs-Élysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower. At the École Militaire, see where a promising young Napoleon launched his rise to power. I.M. Pei's iconic glass pyramid marks the entrance to the renowned Louvre, home to treasures like Leonardo da Vinci's *Mona Lisa*.

Day 8: Paris

– Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower.
– Time to see more of Paris or
⊕ visit Versailles.

Day 9: Paris

– Visit the Louvre.
– Take a walking tour of Paris: Latin Quarter.
– Catch a glimpse of Notre-Dame Cathedral.

Day 10: Depart for home

⊕ 2-DAY TOUR EXTENSION

Day 10: Amsterdam
– Travel by train to Amsterdam.
– Take a walking tour of Amsterdam: City canals.

Day 11: Amsterdam
– Take an expertly guided tour of Amsterdam: Koninklijk Paleis; Westerkerk.
– Visit the Anne Frank House.
– Visit the Rijksmuseum.

Day 12: Depart for home

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____

2. _____

3. _____

⊕ Optionals and excursions

EDUCATIONAL TOURS

MENU

England and France

Book your tour with confidence knowing we offer the lowest prices possible.

Enroll now

Tour Number: 2675728WC
Group Leader: Barbara Lindauer
Requested Departure Date: 5/31/2026
Requested Return Date: 6/11/2026
Requested Departure Gateway: St. Louis (MO)

WHAT'S COVERED

- Itinerary
- For parents
- Safety
- Reviews
- Video
- What's included
- Price

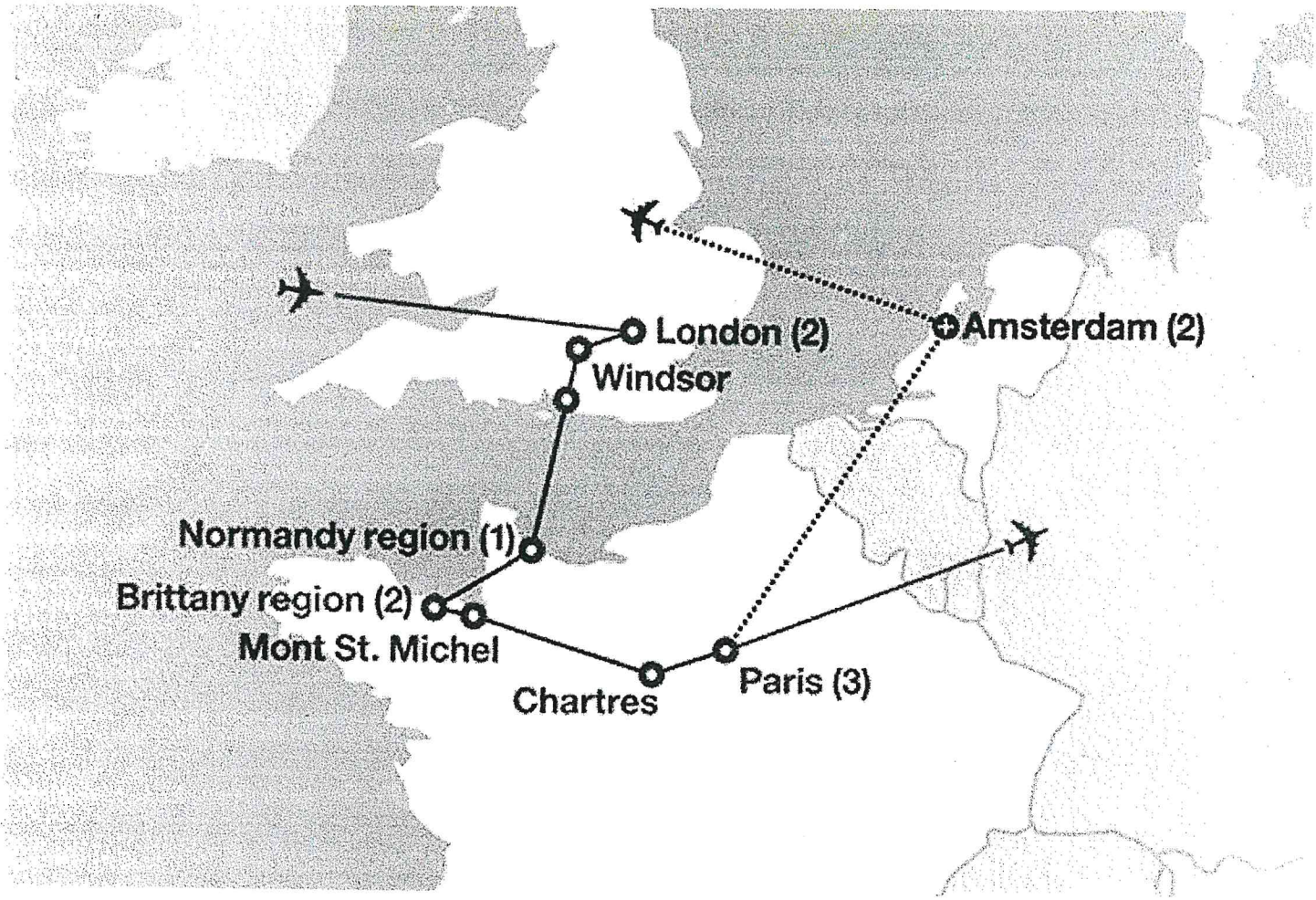
ABOUT EF

For over 55 years, we've dedicated ourselves to one global mission: *Opening the World Through Education*. Our programs help students expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

12 days

London, Normandy region, Brittany region, Paris, Extension to Amsterdam

Separated by the English Channel, these two countries share a long, storied history. See remnants from the distant past at Buckingham Palace, Winchester Castle, and the Arc de Triomphe. Today, the echoes of D-Day linger at the beaches in Normandy and the bustle of London's Piccadilly Circus rivals the fashionable Champs-Élysées in Paris.



View full itinerary

Feel confident helping your child see the world

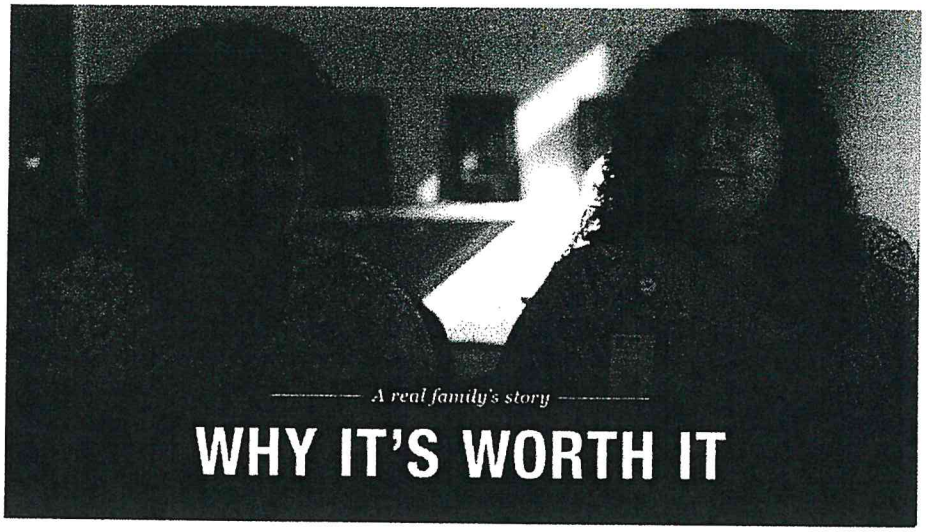
Visit our parents' page for everything from payment plans, scholarship opportunities, safety protocols, and more.

Are you the "print it, scribble notes on it, stick it to the fridge" type? You can download a printable version of our Parent Guide, too.

¿Quiere leer la Guía para Padres en español?

Visit our parents' page

Pagina de padres en español



Visit our video gallery to hear more from fellow parents

What's important to you is important to us

Safety

We've been a leader on safety in the student travel industry for over 55 years.

Learn more >

Flexibility & coverage

Policies like Peace of Mind help make sure you feel covered and supported.

Learn more >

Health standards

We're actively helping to innovate on new global standards for cleanliness & safety.

Learn more >

Reviews

We're proud to work with Trustpilot to provide reviews that are live, unedited, and independent—real stories from travelers like you.

Trustpilot

4.4 / 5 • **376** reviews

Ashley Grogg, July 31

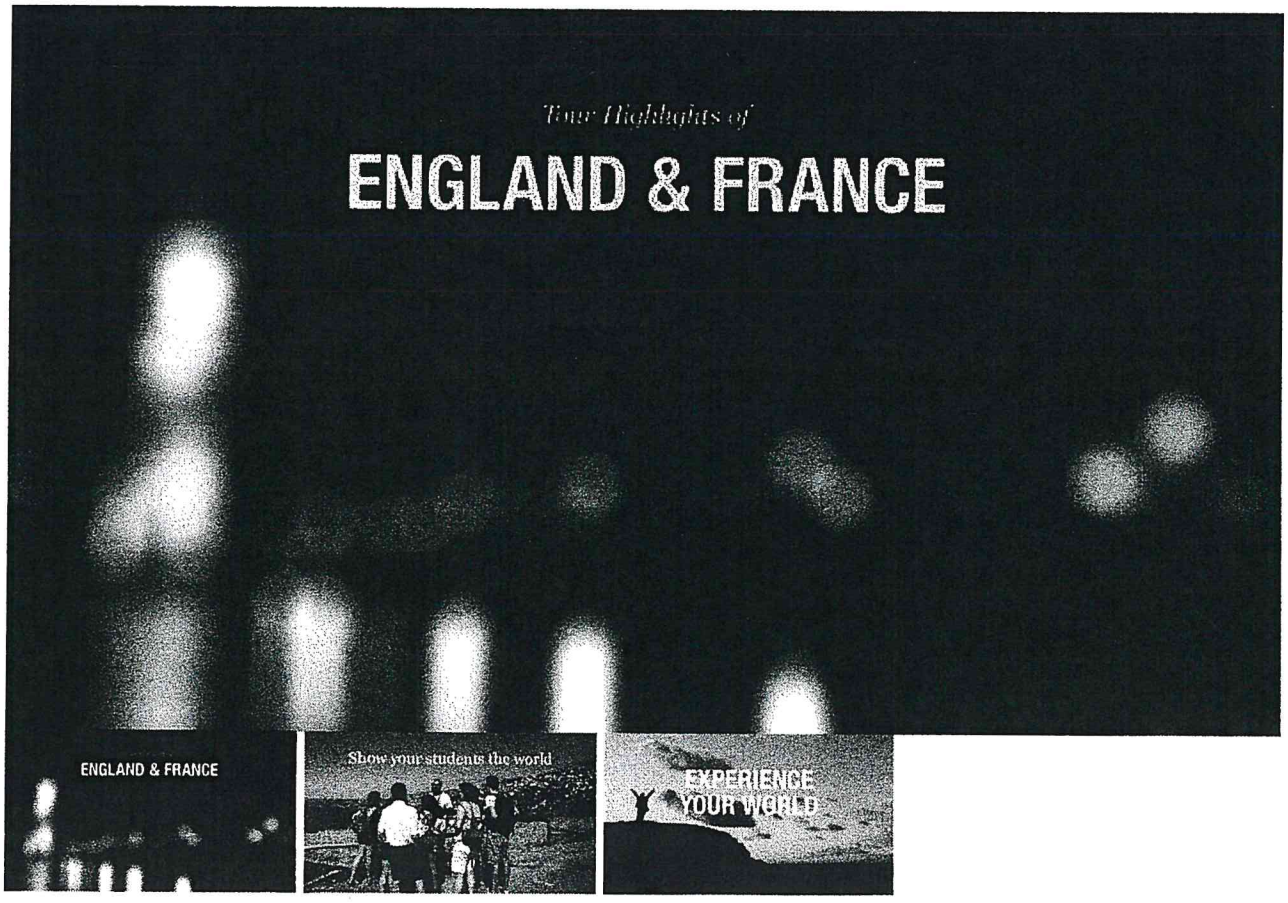
Tour Guide Nightmare

Verified, collected by EF Educational Tours

Janette LaBar, July 26

Once in a lifetime experience! Amazing venues, food, and tour guide. Loved every part of this

See your tour come to life



Your experience includes

Airfare & transportation

Hotels

Regional-style meals

Guided sightseeing

Entrances

Full-time Tour Director

Expert Local Guides

Personalized Learning Support

Continuous Support

Worldwide Presence

View details

Have questions about this tour? Give us a call at 800-665-5364

Total price

*$281**

$5,419 *month*

View price details >

Enroll now

Stay in the loop

**Restrictions apply*

All your EF tour questions, answered

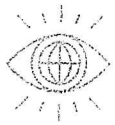
On our easy-to-navigate Help Center, you'll find information on everything from our Automatic Payment Plan to college credit to our insightful, culturally knowledgeable Tour Directors.

Go to Help Center

Say hello to your Tour Director

Along with your teacher (a.k.a. Group Leader), your child's tour will be led by a Tour Director who'll be with them from day one until they head home. They offer around-the-clock support and the training, experience, and local knowledge to help keep groups safe. Plus, their personality and logistical wizardry make our tours shine.

Your child's Tour Director will be:



Savvy

Tour Directors are full of cultural and historical knowledge only a local would have and are comfortable communicating in foreign languages.

Professional

Tour Directors undergo background checks consistent with local laws, are skilled at handling student groups, and travel with groups for the duration of their tour, helping to ensure the safety of each traveler.

A teacher at heart

Tour Directors make tours educational—from delivering illuminating commentary to enabling hands-on learning, they do it all.

ARTIN

Actually Greek
Baklava connoisseur
Strong commentary game

Meet Artin, a Tour Director in Greece. When he's not sidestepping ancient ruins, he's designing his own T-shirts and hunting down the best gyro in town. (Yup, he'll share.)

His passions—food, travel, and all things Greek—put a personal spin on his tours.

Travelers describe him as "nurturing," "engaging," and (this one's ours) "warm as the Athenian sun."

Every seaside learning moment or bus-ride lesson is infused with his lifelong love of Greece.

Questions? Your Traveler Support Specialist has *all* the answers.

They're basically a human search engine for all things EF, so consider them your go-to for any what-ifs or other questions. Don't understand the protection plans? Want to switch to bi-weekly payments? Got questions about what tour looks like? Live chat with Travler Support online at eftours.com. They'll help you out.

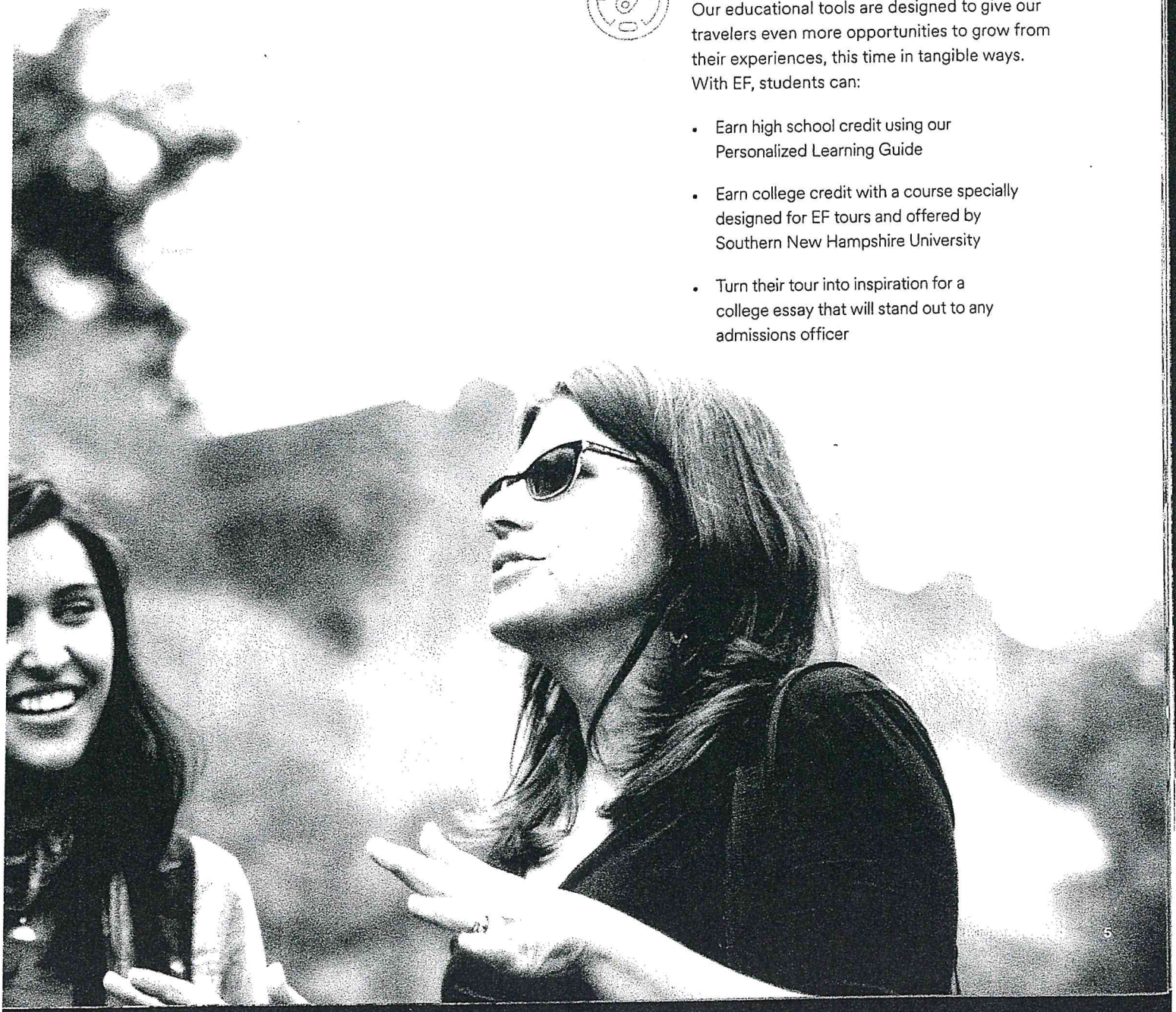
"From the moment you get off the plane until you leave, you are learning. EF makes sure you get a real feeling of the culture and all the country has to offer."

Beth H., NC (Teacher)

Give their tour extra mileage

Our educational tools are designed to give our travelers even more opportunities to grow from their experiences, this time in tangible ways. With EF, students can:

- Earn high school credit using our Personalized Learning Guide
- Earn college credit with a course specially designed for EF tours and offered by Southern New Hampshire University
- Turn their tour into inspiration for a college essay that will stand out to any admissions officer



Everything that's included

Airfare and on-tour transportation
Round-trip flights on major carriers and all on-tour transportation

Hotel accommodations
All hotels must meet our high standards for quality, safety, and cleanliness to become a home away from home

Regional-style meals
Local cuisine at breakfast and dinner for a more immersive cultural experience

Guided tours, activities, and entries
Students experience everything the destination has to offer with educational, insightful, and hands-on learning experiences that enhance their curriculum

Full-time professional Tour Director
The Tour Director is full of cultural insights only a local could know and is a constant companion for every traveler's group

Expert local guides
Topic- and location-specific guides share their deep knowledge of cultural and historical touchstones with students

24-hour emergency assistance
Our Emergency Service & Support Team is available around the clock to help groups from our European and North American offices

Peace of Mind program
Automatic benefit that provides flexibility for groups to change travel dates, destination, or itinerary up to 45 days before departure

Safety precautions and procedures
We've taken steps including 24/7 response teams in our European and North American offices, adult background checks, on-site quality control, and more

Traveler support and resources
Our Traveler Support team will walk you through the what-ifs and how-tos of any topic, including things like payment plans and insurance inquiries

$50 million general liability policy
All Group Leaders and their schools are automatically added as additional insureds under our General Liability Policy, which helps safeguard against claims related to covered on-tour incidents like personal injury

Tour fundraising page
Available to every traveler, this easy-to-share page makes it simple for friends and family to contribute a little something that's automatically applied to the balance of their tour

High school and college credit opportunities
In addition to the intangible benefits of travel that last forever, students can earn actual credits for transcripts and gain the confidence that comes along with them

Travel gear
For style and safety, every traveler gets a complimentary EF backpack and emergency wristband to wear on tour

College essay help
Students can receive guidance on turning a life-changing trip into inspiration for essays and college applications

Learn more about all of the above at eftours.com/help-center

"I have been met with nothing but kindness, excitement, and top-notch customer service while working with EF."

Maddie L., MS (Teacher)

Peace of Mind

Provided to all travelers

Built directly into every EF program, this exclusive benefit provides families and travelers with added security when planning future travel.

We understand plans can change due to unforeseen circumstances. This program accounts for such situations and can be enacted at any time up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

Individual protection

Available to all travelers

Additional individual coverage is available for purchase, allowing travelers to further protect their investment and themselves from certain unexpected events and expenses while on tour.

Global Travel Protection plan

Provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Global Travel Protection Plus plan

To further protect your investment, this plan provides all of the coverage included in the Global Travel Protection plan as well as expanded cancellation benefits.

General Terms and Conditions

These Booking Conditions are valid for all EF tours departing after October 1, 2023. All tours are operated outside of the U.S. by EF Education First International, Ltd., Switzerland. EF Institute for Cultural Exchange, Inc. is a marketing service provider for that company and is referred herein together with EF Education First International, Ltd. as "EF."

WHAT'S INCLUDED IN THE PROGRAM PRICE?

- Round-trip airfare
- Accommodations in hotels with private bathrooms
- A Tour Director available 24 hours a day from when you arrive until you depart
- Breakfast and dinner daily in Europe. (For non-European destinations different meal plans may apply.)
- Sightseeing tours and excursions led by licensed local guides as specified
- Airport transfers and transportation between destination cities
- Transportation to all included activities
- Entrance fees and theater tickets as specified
- EF walking tours and Tour Director-led sightseeing as specified
- Cruises, trains, or ferries as specified
- Adult supplement (if applicable)
- 24-hour worldwide emergency service
- Support from EF representatives abroad
- EF backpack and luggage tag for each tour

The above apply to all tours unless otherwise noted on the tour itinerary. If we ever fail to provide you with any of the above, we will refund you its value upon your return from the tour.

WHAT'S NOT INCLUDED IN THE PRICE?

- Rooming supplement (if applicable)
- Optional excursions (except where indicated)
- Global Travel Protection plan or Global Travel Protection Plus plan (except where indicated)
- Beverages and lunches (except where indicated)
- Transportation to free-time activities
- Customary gratuities (for your Tour Director, bus drivers, and local guides)
- Porterage
- Any applicable baggage-handling fees imposed by the airlines (see eftours.com/baggage for complete details)
- Expenses caused by airline rescheduling, cancellations, or delays caused by the airlines, bad weather, or events beyond EF's control (see next page for details)
- Passport, visa, and reciprocity fees or any other fees associated with entry to or exit from a specific destination

GROUP TRAVEL

How does group travel work?

We believe that all students should have the opportunity to travel, which means we do everything we can to keep our program prices the lowest in the industry without sacrificing quality. One of the ways we do that is by combining groups to fill a tour bus so that all travelers help cover the costs of the bus, the Tour Director, local guides, etc. Consolidating groups also allows travelers to meet students from other schools, although groups may not be of the same age level.

Therefore, in order for everyone to travel for the lowest price possible, group travel requires some flexibility. Each group submits its preferred tour choices and travel [illegible] we book all of the groups with the same requested tours on one that groups do not travel on their first-choice tour. However, on occasion, we may need to book your group on a backup tour. In the event we cannot offer for booking a tour comparable to your first-choice tour, travelers can opt to receive a full refund. Once a program is booked, EF's Standard Cancellation Policy applies. EF strives to keep departure dates within two days of the requested date for tours departing October through April and within four days of the requested date for tours departing May through September. Your final tour itinerary and travel dates will be confirmed approximately two months prior to departure. In enrolling on a group travel program, you are also making the decision to travel with your chosen Group Leader who retains the ability to change the requested tour itinerary or travel dates on your and your group's behalf.

Anything else I need to know about my itinerary?

Based on your travel dates, there may be times when it becomes necessary to modify your itinerary. Sometimes this involves changing the order in which cities are visited, altering your length of stay in a city or country, or using an alternate airport. On certain days, especially holidays, some tour inclusions may be unavailable. In such cases, we will substitute different inclusions or provide a refund for missed inclusions after the tour. Tours are designed for students, as reflected in the pacing, accommodations, and other aspects of the tour.

PRIVATE GROUPS

What if my group wants to travel on our own without being consolidated?

If you want the privacy of your own tour bus and Tour Director, you can choose to travel as a private group. This option is available for an additional fee, which varies based on the final number of paying travelers. If your group fills a standard-size tour bus, the private group option is free. The itinerary may not be modified while on tour (i.e. you do not have the tour bus at your disposal); however you are able to make certain tour modifications prior to the tour departure. Although your base itinerary will include only your group, you may be consolidated with others during optional excursions. Also, due to flight and hotel availability, we require the same departure date flexibility as described above. Please let EF know prior to your first enrollment if you would like to be a private group.

What if my group is traveling on a customized tour?

If your group is traveling on a customized tour, you will automatically be traveling as a private group. The tour price for your customized tour can fluctuate based on the group size and will be finalized based on the number of paying travelers at the time of departure.

ENROLLMENT

EF incurs substantial non-recoverable staff costs and other expenses from the time of initial enrollment in processing traveler applications, beginning the planning and preparation needed for your and your group's tour program, and offering flexible policies like the Peace of Mind program and eligibility for discounts on other EF programs. As a result, all travelers must pay a non-refundable, non-transferable $95 enrollment fee to complete their enrollment. All traveler enrollment applications mus be received by EF by at least 110 days prior to departure.

What is the cost of a name correction?

Travelers must provide their complete first, middle, and last names and dates of birth as they appear (or will appear) on their passports. Any corrections to match passport names made after 110 days prior to departure require that we change the flight reservation, resulting in a minimum fee of $200 per airline up to the cost of a new published fare ticket. This may also result in a different flight itinerary from the rest of the group. Travelers who have not yet applied for a passport should provide their full name and date of birth as they appear on their birth certificate.

Are there discounts for repeat travelers?

After travel is completed on their first tour, repeat travelers will receive a $100 repea traveler discount off of the program fee for future tours. (EF Explore America repeat travelers will receive a $50 repeat traveler discount off future EF tours.) Travelers who completed their first tour prior to 2003 or who cancel their tour prior to traveling are not eligible for a repeat traveler discount. The repeat traveler discount is nonrefundable, non-transferable, and has no cash value.

How do travelers enroll?

Enrollment Applications and payment can be submitted to EF in any of the following ways:

- Online: eftours.com/enroll

EF Educational Tours
EF Center Boston
Two Education Circle
Cambridge, MA 02141

For your convenience, travelers are automatically enrolled in paperless billing. Travelers who prefer to receive invoices by mail may request this by logging into their account at eftours.com or by calling 800-665-5364.

Can a traveler enroll on a waitlist if the tour is full?
Upon the discretion of the Group Leader, a waitlist will be offered for full tours. The $95 non-refundable enrollment fee is required to enroll on a waitlist. If space becomes available on the tour and the applicant chooses to enroll, EF's payment plan and cancellation policies apply immediately. If space is not available by 14 days prior to departure or if the applicant cancels from the waitlist, the $95 non-refundable enrollment fee will be refunded.

Can children under 11 go on tour?
We do not allow children under the age of 6 to travel with us. Travelers ages 6-10 must have an adult chaperone other than the Group Leader and will have to room with that chaperone. Travelers may choose to stay in a family room (a room with two twin beds and a cot) or in a twin (a room with two beds). Applicable fees will apply.

Can adults go on tour?
EF's published program prices are based on student rates for transportation, admissions, accommodations, etc. We welcome adults (those age 20 and older, including those who will turn 20 while on tour) but have to charge a per-person flat fee supplement of $100 plus $70 per night of the tour to cover the difference between student and adult rates. Adults will pay an additional $30 per night for the sea portion of their tour on overnight ferries and cruises, where applicable. Please see next page for information on adult rooming. Groups comprised of a majority of adults must select the private group option. All adult travelers will be required to complete a background check through a third party company prior to traveling. EF reserves the right to cancel any traveler if, in EF's sole discretion, it determines the results pose a risk to the group's safety or wellbeing.

LATE ENROLLMENTS

Can a traveler enroll after 110 days prior to departure?
Yes. A traveler may submit a late enrollment request 109 days to 14 days prior to departure. The traveler must enroll on the tour, pay a non-refundable $150 late enrollment fee, and make full payment of the current program fee. The traveler will be placed on a waiting list while we check bus, flight, and hotel availability. The traveler is responsible for any additional charges that may apply. We may also offer an alternate flight to meet up with the tour or the option of arranging your own flight and buying the land-only portion of the tour.

If we are unable to place the traveler on a tour or the traveler does not wish to pay the additional charges, the traveler may cancel their enrollment request and receive a full refund, including the $150 late enrollment fee and $95 enrollment fee.

PASSPORTS, VISAS, OTHER TRAVEL DOCUMENTS & ENTRY REQUIREMENTS

Who is responsible for obtaining a traveler's passport, visas, and other travel documents and for complying with a destination's entry requirements?
Each traveler is solely responsible for obtaining prior to departure a valid passport, applicable visas, and any other required travel documents, as well as verifying and satisfying the entry and exit requirements necessary for each destination of the tour itinerary. This may include required medical documents, testing, or proof of vaccinations (including any requirement to provide proof of full and up to date COVID-19 vaccination). All U.S. passports must be valid for at least six months following the tour's return date, and travelers will need to provide passport information to EF by 110 days prior to departure. Non-U.S. citizens will need to contact the embassy or consulate of their destination countries to ensure they meet specific entry requirements. Remember to check your itinerary carefully for all countries that will be visited (including countries visited in transit). Visit the U.S. Department of State's travel website at www.travel.state.gov for more information. If a traveler is unable to obtain these travel documents or meet any applicable entry or exit requirement, EF's Standard Cancellation Policy will apply and travelers will be solely responsible for any incurred expenses.

Global Travel Protection plan
Travelers can help protect their investment from the unexpected with the offered Global Travel Protection plan. Designed specifically with EF travelers in mind, this plan includes both pre and post departure benefits, which includes medical expense coverage that may apply on tour and tour cancellation for stated reasons such as serious injury or illness or financial hardship due to job loss. All benefits are subject to the limits, terms, and exclusions of the policy available at https://ahptravelcare.com/EFEducationalTours. Learn more at eftours.com/protection. The Global Travel Protection plan becomes non-refundable after any of the following occur: when you depart on your tour, when you file a claim, or 10 days after payment.

Global Travel Protection Plus plan
Along with providing the same benefits in the standard Global Travel Protection plan, travelers who purchase the Global Travel Protection Plus plan receive additional pre-tour cancellation benefits. Travelers are able to cancel their tour up to 24 hours prior to departure for any reason and receive a refund of their tour program cost (less the cost of the plan, the non-refundable enrollment fee, and other Non-Refundable Fees) through this EF provided cancel for any reason waiver benefit. Learn more at eftours.com/protection. The Global Travel Protection Plus plan must be purchased at the time of enrollment and is non-refundable after any of the following occur: when you depart on your tour, when you file a claim, or 10 days after payment.

FLIGHT INFORMATION

Which airlines are used by EF?
EF reserves seats with major airlines, including Aer Lingus, Air Canada, Air France, Air New Zealand, Alitalia, American, British Airways, Copa Airlines, Delta, Iberia, Icelandair, KLM, LATAM Airlines, Lufthansa, Qantas, Swiss, United, Virgin Atlantic Airways, and other U.S. and international carriers. Our contracts do not allow upgrades, stopovers, or the accrual of frequent flier miles.

What will my flights be like?
We always do our best to provide the most direct route to your destination city. However, due to available flight routings, we cannot guarantee non-stop or direct flights. Sometimes, groups may travel on an overnight red-eye flight, departing the evening before the tour is scheduled to begin. In rare cases, groups may have a domestic and/or international overnight, layover, and/or bus transfer. Based on seat availability and the size of the plane, we may not be able to accommodate all members of a group on the same flight, in which case the Group Leader will determine on which flight itinerary each traveler will travel. In such instances that a traveler is not satisfied with their flight assignment, standard cancellation fees apply. We are not able to pre-assign seating. Seat assignments will be provided upon check-in. Depending on your group's size, travelers may or may not sit together. Some countries may require aircraft insecticide treatment for inbound foreign flights. A list of such countries is available at eftours.com/insecticide.

Do I have to travel on all legs of my flight itinerary?
You must travel on all legs of your itinerary. If you do not travel on a portion of your flights, the remaining portions will be cancelled. You will be responsible for purchasing a new ticket as well as for any service fees charged by the airlines.

What happens if my flight is delayed?
EF is not responsible for airline schedule changes or mechanical, weather, or capacity-related flight delays; however, visit eftours.com/protection for benefits offered in the Global Travel Protection plan and Global Travel Protection Plus plan.

Are any airports interchangeable?
Flights to and from the following destinations may originate/end at any of the airports in that vicinity. On occasion, the tour may return to a different airport than the one you departed from.

- Chicago: O'Hare or Midway
- Dallas: Dallas/Fort Worth or Dallas Love Field
- Houston: George Bush Intercontinental or Hobby
- Miami: Fort Lauderdale or Miami
- New York: LaGuardia, JFK, or Newark
- San Francisco: Oakland, San Jose, or San Francisco
- Washington, D.C./Baltimore: BWI, Dulles, or Ronald Reagan National
- Los Angeles: Los Angeles, Ontario, Burbank, or Santa Ana
- Ireland: Cork or Shannon
- Italy: Milan or Venice
- Scotland: Edinburgh or Glasgow

10.14. Resolution Appointing Voting Member and Alternate for MissVIC Employee Benefits and Property/Casualty Pool

ITEM: 10.14
EXH: E 10.14

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Resolution Appointing Voting Member and Alternate for MissVIC Employee Benefits and Property/Casualty Pool**

The Mississippi Valley Intergovernmental Cooperative requires in its by-laws that the Board of Education ***appoint*** two persons to serve as the voting member and the alternate for the Mississippi Valley Intergovernmental Cooperative Board of Directors for the 2025-26 Fiscal Year.

I recommend approval of the following suggested motion:

> "I move that the Board of Education appoint Jamie Hadjan, Director of Finance to serve as our voting member on the Mississippi Valley Intergovernmental Cooperative Board of Directors Employee Benefits and Property/Casualty Pool for the 2025-26 Fiscal Year and to appoint Dr. Brad Skertich, Superintendent to serve as our alternate on the Mississippi Valley Intergovernmental Cooperative Board of Directors Employee Benefits and Property/Casualty Pool for the 2025-26 Fiscal Year."

SS

Board Resolution
To
Appoint MissVIC Employee Benefits and/or Property Casualty Pool Board Members

Be it resolved by the Board of Education of Collinsville CUSD 10, Madison County and St Clair County, State of Illinois, that the following shall be appointed to the Mississippi Valley Employee Benefits/Property Casualty Intergovernmental Cooperative Board of Directors beginning July 1, 2025, for the 2025-2026 fiscal year.

Jamie L Hadjan
Voting Member

Mark B Skertich
Alternate

Done by order of the Collinsville CUSD 10, Board of Education this 23rd day of June, 2025.

_____
President, Board of Education

ATTEST:

_____
Secretary, Board of Education

10.15. Extend the Term of MissVIC Property/Casualty Pool (July 1, 2025 - June 30, 2028)

ITEM: 10.15
EXH.: E 10.15

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Extend the Term of the MissVIC Property Casualty Pool (July 1, 2025 - June 30, 2028)**

Based on Article 6.11.5 of the amended Mississippi Valley Intergovernmental Cooperative Agreement dated July, 1986, it is necessary for the participating districts to take necessary action to extend the term of said Pool, not to exceed three years, and must be voted on by the Board Members of both the Pool and the District Boards of Education.

I recommend approval of the following resolution:

> WHEREAS: The Mississippi Valley Property Casualty Intergovernmental Cooperative having been duly formed and organized on July 1, 1986; and this District is a Member of the Cooperative; and
>
> WHEREAS: It is necessary for both the Pool and District Boards to vote to continue the operation of the Mississippi Valley Property Casualty Intergovernmental Cooperative; and,
>
> WHEREAS: The Mississippi Valley Property Casualty Intergovernmental Cooperative is providing a needed service to members and it continues to be in the best interest of the District and its students and citizens for the District to continue to be a Member of the Cooperative;
>
> THEREFORE: It is approved that the Mississippi Valley Property Casualty Intergovernmental Cooperative continue to operate during the period of July 1, 2025 through June 30, 2028.

ss

Attachment

Board Resolution
To
Extend the Term of the MissVIC Property Casualty Pool

WHEREAS: The Mississippi Valley Property Casualty Intergovernmental Cooperative having been duly formed and organized on July 1, 1986; and this District is a Member of the Cooperative; and

WHEREAS: It is necessary for both the Pool and District Boards to vote to continue the operation of the Mississippi Valley Property Casualty Intergovernmental Cooperative; and,

WHEREAS: The Mississippi Valley Property Casualty Intergovernmental Cooperative is providing a needed service to members and it continues to be in the best interests of the District and its students and citizens for the District to continue to be a Member of the Cooperative;

THEREFORE: It is approved that the Mississippi Valley Property Casualty Intergovernmental Cooperative continue to operate during the period of July 1, 2025 through June 30, 2028.

Done by order of the Collinsville CUSD 10, Board of Education this 23rd day of June, 2025.

_____
President, Board of Education

ATTEST:

_____
Secretary, Board of Education

10.16. Extend the Term of MissVIC Employee Benefits Pool (July 1, 2025 - June 30, 2028)

ITEM: 10.16
EXH.: E 10.16

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Extend the Term of the MissVIC Employee Benefits Pool (July 1, 2025 - June 30, 2028)**

Based on Article 6.11.5 of the amended Mississippi Valley Intergovernmental Cooperative Agreement dated July, 1986, it is necessary for the participating districts to take necessary action to extend the term of said Pool, not to exceed three years, and must be voted on by the Board Members of both the Pool and the District Boards of Education.

I recommend approval of the following resolution:

> WHEREAS: The Mississippi Valley Employee Benefits Intergovernmental Cooperative having been duly formed and organized on July 1, 1986; and this District is a Member of the Cooperative; and
>
> WHEREAS: It is necessary for both the Pool and District Boards to vote to continue the operation of the Mississippi Valley Employee Benefits Intergovernmental Cooperative; and,
>
> WHEREAS: The Mississippi Valley Employee Benefits Intergovernmental Cooperative is providing a needed service to members and it continues to be in the best interest of the District and its students and citizens for the District to continue to be a Member of the Cooperative;
>
> THEREFORE: It is approved that the Mississippi Valley Employee Benefits Intergovernmental Cooperative continue to operate during the period of July 1, 2025 through June 30, 2028.

ss

Attachment

Board Resolution
To
Extend the Term of the MissVIC Employee Benefits Pool

WHEREAS: The Mississippi Valley Employee Benefits Intergovernmental Cooperative having been duly formed and organized on July 1, 1986; and this District is a Member of the Cooperative; and

WHEREAS: It is necessary for both the Pool and District Boards to vote to continue the operation of the Mississippi Valley Employee Benefits Intergovernmental Cooperative; and,

WHEREAS: The Mississippi Valley Employee Benefits Intergovernmental Cooperative is providing a needed service to members and it continues to be in the best interests of the District and its students and citizens for the District to continue to be a Member of the Cooperative;

THEREFORE: It is approved that the Mississippi Valley Employee Benefits Intergovernmental Cooperative continue to operate during the period of July 1, 2025 through June 30, 2028.

Done by order of the Collinsville CUSD 10, Board of Education this 23rd day of June, 2025.

_____
President, Board of Education

ATTEST:

_____
Secretary, Board of Education

10.17. Approval of 3-Year Lease/Purchase Agreement with Alliance Funding Group

TEM: 10.17
EXH. E-10.17

BOARD AGENDA
June 23, 2025

TO: **Dr. Brad Skertich, Superintendent of Schools**

FROM: **Jamie Hadjan, Director of Finance**

DATE: **June 23, 2025**

RE: **Consideration of Approval of 3-year Lease/Purchase Agreement with Alliance Funding Group**

In May of 2025, the Board of Education approved a proposal from Essential Network Technologies for a video security solution at CMS and CHS for a total of $691,716.05. The financing of this purchase is to be done as a Lease/Purchase agreement. Therefore, attached please find a Resolution to enter into a Lease-Purchase Agreement
The total amount to be financed is $622,544.45 after a good faith deposit of $69,171.60 with an annual payment of $222,782.17 for 3 years for a total amount paid to be $737,518.11.

I recommend approval of the following suggested motion:

"I move that the Board of Education approve the 3 year Lease Purchase Agreement with Alliance Funding Group with an initial payment of $69,171.60 due at signing of documents and an annual payment of $222,782.17 due September 1, 2025, September 1, 2026 and September 1, 2027 for a total amount to be paid of $737,518.11 in order to meet the District's security needs as presented in Exhibit E-10.17."

ss

Attachment

Collinsville Community Unit School District 10

201 West Clay Street • Collinsville, IL 62234 • 618-346-6350 • *fax* 618-343-3673

RESOLUTION

WHEREAS, COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT #10 has determined that the necessity exists for updated video equipment; and

WHEREAS, COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT #10 has determined that a true and very real need exists for the acquisition of the equipment described in the Lease-Purchase Agreement presented at this meeting; and

NOW THEREFORE BE IT RESOLVED that the President of COLLINSVILLE COMMUNITY UNIT SCHOOL DISTRICT #10 Board of Education hereby authorizes the District to enter into a Lease-Purchase Agreement with Alliance Funding Group for the lease-purchase of Alta Cameras at CHS and CMS for a total financed amount not to exceed $622,544.45 for a term of 3 years at a rate of 5.9% ($668,346.51 with interest included) after a good faith deposit of $69,171.60 paid at signing of agreement for a total cost of $737,518.11.

ADOPTED this 23rd day of June, 2025.

_____

President, Board of Education

ATTEST:

_____

Secretary, Board of Education

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

High School Cameras and Installation

Description		Price	Qty	Ext. Price
Labor	**Installation & Configuration** Labor includes configuration and installation of new Alta cameras. This line item also includes removal of the existing cameras (not including cabling).	$32,710.00	1	$32,710.00
Boom lift rental	**rental of boom lift**	$3,414.08	1	$3,414.08
Scissor lift rental	**scissor lift rental**	$842.11	1	$842.11
15C-H5A-3MH-30	**5MP, 30 Day, Alta, 3 head H5A Multisensor Camera; up to 10 year warranty with an active Aware license**	$1,221.13	5	$6,105.65
20C-H5A-4MH-30	**5MP, 30 Day, Alta, 4 head H5A Multisensor Camera; up to 10 year warranty with an active Aware license** 4X5mp (20MP) 360 Degree Max Camera Module 3.3-5.7mm - 30 Days	$1,454.07	1	$1,454.07
20C-H5A-4MH-30	**5MP, 30 Day, Alta, 4 head H5A Multisensor Camera; up to 10 year warranty with an active Aware license** 4X5mp (20MP) 360 Degree Max Camera Module 3.3-5.7mm - 30 Days	$1,454.07	4	$5,816.28
3.0C-H6SL-DO1-IR-30	**3MP, 30 Day, Alta, WDR, Day/Night Outdoor Dome, 3.4-10.5mm f/1.6 Integrated IR, up to 10 year warranty with an active Aware license**	$511.95	1	$511.95
5.0C-H6SL-BO2-IR-30	**5MP, 30 Day, Alta, WDR, Day/Night Outdoor Bullet, 10.9-29 mm f/1. 7 Integrated IR, up to 10 year warranty with an active Aware license**	$734.54	4	$2,938.16
5.0C-H6SL-DO1-IR-30	**5MP, 30 Day, Alta, WDR, Day/Night Outdoor Dome, 3.4-10.5mm f/1.6 Integrated IR, up to 10 year warranty with an active Aware license**	$615.48	48	$29,543.04
5.0C-H6SL-DO1-IR-30	**5MP, 30 Day, Alta, WDR, Day/Night Outdoor Dome, 3.4-10.5mm f/1.6 Integrated IR, up to 10 year warranty with an active Aware license**	$615.48	8	$4,923.84
5.0C-H6SL-D1-IR-30	**5MP, 30 Day, Alta, WDR, Day/Night Indoor Dome, 3.4-10.5mm f/1.6 Integrated IR, up to 10 year warranty with an active Aware license**	$511.95	40	$20,478.00

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

High School Cameras and Installation

Description		Price	Qty	Ext. Price
5.0C-H6SL-D1-IR-30	**5MP, 30 Day, Alta, WDR, Day/Night Indoor Dome, 3.4-10.5mm f/1.6 Integrated IR, up to 10 year warranty with an active Aware license**	$511.95	51	$26,109.45
H5AMH-AD-PEND1	**Outdoor pendant mount adapter. For use with the Avigilon H5A Multisensor**	$103.16	5	$515.80
WLMT-1001	**Wall Mount for large pendant camera**	$62.80	5	$314.00
H5AMH-DO-COVR1	**Dome Bubble and Cover; for outdoor surace mount or pendant mount, clear. For use with Avigilon H5A Multisensor** Dome Bubble and Cover; for outdoor surace mount or pendant mount	$103.16	5	$515.80
CRNMT-1001	**CORNER MNT FOR LRGE PENDT WLMT-1001**	$75.06	8	$600.48
H5AMH-AD-PEND1	**Outdoor pendant mount adapter. For use with the Avigilon H5A Multisensor**	$103.16	1	$103.16
NPTA-1001	**1.5 inch NPT Adapter for Large Pendant Mount Camera**	$34.00	1	$34.00
H5AMH-DO--COVR1	**Dome bubble and cover, for outdoor surface mount or pendant mount, clear. For use with the Avigilon H5A Multisensor**	$103.16	1	$103.16
H5AMH-AD-PEND1	**Outdoor pendant mount adapter. For use with the Avigilon H5A Multisensor**	$103.16	4	$412.64
WLMT-1001	**Wall Mount for large pendant camera**	$63.33	4	$253.32
H5AMH-DO-COVR1	**Dome Bubble and Cover; for outdoor surace mount or pendant mount, clear. For use with Avigilon H5A Multisensor** Dome Bubble and Cover; for outdoor surace mount or pendant mount	$103.16	4	$412.64
ACMICR-1001	**Internal microphone accessory for Dome Cameras**	$5.18	8	$41.44
CRNMT-1001	**CORNER MNT FOR LRGE PENDT WLMT-1001**	$75.06	8	$600.48
H4AMH-AD-IRIL 1	**Optional IR illuminator ring, up to 30m (100ft), for use with H4AMH-DO-COVR1**	$201.58	5	$1,007.90

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

High School Cameras and Installation

Description		Price	Qty	Ext. Price
POE60U-1BTE	**Gigabit 802.3bt 60 W PoE Injector, Indoor, single port**	$91.62	5	$458.10
H4AMH-AD-IRIL 1	**Optional IR illuminator ring, up to 30m (100ft), for use with H4AMH-DO-COVR1**	$201.58	1	$201.58
POE60U-1BTE	**Gigabit 802.3bt 60 W PoE Injector, Indoor, single port**	$91.62	1	$91.62
POE60U-1BTE	**Gigabit 802.3bt 60 W PoE Injector, Indoor, single port**	$91.62	4	$366.48
AWA-CLD-5Y	**Subscription to Ava Aware Cloud, per camera. Real-time video-analytics. Including 30 days cloud storage. - 5 year** Ava Aware License 5 years	$517.00	161	$83,237.00
LIC-LPR-CHAN-5Y	**Annual LPR license subscription, per camera enabled for LPR** 5 Year LPR license subscription, per camera enabled for LPR.	$1,280.53	4	$5,122.12

The customer is responsible for verifying switch port availability in data closets, POE availability on ports, budget on switches, and network connectivity.

The scope of this project does not include 3rd party integrations - ie active directory, existing access control, etc.

Subtotal: **$229,238.35**

High School Cabling

Description		Price	Qty	Ext. Price
61110-BP6	**Modular Jack, Leviton QuickPort eXtreme, CAT6, RJ45, 25 Pack, Purple**	$228.12	10	$2,281.20
KSSMB2-88	**KeyStone Surface Mount Box TechChoice, Cloud (Bright) White** KSSMB2-88	$4.82	81	$390.42
36210	**Cat6 7ft Black Outdoor Patch Cable**	$5.48	81	$443.88
Wiring	**Installation of cabling for new Alta Cameras**	$31,000.00	1	$31,000.00
202044J	**ezEX-RJ45 Modular Plug**	$99.76	1	$99.76

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

High School Cabling

Description		Price	Qty	Ext. Price
SPKSU24	**Ortronics TechChoice Patch Panel Kit 24 Port - 24 Port(s) - 1U High - Black - Rack-mountable**	$52.94	13	$688.22
B0C1YFLVR5	**2" jhooks with beam clamps**	$35.28	10	$352.80
B085FTKHLP	**beam clamp 25 pack**	$41.16	8	$329.28
B009YWNRAU	**bridle ring 25 pack**	$23.52	8	$188.16
WG-63611110	**Cat 6 Purple Unshielded cable**	$311.91	28	$8,733.48
9848	**Cat6 1ft Purple Patch Cable**	$1.68	161	$270.48
			Subtotal:	**$44,777.68**

Middle School Cameras and Installation

Description		Price	Qty	Ext. Price
AWA-CLD-5Y	**Ava Aware License 5 years** Ava Aware License 5 years	$517.00	75	$38,775.00
LIC-LPR-CHAN-5Y	**Annual LPR license subscription, per camera enable** 5 Year LPR license subscription, per camera enabled for LPR.	$1,280.53	1	$1,280.53
5.0C-H6SL-DO1-IR-30	**5MP H6SL Outdoor IR Dome Camera with 3.4-10.5mm lens, Alta 30 Day**	$615.48	19	$11,694.12
20C-H5A-4MH-30	**4X5mp (20MP) 360 Degree Max Camera Module 3.3-5.7m** 4X5mp (20MP) 360 Degree Max Camera Module 3.3-5.7mm - 30 Days	$1,454.07	1	$1,454.07
H5AMH-AD-PEND1	**H5AMH-AD-PEND1**	$103.15	1	$103.15
WLMT-1001	**Wall Mount for large pendant camera**	$62.80	1	$62.80
H5AMH-DO-COVR1	**Dome Bubble and Cover; for outdoor surace mount or** Dome Bubble and Cover; for outdoor surace mount or pendant mount	$103.15	1	$103.15

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Middle School Cameras and Installation

Description		Price	Qty	Ext. Price
H4AMH-AD-IRIL1	**IR Illuminator Ring for H5 Multisensor** IR Illuminator Ring for H5 Multisensor	$201.58	1	$201.58
POE60U-1BTE	**Avigilon PoE Injector - 60 W**	$91.62	1	$91.62
5.0C-H6SL-BO2-IR-30	**5MP H6SL Outdoor IR Bullet Camera with 10.9-29 mm lens, Alta 30 Day**	$734.54	1	$734.54
H6SL-MT-NPTA1	**Pole mount for large pendant WLMT-1001**	$22.26	1	$22.26
BULLET-WI-W-4K-30	**Ava Bullet Wide White - 4K - 30 days**	$874.31	4	$3,497.24
ACC-CON-BCK-W	**Conduit Back Box White for AVA Bullet Cameras**	$82.31	4	$329.24
5.0C-H6SL-D1-IR-30	**5MP H6SL Indoor IR Dome Camera with 3.4-10.5mm lens, Alta 30 Day**	$511.95	50	$25,597.50
WLMT-1021	**Mount, Pendant Arm, 20cm Long, 1.5 NPT**	$54.35	1	$54.35
ACC-POL-BRA-W	**Pole bracket for Ava Dome and 360 cameras. White.** Pole bracket for Ava Dome and 360 cameras. White.	$34.16	2	$68.32
PLMT-1001	**Pole mount for large pendant**	$59.53	3	$178.59
H6SL-MT-NPTA1	**H6SL-MT-NPTA1**	$22.26	1	$22.26
Labor	**Installation & Configuration** Installation & Configuration	$17,950.00	1	$17,950.00

The customer is responsible for verifying switch port availability in data closets, POE availability on ports, budget on switches, and network connectivity.

The scope of this project does not include 3rd party integrations - ie active directory, existing access control, etc.

Subtotal: **$102,220.32**

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Middle School Cabling

Description		Price	Qty	Ext. Price
Wiring	**Wiring Labor** Installation of cabling for new Alta Cameras	$15,975.00	1	$15,975.00
WG-63611110	**Genesis 63611110 23/4-Pair Cat 6 Unshielded (U/UTP) Networking Cable, Plenum, CMP, FT6, 1000' (304.8 m) Pull Box, Purple**	$311.91	10	$3,119.10
36210	**Cat6 Outdoor Rated Ethernet Patch Cable - Molded RJ45 Connectors, Stranded, 550MHz, UTP, Pure Bare Copper Wire, 24AWG, 7ft, Black**	$5.65	25	$141.25
KSSMB2-88	**KSSMB2-88** KSSMB2-88	$5.18	25	$129.50
61110-BP6	**Modular Jack, Leviton QuickPort eXtreme, CAT6, RJ45, 25 Pack, Purple**	$228.12	4	$912.48
202044J	**zEX-RJ45 Modular Plug:**	$99.76	1	$99.76
9848	**Cat6 1ft Purple Patch Cable**	$1.68	75	$126.00
B0C1YFLVR5	**Cable Support J Hook with Beam Clamp, 2"**	$35.28	15	$529.20
B085FTKHLP	**Beam Clamps - 25** Beam Clamps - 25	$41.16	5	$205.80
B009YWNRAU	**1-1/2" ID Bridle Wiring Rings for Beam Clamps (25** 1-1/2" ID Bridle Wiring Rings for Beam Clamps (25 Pack) Visit the Skywalker Store	$23.52	5	$117.60
SPKSU24	**Ortronics TechChoice Patch Panel Kit 24 Port - 24 Port(s) - 1U High - Black - Rack-mountable**	$52.94	5	$264.70
			Subtotal:	**$21,620.39**

Cloud Connectors

Description		Price	Qty	Ext. Price
LIC-LPR-CHAN-5Y	**Annual LPR license subscription, per camera enabled for LPR** 5 Year LPR license subscription, per camera enabled for LPR.	$1,280.53	12	$15,366.36

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Cloud Connectors

Description		Price	Qty	Ext. Price
AWA-CLD-5Y	**Subscription to Ava Aware Cloud, per camera. Real-time video-analytics. Including 30 days cloud storage. - 5 year** Ava Aware License 5 years	$517.00	355	$183,535.00
APP-3100-240-BT	**Cloud Connector Gateway - 200 Cameras**	$25,000.00	2	$50,000.00
FLDSUP-CONFIG	**Onsite configuration and installation**	$2,264.71	5	$11,323.55
RMTSUP-CONFIG	**Remote configuration and installation**	$2,264.71	4	$9,058.84
Labor	**Installation & Configuration** Installation & Configuration of cloud connector gateways	$1,800.00	1	$1,800.00

The Cloud Connectors will be installed at the School's data center, all non-Alta camera traffic will be routed to the Cloud Connectors to be viewable through the Alta web interface.

The customer is responsible for verifying switch port availability in data closets and network connectivity for all sites.

Subtotal: **$271,083.75**

Replacements for existing cameras not cloud capable

Description		Price	Qty	Ext. Price
5,0C-H6SL-D1-IR-30	**5MP H6SL Indoor IR Dome Camera with 3.4-10.5mm lens; Alta 30 Day**	$511.95	26	$13,310.70
61110-BP6	**Modular Jack, Leviton QuickPort eXtreme, CAT6, RJ45, 25 Pack, Purple**	$228.12	1	$228.12
61110-RP6	**QuickPort eXtreme Jack Module, Purple**	$10.35	1	$10.35
202044J	**ezEX-RJ45 Modular Plug**	$99.76	1	$99.76
SPKSU24	**Ortronics TechChoice Patch Panel Kit 24 Port - 24 Port(s) - 1U High - Black - Rack-mountable**	$52.94	6	$317.64
B0C1YFLVR5	**2" jhooks with beam clamps**	$35.28	5	$176.40
B085FTKHLP	**beam clamp 25 pack**	$41.16	2	$82.32

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Replacements for existing cameras not cloud capable

Description		Price	Qty	Ext. Price
B009YWNRAU	**bridle ring 25 pack**	$23.52	2	$47.04
WG-63611110	**Cat 6 Purple Unshielded cable**	$311.91	5	$1,559.55
9848	**Cat6 1ft Purple Patch Cable**	$1.68	26	$43.68
Wiring	**Installation of cabling for new Alta Cameras**	$6,900.00	1	$6,900.00

16 at Dorris

3 at REN

7 between KRT/JEF/SUM

The customer is responsible for verifying switch port availability in data closets, POE availability on ports, budget on switches, and network connectivity.

The scope of this project does not include 3rd party integrations - ie active directory, existing access control, etc.

Subtotal: **$22,775.56**

Halo

* Optional

Description		Price	Qty	Ext. Price
HALO-CLOUD-5YR	**HALO-CLOUD-5YR**	$425.12	45	$19,130.40
HALO-V3.00C-PC	**HALO-V3.00C-PC**	$929.18	45	$41,813.10
HALO-V3.00C-BACKBOX	**HALO3C Backbox**	$64.71	45	$2,911.95
Wiring	**Wiring Labor** Wiring Labor	$11,475.00	1	$11,475.00
Labor	**Installation & Configuration** Installation & Configuration	$10,050.00	1	$10,050.00
61110-BP6	**Modular Jack, Leviton QuickPort eXtreme, CAT6, RJ45, 25 Pack, Purple**	$228.12	2	$456.24
202044J	**ezEX-RJ45 Modular Plug**	$99.76	1	$99.76

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Halo

* Optional

Description		Price	Qty	Ext. Price
SPKSU24	**Ortronics TechChoice Patch Panel Kit 24 Port - 24 Port(s) - 1U High - Black - Rack-mountable**	$52.94	3	$158.82
B085FTKHLP	**beam clamp 25 pack**	$41.16	2	$82.32
B009YWNRAU	**bridle ring 25 pack**	$23.52	2	$47.04
WG-63611110	**Cat 6 Purple Unshielded cable**	$311.91	9	$2,807.19
9848	**Cat6 1ft Purple Patch Cable**	$1.68	45	$75.60
The customer is responsible for verifying switch port availability in data closets, POE availability on ports, budget on switches, and network connectivity.				
			* Optional Subtotal:	**$89,107.42**

Intercoms

* Optional

Description		Price	Qty	Ext. Price
SW-ICUSER-P50-5Y	**Intercom Call Recipients: Pack of 50 users (5 Years)**	$1,482.35	1	$1,482.35
SW-VID-ST30-5Y	**Cloud Video Storage: 30 days (5 Years)**	$635.29	5	$3,176.45
SW-BSC-P5-5Y	**Basic: Pack of 5 entries (5 Years)**	$2,541.18	1	$2,541.18
OP-VID-PRO-INT	**Video Intercom Reader Pro**	$705.88	5	$3,529.40
Wiring	**Wiring Labor** Wiring Labor	$1,250.00	1	$1,250.00
Labor	**Installation & Configuration** Installation & Configuration	$2,066.00	1	$2,066.00
WG-63611110	**Genesis 63611110 23/4-Pair Cat 6 Unshielded (U/UTP) Networking Cable, Plenum, CMP, FT6, 1000' (304.8 m) Pull Box, Purple**	$311.91	1	$311.91
9848	**Cat6 1ft Purple Patch Cable**	$1.68	5	$8.40

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Intercoms

* Optional

Description		Price	Qty	Ext. Price
B085FTKHLP	**Beam Clamps - 25** Beam Clamps - 25	$41.16	2	$82.32
B009YWNRAU	**1-1/2" ID Bridle Wiring Rings for Beam Clamps (25** 1-1/2" ID Bridle Wiring Rings for Beam Clamps (25 Pack) Visit the Skywalker Store	$23.52	2	$47.04
61110-RP6	**QuickPort eXtreme Jack Module, Purple**	$10.35	1	$10.35
Misc Materials	**misc materials for install**	$294.12	1	$294.12
Integration with current access control is not included - all door unlocks will need to be done through existing access control.				
			* Optional Subtotal:	**$14,799.52**

Spare Cameras

* Optional

Description		Price	Qty	Ext. Price
5.0C-H6SL-DO1-IR-30	**5MP, 30 Day, Alta, WDR, Day/Night Outdoor Dome, 3.4-10.5mm f/1.6 Integrated IR, up to 10 year warranty with an active Aware license**	$615.48	5	$3,077.40
5.0C-H6SL-D1-IR-30	**5MP, 30 Day, Alta, WDR, Day/Night Indoor Dome, 3.4-10.5mm f/1.6 Integrated IR, up to 10 year warranty with an active Aware license**	$511.95	5	$2,559.75
			* Optional Subtotal:	**$5,637.15**

Shipping

Description	Qty
Motorola Logistics takes the order specifics & requests a price for shipping from FedEx at time of purchase.	

Essential
NETWORK TECHNOLOGIES

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Alta Cameras

Quote Information:

Quote #: ENTQ005953

Version: 1
Delivery Date: 05/07/2025
Expiration Date: 05/31/2025

Prepared for:

Collinsville Unit 10 School District

201 W. Clay St
Collinsville, IL 62234
Derek Turner
(618) 346-6350
dturner1@cusd.kahoks.org

Prepared by:

Essential Network Technologies

Kellen Walsh
636-477-6301
Fax 636-477-6302
kjwalsh@essentialnetworktech.com

Quote Summary

Description	Amount
High School Cameras and Installation	$229,238.35
High School Cabling	$44,777.68
Middle School Cameras and Installation	$102,220.32
Middle School Cabling	$21,620.39
Cloud Connectors	$271,083.75
Replacements for existing cameras not cloud capable	$22,775.56
Total:	$691,716.05

*Optional Expenses

Description	One-Time
Halo	$89,107.42
Intercoms	$14,799.52
Spare Cameras	$5,637.15
Optional Subtotal:	$109,544.09

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

LIMITED WARRANTY: ENT warrants it will provide its services in a professional manner by qualified personnel in accordance with this proposal and that the performance by ENT of the services described in this proposal shall be in compliance with all applicable laws, rules and regulations. No representations or warranties as to the use, functionality, operation, or security of the customer's networks are made by ENT other than as expressly stated herein. THE FOREGOING WARRANTIES ARE EXCLUSIVE AND ARE MADE IN LIEU OF ALL OTHER WARRANTIES, EITHER EXPRESS AND IMPLIED, WHICH ARE HEREBY DISCLAIMED, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF NONINFRINGEMENT, TITLE, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND ANY WARRANTIES ARISING OUT OF A USE IN TRADE OR COURSE OF DEALING OR PERFORMANCE. ENT DOES NOT WARRANT: (i) THAT ACCESS TO OR USE OF ALL OR ANY PART OF ENT'S SERVICES OR THE CUSTOMER'S INFORMATION TECHNOLOGY ENVIRONMENT WILL BE CONTINUOUS, ERROR-FREE OR UNINTERRUPTED, (ii) THAT PATCHES OR WORKAROUND WILL BE PROVIDED, (iii) THAT THE RESULTS OF ENT'S ANALYSIS OF THE CUSTOMER'S INFORMATION TECHNOLOGY ENVIRONMENT WILL BE COMPLETE OR ERROR-FREE, (iv) THAT ERRORS WILL BE CORRECTED IN SERVICE UPDATES OR THAT ANY SERVICE WILL DETECT EVERY POSSIBLE VULNERABILITY, DEFICIENCY, AND/OR DEFECT IN THE CUSTOMER'S SYSTEMS, (v) THAT THE CUSTOMER'S SYSTEMS WILL OPERATE WITHOUT ERROR AFTER TESTING, OR (iii) THAT ENT'S SERVICES WILL MEET ALL OF THE CUSTOMER'S REQUIREMENTS OR NEEDS.

The warranties set forth above do not apply if non-compliance is caused by or has resulted from: (i) use of ENT's services for any purpose other than that set forth and authorized in this proposal, (ii) misuse of ENT's services, (iii) any malfunction of the customer's information technology environment, including, but not limited to, software, hardware, computers, computer-related equipment, networks, and network connections, (iv) any modification to the customer's information technology environment after performance of ENT's services hereunder, or (v) an event of force majeure.

By accepting this proposal, the customer acknowledges and agrees that the customer is solely responsible for the application, operation and management of its information technology environment, including but not limited to: (a) purchasing, licensing, maintaining, and adequately securing hardware and software; (b) enacting and following appropriate operating and security procedures; (c) enacting and following appropriate protective measures to safeguard the customer's information technology environment; (d) enacting and following adequate backup contingency plans; and (e) employing qualified personnel to obtain the desired results with respect to the customer's information technology environment. ENT is not responsible for any security breaches or other security incidents with respect to the customer's information technology environment, whether caused by the customer not following appropriate operating procedures and/or security and protective measures or otherwise.

EXCLUSIVE REMEDY: If ENT's services provided under this proposal do not materially comply with the requirements stated in the Limited Warranty Section above, the customer's sole remedy will be to receive a refund of the fees paid for the non-conforming services, even if such remedy fails of its essential purpose. BY ACCEPTING THIS PROPOSAL, THE CUSTOMER AGREES THAT ENT IS NOT RESPONSIBLE FOR ANY LOSS OF DATA, COST OF PROCUREMENT OF SUBSTITUTE GOODS, OR ANY SPECIAL, INDIRECT, INCIDENTAL, EXEMPLARY, PUNITIVE, OR CONSEQUENTIAL DAMAGES ARISING OUT THE PERFORMANCE OF ENT'S SERVICES UNDER THIS PROPOSAL, EVEN IF ENT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND THE CUSTOMER HEREBY WAIVES AND RELEASES ANY RIGHTS OR CLAIMS AND AGREES TO HOLD ENT HARMLESS FROM AND AGAINST ANY SUCH DAMAGES OR LOSSES. THIS LIMITATION APPLIES TO ALL CAUSES OF ACTION, WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE OR STRICT LIABILITY), STATUTE OR OTHERWISE. REGARDLESS OF THE FORM OF THE CLAIM, ENT'S TOTAL LIABILITY TO THE CUSTOMER SHALL BE LIMITED TO THE AMOUNT OF FEES THE CUSTOMER HAS PAID TO ENT FOR SERVICES PURSUANT TO THIS PROPOSAL.

Main: 636-477-6301

Email:
kjwalsh@essentialnetworktech.com

Web: www.essentialnetworktech.com

Essential Network Technologies

Signature: _____

Name: Kellen Walsh

Title: _____

Date: 05/07/2025

Collinsville Unit 10 School District

Signature: _____

Name: Derek Turner

Date: _____

11. **Closed Session**

11.1. Conduct Hearing to Bar Individual from School Property and Activities

12. **New Business**

12.1. Consider Resolution to Bar Individual from School Property and Activities

13. **Personnel**

13.1. Non-Certified Employee Resignations

13.2. Certified Resignations

13.3. Coach Resignations

13.4. Non-Certified Employee Recommendations for Employment

13.5. Certified Employee Recommendations for Employment

13.6. Recommendation for Coaches

13.7. Recommendation for Coaches and Sponsors at Dorris Intermediate School

13.8. Recommendation for Employment of Jumpstart Programs

13.9. Recommendation for Band Volunteers

13.10. Recommendation for Appointment of Driver Education Teachers and Behind the Wheel Instructors at Collinsville High School

13.11. Non-Certified At-Will Employee Recommendation for Employment

13.12. Recommendation for Activity Sponsors at Collinsville High School

13.13. Approval to Post New Position

13.14. Recommendation for Sponsors, Coaches and Department Chairs at Collinsville Middle School

13.15. Recommendation for Collinsville High School Spring Coaches

14. **Adjourn**