

MERIDIAN CUSD #223
Board Agenda
Thursday, August 6, 2020

6:30 PM SCHOOL BOARD MEETING
BOARD ROOM LOCATED IN THE MERIDIAN JUNIOR HIGH SCHOOL
207 W. MAIN ST.
STILLMAN VALLEY, IL 61084

1. Call to Order	
2. Roll Call	
3. Pledge of Allegiance	
4. Approve Agenda	
5. Approve Consent Agenda (2:220)	
1. Approve Payroll	3
2. Approve Accounts Payable	11
3. Approve Minutes	
4. Personnel Report	49
5. Approve Activity Accounts	50
6. Approve Treasurer's Report	52
7. Approve Treasurer's Bond	57
8. Move to keep Closed Session minutes Closed	
9. Move to destroy closed session minutes 18 months or older	
10. Approve LTO MOU	59
11. Approve 20-21 Calendar changes	66
6. Year-to-Date Budget Update (4:10)	67
7. Report of the Superintendent (2:130)	
1. Anti-Racism Committee	
2. FOIA	71
3. Audit Update	
4. Springfield Update	
1. Guidance and continued COVID related updates	
1. CDC guidance	
1. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html	
2. IHSA guidance	72
3. ISBE Guidance	76
5. Strategic Plan - Guiding Document	139
6. Summer at-a-glance	141
7. BOE Monthly To- Do	145
8. Kids Assessment Summary	149
9. Notices and Communications	
1. Code of Conduct: I will model continuous learning and work to ensure good governance by taking advantage of board member development opportunities, such as those sponsored by my state and national school board associations, and encourage my fellow board members to do the same.	

10. Community Input (2:220)
 (This is the time when visitors may request to address the Board of Education on any item relating to the role and function of the Board of Education. When the Board President so directs, persons should stand, give their name and address and begin their statements. Persons are asked to refrain from making any personal comments regarding any individual. The Board President reserves the right to limit presentations to two minutes.)
11. Unfinished Business
 1. COVID Contingency Planning
 1. If things go poorly
 2. If things go well
12. New Business
 1. Policy Review
 - 2:220, 4:180, 7:40, 7:190, 7:340, 7:345,
 2. Tentative Budget
13. Adjourn to closed session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the District, and other stated exceptions to the Open Meetings Act. (2:220, 2:200)
14. Reconvene in open session
15. Adjourn

Check Date 06/12/2020

FUND / OBJECT SUMMARY

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10	1100	CERTIFIED SALARIES	19,773.40
	1101	ATHLETIC DIRECTOR SALARY	3,167.25
	1108	COACHING	723.57
	1110	PERS. LEAVE DAYS	200.00
	1112	CO CURRICULAR- CERTIFIED	190.24
	1120	CERTIFIED SALARY	245,171.59
	1130	CLERICAL	13,391.26
	1140	ESP WAGES	19,394.82
	1160	SPEC ED AIDES SALARIES	12,056.44
	1220	CERTIFIED SUB	1,008.41
	1240	NON CERT SUB WAGES	1,412.01
	1320	Cert Add'l Pay	200.43
	2110	TEACHERS RETIREMENT	40,344.11
	2220	MEDICAL	32,841.27
		Fund 10 Total	389,874.80
14	1160	SPEC ED AIDES SALARIES	1,293.26
	2220	MEDICAL	2.83
		Fund 14 Total	1,296.09
20	1140	ESP WAGES	19,719.79
	2220	MEDICAL	3,986.50
		Fund 20 Total	23,706.29
40	1103	BUS MANAGEMENT	4,437.20
	1107	VEH. SERVICING & MAINT.	1,550.40
	1130	CLERICAL	99.26
	1141	BUS DRIVER ROUTE WAGES	6,754.42
	1160	SPEC ED AIDES SALARIES	774.90
	1241	SUB ROUTE DRIVER	1,815.87
	1242	SUB TRIP DRIVER	210.30

Check Date 06/12/2020

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
	2220	MEDICAL	1,722.95
		Fund 40 Total	17,365.30
50	2120	IMRF	7,845.25
	2130	FICA	5,084.60
	2140	MEDICARE BENEFITS	5,052.20
		Fund 50 Total	17,982.05
80	1100	CERTIFIED SALARIES	4,962.59
	2110	TEACHERS RETIREMENT	563.53
	2220	MEDICAL	543.30
		Fund 80 Total	6,069.42
		Summary total	456,293.95

O B J E C T S U M M A R Y

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1100	CERTIFIED SALARIES	24,735.99
1101	ATHLETIC DIRECTOR SALARY	3,167.25
1103	BUS MANAGEMENT	4,437.20
1107	VEH. SERVICING & MAINT.	1,550.40
1108	COACHING	723.57
1110	PERS. LEAVE DAYS	200.00
1112	CO CURRICULAR- CERTIFIED	190.24
1120	CERTIFIED SALARY	245,171.59
1130	CLERICAL	13,490.52
1140	ESP WAGES	39,114.61
1141	BUS DRIVER ROUTE WAGES	6,754.42
1160	SPEC ED AIDES SALARIES	14,124.60
1220	CERTIFIED SUB	1,008.41
1240	NON CERT SUB WAGES	1,412.01

Check Date 06/12/2020

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1241	SUB ROUTE DRIVER	1,815.87
1242	SUB TRIP DRIVER	210.30
1320	Cert Add'l Pay	200.43
2110	TEACHERS RETIREMENT	40,907.64
2120	IMRF	7,845.25
2130	FICA	5,084.60
2140	MEDICARE BENEFITS	5,052.20
2220	MEDICAL	39,096.85
	Summary total	456,293.95

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

Check Date 06/26/2020

FUND / OBJECT SUMMARY

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10	1100	CERTIFIED SALARIES	19,773.26
	1101	ATHLETIC DIRECTOR SALARY	3,167.25
	1108	COACHING	723.57
	1112	CO CURRICULAR- CERTIFIED	190.24
	1120	CERTIFIED SALARY	243,288.79
	1130	CLERICAL	13,022.60
	1140	ESP WAGES	12,092.42
	1160	SPEC ED AIDES SALARIES	188.74
	1320	Cert Add'l Pay	200.43
	2110	TEACHERS RETIREMENT	40,090.37
	2220	MEDICAL	31,968.26
		Fund 10 Total	364,705.93
14	1160	SPEC ED AIDES SALARIES	16.49
	2220	MEDICAL	0.33
		Fund 14 Total	16.82
20	1140	ESP WAGES	20,966.78
	2220	MEDICAL	3,986.50
		Fund 20 Total	24,953.28
40	1103	BUS MANAGEMENT	4,437.20
	1107	VEH. SERVICING & MAINT.	1,411.83
	1142	BUS DRIVER TRIP WAGES	359.43
	2220	MEDICAL	843.68
		Fund 40 Total	7,052.14
50	2120	IMRF	5,090.45
	2130	FICA	3,277.14
	2140	MEDICARE BENEFITS	4,578.79

Check Date 06/26/2020

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
		Fund 50 Total	12,946.38
80	1100	CERTIFIED SALARIES	4,962.57
	2110	TEACHERS RETIREMENT	563.53
	2220	MEDICAL	543.30
		Fund 80 Total	6,069.40
		Summary total	415,743.95

O B J E C T S U M M A R Y

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1100	CERTIFIED SALARIES	24,735.83
1101	ATHLETIC DIRECTOR SALARY	3,167.25
1103	BUS MANAGEMENT	4,437.20
1107	VEH. SERVICING & MAINT.	1,411.83
1108	COACHING	723.57
1112	CO CURRICULAR- CERTIFIED	190.24
1120	CERTIFIED SALARY	243,288.79
1130	CLERICAL	13,022.60
1140	ESP WAGES	33,059.20
1142	BUS DRIVER TRIP WAGES	359.43
1160	SPEC ED AIDES SALARIES	205.23
1320	Cert Add'l Pay	200.43
2110	TEACHERS RETIREMENT	40,653.90
2120	IMRF	5,090.45
2130	FICA	3,277.14
2140	MEDICARE BENEFITS	4,578.79
2220	MEDICAL	37,342.07
	Summary total	415,743.95

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

Check Date 07/10/2020

FUND / OBJECT SUMMARY

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10	1100	CERTIFIED SALARIES	9,400.00
	1108	COACHING	723.57
	1112	CO CURRICULAR- CERTIFIED	190.24
	1120	CERTIFIED SALARY	245,448.79
	1130	CLERICAL	11,330.57
	1140	ESP WAGES	7,760.72
	1160	SPEC ED AIDES SALARIES	1,707.13
	1200	SUBS	1,170.00
	1240	NON CERT SUB WAGES	118.36
	1320	Cert Add'l Pay	938.43
	2110	TEACHERS RETIREMENT	38,123.34
	2220	MEDICAL	29,087.71
		Fund 10 Total	346,598.86
14	1160	SPEC ED AIDES SALARIES	16.59
	2220	MEDICAL	0.33
		Fund 14 Total	16.92
20	1140	ESP WAGES	24,046.92
	2220	MEDICAL	3,727.77
		Fund 20 Total	27,774.69
40	1107	VEH. SERVICING & MAINT.	2,250.99
	1140	ESP WAGES	72.66
	1141	BUS DRIVER ROUTE WAGES	1,156.47
	1142	BUS DRIVER TRIP WAGES	618.68
	1241	SUB ROUTE DRIVER	947.33
	1242	SUB TRIP DRIVER	102.30
	2220	MEDICAL	257.75
		Fund 40 Total	5,406.20

Check Date 07/10/2020

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
50	2120	IMRF	4,461.20
	2130	FICA	3,089.85
	2140	MEDICARE BENEFITS	4,341.49
		Fund 50 Total	11,892.54
80	1100	CERTIFIED SALARIES	670.67
	2220	MEDICAL	71.89
		Fund 80 Total	742.56
		Summary total	392,431.77

O B J E C T S U M M A R Y

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1100	CERTIFIED SALARIES	10,070.67
1107	VEH. SERVICING & MAINT.	2,250.99
1108	COACHING	723.57
1112	CO CURRICULAR- CERTIFIED	190.24
1120	CERTIFIED SALARY	245,448.79
1130	CLERICAL	11,330.57
1140	ESP WAGES	31,880.32
1141	BUS DRIVER ROUTE WAGES	1,156.47
1142	BUS DRIVER TRIP WAGES	618.68
1160	SPEC ED AIDES SALARIES	1,723.72
1200	SUBS	1,170.00
1240	NON CERT SUB WAGES	118.36
1241	SUB ROUTE DRIVER	947.33
1242	SUB TRIP DRIVER	102.30
1320	Cert Add'l Pay	938.43
2110	TEACHERS RETIREMENT	38,723.34
2120	IMRF	4,461.20
2130	FICA	3,089.85
2140	MEDICARE BENEFITS	4,341.49

Check Date 07/10/2020

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
2220	MEDICAL	33,145.45
	Summary total	392,431.77

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

 REPORT SPECIFICATIONS
 DISTRICT: MERIDIAN C.U.S.D. #223
 REPORT TITLE: AP Invoice Update Register
 REQUESTED BY: elaine.nichol DATE: 06/29/20
 PROGRAM NAME: fin/3aprpt01. TIME: 1:02:52 PM
 COPIES: 1 LPI: 6
 RUN ON SERVER: no CREATE ASCII FILE: NO

REPORT SEQUENCE: Vendor
 INVOICE TYPE(S): BATCH
 CHECK TYPE(S): ALL

PRINT DETAIL:	NO	PRINT ACCOUNTING:	NO
STARTING PO #:	0	ENDING PO #:	999999999
STARTING INVOICE #:		ENDING INVOICE #:	ZZZZZZZZZZZZZZZZZZ
STARTING VENDOR KEY:		ENDING VENDOR KEY:	ZZZZZZZZZZ
STARTING BATCH #:	13	ENDING BATCH #:	13
STARTING BANK CASH CODE:		ENDING BANK CASH CODE:	ZZZZZ
STARTING INVOICE DATE:	01/01/1900	ENDING INVOICE DATE:	12/31/9999
STARTING DUE DATE:		ENDING DUE DATE:	12/31/9999
STARTING CREATED BY:		ENDING CREATED BY:	ZZZZZZZZZZ
STARTING CREATED DATE:		ENDING CREATED DATE:	12/31/9999
STARTING INVOICE AMOUNT:	-999,999,999.99	ENDING INVOICE AMOUNT:	9999,999,999.99

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
BARTOBE000	BARTON, BECKY	06292020	0000000000	13	BNK00	Wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00
							19-20				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
CUCHAPAT000	CUCHAIARA, PATRICIA	06292020	0000000000	13	BNK00	wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00
							19-20				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
DUNDAJOI001	JOI DUNDAS	06292020	0000000000	13	BNK00	Wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00
							19-20				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
JEPSETAR000	JEPSEN, TARA	06292020	0000000000	13	BNK00	Wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00
							19-20				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
LARSOBET000	LARSON, BETHANI	06292020	0000000000	13	BNK00	wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00
							19-20				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
MANNISTA000	MANNIX, STACEY	06292020	0000000000	13	BNK00	wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00
							19-20				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
MCKENTRI000	MCKENDRY, TRISHA	06292020	0000000000	13	BNK00	wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00
							19-20				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
MCKINKAY000	MCKINNEY, KAYLA	06292020	0000000000	13	BNK00	wellness incentive	B	06/29/2020	06/29/2020	R	\$50.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT		
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT		
MCKINKAY000	MCKINNEY, KAYLA	06292020				*****CONTINUED*****								
							19-20					\$50.00		
						NUMBER OF INVOICES: 1						\$50.00		
MCQUAANN000	MCQUALITY, ANNA	06292020	0000000000	13	BNK00	Wellness incentive	B		06/29/2020	06/29/2020	R	\$50.00		
							19-20					\$50.00		
						NUMBER OF INVOICES: 1						\$50.00		
MEYERKEL000	MEYERS, KELLY	06292020	0000000000	13	BNK00	Wellness incentive	B		06/29/2020	06/29/2020	R	\$50.00		
							19-20					\$50.00		
						NUMBER OF INVOICES: 1						\$50.00		
SWEENDEB000	SWEENEY, DEBORAH	06292020	0000000000	13	BNK00	Wellness Incentive	B		06/29/2020	06/29/2020	R	\$50.00		
							19-20					\$50.00		
						NUMBER OF INVOICES: 1						\$50.00		
ZERN RAC000	ZERN, RACHEL	06292020	0000000000	13	BNK00	Wellness incentive	B		06/29/2020	06/29/2020	R	\$50.00		
							19-20					\$50.00		
						NUMBER OF INVOICES: 1						\$50.00		
						TOTAL NUMBER OF BATCH INVOICES:						12	\$600.00	
												12	COMPUTER CHECK INVOICES	\$600.00
						TOTAL INVOICES:						12	\$600.00	
BANK TOTALS:						BANK						INVOICE AMOUNT	NET AMOUNT	
						BNK00	**A000	1010	0000	00	000000	\$600.00	\$600.00	

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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 *****

 REPORT SPECIFICATIONS
 DISTRICT: MERIDIAN C.U.S.D. #223
 REPORT TITLE: AP Invoice Update Register
 REQUESTED BY: elaine.nichol DATE: 06/30/20
 PROGRAM NAME: fin/3aprpt01. TIME: 3:48:45 PM
 COPIES: 1 LPI: 6
 RUN ON SERVER: no CREATE ASCII FILE: NO

REPORT SEQUENCE: Vendor
 INVOICE TYPE(S): BATCH
 CHECK TYPE(S): ALL

PRINT DETAIL:	NO	PRINT ACCOUNTING:	NO
STARTING PO #:	0	ENDING PO #:	999999999
STARTING INVOICE #:		ENDING INVOICE #:	ZZZZZZZZZZZZZZZZZZ
STARTING VENDOR KEY:		ENDING VENDOR KEY:	ZZZZZZZZZZ
STARTING BATCH #:	13	ENDING BATCH #:	13
STARTING BANK CASH CODE:		ENDING BANK CASH CODE:	ZZZZZ
STARTING INVOICE DATE:	01/01/1900	ENDING INVOICE DATE:	12/31/9999
STARTING DUE DATE:		ENDING DUE DATE:	12/31/9999
STARTING CREATED BY:		ENDING CREATED BY:	ZZZZZZZZZZ
STARTING CREATED DATE:		ENDING CREATED DATE:	12/31/9999
STARTING INVOICE AMOUNT:	-999,999,999.99	ENDING INVOICE AMOUNT:	9999,999,999.99

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
CONTRACT001	CONTRACT PAPER GROUP, INC	43007799401	0000000000	13	BNK00	district paper order	B	06/30/2020	06/30/2020	R	\$6,107.20
							19-20				\$6,107.20
CONTRACT001	CONTRACT PAPER GROUP, INC	43007799501	0000000000	13	BNK00	District paper order	B	06/30/2020	06/30/2020	R	\$7,802.66
							19-20				\$7,802.66
						NUMBER OF INVOICES: 2					\$13,909.86
GORDOFOO001	GORDON FOOD SERVICE, INC	203161159	5002000276	13	BNK00	SVHS Food Products	F B	06/23/2020	06/30/2020	R	\$838.39
						#200522095 2/11/20 Credit					
						#13632056 -\$32.78					
							19-20				\$838.39
						NUMBER OF INVOICES: 1					\$838.39
INSTITUT000	INSTITUTE FOR EDUCATION INNOVATION 1395		0000000000	13	BNK00	membership fee 2020-2021	B	06/30/2020	06/30/2020	R	\$2,750.00
							19-20				\$2,750.00
						NUMBER OF INVOICES: 1					\$2,750.00
PEAR DEC000	PEAR DECK, INC.	6041	0000000000	13	BNK00	renewal thorough June 30, 2021	B	06/30/2020	06/30/2020	R	\$6,955.00
							19-20				\$6,955.00
						NUMBER OF INVOICES: 1					\$6,955.00
SUNBELT 000	SUNBELT	6302020	5002000359	13	BNK00	Invoice# Rental For Lift Late June EarlyJuly 2020	F B	06/30/2020	06/30/2020	R	\$1,394.51
							19-20				\$1,394.51
						NUMBER OF INVOICES: 1					\$1,394.51
TOTAL NUMBER OF BATCH INVOICES:						6					\$25,847.76
							6 COMPUTER CHECK INVOICES				\$25,847.76
TOTAL INVOICES:						6					\$25,847.76

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>

BANK TOTALS:	BANK	BANK ACCOUNT #	INVOICE AMOUNT	NET AMOUNT
	BNK00	**A000 1010 0000 00 000000	\$25,847.76	\$25,847.76

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 *****

 REPORT SPECIFICATIONS
 DISTRICT: MERIDIAN C.U.S.D. #223
 REPORT TITLE: AP Invoice Update Register
 REQUESTED BY: elaine.nichol DATE: 07/29/20
 PROGRAM NAME: fin/3aprpt01. TIME: 4:15:12 PM
 COPIES: 1 LPI: 6
 RUN ON SERVER: no CREATE ASCII FILE: NO

REPORT SEQUENCE: Vendor
 INVOICE TYPE(S): BATCH
 CHECK TYPE(S): ALL

PRINT DETAIL:	NO	PRINT ACCOUNTING:	NO
STARTING PO #:	0	ENDING PO #:	999999999
STARTING INVOICE #:		ENDING INVOICE #:	ZZZZZZZZZZZZZZZZZZ
STARTING VENDOR KEY:		ENDING VENDOR KEY:	ZZZZZZZZZZ
STARTING BATCH #:	13	ENDING BATCH #:	13
STARTING BANK CASH CODE:		ENDING BANK CASH CODE:	ZZZZZ
STARTING INVOICE DATE:	01/01/1900	ENDING INVOICE DATE:	12/31/9999
STARTING DUE DATE:		ENDING DUE DATE:	12/31/9999
STARTING CREATED BY:		ENDING CREATED BY:	ZZZZZZZZZZ
STARTING CREATED DATE:		ENDING CREATED DATE:	12/31/9999
STARTING INVOICE AMOUNT:	-999,999,999.99	ENDING INVOICE AMOUNT:	9999,999,999.99

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
8 TO 18 000	8 TO 18 MEDIA INC.	002391	1002100006	13	BNK00	8 to 18 subscription	F B	06/12/2020	07/29/2020	R	\$374.00
							20-21				\$374.00
						NUMBER OF INVOICES: 1					\$374.00
AED PROF000	AED PROFESSIONALS	77559	0000000000	13	BNK00	face masks gowns face shields	B	07/16/2020	07/28/2020	R	\$3,827.22
							20-21				\$3,827.22
						NUMBER OF INVOICES: 1					\$3,827.22
AKITABOX000	AKITABOX, INC	190633	5502100004	13	BNK00	Akitabox QR Code Stickers	F B	07/23/2020	07/28/2020	R	\$400.00
							20-21				\$400.00
						NUMBER OF INVOICES: 1					\$400.00
ALDERHEA001	HEATHER ALDERKS	11925580	1002100007	13	BNK00	Repay Heather for toner cartridge for at home printing contracts	F B	03/19/2020	07/29/2020	R	\$102.94
							20-21				\$102.94
						NUMBER OF INVOICES: 1					\$102.94
ASCD	001 A S C D	072820	0000000000	13	BNK00	PJ Caposey membership renewal	B	07/20/2020	07/28/2020	R	\$239.00
							20-21				\$239.00
						NUMBER OF INVOICES: 1					\$239.00
BEHMER F000	BEHMER FAMILY SEED SERVICES, LLC	1141	5002100027	13	BNK00	Invoice#1135 Invoice#1141	F B	07/01/2020	07/29/2020	R	\$1,530.00
							20-21				\$1,530.00
						NUMBER OF INVOICES: 1					\$1,530.00
BLAKE OI000	BLAKE OIL COMPANY	373018	7002100002	13	BNK00	Inv#373018 gasoline	F B	06/04/2020	07/28/2020	R	\$773.98
							20-21				\$773.98

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$773.98
BOON IT 000	BOON IT SOLUTIONS INC	me0230620	0000000000	13	BNK00	analytic vue project year 2 licensing	B	07/20/2020	07/28/2020	R	\$16,667.00
							20-21				\$16,667.00
						NUMBER OF INVOICES: 1					\$16,667.00
CARROT -000	CARROT - TOP INDUSTRIES, INC	46525100	5002100001	13	BNK00	Invoice#46525100 Flags(6)	F B	06/16/2020	07/28/2020	R	\$223.50
							20-21				\$223.50
						NUMBER OF INVOICES: 1					\$223.50
CONSERV 002	CONSERV FS INC	45028861	1002100009	13	BNK00	grass seed, straw blanket, white paint. invoice #45028861, 45029268	F B	06/23/2020	07/29/2020	R	\$3,330.26
							20-21				\$3,330.26
						NUMBER OF INVOICES: 1					\$3,330.26
CURRIASI001	CURRICULUM ASSOCIATES INC.	90645142	9902100000	13	BNK00	software	F B	06/09/2020	07/28/2020	R	\$19,200.00
							20-21				\$19,200.00
						NUMBER OF INVOICES: 1					\$19,200.00
DESIGN P000	DESIGN PLUMBING & PIPING	2569	5002100029	13	BNK00	Invoice#2569 Highland	F B	07/01/2020	07/29/2020	R	\$1,013.30
							20-21				\$1,013.30
						NUMBER OF INVOICES: 1					\$1,013.30
DIXON PA000	DIXON PAINT COMPANY	d0026843	5002100038	13	BNK00	Invoice#D0026843	F B	07/23/2020	07/29/2020	R	\$225.00
							20-21				\$225.00
						NUMBER OF INVOICES: 1					\$225.00
DUPAGE D000	DUPAGE DIVISION OF IASA	139907	3002100000	13	BNK00	DuPage IASA Coaching Cohort	F B	06/15/2020	07/28/2020	R	\$2,775.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
DUPAGE D000	DUPAGE DIVISION OF IASA	139907				*****CONTINUED*****					
							20-21				\$2,775.00
						NUMBER OF INVOICES: 1					\$2,775.00
E-RATE O000	E-RATE ONLINE	7257	5502100003	13	BNK00	E-Rate Online Renewal	F B	08/01/2020	07/29/2020	R	\$1,500.00
							20-21				\$1,500.00
						NUMBER OF INVOICES: 1					\$1,500.00
EMBRACE 000	EMBRACE EDUCATION	7196	0000000000	13	BNK00	DS percentage billing	B	07/27/2020	07/29/2020	R	\$9.34
							20-21				\$9.34
						NUMBER OF INVOICES: 1					\$9.34
FRANKCOV001	FRANKLIN COVEY	is10330045	0000000000	13	BNK00	TLIM	B	07/14/2020	07/28/2020	R	\$5,562.51
							20-21				\$5,562.51
						NUMBER OF INVOICES: 1					\$5,562.51
FRINKSES001	FRINK'S SEWER SERVICE	94139	5002100025	13	BNK00	Invoice#94139 Invoice#90971 Invoice#90967	F B	06/25/2020	07/29/2020	R	\$1,525.00
							20-21				\$1,525.00
						NUMBER OF INVOICES: 1					\$1,525.00
GORDOFOO001	GORDON FOOD SERVICE, INC	203022153	6002100000	13	BNK00	Invoice# 203022153	F B	06/16/2020	07/28/2020	R	\$603.03
							20-21				\$603.03
GORDOFOO001	GORDON FOOD SERVICE, INC	203751183	6002100004	13	BNK00	Invoice#203751183	F B	07/23/2020	07/29/2020	R	\$795.29
							20-21				\$795.29
						NUMBER OF INVOICES: 2					\$1,398.32
HOME DEP000	HOME DEPOT PRO	551791007	5002100022	13	BNK00	Invoice#5511791007 Invoice#551791007	F B	05/19/2020	07/29/2020	R	\$141.85

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
HOME DEP000	HOME DEPOT PRO	551791007				*****CONTINUED*****						
							20-21					\$141.85
HOME DEP000	HOME DEPOT PRO	554155853	5002100019	13	BNK00	Invoice#554155853	F	B	06/03/2020	07/29/2020	R	\$34.25
							20-21					\$34.25
HOME DEP000	HOME DEPOT PRO	557424371	5002100015	13	BNK00	Invoice#557424371 Invoice#558422598 Invoice#556686186 Invoice#555927433 Invoice#553900101 Invoice#553191545 Invoice#553191552 Invoice#552251712 Invoice#553900085 Invoice#553900093	F	B	06/22/2020	07/29/2020	R	\$4,589.36
							20-21					\$4,589.36
HOME DEP000	HOME DEPOT PRO	558171450	5002100017	13	BNK00	Invoice#558171450 Orbital Floor Machine	F	B	06/25/2020	07/29/2020	R	\$2,982.31
							20-21					\$2,982.31
HOME DEP000	HOME DEPOT PRO	558422580	5002100018	13	BNK00	Invoice#558422580	F	B	06/26/2020	07/29/2020	R	\$3,499.98
							20-21					\$3,499.98
HOME DEP000	HOME DEPOT PRO	560533168	5002100016	13	BNK00	Invoice#560533168	F	B	07/09/2020	07/29/2020	R	\$818.50
							20-21					\$818.50
HOME DEP000	HOME DEPOT PRO	560764664	5002100013	13	BNK00	Invoice#560764664 Invoice#558171468 Invoice#557177128 Invoice#557177136 Invoice#557424363 Invoice#556188811 Invoice#555161421 Invoice#554155846	F	B	07/10/2020	07/29/2020	R	\$4,871.95

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
HOME DEP000	HOME DEPOT PRO	560764664				*****CONTINUED***** Invoice#553417775					
							20-21				\$4,871.95
HOME DEP000	HOME DEPOT PRO	560764672	5002100014	13	BNK00	Invoice#560764672 Invoice#560024564 Invoice#560024572 Invoice#560279309 Invoice#558925376 Invoice#558678132 Invoice#557665692 Invoice#557665700	F B	07/10/2020	07/29/2020	R	\$4,415.32
							20-21				\$4,415.32
HOME DEP000	HOME DEPOT PRO	561275017	5002100031	13	BNK00	Invoice#561025651 Invoice#561529769 Invoice#561529751 Invoice#561275025 Invoice#561275017	F B	07/14/2020	07/29/2020	R	\$1,026.35
							20-21				\$1,026.35
						NUMBER OF INVOICES: 9					\$22,379.87
IL ASSCA001	ILLINOIS ASSN. OF SCHOOL ADMIN	87 7851-FY21	0000000000	13	BNK00	SB 7 performance rankings file tool license FY21	B	07/20/2020	07/28/2020	R	\$275.00
							20-21				\$275.00
						NUMBER OF INVOICES: 1					\$275.00
IMPACT A000	IMPACT APPLICATIONS	20203411	1002100004	13	BNK00	impact applications # 20203411	F B	07/14/2020	07/29/2020	R	\$655.00
							20-21				\$655.00
						NUMBER OF INVOICES: 1					\$655.00
INTRADO 000	INTRADO EDUCATION DIVISION	119764	5502100002	13	BNK00	Website Renewal 2020-2021	F B	06/24/2020	07/29/2020	R	\$3,300.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
INTRADO 000	INTRADO EDUCATION DIVISION	119764				*****CONTINUED*****					
							20-21				\$3,300.00
						NUMBER OF INVOICES: 1					\$3,300.00
JOHNSTON001	JOHNSTONE SUPPLY	1127916	5002100023	13	BNK00	Invoice#1127916	F B	06/10/2020	07/29/2020	R	\$674.19
							20-21				\$674.19
						NUMBER OF INVOICES: 1					\$674.19
KAMI 000	KAMI	204883	4002100001	13	BNK00	software license	F B	05/29/2020	07/28/2020	R	\$4,125.00
							20-21				\$4,125.00
						NUMBER OF INVOICES: 1					\$4,125.00
KOENIDIA001	DIANE KOENIG	07092020	0000000000	13	BNK00	reimbursement for summer Trig class textbooks	B	07/09/2020	07/28/2020	R	\$362.09
							20-21				\$362.09
						NUMBER OF INVOICES: 1					\$362.09
LEE SERV000	LEE SERVICES	578106	5002100034	13	BNK00	Invoice#578106	F B	06/23/2020	07/29/2020	R	\$350.00
							20-21				\$350.00
						NUMBER OF INVOICES: 1					\$350.00
MAGGITR001	MAGGIO TRUCK CENTER INC.	213632	7002100007	13	BNK00	Inv#213632 Bus#1 tow from MC school	F B	12/20/2019	07/28/2020	R	\$325.00
							20-21				\$325.00
						NUMBER OF INVOICES: 1					\$325.00
MASTERBL000	MASTERBLEND INTERNATIONAL	56975	5002100033	13	BNK00	Invoice#56975	F B	07/13/2020	07/29/2020	R	\$121.80
							20-21				\$121.80

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$121.80
MAZZOJUL000	MAZZOLA, JULIANNA	07282020	0000000000	13	BNK00	Driver's Ed refund	B	07/28/2020	07/29/2020	R	\$250.00
							20-21				\$250.00
						NUMBER OF INVOICES: 1					\$250.00
MECHANIC000	MECHANICAL, INC	fre120425	5002100020	13	BNK00	Invoice#FRE120425	F B	07/05/2020	07/29/2020	R	\$315.00
							20-21				\$315.00
						NUMBER OF INVOICES: 1					\$315.00
MENARDS 001	MENARDS CHERRY VALLEY	56165	5002100000	13	BNK00	Invoice#56255 Invoice#56165	F B	06/15/2020	07/28/2020	R	\$927.57
							20-21				\$927.57
MENARDS 001	MENARDS CHERRY VALLEY	56355	5002100005	13	BNK00	Invoice#56355	F B	06/17/2020	07/29/2020	R	\$84.64
							20-21				\$84.64
MENARDS 001	MENARDS CHERRY VALLEY	56875	5002100002	13	BNK00	Invoice#56875	F B	06/23/2020	07/28/2020	R	\$1,313.41
							20-21				\$1,313.41
MENARDS 001	MENARDS CHERRY VALLEY	57511	5002100036	13	BNK00	Invoice#57511	F B	06/30/2020	07/29/2020	R	\$412.56
							20-21				\$412.56
MENARDS 001	MENARDS CHERRY VALLEY	57577	5002100008	13	BNK00	Invoice#57577	F B	07/01/2020	07/29/2020	R	\$712.64
							20-21				\$712.64
MENARDS 001	MENARDS CHERRY VALLEY	58202	5002100006	13	BNK00	Invoice#58202	F B	07/29/2020	07/29/2020	R	\$253.03
							20-21				\$253.03
MENARDS 001	MENARDS CHERRY VALLEY	58530	5002100030	13	BNK00	Invoice#59407 Invoice#59307 Invoice#58530	F B	07/12/2020	07/29/2020	R	\$597.81
							20-21				\$597.81
MENARDS 001	MENARDS CHERRY VALLEY	58795	5002100007	13	BNK00	Invoice#58795	F B	07/15/2020	07/29/2020	R	\$77.24
							20-21				\$77.24

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
MENARDS 001	MENARDS CHERRY VALLEY	58799	5002100004	13	BNK00	Invoice#58799	F B	07/15/2020	07/29/2020	R	\$225.12
							20-21				\$225.12
						NUMBER OF INVOICES: 9					\$4,604.02
MR. GOOD000	MR. GOODWATER	06032020	7002100001	13	BNK00	Transportation Dept water	F B	06/03/2020	07/28/2020	R	\$8.00
							20-21				\$8.00
MR. GOOD000	MR. GOODWATER	515188	3002100001	13	BNK00	Mr. Goodwater Cooler	F B	06/18/2020	07/28/2020	R	\$8.00
							20-21				\$8.00
						NUMBER OF INVOICES: 2					\$16.00
MULLER-P000	MULLER-PINEHURST	38204	6002100002	13	BNK00	nvoice#38152 Invoice#38265	F B	07/23/2020	07/29/2020	R	\$774.60
						Invoice#38204					\$774.60
							20-21				\$774.60
						NUMBER OF INVOICES: 1					\$774.60
NAPA AUP001	NAPA AUTO PARTS-DIV OF MPEC	916400	7002100000	13	BNK00	Inv#915851 & Inv#916400	F B	06/08/2020	07/28/2020	R	\$381.85
						Floor Jack for shop and oil					\$381.85
						and antifreeze					\$381.85
							20-21				\$381.85
NAPA AUP001	NAPA AUTO PARTS-DIV OF MPEC	918792	7002100003	13	BNK00	Inv#918792 & CM#918829	F B	06/29/2020	07/28/2020	R	\$141.85
						battery and core deposit					\$141.85
							20-21				\$141.85
NAPA AUP001	NAPA AUTO PARTS-DIV OF MPEC	918922	7002100004	13	BNK00	Inv#918922, Inv#918262 &	F B	06/30/2020	07/28/2020	R	\$231.84
						CM#918320 batteries and core					\$231.84
						deposit					\$231.84
							20-21				\$231.84
						NUMBER OF INVOICES: 3					\$755.54
NIXONINS001	NIXON INSURANCE AGENCY	06302020	0000000000	13	BNK00	Treasurer Bond Louise	B	06/30/2020	07/28/2020	R	\$4,117.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
NIXONINS001	NIXON INSURANCE AGENCY	06302020				*****CONTINUED*****					
						Suttman					
							20-21				\$4,117.00
						NUMBER OF INVOICES: 1					\$4,117.00
OCEC	001 OGLE COUNTY EDUCATIONAL CO-OP	072020	0000000000	13	BNK00	summer school billing for Jason Ballard, Riley Moody, Arianna Williams	B	07/20/2020	07/28/2020	R	\$2,560.60
							20-21				\$2,560.60
						NUMBER OF INVOICES: 1					\$2,560.60
OGLE COU001	OGLE COUNTY COLLECTOR	07282020	0000000000	13	BNK00	2nd installment parcel 10-12-100-004	B	07/28/2020	07/28/2020	R	\$469.98
							20-21				\$469.98
OGLE COU001	OGLE COUNTY COLLECTOR	72820	0000000000	13	BNK00	2nd installment parcel 10-12-300-007	B	07/28/2020	07/28/2020	R	\$1,419.79
							20-21				\$1,419.79
						NUMBER OF INVOICES: 2					\$1,889.77
OGLECLIF001	THE OGLE COUNTY LIFE	0610	0000000000	13	BNK00	publication	B	07/07/2020	07/28/2020	R	\$63.00
							20-21				\$63.00
						NUMBER OF INVOICES: 1					\$63.00
QUILL	001 QUILL CORPORATION	8358292	0000000000	13	BNK00	office supplies	B	07/13/2020	07/28/2020	R	\$15.39
							20-21				\$15.39
QUILL	001 QUILL CORPORATION	8368026	0000000000	13	BNK00	office supplies	B	07/13/2020	07/28/2020	R	\$281.71
							20-21				\$281.71
						NUMBER OF INVOICES: 2					\$297.10
REGOFCAR000	REGIONAL OFFICE OF ED. CARROLL	07202020	0000000000	13	BNK00	Bus driver training	B	07/20/2020	07/28/2020	R	\$30.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
REGOFCAR000	REGIONAL OFFICE OF ED. CARROLL	07202020				*****CONTINUED*****					
							20-21				\$30.00
						NUMBER OF INVOICES: 1					\$30.00
RENAILEA000	RENAISSANCE LEARNING, INC.	181397	0000000000	13	BNK00	myON reader renewals	B	07/20/2020	07/28/2020	R	\$19,985.49
							20-21				\$19,985.49
RENAILEA000	RENAISSANCE LEARNING, INC.	181646	0000000000	13	BNK00	myON reader renewal	B	07/20/2020	07/28/2020	R	\$18,532.02
							20-21				\$18,532.02
RENAILEA000	RENAISSANCE LEARNING, INC.	181648	0000000000	13	BNK00	Custom data integration level 5 renewal	B	07/20/2020	07/28/2020	R	\$2,500.00
							20-21				\$2,500.00
RENAILEA000	RENAISSANCE LEARNING, INC.	181649	0000000000	13	BNK00	myON reader Tier renewal	B	07/20/2020	07/28/2020	R	\$20,502.00
							20-21				\$20,502.00
						NUMBER OF INVOICES: 4					\$61,519.51
ROCKRIVS001	ROCK RIVER SERVICE CO.	15965	7002100005	13	BNK00	Inv#15965 mini UHF fittings	F B	06/17/2020	07/28/2020	R	\$60.00
							20-21				\$60.00
						NUMBER OF INVOICES: 1					\$60.00
ROGERMAT001	ROGERS READY-MIX & MATERIALS	252720	5002100009	13	BNK00	Invoice#252720	F B	06/23/2020	07/29/2020	R	\$27.16
							20-21				\$27.16
ROGERMAT001	ROGERS READY-MIX & MATERIALS	253818	5002100032	13	BNK00	Invoice#253818	F B	07/09/2020	07/29/2020	R	\$382.76
							20-21				\$382.76
						NUMBER OF INVOICES: 2					\$409.92
SCOTT'S 000	SCOTT'S RV, TRUCK & AUTO REPAIR	65746	7002100006	13	BNK00	Inv#65746 Inspections	F B	06/30/2020	07/28/2020	R	\$152.00
							20-21				\$152.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$152.00
SCRIPT, 000	SCRIPT, LLC	1579	0000000000	13	BNK00	Daily COVID Self Certification subscription 7/22/2020 - 7/21/2021	B	07/27/2020	07/29/2020	R	\$950.00
							20-21				\$950.00
						NUMBER OF INVOICES: 1					\$950.00
SHERWIN 000	SHERWIN WILLIAMS	5884-6	5002100028	13	BNK00	Invoice#5799-6 Invoice#5884-6	F B	06/24/2020	07/29/2020	R	\$1,263.82
							20-21				\$1,263.82
						NUMBER OF INVOICES: 1					\$1,263.82
SIMPSKAY000	SIMPSON, KAYLA	07282020	0000000000	13	BNK00	lunch and registration refund	B	07/28/2020	07/29/2020	R	\$378.35
							20-21				\$378.35
						NUMBER OF INVOICES: 1					\$378.35
SPAHN & 000	SPAHN & ROSE LUMBER CO. 23	452025	5002100010	13	BNK00	Invoice#452025 Invoice#463746	F B	06/25/2020	07/29/2020	R	\$314.09
							20-21				\$314.09
SPAHN & 000	SPAHN & ROSE LUMBER CO. 23	456160	5002100024	13	BNK00	Invoice#450795 Invoice#456155 Invoice#456160	F B	06/29/2020	07/29/2020	R	\$783.24
							20-21				\$783.24
						NUMBER OF INVOICES: 2					\$1,097.33
SPECIFLO001	SPECIALTY FLOORS, INC.	3182	1002100003	13	BNK00	Specialty floors for JHS and SVHS gym floor	F B	04/21/2020	07/29/2020	R	\$3,500.00
							20-21				\$3,500.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$3,500.00
TEST	000 TEST INC	200600629	5002100026	13	BNK00	Invoice#200600629	F B	06/19/2020	07/29/2020	R	\$50.00
						Invoice#200600630					
							20-21				\$50.00
						NUMBER OF INVOICES: 1					\$50.00
TRINITY	000 TRINITY 3 TECHNOLOGY	sq015444	5502100005	13	BNK00	Trinity 3 HS 103 Laptop	F B	06/22/2020	07/29/2020	R	\$37,470.00
						Purchase					
							20-21				\$37,470.00
						NUMBER OF INVOICES: 1					\$37,470.00
VANBRE000	VANBRIESEN, BREA	07152020	0000000000	13	BNK00	registration refund	B	07/15/2020	07/29/2020	R	\$118.00
							20-21				\$118.00
						NUMBER OF INVOICES: 1					\$118.00
VARSISPF001	VARSITY SPIRIT FASHIONS	12725121	1002100005	13	BNK00	Cheer uniforms out of equip	F B	05/29/2020	07/29/2020	R	\$1,297.10
						budget					
							20-21				\$1,297.10
						NUMBER OF INVOICES: 1					\$1,297.10
WHITEMIC000	WHITE, MICHELLE	9855105020	0000000000	13	BNK00	cell phone reimbursement	B	07/15/2020	07/29/2020	R	\$140.08
							20-21				\$140.08
						NUMBER OF INVOICES: 1					\$140.08
ZORO	000 ZORO	7756158	5002100035	13	BNK00	Invoice#INV7756158	F B	07/22/2020	07/29/2020	R	\$52.34
							20-21				\$52.34
						NUMBER OF INVOICES: 1					\$52.34

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT

TOTAL NUMBER OF BATCH INVOICES: 83 \$217,375.40

83 COMPUTER CHECK INVOICES \$217,375.40

TOTAL INVOICES: 83 \$217,375.40

BANK TOTALS:	BANK	BANK ACCOUNT #	INVOICE AMOUNT	NET AMOUNT
	BNK00	**A000 1010 0000 00 000000	\$217,375.40	\$217,375.40

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 *****

 REPORT SPECIFICATIONS
 DISTRICT: MERIDIAN C.U.S.D. #223
 REPORT TITLE: AP Invoice Update Register
 REQUESTED BY: elaine.nichol DATE: 07/21/20
 PROGRAM NAME: fin/3aprpt01. TIME: 4:21:46 PM
 COPIES: 1 LPI: 6
 RUN ON SERVER: no CREATE ASCII FILE: NO

REPORT SEQUENCE: Vendor
 INVOICE TYPE(S): BATCH
 CHECK TYPE(S): ALL

PRINT DETAIL:	NO	PRINT ACCOUNTING:	NO
STARTING PO #:	0	ENDING PO #:	999999999
STARTING INVOICE #:		ENDING INVOICE #:	ZZZZZZZZZZZZZZZZZZ
STARTING VENDOR KEY:		ENDING VENDOR KEY:	ZZZZZZZZZZ
STARTING BATCH #:	13	ENDING BATCH #:	13
STARTING BANK CASH CODE:		ENDING BANK CASH CODE:	ZZZZZ
STARTING INVOICE DATE:	01/01/1900	ENDING INVOICE DATE:	12/31/9999
STARTING DUE DATE:		ENDING DUE DATE:	12/31/9999
STARTING CREATED BY:		ENDING CREATED BY:	ZZZZZZZZZZ
STARTING CREATED DATE:		ENDING CREATED DATE:	12/31/9999
STARTING INVOICE AMOUNT:	-999,999,999.99	ENDING INVOICE AMOUNT:	9999,999,999.99

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
ADLAI E 000	ADLAI E STEVENSON HIGH SCHOOL	2353	0000000000	13	BNK00	PPE supplies	B	06/18/2020	07/21/2020	R	\$2,860.00
							20-21				\$2,860.00
						NUMBER OF INVOICES: 1					\$2,860.00
ADVANCED000	ADVANCED DISPOSAL.	t60002066435	0000000000	13	BNK00	monthly billing	B	07/13/2020	07/21/2020	R	\$1,976.28
							20-21				\$1,976.28
						NUMBER OF INVOICES: 1					\$1,976.28
BMO -TEC000	BMO HARRIS	376185	5502100001	13	BNK00	BMO Harris Technology Card	F B	07/21/2020	07/21/2020	R	\$1,624.27
						Payment card 5362					\$1,624.27
							20-21				\$1,624.27
						NUMBER OF INVOICES: 1					\$1,624.27
BMO DO47000	BMO HARRIS	06152020	0000000000	13	BNK00	card 4702	B	06/15/2020	07/21/2020	R	\$3,043.58
							20-21				\$3,043.58
						NUMBER OF INVOICES: 1					\$3,043.58
BMO HGHL000	BMO HARRIS	07152020	3002100002	13	BNK00	June BMO Credit Card	F B	06/10/2020	07/21/2020	R	\$607.62
						Statement card 9126					\$607.62
							20-21				\$607.62
						NUMBER OF INVOICES: 1					\$607.62
BMO MC 000	BMO HARRIS	06192020	4002100002	13	BNK00	POSTAGE ON A iep card3667	F B	06/19/2020	07/21/2020	R	\$2.25
							20-21				\$2.25
						NUMBER OF INVOICES: 1					\$2.25
BMO O&M 000	BMO HARRIS	112-1978189-0668227	5002100003	13	BNK00	Invoice#1978189-06682	F B	06/02/2020	07/21/2020	R	\$2,030.39
						Invoice#1408710-88186 card					
						1957 Invoice#47958					
						Invoice#3450006-1510664					

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
BMO O&M 000	BMO HARRIS	112-1978189-0668227				*****CONTINUED*****					
						Invoice#48500 Invoice#350661					
						Invoice#3281831-4923453					
						Invvoice#9592372-0117834					
							20-21				\$2,030.39
						NUMBER OF INVOICES: 1					\$2,030.39
BMO-DO59000	BMO-HARRIS	211751471	0000000000	13	BNK00	card 5950	B	06/12/2020	07/21/2020	R	\$51.98
							20-21				\$51.98
						NUMBER OF INVOICES: 1					\$51.98
BMO-HS 000	BMO-HARRIS	061020	1002100001	13	BNK00	card 6908	F B	06/10/2020	07/21/2020	R	\$385.00
							20-21				\$385.00
BMO-HS 000	BMO-HARRIS	06102020	1002100002	13	BNK00	card 6908	F B	06/10/2020	07/21/2020	R	\$14.99
							20-21				\$14.99
						NUMBER OF INVOICES: 2					\$399.99
CAPOSPHI000	CAPOSEY, PHILLIP J.	07012020	0000000000	13	BNK00	monthly reimbursements	B	07/01/2020	07/21/2020	R	\$560.00
							20-21				\$560.00
						NUMBER OF INVOICES: 1					\$560.00
CENTURYL000	CENTURYLINK	120939479	0000000000	13	BNK00	monthly billing	B	07/02/2020	07/21/2020	R	\$27.54
							20-21				\$27.54
						NUMBER OF INVOICES: 1					\$27.54
CLIC 000	CLIC -COLLECTIVE LIABILITY INS COO	06012020	0000000000	13	BNK00	Workers Comp	B	06/01/2020	07/21/2020	R	\$79,633.00
							20-21				\$79,633.00
						NUMBER OF INVOICES: 1					\$79,633.00
COMEDICO001	COMMONWEALTH EDISON CO.	07012020	0000000000	13	BNK00	bus garage	B	06/26/2020	07/21/2020	R	\$221.82

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
COMEDICO001	COMMONWEALTH EDISON CO.	07012020				*****CONTINUED*****					
							20-21				\$221.82
COMEDICO001	COMMONWEALTH EDISON CO.	07072020	0000000000	13	BNK00	monthly billing 425 S. Pine St.	B	06/29/2020	07/21/2020	R	\$3,584.87
							20-21				\$3,584.87
COMEDICO001	COMMONWEALTH EDISON CO.	7720	0000000000	13	BNK00	2859665000 207 W. Main st.	B	06/29/2020	07/21/2020	R	\$1,694.21
							20-21				\$1,694.21
						NUMBER OF INVOICES: 3					\$5,500.90
FIRM SYS000	FIRM SYSTEMS	1366158	0000000000	13	BNK00	fingerprinting	B	07/16/2020	07/21/2020	R	\$229.00
							20-21				\$229.00
						NUMBER OF INVOICES: 1					\$229.00
FRONTCOR001	FRONTIER	07012020	0000000000	13	BNK00	monthly billing MC	B	07/01/2020	07/21/2020	R	\$154.88
							20-21				\$154.88
FRONTCOR001	FRONTIER	7012020	0000000000	13	BNK00	monthly billing SVHS	B	07/01/2020	07/21/2020	R	\$677.24
							20-21				\$677.24
						NUMBER OF INVOICES: 2					\$832.12
HODGELOE001	HODGES LOIZZI EISENHAMMER RODI	48981	0000000000	13	BNK00	legal services	B	07/01/2020	07/21/2020	R	\$1,058.94
							20-21				\$1,058.94
						NUMBER OF INVOICES: 1					\$1,058.94
IFIBER 000	IFIBER	f2003133	0000000000	13	BNK00	quarterly billing	B	07/07/2020	07/21/2020	R	\$4,200.00
							20-21				\$4,200.00
						NUMBER OF INVOICES: 1					\$4,200.00
MARCO 000	MARCO TECHNOLOGIES LLC.	7706316	0000000000	13	BNK00	monthly billing	B	07/01/2020	07/21/2020	R	\$189.25

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VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
MARCO	000 MARCO TECHNOLOGIES LLC.	7706316				*****CONTINUED*****					
							20-21				\$189.25
MARCO	000 MARCO TECHNOLOGIES LLC.	77117321	0000000000	13	BNK00	monthly billing	B	07/02/2020	07/21/2020	R	\$352.90
							20-21				\$352.90
MARCO	000 MARCO TECHNOLOGIES LLC.	7766744	0000000000	13	BNK00	monthly billing	B	06/20/2020	07/21/2020	R	\$33.81
							20-21				\$33.81
						NUMBER OF INVOICES: 3					\$575.96
MONROCEU001	MONROE CENTER UTILITY ASSN.	5602	0000000000	13	BNK00	monthly billing	B	07/09/2020	07/21/2020	R	\$600.00
							20-21				\$600.00
						NUMBER OF INVOICES: 1					\$600.00
MR. GOOD000	MR. GOODWATER	07012020	0000000000	13	BNK00	District office	B	07/07/2020	07/21/2020	R	\$27.32
							20-21				\$27.32
						NUMBER OF INVOICES: 1					\$27.32
NICHOHAR000	NICHOLSON HARDWARE	976844	5002100012	13	BNK00	Invoice#987202	F B	05/19/2020	07/21/2020	R	\$678.39
						Invoice#976844					
							20-21				\$678.39
						NUMBER OF INVOICES: 1					\$678.39
NICORGAS001	NICOR GAS	062020	0000000000	13	BNK00	monthly billing	B	06/20/2020	07/21/2020	R	\$47.28
							20-21				\$47.28
						NUMBER OF INVOICES: 1					\$47.28
OCEC	001 OGLE COUNTY EDUCATIONAL CO-OP	07092020	0000000000	13	BNK00	monthly billing	B	07/09/2020	07/21/2020	R	\$75,559.00
							20-21				\$75,559.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$75,559.00
PRAIRIEC000	PRAIRIECAT	6873	0000000000	13	BNK00	quarterly fees	B	07/01/2020	07/21/2020	R	\$2,241.25
							20-21				\$2,241.25
						NUMBER OF INVOICES: 1					\$2,241.25
ROCKFORD024	ROCKFORD ORTHOPEDICS ASSOCIATES	4690	0000000000	13	BNK00	employee testing	B	07/15/2020	07/21/2020	R	\$245.00
							20-21				\$245.00
						NUMBER OF INVOICES: 1					\$245.00
SUTTMLOU000	SUTTMAN, LOUISE	07072020	0000000000	13	BNK00	treasurer services	B	07/07/2020	07/21/2020	R	\$800.60
							20-21				\$800.60
SUTTMLOU000	SUTTMAN, LOUISE	07212020	0000000000	13	BNK00	Treasurer services	B	07/21/2020	07/21/2020	R	\$680.60
							20-21				\$680.60
						NUMBER OF INVOICES: 2					\$1,481.20
T-MOBILE000	T-MOBILE	07132020	0000000000	13	BNK00	monthly billing	B	07/13/2020	07/21/2020	R	\$1,600.00
							20-21				\$1,600.00
						NUMBER OF INVOICES: 1					\$1,600.00
TITAL GA000	TITAL GAS AND POWER	27690341	0000000000	13	BNK00	monthly billing 207 W Main st.	B	07/07/2020	07/21/2020	R	\$4,577.34
							20-21				\$4,577.34
TITAL GA000	TITAL GAS AND POWER	3053627	0000000000	13	BNK00	monthly billing	B	07/15/2020	07/21/2020	R	\$2,532.40
							20-21				\$2,532.40
TITAL GA000	TITAL GAS AND POWER	51148350	0000000000	13	BNK00	monthly billing 425 S. Pine St.	B	07/07/2020	07/21/2020	R	\$10,913.17
							20-21				\$10,913.17

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 3					\$18,022.91
VANGUARD000	VANGUARD ENERGY SERVICES LLC	g405790070720	0000000000	13	BNK00	monthly billing	B	07/15/2020	07/21/2020	R	\$1,850.53
							20-21				\$1,850.53
						NUMBER OF INVOICES: 1					\$1,850.53
VERIZWIR001	VERIZON WIRELESS	9858601789	0000000000	13	BNK00	monthly billing	B	07/21/2020	07/21/2020	R	\$1,585.42
							20-21				\$1,585.42
						NUMBER OF INVOICES: 1					\$1,585.42
VILLA SV001	VILLAGE OF STILLMAN VALLEY	07072020	0000000000	13	BNK00	monthly billing	B	07/07/2020	07/21/2020	R	\$504.26
							20-21				\$504.26
						NUMBER OF INVOICES: 1					\$504.26
YELLOW F000	YELLOW FOLDER	20201405	0000000000	13	BNK00	monthly billing July	B	07/01/2020	07/21/2020	R	\$900.00
							20-21				\$900.00
						NUMBER OF INVOICES: 1					\$900.00
						TOTAL NUMBER OF BATCH INVOICES:	41				\$210,556.38
							41	COMPUTER CHECK INVOICES			\$210,556.38
						TOTAL INVOICES:	41				\$210,556.38
BANK TOTALS:						BANK	BANK ACCOUNT #		INVOICE AMOUNT		NET AMOUNT
						BNK00	**A000 1010 0000 00 000000		\$210,556.38		\$210,556.38

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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 *****

 REPORT SPECIFICATIONS
 DISTRICT: MERIDIAN C.U.S.D. #223
 REPORT TITLE: AP Invoice Update Register
 REQUESTED BY: elaine.nichol DATE: 06/24/20
 PROGRAM NAME: fin/3aprpt01. TIME: 6:34:36 PM
 COPIES: 1 LPI: 6
 RUN ON SERVER: no CREATE ASCII FILE: NO

REPORT SEQUENCE: Vendor
 INVOICE TYPE(S): BATCH
 CHECK TYPE(S): ALL

PRINT DETAIL:	NO	PRINT ACCOUNTING:	NO
STARTING PO #:	0	ENDING PO #:	999999999
STARTING INVOICE #:		ENDING INVOICE #:	ZZZZZZZZZZZZZZZZZZ
STARTING VENDOR KEY:		ENDING VENDOR KEY:	ZZZZZZZZZZ
STARTING BATCH #:	14	ENDING BATCH #:	14
STARTING BANK CASH CODE:		ENDING BANK CASH CODE:	ZZZZZ
STARTING INVOICE DATE:	01/01/1900	ENDING INVOICE DATE:	12/31/9999
STARTING DUE DATE:		ENDING DUE DATE:	12/31/9999
STARTING CREATED BY:		ENDING CREATED BY:	ZZZZZZZZZZ
STARTING CREATED DATE:		ENDING CREATED DATE:	12/31/9999
STARTING INVOICE AMOUNT:	-999,999,999.99	ENDING INVOICE AMOUNT:	9999,999,999.99

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
ADVANCED000	ADVANCED DISPOSAL.	t60002060161	0000000000	14	BNK00	monthly billing	B	06/11/2020	06/24/2020	R	\$1,984.34
							19-20				\$1,984.34
						NUMBER OF INVOICES: 1					\$1,984.34
AIRGAS U001	AIRGAS USA, LLC	9971004250	1002000342	14	BNK00		F B	05/31/2020	06/24/2020	R	\$131.25
							19-20				\$131.25
						NUMBER OF INVOICES: 1					\$131.25
BMO -TEC000	BMO HARRIS	353038	5502000045	14	BNK00	BMO Harris Bank Creditcard	F B	06/06/2020	06/24/2020	R	\$1,462.07
						Payment: 5/6/20-6/5/20					\$1,462.07
							19-20				\$1,462.07
						NUMBER OF INVOICES: 1					\$1,462.07
BMO DO47000	BMO HARRIS	05282020	0000000000	14	BNK00	#4702	B	05/14/2020	06/24/2020	R	\$1,625.79
							19-20				\$1,625.79
						NUMBER OF INVOICES: 1					\$1,625.79
BMO HGHL000	BMO HARRIS	113-4629118-2185066	3002000134	14	BNK00	Highland Credit Card	F B	05/05/2020	06/24/2020	R	\$1,226.37
						Statement					\$1,226.37
							19-20				\$1,226.37
						NUMBER OF INVOICES: 1					\$1,226.37
BMO JRH 000	BMO HARRIS	112-1110080-6854644	2002000057	14	BNK00	BMO CC 5/6/20-6/5/20	F B	05/13/2020	06/24/2020	R	\$741.01
							19-20				\$741.01
						NUMBER OF INVOICES: 1					\$741.01
BMO MC 000	BMO HARRIS	114-9220789-9682625	4002000078	14	BNK00	FLASH FURNITURE 2PK.	F B	05/29/2020	06/24/2020	R	\$1,079.44
						HERCULES					\$1,079.44
							19-20				\$1,079.44

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1						\$1,079.44
BMO O&M 000	BMO HARRIS	7534460	5002000356	14	BNK00	Invoice#3187299	F	B	05/14/2020	06/24/2020	R	\$531.40
						Invoice#0000009 Invoice#						
						1561353882 Invoice# South						
						Orch Landfill No receipt						
							19-20					\$531.40
						NUMBER OF INVOICES: 1						\$531.40
BMO-DO59000	BMO-HARRIS	06052020	0000000000	14	BNK00	card 5950	B		06/05/2020	06/24/2020	R	\$6,978.14
							19-20					\$6,978.14
						NUMBER OF INVOICES: 1						\$6,978.14
BMO-FFA 000	BMO HARRIS	93081105	1002000341	14	BNK00		F	B	05/21/2020	06/24/2020	R	\$106.61
							19-20					\$106.61
						NUMBER OF INVOICES: 1						\$106.61
BMO-HS 000	BMO-HARRIS	05062020	1002000346	14	BNK00		F	B	05/06/2020	06/24/2020	R	\$405.13
							19-20					\$405.13
BMO-HS 000	BMO-HARRIS	05082020	1002000345	14	BNK00		F	B	05/08/2020	06/24/2020	R	\$9.25
							19-20					\$9.25
BMO-HS 000	BMO-HARRIS	05152020	1002000344	14	BNK00		F	B	05/15/2020	06/24/2020	R	\$621.75
							19-20					\$621.75
BMO-HS 000	BMO-HARRIS	05182020	1002000347	14	BNK00		F	B	05/18/2020	06/24/2020	R	\$212.48
							19-20					\$212.48
						NUMBER OF INVOICES: 4						\$1,248.61
BMO-TRAN000	BMO-HARRIS	05272020	7002000145	14	BNK00	Transportation dept supplies	F	B	05/29/2020	06/24/2020	R	\$106.58
							19-20					\$106.58

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$106.58
BURRIS E000	BURRIS EQUIPMENT CO.	ws10173	0000000000	14	BNK00	Honda generator	B	06/12/2020	06/24/2020	R	\$1,099.00
							19-20				\$1,099.00
						NUMBER OF INVOICES: 1					\$1,099.00
CAPOSPHI000	CAPOSEY, PHILLIP J.	062020	0000000000	14	BNK00	Monthly reimbursements	B	06/24/2020	06/24/2020	R	\$560.00
							19-20				\$560.00
						NUMBER OF INVOICES: 1					\$560.00
CENTURYL000	CENTURYLINK	110796876	0000000000	14	BNK00	monthly billing	B	06/03/2020	06/24/2020	R	\$28.57
							19-20				\$28.57
						NUMBER OF INVOICES: 1					\$28.57
COLLEGE001	THE COLLEGE BOARD AP	EP96576446	0000000000	14	BNK00	AP Exams	B	06/15/2020	06/24/2020	R	\$13,160.00
							19-20				\$13,160.00
						NUMBER OF INVOICES: 1					\$13,160.00
COMEDICO001	COMMONWEALTH EDISON CO.	05292020	0000000000	14	BNK00	0613164006	B	06/11/2020	06/24/2020	R	\$5,290.56
							19-20				\$5,290.56
COMEDICO001	COMMONWEALTH EDISON CO.	06112020	0000000000	14	BNK00	2859665000	B	06/11/2020	06/24/2020	R	\$2,258.48
							19-20				\$2,258.48
COMEDICO001	COMMONWEALTH EDISON CO.	06222020	0000000000	14	BNK00	2047663009	B	06/22/2020	06/24/2020	R	\$1,643.98
							19-20				\$1,643.98
						NUMBER OF INVOICES: 3					\$9,193.02
CONSERV 002	CONSERV FS INC	45026242	5002000353	14	BNK00	Invoice#45026242	F B	03/30/2020	06/24/2020	R	\$1,490.00
							19-20				\$1,490.00

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VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
CONSERV 002	CONSERV FS INC	45028005	5002000354	14	BNK00	Invoice#45028005	F B	05/23/2020	06/24/2020	R	\$1,198.50
							19-20				\$1,198.50
						NUMBER OF INVOICES: 2					\$2,688.50
CONSTELL001	CONSTELLATION	17544982601	0000000000	14	BNK00	monthly billing	B	06/11/2020	06/24/2020	R	\$224.05
							19-20				\$224.05
						NUMBER OF INVOICES: 1					\$224.05
GORDOFOO001	GORDON FOOD SERVICE, INC	202627713	6002000390	14	BNK00	Invoice#202627713	F B	05/26/2020	06/24/2020	R	\$876.73
							19-20				\$876.73
GORDOFOO001	GORDON FOOD SERVICE, INC	202748309	6002000391	14	BNK00	Invoice#202748309	F B	06/02/2020	06/24/2020	R	\$723.77
							19-20				\$723.77
GORDOFOO001	GORDON FOOD SERVICE, INC	202787816	6002000392	14	BNK00	Invoice #20278716	F B	06/04/2020	06/24/2020	R	\$1,446.32
							19-20				\$1,446.32
GORDOFOO001	GORDON FOOD SERVICE, INC	202887747	6002000393	14	BNK00	Invoice #202887747	F B	06/09/2020	06/24/2020	R	\$572.02
							19-20				\$572.02
						NUMBER OF INVOICES: 4					\$3,618.84
HODGELOE001	HODGES LOIZZI EISENHAMMER RODI	48777	0000000000	14	BNK00	legal services	B	06/11/2020	06/24/2020	R	\$4,031.18
							19-20				\$4,031.18
						NUMBER OF INVOICES: 1					\$4,031.18
IL ASSCA001	ILLINOIS ASSN. OF SCHOOL ADMIN	87 7851-FY20	0000000000	14	BNK00	SB 7 Performance Rankings File Tool FY2020	B	06/11/2020	06/24/2020	R	\$275.00
							19-20				\$275.00
						NUMBER OF INVOICES: 1					\$275.00
ISCORP-I000	ISCORP-INTEGRATED SYSTEMS CORP.	0707528	0000000000	14	BNK00	skyward hosting services	B	06/03/2020	06/24/2020	R	\$8,640.00

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VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
ISCORP-I000	ISCORP-INTEGRATED SYSTEMS CORP.	0707528				*****CONTINUED*****					
						July 2020 - June 2021					
							19-20				\$8,640.00
						NUMBER OF INVOICES: 1					\$8,640.00
JOHNSTON001	JOHNSTONE SUPPLY	1129229	5002000357	14	BNK00	Invoice#1127916	F B	06/18/2020	06/24/2020	R	\$13,483.80
						Invoice#1129229					
							19-20				\$13,483.80
						NUMBER OF INVOICES: 1					\$13,483.80
JOSTENS 001	JOSTENS	24787117	1002000350	14	BNK00		F B	06/11/2020	06/24/2020	R	\$12.19
							19-20				\$12.19
						NUMBER OF INVOICES: 1					\$12.19
MARCO 000	MARCO TECHNOLOGIES LLC.	7624562	0000000000	14	BNK00	monthly billing	B	06/03/2020	06/24/2020	R	\$285.90
							19-20				\$285.90
											43
MARCO 000	MARCO TECHNOLOGIES LLC.	7629559	0000000000	14	BNK00	monthly billing	B	06/03/2020	06/24/2020	R	\$422.46
							19-20				\$422.46
MARCO 000	MARCO TECHNOLOGIES LLC.	7633961	0000000000	14	BNK00	monthly billing	B	06/03/2020	06/24/2020	R	\$3,660.75
							19-20				\$3,660.75
MARCO 000	MARCO TECHNOLOGIES LLC.	7683698	0000000000	14	BNK00	monthly billing	B	06/15/2020	06/24/2020	R	\$48.49
							19-20				\$48.49
						NUMBER OF INVOICES: 4					\$4,417.60
MCCRA PA001	PAT MC CRACKEN	06052020	0000000000	14	BNK00	supplies reimbursements	B	06/05/2020	06/24/2020	R	\$87.52
							19-20				\$87.52
						NUMBER OF INVOICES: 1					\$87.52
MCGRAW-H000	MCGRAW-HILL	113016622001	1002000336	14	BNK00		F B	06/03/2020	06/24/2020	R	\$23,246.40

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
MCGRAW-H000	MCGRAW-HILL	113016622001				*****CONTINUED*****						
							19-20					\$23,246.40
						NUMBER OF INVOICES: 1						\$23,246.40
MENARDS 001	MENARDS CHERRY VALLEY	55223	5002000351	14	BNK00	Invoice#55223	F	B	06/04/2020	06/24/2020	R	\$108.82
							19-20					\$108.82
MENARDS 001	MENARDS CHERRY VALLEY	55810	5002000352	14	BNK00	Invoice#55810	F	B	06/10/2020	06/24/2020	R	\$244.99
							19-20					\$244.99
						NUMBER OF INVOICES: 2						\$353.81
MNJ TECH000	MNJ TECHNOLOGIES DIRECT, INC.	0001268097	5502000044	14	BNK00	3CX Phone System Renewal: 1	F	B	06/16/2020	06/24/2020	R	\$1,110.00
						Year License						
							19-20					\$1,110.00
						NUMBER OF INVOICES: 1						\$1,110.00
MR. GOOD000	MR. GOODWATER	06012020	0000000000	14	BNK00	District Office Monthly		B	06/03/2020	06/24/2020	R	\$8.00
						billing						
							19-20					\$8.00
MR. GOOD000	MR. GOODWATER	515563	2002000058	14	BNK00	MR. GOODWATER JUNE	F	B	05/11/2020	06/24/2020	R	\$10.00
							19-20					\$10.00
						NUMBER OF INVOICES: 2						\$18.00
MRC PACK000	MRC PACKAGING SOLUTIONS	19513	0000000000	14	BNK00	PPE supplies masks		B	06/15/2020	06/24/2020	R	\$10,570.00
							19-20					\$10,570.00
						NUMBER OF INVOICES: 1						\$10,570.00
MULLER-P000	MULLER-PINEHURST	38107	6002000394	14	BNK00	#Invoice#38107 Invoice#38136	F	B	04/15/2020	06/24/2020	R	\$2,061.52
						Invoice#38306 Invoice#38195						
						Invoice#38183 Invoice#38168						

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
MULLER-P000	MULLER-PINEHURST	38107				*****CONTINUED*****					
						Invoice#38121					
							19-20				\$2,061.52
						NUMBER OF INVOICES: 1					\$2,061.52
NEFF COM001	NEFF COMPANY	n002852480	1002000343	14	BNK00	neff award certificates #	F B	05/27/2020	06/24/2020	R	\$400.00
						N002852480					
							19-20				\$400.00
						NUMBER OF INVOICES: 1					\$400.00
NENA- CI000	NENA- CID	300010930	5502000046	14	BNK00	National Emergency Number	F B	06/05/2020	06/24/2020	R	\$255.00
						Association					
							19-20				\$255.00
						NUMBER OF INVOICES: 1					\$255.00
NICORGAS001	NICOR GAS	06152020	0000000000	14	BNK00	monthly billing	B	06/15/2020	06/24/2020	R	\$69.13
							19-20				\$69.13
						NUMBER OF INVOICES: 1					\$69.13
NIEMANN 000	NIEMANN FOODS INC	2213083	0000000000	14	BNK00	office supply	B	02/14/2020	06/24/2020	R	\$6.99
							19-20				\$6.99
						NUMBER OF INVOICES: 1					\$6.99
OCEC 001	OGLE COUNTY EDUCATIONAL CO-OP	06112020	0000000000	14	BNK00	FY20 Final Billing	B	06/11/2020	06/24/2020	R	\$131,990.30
							19-20				\$131,990.30
OCEC 001	OGLE COUNTY EDUCATIONAL CO-OP	MER2004	0000000000	14	BNK00	Speech services	B	06/22/2020	06/24/2020	R	\$2,760.00
							19-20				\$2,760.00
						NUMBER OF INVOICES: 2					\$134,750.30
PLAYON S000	PLAYON SPORTS	266	1002000340	14	BNK00	One time fee for access to	F B	05/31/2020	06/24/2020	R	\$7,250.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
PLAYON S000	PLAYON SPORTS	266				*****CONTINUED***** Pixellot hardware and software for duration of term P2P System					
							19-20				\$7,250.00
						NUMBER OF INVOICES: 1					\$7,250.00
QUILL 001	QUILL CORPORATION	7281686	0000000000 14		BNK00	PPE supplies face masks	B	06/11/2020	06/24/2020	R	\$247.40
							19-20				\$247.40
QUILL 001	QUILL CORPORATION	7287498	0000000000 14		BNK00	PPE supplies forehead thermometer	B	06/11/2020	06/24/2020	R	\$299.95
							19-20				\$299.95
						NUMBER OF INVOICES: 2					\$547.35
REGIOOFE001	REGIONAL OFFICE OF EDUCATION 47	05012020	0000000000 14		BNK00	FY20 RSSP Options Classroom for 3rd and 4th quarter	B	05/01/2020	06/24/2020	R	\$5,500.00
							19-20				\$5,500.00
REGIOOFE001	REGIONAL OFFICE OF EDUCATION 47	5120	0000000000 14		BNK00	FY20 Alop and Flex Classes 3rd and 4th quarter	B	05/01/2020	06/24/2020	R	\$2,500.00
							19-20				\$2,500.00
						NUMBER OF INVOICES: 2					\$8,000.00
ROCKFORD024	ROCKFORD ORTHOPEDICS ASSOCIATES	4630	0000000000 14		BNK00	employee testing	B	06/18/2020	06/24/2020	R	\$495.00
							19-20				\$495.00
						NUMBER OF INVOICES: 1					\$495.00
SALEM PR000	SALEM PRESS	172960	1110200016 14		BNK00	Books	F B	03/10/2020	06/24/2020	R	\$513.00
							19-20				\$513.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$513.00
SCANTRON000	SCANTTRON	6427345	1002000349 14		BNK00		F B	06/04/2020	06/24/2020	R	\$70.28
							19-20				\$70.28
						NUMBER OF INVOICES: 1					\$70.28
SCHOOL S003	SCHOOL SPECIALTY	208125177479	3002000128 14		BNK00	Chart Paper Pads- 10- 1 inch & 20- 1 1/2 inch	F B	05/26/2020	06/24/2020	R	\$92.97
							19-20				\$92.97
						NUMBER OF INVOICES: 1					\$92.97
SKYWA IN001	SKYWARD, INC.	205766	0000000000 14		BNK00	Skylert full unlimited renewal 12 month license 6/25/20 - 6/24/2021	B	06/18/2020	06/24/2020	R	\$2,796.50
							19-20				\$2,796.50
						NUMBER OF INVOICES: 1					\$2,796.50
T-SHIRT 001	T-SHIRT COMPOUND	279	0000000000 14		BNK00	district staff t shirts	B	06/16/2020	06/24/2020	R	\$3,843.75
							19-20				\$3,843.75
						NUMBER OF INVOICES: 1					\$3,843.75
VANGUARD000	VANGUARD ENERGY SERVICES LLC	g405790060320	0000000000 14		BNK00	monthly billing	B	06/22/2020	06/24/2020	R	\$4,511.72
							19-20				\$4,511.72
						NUMBER OF INVOICES: 1					\$4,511.72
VERIZWIR001	VERIZON WIRELESS	9856556638	0000000000 14		BNK00	monthly billing	B	06/22/2020	06/24/2020	R	\$1,470.66
							19-20				\$1,470.66
						NUMBER OF INVOICES: 1					\$1,470.66
VESTA NE000	VESTA NEW HOMES & REMODELING	19	0000000000 14		BNK00	MC window Panels	B	06/17/2020	06/24/2020	R	\$15,500.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT	
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT	
VESTA NE000	VESTA NEW HOMES & REMODELING	19		*****CONTINUED*****								
							19-20				\$15,500.00	
						NUMBER OF INVOICES: 1					\$15,500.00	
VILLA SV001	VILLAGE OF STILLMAN VALLEY	06032020	0000000000 14	BNK00		monthly billing	B	06/03/2020	06/24/2020	R	\$512.72	
							19-20				\$512.72	
						NUMBER OF INVOICES: 1					\$512.72	
WIEHLCHR000	WIEHLE, CHRIS	06112020	0000000000 14	BNK00		lunch account refund Raegan Wiehle	B	06/11/2020	06/24/2020	R	\$20.15	
							19-20				\$20.15	
						NUMBER OF INVOICES: 1					\$20.15	
TOTAL NUMBER OF BATCH INVOICES:						69					\$297,206.13	
											69 COMPUTER CHECK INVOICES	\$297,206.13
TOTAL INVOICES:						69					\$297,206.13	
BANK TOTALS:		BANK	BANK ACCOUNT #					INVOICE AMOUNT			NET AMOUNT	
		BNK00	**A000 1010 0000 00 000000					\$297,206.13			\$297,206.13	

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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 *****

MERIDIAN CUSD #223 PERSONNEL REPORT
Board Meeting of 08/06/2020

New Assignments	Position	Location	Effective Date
Mike Musso	Bus Driver	District	5/2020
Ben Groselak	Asst. Boys Basketball	SVHS	7/24/2020
Michelle Lassard	4 th Grade Teacher	MC	08/2020
Amanda Poliska	4 th Grade Teacher	MC	08/2020
Kelsey Weems	Para	HGS	08/2020
Gloria Pineda	Para	MJHS	08/2020
Heather Harrolle	Childcare Aide	HGS	08/2020
Lane Change			
Cathy Murphey	Move to MA+27	SVHS	8/2020
Jacqueline Arjes	Move to BA+24	SVHS	8/2020
Leave of Absence			
Shannon Kaltenbach	4 th Grade Teacher	MC	8/13/2020
Intent to Retire			
Tina Isaacs	7 th Grade Teacher	MJHS	8/2024
Resignation			
Melane Halstead	Custodian	SVHS	8/07/2020
Charlotte Giesfeldt	Para	HGS	07/28/2020
Nicole Gorham	Para	HGS	08/03/2020
Non renewal of a Non Certified Staff NOT as a reduction in force.			
Ashley Camling	Para	MC	08/04/2020

Description: SBAA Entity 020 Acct. Ledger Report - ACCOUNT LEDGER REPORT

Account	Account Description	Jul. 1, 2020	Posted SBAA	Posted SBAA	Posted SBAA	Jul. 31, 2020
		Beginning Balance	Cash Receipts	Check Requests	Journal Entry	Ending Balance
95L020 0000 0000 00 000200	6TH GRADE CLASS	5,615.64CR	0.00	0.00	0.00	5,615.64CR
95L020 0000 0000 00 000202	6TH GRADE HISTORY	0.00	0.00	0.00	0.00	0.00
95L020 0000 0000 00 000203	6TH GRADE MATH	32.08CR	0.00	0.00	0.00	32.08CR
95L020 0000 0000 00 000204	7TH GRADE CLASS	85.78CR	0.00	0.00	0.00	85.78CR
95L020 0000 0000 00 000205	7TH GRADE MATH	211.08CR	0.00	0.00	0.00	211.08CR
95L020 0000 0000 00 000206	8TH GRADE CLASS	181.85CR	0.00	0.00	0.00	181.85CR
95L020 0000 0000 00 000208	ACADEMIC TEAM	31.90CR	0.00	0.00	0.00	31.90CR
95L020 0000 0000 00 000210	PBIS ASSEMBLY	501.38CR	0.00	0.00	0.00	501.38CR
95L020 0000 0000 00 000211	ART	398.46CR	0.00	0.00	0.00	398.46CR
95L020 0000 0000 00 000212	ATHLETICS	2,225.89CR	0.00	0.00	0.00	2,225.89CR
95L020 0000 0000 00 000213	BAND & CHORUS	3,624.10CR	0.00	0.00	0.00	3,624.10CR
95L020 0000 0000 00 000214	CHEERLEADING	2,677.89CR	0.00	0.00	0.00	2,677.89CR
95L020 0000 0000 00 000215	CONCESSION STAND	3,402.56CR	0.00	0.00	0.00	3,402.56CR
95L020 0000 0000 00 000216	DRAMA	3,191.13CR	0.00	0.00	0.00	3,191.13CR
95L020 0000 0000 00 000217	PE	2,467.52CR	0.00	0.00	0.00	2,467.52CR
95L020 0000 0000 00 000218	COMMONS ROOM DOANTIONS	190.38CR	0.00	0.00	0.00	190.38CR
95L020 0000 0000 00 000219	OFFICE	0.00	0.00	0.00	0.00	0.00
95L020 0000 0000 00 000220	COUNSELING DEPARTMENT	421.21CR	0.00	0.00	0.00	421.21CR
95L020 0000 0000 00 000221	ROLLER SKATING	944.51CR	0.00	0.00	0.00	944.51CR
95L020 0000 0000 00 000222	STUDENT COUNCIL	4,797.10CR	0.00	0.00	0.00	4,797.10CR
95L020 0000 0000 00 000223	VOLLEYBALL	1,667.45CR	0.00	0.00	0.00	1,667.45CR
95L020 0000 0000 00 000224	WRESTLING	701.11CR	0.00	0.00	0.00	701.11CR
95L020 0000 0000 00 000225	YEARBOOK	6,219.65CR	0.00	0.00	0.00	6,219.65CR
95L020 0000 0000 00 000227	HOMELESS	50.74CR	0.00	0.00	0.00	50.74CR
95L020 0000 0000 00 000228	BOYS BASKETBALL	594.20CR	0.00	0.00	0.00	594.20CR
95L020 0000 0000 00 000229	6TH GRADE ENGLISH	0.00	0.00	0.00	0.00	0.00
95L020 0000 0000 00 000230	7TH GRADE ENGLISH	87.00CR	0.00	0.00	0.00	87.00CR
95L020 0000 0000 00 000231	PBIS	176.57CR	0.00	0.00	0.00	176.57CR
95L020 0000 0000 00 000232	6TH GRADE READING	35.50CR	0.00	0.00	0.00	35.50CR
95L020 0000 0000 00 000234	7TH GRADE LITERATURE	76.97CR	0.00	0.00	0.00	76.97CR
95L020 0000 0000 00 000235	ENGLISH DEPARTMENT	270.61CR	0.00	0.00	0.00	270.61CR
95L020 0000 0000 00 000236	TRACK	2,322.00CR	0.00	0.00	0.00	2,322.00CR
95L020 0000 0000 00 000237	GIRLS BASKETBALL	1,004.72CR	0.00	0.00	0.00	1,004.72CR
95L020 0000 0000 00 000238	JRH PTO	101.45CR	0.00	0.00	0.00	101.45CR
Total Liability Accounts:		44,308.43CR	0.00	0.00	0.00	44,308.43CR

<u>Account</u>	<u>Account Description</u>	<u>Jul. 1, 2020</u> <u>Beginning Balance</u>	<u>Posted SBAA</u> <u>Cash Receipts</u>	<u>Posted SBAA</u> <u>Check Requests</u>	<u>Posted SBAA</u> <u>Journal Entry</u>	<u>Jul. 31, 2020</u> <u>Ending Balance</u>
	Total Liability Accounts:	44,308.43CR	0.00	0.00	0.00	44,308.43CR
	Total Expense Accounts:	0.00	0.00	0.00	0.00	0.00
	Grand Total:	44,308.43CR	0.00	0.00	0.00	44,308.43CR

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

MERIDIAN COMMUNITY UNIT DISTRICT 223

April 30, 2020

INVESTMENTS - Education Fund

	Acct. No.	Int. Rate	Amount	Maturity Date
IL Funds - US Bank	1-516-0022-0421		\$ 39,060.04	
IL Funds - IL Nat'l Bank	151600220421		\$ 1,000.00	
Stillman Bank C.D.	6224773	3.00%	\$ 3,030,600.00	13-Dec-2020
Stillman Bank C.D.	6225295	2.00%	\$ 1,750,000.00	8-Nov-2020
Stillman Bank C.D.	6225304	2.07%	\$ 1,750,000.00	18-Nov-2021
Stillman Bank C.D.	6225305	2.07%	\$ 2,131,144.69	18-Nov-2021
TOTAL INVESTMENTS:			\$ 8,701,804.73	

CASH and INVESTMENTS

Fund	Checking Account			Investments	Cash & Investments
	Beginning Balance	Activity	Ending Balance	Balance	Ending Balance
10-Education	\$ (1,197,671.72)	\$ 1,173,332.55	\$ (24,339.17)	\$ 8,701,804.73	\$ 8,677,465.56
12-L.I. Education	\$ 525,947.69		\$ 525,947.69	-	\$ 525,947.69
14-Grants	\$ (398,551.35)	\$ 13,357.02	\$ (385,194.33)	-	\$ (385,194.33)
15-Food Service	-		-	-	-
20-Operations & Maint.	\$ 193,661.48	\$ (111,891.26)	\$ 81,770.22	-	\$ 81,770.22
30-Debt Service	\$ 349,023.22	\$ 176.33	\$ 349,199.55	-	\$ 349,199.55
40-Transportation	\$ 1,166,492.02	\$ (54,355.61)	\$ 1,112,136.41	-	\$ 1,112,136.41
50-IMRF & SS	\$ 215,791.93	\$ (23,384.03)	\$ 192,407.90	-	\$ 192,407.90
61-Capital Projects	\$ 129,120.95	\$ 25.19	\$ 129,146.14	-	\$ 129,146.14
70-W.C. Fund	\$ 648,686.25	\$ 113.35	\$ 648,799.60	-	\$ 648,799.60
80-Tort	\$ 219,186.95	\$ (68,478.21)	\$ 150,708.74	-	\$ 150,708.74
90-Fire & Safety	\$ 285,804.73	\$ 50.38	\$ 285,855.11	-	\$ 285,855.11
TOTAL CASH:	\$ 2,137,492.15	\$ 928,945.71	\$ 3,066,437.86	\$ 8,701,804.73	\$ 11,768,242.59
	Acct. No.	Int. Rate	Amount		
Stillman Bank-Checking	310	0.06%	\$ 100,000.00		
Bank-Cash Management	267393	0.50%	\$ 2,966,437.86		
TOTAL CASH - SKYWARD MONTHLY TOTALS REPORT:			\$ 3,066,437.86		
TOTAL CASH & INVESTMENTS			\$ 11,768,242.59		

Louise Suttman
Treasurer

Mary Ostergaard
Bookkeeper

MERIDIAN COMMUNITY UNIT DISTRICT 223

May 31, 2020

INVESTMENTS - Education Fund

	Acct. No.	Int. Rate	Amount	Maturity Date
IL Funds - US Bank	1-516-0022-0421		\$ 60,221.16	
IL Funds - IL Nat'l Bank	151600220421		\$ 1,000.00	
Stillman Bank C.D.	6224773	3.00%	\$ 3,030,600.00	13-Dec-2020
Stillman Bank C.D.	6225295	2.00%	\$ 1,750,000.00	8-Nov-2020
Stillman Bank C.D.	6225304	2.07%	\$ 1,750,000.00	18-Nov-2021
Stillman Bank C.D.	6225305	2.07%	\$ 2,131,144.69	18-Nov-2021
TOTAL INVESTMENTS:			\$ 8,722,965.85	

CASH and INVESTMENTS

Fund	Checking Account			Investments	Cash & Investments
	Beginning Balance	Activity	Ending Balance	Balance	Ending Balance
10-Education	\$ (24,339.17)	\$ (817,070.08)	\$ (841,409.25)	\$ 8,722,965.85	\$ 7,881,556.60
12-L.I. Education	\$ 525,947.69		\$ 525,947.69	\$ -	\$ 525,947.69
14-Grants	\$ (385,194.33)	\$ 27,258.78	\$ (357,935.55)	\$ -	\$ (357,935.55)
15-Food Service	\$ -		\$ -	\$ -	\$ -
20-Operations & Maint.	\$ 81,770.22	\$ (16,312.25)	\$ 65,457.97	\$ -	\$ 65,457.97
30-Debt Service	\$ 349,199.55	\$ (227,172.58)	\$ 122,026.97	\$ -	\$ 122,026.97
40-Transportation	\$ 1,112,136.41	\$ 16,924.29	\$ 1,129,060.70	\$ -	\$ 1,129,060.70
50-IMRF & SS	\$ 192,407.90	\$ (59,656.76)	\$ 132,751.14	\$ -	\$ 132,751.14
61-Capital Projects	\$ 129,146.14	\$ 19.54	\$ 129,165.68	\$ -	\$ 129,165.68
70-W.C. Fund	\$ 648,799.60	\$ 87.94	\$ 648,887.54	\$ -	\$ 648,887.54
80-Tort	\$ 150,708.74	\$ (17,788.41)	\$ 132,920.33	\$ -	\$ 132,920.33
90-Fire & Safety	\$ 285,855.11	\$ 39.09	\$ 285,894.20	\$ -	\$ 285,894.20
TOTAL CASH:	\$ 3,066,437.86	\$(1,093,670.44)	\$ 1,972,767.42	\$ 8,722,965.85	\$ 10,695,733.27

	Acct. No.	Int. Rate	Amount
Stillman Bank-Checking	310	0.06%	\$ 100,000.00
Bank-Cash Management	267393	0.45%	\$ 1,872,767.42
TOTAL CASH - SKYWARD MONTHLY TOTALS REPORT:			\$ 1,972,767.42

TOTAL CASH & INVESTMENTS \$ 10,695,733.27

Louise Suttman
Treasurer

Mary Ostergren
Bookkeeper

MERIDIAN COMMUNITY UNIT DISTRICT 223

February 29, 2020

INVESTMENTS - Education Fund

	Acct. No.	Int. Rate	Amount	Maturity Date
IL Funds - US Bank	1-516-0022-0421		\$ 1,412,043.17	
IL Funds - IL Nat'l Bank	151600220421		\$ 1,000.00	
Stillman Bank C.D.	6224773	3.00%	\$ 3,030,600.00	13-Dec-2020
Stillman Bank C.D.	6225295	2.00%	\$ 1,750,000.00	8-Nov-2020
Stillman Bank C.D.	6225304	2.07%	\$ 1,750,000.00	18-Nov-2021
Stillman Bank C.D.	6225305	2.07%	\$ 2,131,144.69	18-Nov-2021
TOTAL INVESTMENTS:			\$ 10,074,787.86	

CASH and INVESTMENTS

Fund	Checking Account			Investments	Cash & Investments
	Beginning Balance	Activity	Ending Balance	Balance	Ending Balance
10-Education	\$ (390,788.54)	\$ (387,713.61)	\$ (778,502.15)	\$ 10,074,787.86	\$ 9,296,285.71
12-L.I. Education	\$ 525,947.69		\$ 525,947.69	\$ -	\$ 525,947.69
14-Grants	\$ (377,616.74)	\$ (13,956.69)	\$ (391,573.43)	\$ -	\$ (391,573.43)
15-Food Service	\$ -		\$ -	\$ -	\$ -
20-Operations & Maint.	\$ 380,960.79	\$ (62,255.79)	\$ 318,705.00	\$ -	\$ 318,705.00
30-Debt Service	\$ 349,304.60	\$ 97.10	\$ 349,401.70	\$ -	\$ 349,401.70
40-Transportation	\$ 1,419,306.39	\$ (175,918.73)	\$ 1,243,387.66	\$ -	\$ 1,243,387.66
50-IMRF & SS	\$ 315,387.09	\$ (48,986.50)	\$ 266,400.59	\$ -	\$ 266,400.59
61-Capital Projects	\$ 125,345.50	\$ 3,746.84	\$ 129,092.34	\$ -	\$ 129,092.34
70-W.C. Fund	\$ 648,349.00	\$ 194.21	\$ 648,543.21	\$ -	\$ 648,543.21
80-Tort	\$ 321,325.00	\$ (22,336.17)	\$ 298,988.83	\$ -	\$ 298,988.83
90-Fire & Safety	\$ 285,669.84	\$ 77.68	\$ 285,747.52	\$ -	\$ 285,747.52
TOTAL CASH:	\$ 3,603,190.62	\$ (707,051.66)	\$ 2,896,138.96	\$ 10,074,787.86	\$ 12,970,926.82
	Acct. No.	Int. Rate	Amount		
Stillman Bank-Checking	310	0.06%	\$ 100,000.00		
Bank-Cash Management	267393	0.75%	\$ 2,796,138.96		
TOTAL CASH - SKYWARD MONTHLY TOTALS REPORT:			\$ 2,896,138.96		
TOTAL CASH & INVESTMENTS			\$ 12,970,926.82		

Louise Suttman
Treasurer


Bookkeeper

MERIDIAN COMMUNITY UNIT DISTRICT 223

March 31, 2020

INVESTMENTS - Education Fund

	Acct. No.	Int. Rate	Amount	Maturity Date
IL Funds - US Bank	1-516-0022-0421		\$ 1,427,236.72	
IL Funds - IL Nat'l Bank	151600220421		\$ 1,000.00	
Stillman Bank C.D.	6224773	3.00%	\$ 3,030,600.00	13-Dec-2020
Stillman Bank C.D.	6225295	2.00%	\$ 1,750,000.00	8-Nov-2020
Stillman Bank C.D.	6225304	2.07%	\$ 1,750,000.00	18-Nov-2021
Stillman Bank C.D.	6225305	2.07%	\$ 2,131,144.69	18-Nov-2021
TOTAL INVESTMENTS:			\$ 10,089,981.41	

CASH and INVESTMENTS

Fund	Checking Account			Investments	Cash & Investments
	Beginning Balance	Activity	Ending Balance	Balance	Ending Balance
10-Education	\$ (778,502.15)	\$ (419,169.57)	\$ (1,197,671.72)	\$ 10,089,981.41	\$ 8,892,309.69
12-L.I. Education	\$ 525,947.69		\$ 525,947.69	-	\$ 525,947.69
14-Grants	\$ (391,573.43)	\$ (6,977.92)	\$ (398,551.35)	-	\$ (398,551.35)
15-Food Service	-		-	-	-
20-Operations & Maint.	\$ 318,705.00	\$ (125,043.52)	\$ 193,661.48	-	\$ 193,661.48
30-Debt Service	\$ 349,401.70	\$ (378.48)	\$ 349,023.22	-	\$ 349,023.22
40-Transportation	\$ 1,243,387.66	\$ (76,895.64)	\$ 1,166,492.02	-	\$ 1,166,492.02
50-IMRF & SS	\$ 266,400.59	\$ (50,608.66)	\$ 215,791.93	-	\$ 215,791.93
61-Capital Projects	\$ 129,092.34	\$ 28.61	\$ 129,120.95	-	\$ 129,120.95
70-W.C. Fund	\$ 648,543.21	\$ 143.04	\$ 648,686.25	-	\$ 648,686.25
80-Tort	\$ 298,988.83	\$ (79,801.88)	\$ 219,186.95	-	\$ 219,186.95
90-Fire & Safety	\$ 285,747.52	\$ 57.21	\$ 285,804.73	-	\$ 285,804.73
TOTAL CASH:	\$ 2,896,138.96	\$ (758,646.81)	\$ 2,137,492.15	\$ 10,089,981.41	\$ 12,227,473.56
	Acct. No.	Int. Rate	Amount		
Stillman Bank-Checking	310	0.06%	\$ 100,000.00		
Bank-Cash Management	267393	0.50%	\$ 2,037,492.15		
TOTAL CASH - SKYWARD MONTHLY TOTALS REPORT:			\$ 2,137,492.15		
TOTAL CASH & INVESTMENTS			\$ 12,227,473.56		

Louise Suttman
Treasurer

Mary Ortega
Bookkeeper



Travelers Casualty and Surety Company of America
Travelers Casualty and Surety Company
St. Paul Fire and Marine Insurance Company

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company are corporations duly organized under the laws of the State of Connecticut (herein collectively called the "Companies"), and that the Companies do hereby make, constitute and appoint **NICK D GUNN** of **PEORIA** Illinois, their true and lawful Attorney-in-Fact to sign, execute, seal and acknowledge any and all bonds, recognizances, conditional undertakings and other writings obligatory in the nature thereof on behalf of the Companies in their business of guaranteeing the fidelity of persons, guaranteeing the performance of contracts and executing or guaranteeing bonds and undertakings required or permitted in any actions or proceedings allowed by law.

IN WITNESS WHEREOF, the Companies have caused this instrument to be signed, and their corporate seals to be hereto affixed, this **3rd** day of **February**, 2017.



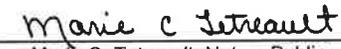
State of Connecticut
 City of Hartford ss.

By: 
 Robert L. Raney, Senior Vice President

On this the **3rd** day of **February**, 2017, before me personally appeared **Robert L. Raney**, who acknowledged himself to be the Senior Vice President of Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company, and that he, as such, being authorized so to do, executed the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as a duly authorized officer.

In Witness Whereof, I hereunto set my hand and official seal.
 My Commission expires the **30th** day of **June**, 2021




 Marie C. Tetreault, Notary Public

This Power of Attorney is granted under and by the authority of the following resolutions adopted by the Boards of Directors of Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company, which resolutions are now in full force and effect, reading as follows:

RESOLVED, that the Chairman, the President, any Vice Chairman, any Executive Vice President, any Senior Vice President, any Vice President, any Second Vice President, the Treasurer, any Assistant Treasurer, the Corporate Secretary or any Assistant Secretary may appoint Attorneys-in-Fact and Agents to act for and on behalf of the Company and may give such appointee such authority as his or her certificate of authority may prescribe to sign with the Company's name and seal with the Company's seal bonds, recognizances, contracts of indemnity, and other writings obligatory in the nature of a bond, recognizance, or conditional undertaking, and any of said officers or the Board of Directors at any time may remove any such appointee and revoke the power given him or her; and it is

FURTHER RESOLVED, that the Chairman, the President, any Vice Chairman, any Executive Vice President, any Senior Vice President or any Vice President may delegate all or any part of the foregoing authority to one or more officers or employees of this Company, provided that each such delegation is in writing and a copy thereof is filed in the office of the Secretary; and it is

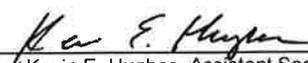
FURTHER RESOLVED, that any bond, recognizance, contract of indemnity, or writing obligatory in the nature of a bond, recognizance, or conditional undertaking shall be valid and binding upon the Company when (a) signed by the President, any Vice Chairman, any Executive Vice President, any Senior Vice President or any Vice President, any Second Vice President, the Treasurer, any Assistant Treasurer, the Corporate Secretary or any Assistant Secretary and duly attested and sealed with the Company's seal by a Secretary or Assistant Secretary; or (b) duly executed (under seal, if required) by one or more Attorneys-in-Fact and Agents pursuant to the power prescribed in his or her certificate or their certificates of authority or by one or more Company officers pursuant to a written delegation of authority; and it is

FURTHER RESOLVED, that the signature of each of the following officers: President, any Executive Vice President, any Senior Vice President, any Vice President, any Assistant Vice President, any Secretary, any Assistant Secretary, and the seal of the Company may be affixed by facsimile to any Power of Attorney or to any certificate relating thereto appointing Resident Vice Presidents, Resident Assistant Secretaries or Attorneys-in-Fact for purposes only of executing and attesting bonds and undertakings and other writings obligatory in the nature thereof, and any such Power of Attorney or certificate bearing such facsimile signature or facsimile seal shall be valid and binding upon the Company and any such power so executed and certified by such facsimile signature and facsimile seal shall be valid and binding on the Company in the future with respect to any bond or understanding to which it is attached.

I, **Kevin E. Hughes**, the undersigned, Assistant Secretary of Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company, do hereby certify that the above and foregoing is a true and correct copy of the Power of Attorney executed by said Companies, which remains in full force and effect.

Dated this **1st** day of **July**, 2020




 Kevin E. Hughes, Assistant Secretary

To verify the authenticity of this Power of Attorney, please call us at 1-800-421-3880.
Please refer to the above-named Attorney-in-Fact and the details of the bond to which the power is attached.

**TRAVELERS CASUALTY AND SURETY
COMPANY OF AMERICA**

**STATE OF ILLINOIS
SCHOOL TREASURER BOND**

Bond No. 105144876

KNOW ALL MEN BY THESE PRESENTS, that subject to the terms, conditions, and limitations of this Bond, Louise Suttman of Forreston, Illinois, as Principal, and TRAVELERS CASUALTY AND SURETY COMPANY OF AMERICA, a corporation organized and existing under the laws of the State of Connecticut, as Surety, are held and firmly bound unto Meridian CUSD #223, State of Illinois, County of Ogle in the Penal Sum of Four Million Five hundred Thousand and 00/100 Dollars (\$4,500,000.00) for the payment of which, well and truly to be made, said Principal and Surety bind themselves, their heirs, executors, administrators and assigns jointly and severally by these presents.

WHEREAS, the said Principal has been appointed to the office of School Treasurer and the definite term of this bond begins July 1, 2020 and ends July 1, 2021, which is concurrent with the definite term of said office held by Principal. At the option of the Surety, this bond may be extended for an additional term(s) of office held by the Principal by rider(s) hereto. However, the total maximum aggregate liability of the Surety under this bond is limited to the Penal Sum stated above without regard to the number of years/terms this bond remains in force or the number or amount of claims which are asserted upon the Principal or Surety.

NOW, THEREFORE THE CONDITION OF THIS OBLIGATION, is such that if Louise Suttman, School Treasurer in the above stated county, faithfully discharges the duties of his or her office, according to law, and delivers to his or her successor in office, after such successor has qualified by giving bond as provided by law, all moneys, books, papers, securities and control, which have come into his or her possession or control, as such school treasurer, from the date of his or her bond to the time that his or her successor has qualified as school treasurer, by giving such bond as required by law, then this obligation to be void; otherwise to remain in full force and effect.

PROVIDED, HOWEVER, it is expressly understood and intended that obligation of the Surety shall not extend to any loss sustained by the insolvency, failure, or closing of any bank or savings and loan association or other financial institution organized and operating either under the laws of the State of Illinois or the United States wherein such treasurer has placed the funds in his custody or control, or any part thereof, provided, such depository has been approved by the governing body of the Meridian CUSD #223 and, if this provision shall be held void, this entire bond shall be void.

IN WITNESS WHEREOF, we have hereunto set our hands and seals this 1st day of July, 2020.

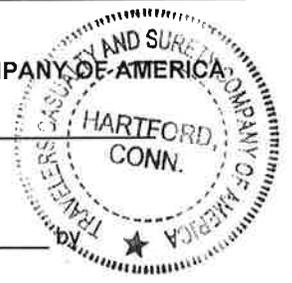
Witness:

Barbara J. Smith
Barbara J Smith

Louise Suttman
Louise Suttman (Principal)

TRAVELERS CASUALTY AND SURETY COMPANY OF AMERICA

By: Nick Gunn
Nick Gunn (Attorney-in-Fact)



Approved and accepted by the Board of Education or Board of Directors of District Number _____

President, Secretary, Clerk or Township Trustee
(Print Name and Title)

Signature

Approved on this _____ day
of _____.

**Linking Talent with Opportunity Program (“LTO”) Dual Credit
Memorandum of Understanding between
Rock Valley College and Meridian School District**

This Memorandum of Understanding (“MOU” or “Agreement”) is entered into this _____ day of _____, 2019 between Meridian School District (“School District”), located at 207 W. Main Street, Stillman Valley, Illinois 61084 and Rock Valley College, located at 3301 N. Mulford Road, Rockford, Illinois 61114 (collectively, the “Parties”).

WHEREAS, School District and Rock Valley College have come together and would like to offer high school students enrolled in School District an opportunity to receive dual high school and college level credit through the “Linking Talent with Opportunity” Program (hereinafter “LTO”); and

WHEREAS, the Parties desire to enter into this Agreement to facilitate the transition of students from secondary coursework into Rock Valley College; and

WHEREAS, the Parties herein desire to enter into an Agreement setting forth the services and guidelines to be provided and followed by each Party.

NOW, THEREFORE, it is hereby agreed by and between the Parties as follows:

1. School District and Rock Valley College will make available to eligible students participating in the LTO Program certain agreed upon “dual credit courses,” as listed in Appendix A which is attached hereto and incorporated herein.
2. All dual credit courses shall be taught by qualified School District instructors (“School District Dual Credit Instructors”) during the academic year.
3. All dual credit courses shall be taught at the School District’s campuses.
4. It is further agreed upon by the Parties that School District will:
 - a. Complete Rock Valley College’s *Application to Offer Dual Credit Courses at the High School* form found in the Early College Handbook;
 - b. Follow the procedures outlined in Appendix B which is attached hereto and incorporated herein, regarding Curriculum Development, Feedback, and Approval;
 - c. Verify that School District Dual Credit Instructors meet Rock Valley College’s credential qualifications to teach by submitting a *Rock Valley College Dual Credit at the High School Instructor Application*, *Rock Valley College Personnel Information Form*, current resume, and an original copy of all relevant official transcripts to the Rock Valley College Pathway Coordinator;
 - d. Be responsible for collaborating with Rock Valley College Pathway Coordinators to submit a completed enrollment form and the Dual Credit/Dual Enrollment Agreement found in the Early College Handbook for all students to be registered in a Rock Valley College dual credit course;
 - e. Send Rock Valley College an initial roster, in April for the fall semester and October for the spring semester, and a final roster by the end of the first week of the high school semester;

- f. Ensure that School District Dual Credit Instructors follow Rock Valley College’s master course syllabus with identified learning outcomes for each course, and utilize appropriate textbooks for each course as agreed upon by School District and Rock Valley College;
 - g. Be responsible for School District Dual Credit Instructors submitting a final instructor course syllabus to the Rock Valley College Pathway Coordinator by the end of the first week of class each semester;
 - h. Allow the appropriate Rock Valley College Academic Dean, Department Chair, or College designee access to complete a classroom observation which will be shared with the School District Dual Credit Instructor and Administration. This evaluation shall be limited to the course and the ability of the instructor to deliver quality, rigorous college credit coursework. This evaluation shall not impact the instructor’s performance evaluation under Article 24A of the School Code;
 - i. Require all School District Dual Credit Instructors to complete the following steps in accordance with the Rock Valley College academic calendar as outlined in Appendix C, which is attached hereto and incorporated herein: an enrollment verification form (“EVR”), a midterm grading roster, and final grading roster as required by Rock Valley College’s Records and Registration office by the specified deadlines for that semester;
 - j. Attend an annual mandatory orientation meeting between the School District and Rock Valley College to discuss dual credit processes and procedures;
 - k. Distribute on the first day of class the instructor course syllabus to each student registered in a dual credit section;
 - l. Ensure that all students enrolled in dual credit sections meet Rock Valley course prerequisites and placement requirements or are concurrently enrolled in transitional courses, remedial courses, or receiving a mutually agreed upon academic intervention;
 - m. Participate in Rock Valley College’s periodic assessment of student learning activities; and
 - n. Provide the Rock Valley College Pathway Coordinator rosters for high school foundational pathway courses to allow the College to track persistence within a pathway (if applicable).
5. It is further agreed upon by the Parties that Rock Valley College will:
- a. Provide courses from Illinois Community College Board (“ICCB”) approved programs;
 - b. Provide the School District with copies of all official college credit course syllabi which contain course descriptions, prerequisites, learning outcomes, course requirements, and methods of evaluation for courses referenced in Appendix A;
 - c. Follow the Curriculum Development, Feedback and Approval procedure outlined in Appendix B;
 - d. Provide the School District with a list of the current approved textbooks for dual credit courses being taught at the School District;

- e. Review the resume and transcripts of any School District Dual Credit Instructor recommended by the School District to teach a dual credit course to ensure compliance with Rock Valley College qualification to teach requirements;
 - f. Identify the appropriate Academic Dean or a content faculty member to serve as a contact and resource to the School District Dual Credit Instructor;
 - g. Conduct periodic classroom observations following college-approved forms and processes, and share observations with the School District Dual Credit Instructor and District Administration;
 - h. Provide the School District with all appropriate forms including but not limited to a copy the academic calendar, registration forms, certified class lists, and final grade reports;
 - i. Provide appropriate placement testing to participating students, as required;
 - j. Award appropriate college credit and record student grades on a permanent college transcript which will be maintained by Rock Valley College;
 - k. Provide the School District with unofficial college transcripts for each participating student at the end of their senior semester, within two weeks of the completion of the semester;
 - l. Review this MOU annually for accuracy and pricing; and
 - m. Host an annual orientation meeting between the School District and College to discuss dual credit matters and renewal of agreements.
6. School District will provide at their cost a School District Dual Credit Instructor that is qualified to deliver dual credit instruction in compliance with the Illinois State Board of Education (“ISBE”), ICCB, and the Higher Learning Commission (“HLC”) and will provide at its cost appropriate academic support to participating students to ensure delivery of quality instruction.
 7. School District will provide associated instructional costs such as instructional materials and supplies, as needed.
 8. Rock Valley College will charge a per-student enrollment fee of \$50.00 for each dual credit course for the 2019-2020 academic year and will waive associated student fees.
 9. By Rock Valley College waiving associated student fees, the participating student will not be eligible for utilization of Rock Valley College student organizations and select student support services.
 10. If the School District cannot provide instructional coverage and Rock Valley College is capable, at their cost, a separate agreement will need to be drafted to outline the expenses associated with their proposed instructional delivery of the dual credit course at the School District.
 11. Recommended modifications to this agreement will be mutually agreed upon by the Parties and shall be in writing. Such modifications will not jeopardize credit for the students currently enrolled in courses covered under this agreement.
 12. This agreement will be in effect August 1, 2019 and end on June 30, 2020.

Appendix A Dual Credit Courses

The following Rock Valley College courses will be offered at Meridian School District as dual credit effective during this agreement: CIS 102 Introduction to Computers and Information Systems, MTH 135 Calculus with Analytical Geometry I, and MTH 220 Elements of Statistics.

Appendix B

Curriculum Development, Feedback, and Approval

Upon receipt of the Application to Offer Rock Valley College Dual Credit Courses in the School District, the Executive Director of Engineering our Future (“ED” of “EOF”) will contact the School District to set up an initial meeting with the appropriate Rock Valley College Academic Dean, Department Chair, or College designee and the high school to review together the ICCB approved course syllabus, learning outcomes, methods of assessment, and text(s) to be used during curriculum development. The School District will then begin creating the curriculum. At the point the School District deems appropriate during development, the School District will then contact the ED of EOF to schedule a second meeting between the appropriate Rock Valley College Academic Dean, Department Chair, or College designee and the School District to review the curriculum developed to that point and provide feedback. The School District will then implement suggested revisions and finish creating the curriculum. Once complete, the School District will then reach out to the ED of EOF to schedule a final meeting to review curriculum and seek approval. If additional revisions or suggestions are made during that meeting, the School District will implement said changes. Understanding teaching styles can differ, the College will not prescribe a specific teaching style, but will maintain the expectation that learning outcomes, levels of achievement and assessment of that achievement are equivalent to those in classes taught at any other Rock Valley site. Assessment results will be provided to the college for reporting purposes. Summer boot camp opportunities may replace the need for this procedure.

Appendix C

Dual Credit Roster & Grading Procedures

1. Rock Valley College (“RVC”) sends an Enrollment Verification Roster (“EVR”) to School District Dual Credit Instructor (“Instructor”). Instructor sends signed and dated EVR to RVC by the College’s **drop date**. RVC makes roster adjustments based on the EVR submitted and sends updated roster to high school.

2. RVC Sends Midterm Grading Roster to Instructor. Instructor sends midterm status to RVC by the RVC’s **Midterm** grading deadline. RVC enters midterm grades.

3. High school sends RVC any Dual Credit at the High School Schedule Adjustment Forms noting a student’s desire to withdraw from a course by the RVC’s **Withdrawal** deadline. RVC makes adjustments.

4. RVC sends Final Grading Roster to instructor. Instructor sends final grades to RVC by the RVC’s **FINAL** grading deadline. RVC enters final grades.

857079v1

**2020 - 2021 School Year Calendar
Meridian C.U.S.D. #223**

M	T	W	TH	F			
AUGUST							
3	4	5	6	7	Aug. 11	* 8:30 am start of school day	Student 13
10	11	12	13	14	Aug. 12	Teacher Institute - No Student Attendance	
17	18	19*	20	21	Aug. 13	Teacher Institute - No Student Attendance	
24	25	26*	27	28	Aug. 14	Remote Learning Planning Day-No Student Attendance	
31					Aug. 17	Remote Learning Planning Day-No Student Attendance	
					Aug. 18	Remote Learning Planning Day-No Student Attendance	
						First Day of student attendance	
SEPTEMBER							
	1	2*	3	4			
H	8	9*	10	11	Sept. 7	* 8:30 am start of school day	Student 21
14	15	16*	17	18		Labor Day - No School	
21	22	23*	24	25			
28	29	30*					
OCTOBER							
			1	2			
5	6	7*	8	9	Oct. 7	* 8:30 am start of school day	Student 21
H	13	14*	15	16	Oct. 12	Parent Teacher Conferences SVHS 4-7pm	
19	20	21*	22	23	Oct. 13	Columbus Day - No School	
26	27	28*	29	30	Oct. 14	Parent Teacher Conferences MC 3-6pm	
					Oct. 16	Parent Teacher Conferences SVHS 4-7pm	
					Oct. 19 & 20	End of 1st quarter	
					Oct. 20	Remote Learning Planning Days-No Student Attendance	
					Oct. 22	Parent Teacher Conferences MC 3-6pm	
					Oct. 27	Parent Teacher Conferences MJHS 4-7pm	
					Oct. 28	Parent Teacher Conferences HES 3-6pm	
					Oct. 29	Parent Teacher Conferences MJHS 4-7pm	
						Parent Teacher Conferences HES 3-6pm	
NOVEMBER							
2	H	4*	5	6			
H	10	11	12	13	Nov. 3	* 8:30 am start of school day	Student 16
16	17	18*	19	20	Nov. 9	No School-Election Day	
23	24	25	H	27	Nov. 25	No School - Veteran's Day observed	
30					Nov. 26	No School	
					Nov. 27	Thanksgiving - No School	
						No School	
DECEMBER							
	1	2*	3	4			
7	8	9*	10	11	Dec. 18	* 8:30 am start of school day	Student 14
14	15	16*	17	18	Dec. 18	End of semester 1	
21	22	23	24	H	Dec. 21-31	Early Dismissal 1:00 pm	
28	29	30	31			No School - Winter Break	
JANUARY							
				H			
4	5	6*	7	8	Jan. 1	* 8:30 am start of school day	Student 17
11	12	13*	14	15	Jan. 4-5	No School - Winter Break	
H	19	20*	21	22	Jan. 15	Teacher Institute - No student attendance	
25	26	27*	28	29	Jan. 18	Early dismissal 11:10 am	
						No School - Martin Luther King	
FEBRUARY							
1	2	3*	4	5			
8	9	10*	11	12	Feb. 12	* 8:30 am start of school day	Student 19
H	16	17*	18	19	Feb. 15	Early dismissal 11:10 am	
22	23	24*	25	26		No School - President's Day	
MARCH							
1	2	3*	4	5			
8	9	10*	11	12	Mar. 12	* 8:30 am start of school day	Student 20
15	16	17*	18	19	Mar. 29-31	End of 3rd quarter	
22	23	24*	25	26		No School - Spring Break	
29	30	31					
APRIL							
			1	H			
5	6	7*	8	9	Apr. 1-5	* 8:30 am start of school day	Student 19
12	13	14*	15	16		No School - Spring Break	
19	20	21*	22	23			
26	27	28*	29	30			
MAY							
3	4	5*	6	7			
10	11	12*	13	14	May 21	* 8:30 am start of school day	Student 15
17	18	19*	20	21	May 21-28	Last Day of School - Early dismissal 1:00 pm	
24	25	26	27	28	May 31	Possible emergency days	
H						Memorial Day	

revised 7/23/20

Total Student Attendance 175

MERIDIAN CUSD 223
FYTD REVENUE/EXPENSE REPORT

										REVENUE 6/30/2020										
Meridian CUSD 223 REVENUE/EXPENSE REPORT																				
FUND	2017-2018 BUDGET	2017-2018 ACTIVITY	FYTD %	2018-2019 BUDGET	2018-2019 ACTIVITY	FYTD%	2019-2020 BUDGET	2019-2020 ACTIVITY	FYTD %											
10-ED	12,524,159	13,323,324	107%	12,592,463	13,178,867	105%	13,546,797	12,348,598	91%											
14-GRANTS	449,600	573,368	128%	299,211	376,931	126%	324,700	401,152	124%											
20-O&M	1,238,991	1,243,909	101%	1,956,560	1,350,144	70%	1,451,000	1,388,573	96%											
30-DEBIT SERV	1,791,000	1,812,045	102%	1,809,619	1,692,389	94%	1,824,851	1,401,959	77%											
40-TRANS	1,128,726	1,605,481	143%	1,291,824	1,177,815	91%	1,070,000	667,732	62%											
50-FICA/MED	449,000	452,132	101%	449,000	408,540	91%	429,000	332,405	77%											
61-CAPITAL		22,677			12,030			4,540	0%											
70-W CASH	82,000	87,008	107%	85,456	83,087	97%	90,000	61,953	69%											
80-TORT	520,000	522,982	101%	520,000	485,401	93%	520,000	406,738	78%											
90-SAFETY	82,000	84,389	103%	85,456	82,269	96%	90,000	65,804	70%											
	18,265,476	19,727,315	108%	19,089,589	18,847,473	99%	19,346,348	17,079,454	88%											

MERIDIAN CUSD 223
FYTD REVENUE/EXPENSE REPORT

Expense									
6/30/2020									
EXPENSES									
	2017-2018	2017-2018		2018-2019	2018-2019		2019-2020	2019-2020	
	Budget	FY Activity	FYTD%	Budget	Activity	FYTD %	BUDGET	ACTIVITY	FYTD %
10- ED	12,256,344	11,762,347.00	96%	12,630,891	12,375,559	98%	13,311,930	13,124,577	99%
14-GRANT	411,128	613,451.00	150%	212,788	501,322	236%	283,000	397,753	141%
20-O&M	1,219,500	1,188,841.00	98%	1,244,500	1,888,011	98%	1,717,500	1,763,175	103%
30-DEBIT SERV	1,791,119	1,791,569.00	100%	1,809,619	1,810,069	100%	1,824,619	1,825,069	100%
40-TRANS	1,088,915	1,454,209.00	134%	1,425,076	1,434,519	101%	1,061,421	948,691	89%
50-FICA/MED	469,160	457,964.00	98%	492,689	474,658	96%	494,122	515,088	104%
60-CAPTITAL	230,000	226,250.00	99					0	
70-W. CASH								0	
80-TORT	499,515	469,650.00	94%	520,000	588,891	99%	520,000	540,911	90%
90-SAFETY									
	17,965,681	17,964,281	100%	18,335,563	19,073,029	100%	19,212,592	19,115,264	99%

Dear P.J. Caposey or Custodian of Public Records,

SmartProcure is submitting a commercial FOIA request to the Meridian Community Unit School District No. 223 for any and all purchasing records from 06/06/2019 (mm/dd/yyyy) to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

- 1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number
- 2. Purchase date
- 3. Line item details (Detailed description of the purchase)
- 4. Line item quantity
- 5. Line item price
- 6. Vendor ID number, name, address, contact person and their email address

If you would like to let me know what type of financial software you use, I may have report samples that help to determine how, or if, you are able to respond.

Please email or click on the button below to upload the information. There is no file size limitation:

[Click Here To Upload](#)

If this request was misrouted, please forward to the correct contact person and reply to this communication with the appropriate contact information.

If you have any questions, please feel free to respond to this email or I can be reached at the phone number below in my signature.

Regards,

Ken Deloian
Data Acquisition Specialist

Direct: 561-609-6943

Email: kdeloian@smartprocure.com

Return to Activities 1.0

On July 29th, 2020, the IHSA Board modified the Return to Activities to reflect the following:

Certain fall sports will not be allowed to happen in the fall; as a result the IHSA calendar will be adjusted with the following tentative timelines.

- Teams will play shortened regular season schedules in Winter, Spring, and Summer
- State Series events for all sports will be determined on a sport by sport basis.
- Activities that can happen virtually can remain in their traditional seasons.
- Activities that can't happen virtually could potentially need to adjust their seasons.
- **On July 29th, 2020, the IHSA Board modified the current Phase 4 Return to Play Guidelines to allow for fall contact days to begin on Monday of Week 10 (September 7, 2020) and continue until the end of Week 17 (October 31, 2020). There is a 20-day limit on contact days during that time period for any sport not in season.**

Fall (August 10 – October 24, 2020 in “traditional” season)

Boys & Girls Golf - in groups of 50 or less where multiple groups are distanced a minimum of 30 ft apart. Competitions should be within an Illinois COVID Region or within a conference.

Girls Tennis - in groups of 50 or less where multiple groups are distanced a minimum of 30 ft apart. Competitions should be within an Illinois COVID Region or within a conference.

Boys & Girls Cross Country – in groups of 50 or less where multiple groups are distanced a minimum of 30 ft apart. Competitions should be within an Illinois COVID Region or within a conference.

Girls Swimming & Diving - less than 50 in attendance with multiple groups distancing 30 ft. apart. Competitions should be within an Illinois COVID Region or within a conference.

- Spectator and group gatherings subject to IDPH guidelines during this time (less than 50 participants, social distancing, etc...).

NOTE: Football, Girls Volleyball and Boys Soccer moved to a Spring 2021 season – See Below.

If a school does not have a girls' volleyball and/or a boys' football team, schools may conduct Softball and Baseball seasons respectively in accordance with current IHSA By-laws 5.010 and 5.260.

- Spectator and group gatherings subject to IDPH guidelines for outside activities.

Winter (Nov. 16, 2020 – Feb. 13, 2021)

Boys & Girls Basketball

Wrestling

Boys Swimming & Diving

Competitive Cheerleading

Competitive Dance

Boys & Girls Bowling

Girls Gymnastics

- Contests can begin Nov. 30 within an Illinois COVID Region or within a conference.
- Schools limited to a maximum of 2 contests per week and no tournaments/events of more than 3 teams.
- Spectator and group gatherings subject to IDPH guidelines during this time.
- State Series TBD.

Spring (Feb. 15 – May 1)

Football

Boys Soccer

Girls Volleyball

Boys & Girls Cross Country

Girls Swimming & Diving

Girls Badminton

Boys Gymnastics

Boys & Girls Water Polo

- Contests can begin March 1 in all sports except football which may begin on March 5 to allow for acclimatization.
- Schools limited to a maximum of 2 contests per week and no tournaments/events of more than 3 teams. (Football is allowed one game/week)
- Spectator and group gatherings subject to IDPH guidelines during this time.
- State Series TBD.
- Football: Schools should anticipate a 7 game regular season followed by a regional post season at minimum.

Summer (May 3 – June 26)

Baseball

Softball

Boys & Girls Track & Field

Girls Soccer

Boys Volleyball

Boys & Girls Lacrosse

Boys Tennis

- Contests can begin on May 17
- Maximum of 2 events per week. (exception: baseball/softball can play 3 games in a given week if one of the events is a DH)
- Spectator and group gatherings subject to IDPH guidelines during this time.
- State Series TBD.

<u>Sport/Activity</u>	<u>Traditional Season</u>	<u>2020-21 Season</u>	<u>Start Date</u>	<u>End Date</u>
Boys/Girls Golf	Fall	Fall	August 10	Oct. 24
Girls Tennis	Fall	Fall	August 10	Oct. 24
Boys/Girls Cross Country	Fall	Fall	August 10	Oct. 24
Girls Swimming & Diving	Fall	Fall	August 10	Oct. 24
Boys & Girls Basketball	Winter	Winter	Nov. 16	Feb. 13
Wrestling	Winter	Winter	Nov. 16	Feb. 13
Boys Swimming & Diving	Winter	Winter	Nov. 16	Feb. 13
Cheerleading	Winter	Winter	Nov. 16	Feb. 13
Dance	Winter	Winter	Nov. 16	Feb. 13
Boys/Girls Bowling	Winter	Winter	Nov. 16	Feb. 13

Girls Gymnastics	Winter	Winter	Nov. 16	Feb. 13
Football	Fall	Spring	Feb. 15	May 1
Boys Soccer	Fall	Spring	Feb. 15	May 1
Girls Volleyball	Fall	Spring	Feb. 15	May 1
Girls Badminton	Spring	Spring	Feb. 15	May 1
Boys Gymnastics	Spring	Spring	Feb. 15	May 1
Boys/Girls Water Polo	Spring	Spring	Feb. 15	May 1
Baseball	Spring	Summer	May 3	June 26
Softball	Spring	Summer	May 3	June 26
Boys/Girls Track & Field	Spring	Summer	May 3	June 26
Girls Soccer	Spring	Summer	May 3	June 26
Boys Volleyball	Spring	Summer	May 3	June 26
Boys/Girls Lacrosse	Spring	Summer	May 3	June 26
Boys Tennis	Spring	Summer	May 3	June 26

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020

PART 3 - TRANSITION JOINT GUIDANCE



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Executive Summary

This document is Part Three of the Transition Advisory Workgroup's recommendations for transitioning to in-person instruction. This document has been developed in partnership with the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH).

On May 5, 2020, Governor JB Pritzker announced the [Restore Illinois](#) plan, which lays out a public health approach to safely reopen our state. This document focuses on considerations during Phase 4 of the plan. As the plan notes, the four public health regions of the state may reach Phase 4 on different dates and possibly must return independently to an earlier phase if necessitated by public health indicators. See Appendix A for a map of the four public health regions in Illinois.

[Executive Order 2020-40](#), filed on June 4, 2020, allowed schools to reopen for in-person instruction in Phase 3. In-person instruction is strongly encouraged in Phase 4; however, it is critical to note that this does not signify a return to pre-pandemic operations. Appropriate social distancing, face coverings, enhanced sanitation measures, and other accommodations will be necessary to ensure the safety of students, staff, and their families. During Phase 4, IDPH guidelines will:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
- Require an increase in schoolwide cleaning and disinfection.

All public and nonpublic schools in Illinois serving prekindergarten through 12th grade students must follow these guidelines.

It is important to note that these requirements are subject to change pursuant to updated public health guidance and changing public health conditions. School leaders should remain alert for any updates.

Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.

ISBE recommends clear communication with students, families, and staff about expectations and protocols for all schools. ISBE also recommends collecting information from students and families via an intake survey/needs assessment to help guide school and district planning and to connect students and families with resources in advance of the start of the school year.

Each child will return to school having had a unique experience with remote learning. This document includes instructional recommendations for all schools and districts for the start of the

2020-21 school year, paying close attention to assessing and addressing learning loss. This document recommends shifts in instructional practice to help maintain social distancing, especially for our youngest learners, who may struggle to understand and comply with social distancing and PPE usage. This document also provides considerations for students with disabilities and English Learners. ISBE will release an updated Remote Learning Recommendations document in the coming weeks to further support districts.

Governor JB Pritzker recently signed Public Act 101-0643; the education omnibus legislation passed during the abbreviated special session. This Public Act addresses multiple education-related issues, including many important provisions to provide relief to schools and districts during public health emergencies. The legislation suspends clock hour requirements during a disaster declaration and allows the State Superintendent to establish minimum clock hour requirements. The State Superintendent has determined that Remote and Blended Remote Learning Days must ensure at least 5 clock hours of instruction or school work for each student. Districts can be flexible in determining how to best meet the requirement in their own context by counting all learning activities toward the 5 clock hour expectation.

Meaningful professional development will be critical for teachers and staff to be able to meet the diverse academic and social-emotional needs of students returning to school under the current circumstances. PA 101-0643 allows every school and district to utilize up to five total Remote and Blended Remote Learning Planning Days, in addition to normal Teacher Institute Days. ISBE recommends identifying the grade-level standards that students did not cover in the previous school year and providing time for vertical articulation to ensure a smooth transition, especially for students entering new grade bands or schools. ISBE recommends dedicating professional learning and collaboration time to developing reintegration assessments; preparing to address students' mental health needs; evaluating the successes and challenges of remote learning; and training on recognizing and affirming the socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population within each district. Teachers and students also will need training on any new technology devices or programs if the school utilizes Blended Remote Learning Days and/or in preparation for intermittent returns to Remote Learning Days. ISBE recommends utilizing teacher leaders, statewide coaching networks, and teacher mentors for ongoing support during the school year.

Regarding grading, ISBE recommends school districts return to traditional grading policies and make modifications as necessary. ISBE strongly recommends that any return to traditional grading policies ensures that students have all the necessary tools, technology, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner. Per the School Code, grading policies are the exclusive responsibilities of local districts (105 ILCS 5/10-20.9a).

Lastly, this document provides guidance from IDPH regarding health and safety protocols for specific activities and areas of the school. Please note that some of the guidance has been updated from the Part 2 document released on June 4, 2020, and includes new recommendations regarding illness and diagnoses monitoring, mental health, nap time, libraries, auditoriums and multi-purpose rooms, self-contained classrooms, related services, before- and after-care

programs, health offices, extracurriculars, playgrounds, dual credit and career and technical education, and field trips.

Acknowledgements

The Illinois State Board of Education extends its deepest thanks to the members of the Transition Advisory Workgroup. The team gave generously of their time and talents, working long hours with short breaks and during early mornings, late evenings, weekends, and holidays. Each and every member of the workgroup showed remarkable dedication to producing guidance that would support fellow educators and serve the best interest of students. The spirit of the workgroup encapsulated the values of service leadership - that of selflessness, collaboration, and shared vision. We publicly acknowledge and appreciate the contributions of the practitioners listed below. Your efforts provided direction in a time of crisis, and we thank you sincerely.

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Introduction

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”
-- **Malcolm X**

The COVID-19 pandemic wrought a drastic and unexpected upheaval on Illinois schools and districts. But with creativity, adaptability, and dedication, Illinois’ leaders, educators, families, and students rose to the challenge.

This Part Three of the Transition Advisory Workgroup’s recommendations follows Part One, which focused on closing out the 2019-20 school year, and Part Two, which focused on summer school and other allowable activities. Part Three now addresses the start of the 2020-21 school year and the return to in-person instruction.

Since March 17, 2020, Illinois schools and districts have provided students with remote learning opportunities and continuity of education to the greatest extent possible. However, no amount of technology can replicate the effect of face-to-face interactions and instruction between teachers and students. This Part Three document endeavors to guide schools and districts in transitioning back to in-person learning, while holding paramount the health and safety of students and communities.

ISBE urges schools and districts to plan for and implement the transition to in-person instruction through the lens of equity. As described in ISBE’s equity statement, “Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.”

This collective responsibility has never been more salient, with the COVID-19 pandemic exacerbating economic inequalities, heightening the digital divide, and worsening conditions for students whose mental and physical health and safety was already at risk. The brutal death of George Floyd and the days of nationwide protests in its wake call upon us as educators to recommit to eliminating all forms of racism in our school policies. We must be available and open to hearing students’ concerns. We must root our curricula in the context of what students see in the world around them. We must value difference.

This is the spirit in which we are providing this Phase 4 guidance. The COVID-19 crisis shook our structures of teaching and learning to the core, but we have now an opportunity to emerge stronger and to make lasting changes in the ways we support, teach, connect with, and value each of the 2 million students in our care. This return to school is not “business as usual” but rather the convergence of a new reality in educational excellence in Illinois.

Phase 4 Overview

In-person instruction may resume as regions transition to Phase 4. Districts must follow IDPH guidelines, which provide the following:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and,
- Require an increase in schoolwide cleaning and disinfection.

All public and nonpublic schools in Illinois serving prekindergarten through 12th grade students must follow these guidelines.

It is important to note that these requirements are subject to change pursuant to updated public health guidance and changing public health conditions. School leaders should remain alert for any updates.

Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.

On June 18, 2020, Governor JB Pritzker signed PA 101-0643, the education omnibus legislation passed during the abbreviated special session. This Public Act addresses many education-related issues, including many important provisions to provide relief to schools and districts during public health emergencies. The legislation waives and modifies licensure requirements, graduation and coursework requirements, educator evaluations, and submission of dental and vision exams; allows early childhood grantees to serve as emergency child care centers; and waives state assessment requirements when the state receives a waiver from the U.S. Department of Education. PA 101-0643 also creates a new important tool schools and districts can utilize when IDPH requirements cannot be met in a completely in-person learning environment. Schools and districts can now utilize Remote and Blended Remote Learning Days “when the Governor has declared a disaster due to a public health emergency pursuant to 15 ILCS 30/1,” such as the COVID-19 crisis Illinois and the world are currently experiencing.

A region entering Phase 5 requires that a vaccine be developed to prevent additional spread of COVID-19, a treatment option be readily available that ensures health care capacity is no longer a concern, or no new cases reported over a sustained period.

Schools and districts are encouraged to provide completely in-person instruction for all students in Phase 4, provided that the school is able to comply with capacity limits and implement social distancing measures.

Planning

PA 101-0643 requires that school districts “adopt a Remote and Blended Remote Learning Day Plan approved by the district superintendent.” Furthermore, the legislation stipulates that “Remote Learning Day or Blended Remote Learning Day may be met through a district's implementation of an e-learning program under Section 10-20.56.”

We recognize the impact COVID-19 has had on each aspect of our education system and the great potential for the crisis to deepen inequities students face; therefore, we recommend that schools and districts create a diverse Transition Planning Team in preparation for a return to in-person instruction under IDPH-approved guidance. Planning Teams (or if a Planning Team is not established, district administrators) are encouraged to follow the recommendations below.

The Planning Team should consider gathering data on student attendance, engagement, and academic success, as well as feedback from all stakeholders to assess the effectiveness of the Remote Learning Day Plan implemented following the suspension of in-person instruction. This information may be used when developing a revised plan for Remote and Blended Remote Learning Days. Special consideration should be given to seeking data and feedback regarding the social-emotional needs of students, parents, and staff as they return to in-person instruction. Data and feedback should be analyzed through an equity lens to determine what student groups may need greater supports to meet high standards in a Remote or Blended Remote Learning environment.

Planning Teams may develop a Remote and Blended Remote Learning Day Plan that is articulated, clear, and accessible to all stakeholders. We recommend that Planning Teams include key stakeholders and staff that, at a minimum, may represent the following categories, where applicable: administrators; educators; school support personnel, including nurses, counselors, social workers, psychologists, and speech-language pathologists; paraprofessionals; non-licensed staff; students; and families. Teams should also regularly consult with local public health officials.

PA 101-0643 requires each Remote and Blended Remote Learning Day Plan to address the following:

- A) Accessibility of the remote instruction to all students enrolled in the district;
- B) When applicable, a requirement that the Remote Learning Day and Blended Remote Learning Day activities reflect the Illinois Learning Standards;
- C) Means for students to confer with an educator, as necessary;
- D) The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14; students who are English Learners, as defined in Section 14C-2; students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45]; or vulnerable student populations;
- E) How the district will take attendance and monitor and verify each student's remote participation; and

- F) Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary.

Ensuring all students have access to remote instruction, as required above, includes ensuring all students have the necessary technology, training, support, and internet connectivity to engage in the instruction the school is providing and to meet the school's expectations regarding grades. Accessibility also includes regular communication with teachers, such as via text, email, phone call, or an online learning platform.

PA 101-0643 requires that "The district superintendent shall periodically review and amend its Remote and Blended Remote Learning Day Plan, as needed, to ensure the plan meets the needs of all students."

The law also requires that "Each Remote and Blended Remote Learning Day Plan," including an e-learning plan, "shall be posted on the school's or district's internet website where other policies, rules, and standards of conduct are posted and shall be provided to students and faculty."

The law explicitly states that "This Section does not add any new bargaining rights and does not remove any established bargaining rights."

The law states that "Statutory and regulatory curricular mandates and offerings may be administered via a district's Remote and Blended Remote Learning Day Plan, except that a school district may not offer individual behind-the-wheel instruction required by Section 27-24.2 of this Code via a district's Remote Learning Plan. This section does not relieve schools and districts from completing all statutory and regulatory curricular mandates and offerings." Accordingly, districts' plans should ensure teachers are able to engage in required trainings and students are able to complete graduation and other statutory requirements, such as the Constitution exam. These requirements can be administered and completed remotely.

Lastly, the law waives the daily minimum clock hour requirement but allows the State Superintendent to institute clock hour requirements: "(j-5) The clock hour requirements of Subsections (a) through (j) of this Section shall not be in effect when the Governor has declared a disaster due to a public health emergency pursuant to 15 ILCS 30/1. The State Superintendent may establish minimum clock hour under 10-30 and 34-18.66 requirements when the Governor has declared a disaster due to a public health emergency pursuant to 15 ILCS 30/1."

The State Superintendent has determined that days of instruction during a public health emergency must include at least 5 clock hours. Remote and Blended Remote Learning Plans must ensure that at least 5 clock hours of a combination of instruction and school work for each student participating in Remote or Blended Remote Learning Days occurs. Schools and districts should include as much face-to-face or synchronous instruction as possible. Districts can be flexible in determining how to best meet the requirement in their own context by counting all learning activities toward the 5 clock hour expectation. Learning activities may include, but are not limited to, in-person instruction, the teacher delivering instruction via recorded video or synchronous platform, remote small group work via breakout room or conference call,

independent/flexible student work time, and virtual/telephone teacher-student check-ins. *If using non-interactive platforms, students must have means to confer with an educator and receive feedback before assignments are graded or assessments are administered.* **ISBE will release updated Remote Learning Recommendations in the coming weeks to further support districts.**

ISBE strongly recommends grounding your plan in equity by providing each student the additional individual supports and resources they need to address learning loss and make academic gains to meet grade-level standards. Consider available resources, including Coronavirus Aid, Relief, and Economic Security (CARES) Act funds; Federal Emergency Management Agency Public Assistance Program grants, when available; federal Title funds; and state funding sources. Keep in mind the waiver of the 15% carryover limitation for school districts' fiscal year 2020 Title I, Part A funds and ISBE's extension of all FY 2020 state grants to June 30, 2021.

Schools and districts should prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.

The [National Institute for Excellence in Teaching Planning Guide](#) includes a section on taking school- and district-level inventories of students; staff, including available substitutes; facilities, including available buses; technology, etc. that may be useful to planning teams.

Regarding meal service, the U.S. Department of Agriculture (USDA) [extended several key flexibilities](#) in the Summer Food Service Program and Summer Seamless Option through Aug. 31, 2020, to allow school districts to continue to provide non-congregate meals to meet the needs of their communities. Currently, such flexibilities do not extend to the National School Lunch program, which begins for participating districts at the start of the 2020-21 school year. ISBE is monitoring developments and will request any available flexibilities and waivers offered by the USDA to support districts in providing meals to students during the 2020-21 school year.

Please see Appendix B for a Phase 4 Transition Guide.

Communication with Families

It is imperative that communication with students and families becomes even more consistent and frequent as the transition to in-person instruction and/or Blended Remote Learning Days occurs.

The return to in-person instruction will involve new health and safety protocols and potentially new schedules, so that means that all schools and districts should “over-communicate” with parents about what the return to school will look like. Communicate with families about how they can reinforce and help explain safety protocols at home. Provide families with ample opportunities to ask questions. Communicate to the greatest extent possible with families in their native languages and ensure your transition plan and other important information and documents are translated.

Schools have an opportunity at this unique moment in history to strengthen relationships with families. Despite facing significant challenges, parents are engaging deeply in their children's education. Parents are and will be critical partners in helping students to recover lost learning and make academic gains over the course of the school year.

Schools should endeavor to collect current contact information from families and to frequently ask for updated contact information, especially as changing financial circumstances during the pandemic may have required a move or a new phone or phone plan.

Child Care

ISBE strongly encourages schools and districts to provide in-person instruction for all students, especially those under the age of 13, to avoid the need for child care and exposure to additional individuals. Leaders of schools and districts that decide to implement Remote or Blended Remote Learning Days, are strongly advised to take these child care needs into account as they develop their reopening plans. Districts should consider, for example, whether their plan for serving students in person in smaller groups may lead to many children needing to be in other settings -- with other groups of children -- for parts of their day and/or week. Such mixing of children between groups may substantially lessen the effectiveness of districts' strategies for limiting children's contacts to minimize potential virus transmission. Accounting for children's entire days and weeks outside of the home when developing plans is advised.

Districts are encouraged to work with partners in their communities, including child care centers, other before- and after-school child care providers, park districts, churches, and other community-based organizations, to develop plans that comprehensively address families' needs for care before, during, and after school hours and on any days that children will not be able to attend school in person.

Child care assistance is available for low-income families through the Illinois Department of Human Services; this is a potential funding source to help with the cost of child care programs. Districts should also consider exploring community partnerships to ensure educators who are also parents have access to affordable child care. For more information on child care availability and guidelines, please visit the [COVID-19 resource hub for the Governor's Office of Early Childhood Development](#).

Signs and Messages

The Centers for Disease Control and Prevention (CDC) recommends posting signs and messages in highly visible locations that reinforce safety precautions and promote every day protective measures (e.g., proper handwashing and appropriate face coverings). Place signage in multiple languages outside of main entryways noting a.) that persons may not enter the building if they have any currently known [symptoms of COVID-19](#), such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea; b.) a 6-foot distance from others must be maintained as much as possible; c.) face covering must be

worn at all times; and d.) shaking hands or engaging in any other physical contact is prohibited in school buildings.

The CDC further recommends that schools and districts broadcast regular [announcements](#) about reducing the spread of COVID-19 on public address systems and share [videos](#) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).

Find free CDC print and digital resources on the CDC's [communications resources](#) main page.

Intake Survey and Community Partnerships

The Planning Team may develop an intake form in each student's native language that assesses the social and emotional needs of each individual student. Distribute to all students and families to help educators know of any changes that have taken place in recent months (e.g., loss, illness, financial need/changes) that may need to be addressed by those who interact with the student daily. Please see Appendix C for a sample intake survey provided by the Missouri School Boards' Association's Center for Education Safety.

The intake form can include items that ask about changes in the family, including questions that relate to the National School Lunch Program, areas for growth and strengths of the child, shelter concerns, student employment, academic concerns, quality of the experience with remote learning in spring 2020, and trauma history. The information gathered will help the school to provide appropriate support to students and families. Consider collecting this information before the 2020-21 school year starts or during a beginning of the year orientation so that school personnel may proactively address students' needs to support their return to in-person instruction. Schools should follow all federal and state privacy laws for storing and releasing any information that is gathered.

The intake form could also ask families about transportation in order to help the school prioritize transportation needs for students who would absolutely not be able to engage in in-person instruction without school-provided transportation. Schools and districts should strongly encourage families to provide transportation for students, when possible.

Surveys also could be distributed to teachers and school staff to determine their support needs, address concerns, and guide transition planning.

Analyze survey data as soon as feasibly possible and notify the appropriate personnel (e.g., teacher, nurse, school counselor, school social worker, school psychologist, food service director, or administrator) of necessary follow-up prior to the start of the school year. This will allow personnel to plan and support the needs of students and provide a pathway to connect students and families with the appropriate, necessary services.

Where possible, establish and enhance school and community partnerships during this time. Indeed, the transition to in-person instruction may be an especially opportune moment to strengthen school and community ties to marshal collective resources and develop innovative

solutions to support student, family, and community success. Consider exploring community partnerships during the summer to expand the number and types of services available to students and families, following a community school model. Consider the following:

- Organizations coming in to support with counseling - What are the recommendations for their engagement?
- Tele-mental health services and other telehealth services - How can social workers still serve students and make sure their needs are met?
- Food pantries, school gardens, school-based closets for students, laundry machines - Can those operate as normal?
- Computer resources for parents/families – Can parents/families be allowed to safely use computers at schools to find jobs?
- If truancy workers are making more home visits – What are the rules for home visit engagement (especially if students/families are hard to reach, have changing phone numbers, addresses, etc.)?
- Churches – How can local churches support a school’s needs?
- Child care – ISBE recognizes that changes to the school calendar or school schedule may result in additional child care needs for some families. Consider exploring community partnerships to ensure educators who are also parents have access to affordable child care. For more information on child care availability and guidelines, please visit the [COVID-19 resource hub for the Governor’s Office of Early Childhood Development](#).

Blended Remote Learning Days

Schools and districts are strongly encouraged to provide in-person instruction to students. However, schools and districts that are unable to adhere to IDPH requirements may choose to implement Blended Remote Learning Days, which are authorized by PA 101-0643. During these days, schools and districts may utilize hybrid models of in-person and remote instruction.

Student Scheduling Considerations

A **high priority** should be placed on providing in-person instruction for students who have Individualized Education Programs (IEPs), 504 Plans, and/or who receive English language supports when building an equitable schedule for Blended Remote Learning Days. These students should be in attendance in-person daily during Blended Remote Learning Days. In addition, schools should consider prioritizing in-person instruction for students under the age of 13 and those who have had greater difficulty learning remotely, as evidenced by the intake form and attendance rates from spring 2020.

IEP teams should consider appropriate in-person instruction for special education students. The U.S. Department of Education's guidance states, “Where, due to the global emergency and resulting closures of schools, there has been an inevitable delay in providing services – or even making decisions about how to provide services - Individualized Education Program (IEP) teams must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations.” Students with 504 Plans or who

receive English language services may also have a school-based team consider individualized transition plans to support the transition to in-person learning. Consider holding a reintegration meeting with school staff, parents/guardians/caregivers, and students to address any specific health concerns or learning needs or gaps identified during remote learning.

Schools and districts should review the [Centers for Disease Control and Prevention's](#) list of those who are at higher risk of severe illness if they are exposed to the coronavirus. Administration should work closely with school nurses and/or other health officials, as well as the student's medical provider, to determine safe alternatives to in-person instruction. Schools and districts should consider continuing remote instruction for medically fragile students, students at a higher risk of severe illness, and students who live with individuals at higher risk of severe illness for the duration of Phase 4. Considerations should include:

- Whether the student's medical condition is conducive to in-person attendance or if needs would best be met remotely.
- The student's behavior and capacities, including to control secretions, cover mouth/nose when sneezing and coughing, ability to maintain distance from other classmates, ability to tolerate wearing a face covering (may consider option of face shield instead), ability to wash hands with/without assistance, and ability/safety of use of hand sanitizer.
- Number of students per classroom and ability to maintain 6-foot distance, when possible.
- Consult with individual student health care providers, if applicable, and IEP teams to determine the best modality to meet students' needs on an individualized basis. Appropriate consents must be obtained for communication with outside providers. Review IEPs, 504 Plans, asthma action plans, or Individualized Health Plans to determine if these plans will need to be amended or modified.

Provide dedicated time for nurses to meet with individual teachers and staff members prior to the start of student attendance to review health concerns for medically high-risk students who will attend school in-person to ensure students will receive prompt treatment of health-related concerns (e.g., asthma action plans, diabetes care plans, and/or other emergency action plans for conditions that may be exacerbated by chronic medical conditions). Information shall be provided on a need-to-know basis and not through a health condition list that is distributed across the building, in accordance with the Family Educational Rights and Privacy Act, the Illinois School Student Records Act, the Health Insurance Portability and Accountability Act, and the Americans with Disabilities Act, as applicable.

When planning for students to return to in-person instruction, priority may also be placed on students under the age of 13 who may not have adequate child care or supports at home or with other agencies. Schools may also consider whether and when students have employment, as many more students may have needed to take jobs to help support their families. These students should be identified prior to the development of schedules and structures to allow for maximum attendance.

For the remainder of the student population, schools and districts should develop a blended learning schedule that includes accommodating small groups of students in blocks of time to adhere to capacity requirements with adequate social distancing.

The CDC also recommends, where possible, that teachers rather than students move between classes. See <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>. Consider livestreaming class lessons using virtual meeting programs (Zoom, Google Meets, etc.) to provide students in different classrooms or at home with synchronous access to the lesson. Similarly, the synchronous lesson could be recorded and used for asynchronous learning opportunities. Synchronous remote learning should be thoughtfully structured and scheduled at the building/district level to eliminate an overlap in scheduled student meetings to ensure that students are able to actively participate in scheduled courses.

Schools and districts may also consider prioritizing in-person instruction for subjects that students are less able to engage in independently from home, such as classes that require a lab or hands-on component. The Maryland State Department of Education notes, “Research on summer slide shows that a break or slowdown in instruction has a greater negative impact on math as compared to English Language Arts. This suggests that, if school systems cannot teach all subjects in person, it may be beneficial to prioritize the teaching of math in person (or at least synchronously via distance learning). Additionally, students are more likely to receive help at home in reading than in math.”

Sample Schedules and Child Care

In-person instruction should be prioritized for students with IEPs, English Learners, and students under the age of 13. Sample schedules for schools and districts that choose to implement Blended Remote Learning Days or phase in in-person instruction at the beginning of the school year are included in Appendix D and Appendix E. The examples are meant to serve as a starting point for individual districts as they create schedules in preparation for the transition back to in-person instruction, blended remote instruction, or both. ISBE strongly encourages in-person instruction for students to the greatest extent possible while keeping health and safety as the number one priority.

When crafting student schedules, it is important to keep child care needs of your community in mind. It is estimated that 700,000 school age children (ages 6-12) in Illinois reside in households where all parents work and likely require some form of out-of-school child care. When children aged 0-6 are included, an estimated 1-1.2 million parents rely on child care to return to work. Blended remote learning will likely increase the rate of infection and the demand for center-based and non-relative care, increasing the number of different people that children are in contact with each week and, thereby, their probability of exposure to the virus.

Student Attendance

Daily attendance and engagement of students should be expected whether students are participating in classes in-person or remotely. Districts, schools, and teachers should make daily contact with all students and families, especially those who are not in attendance or not engaging in classes, whether in-person or remotely. Districts must discontinue practices or rewards that

encourage perfect attendance or would discourage individuals from staying at home when they are ill.

View ISBE’s recommendations for how to collect attendance remotely at www.isbe.net/Documents/Student-Attendance-Guidance-5-4-20.pdf.

All teachers and school staff should keep in mind state laws mandating the reporting of child abuse and neglect and the Children’s Advocacy Centers of Illinois’ helpful tips for protecting students at www.isbe.net/Documents/CACI-Essential4kids-Schools.pdf. View joint guidance from ISBE and the Department of Children and Family Services (DCFS) for further outreach if a school has not made contact with a student for more than five days at www.isbe.net/Documents/DCFS-ISBE-Student-Wellness-Visit.pdf.

Staff Attendance

Schools should endeavor to support staff attendance by providing sufficient planning and collaboration time and supports, communicating frequently, and engaging staff in planning processes and decision-making.

School districts should prepare to mitigate the effects of potential increases in teacher absenteeism with the following considerations: 1) hiring additional subs (e.g., cadre subs, nurse subs, permanent subs, long-term subs), 2) providing professional development to improve blended learning or online learning or both, and 3) implementing team teaching or co-teaching models. Again, school districts should prepare for a rise in absenteeism and a corresponding increase in necessary spending.

Consider exploring community partnerships to ensure educators who are also parents have access to affordable child care, especially for Blended Remote Learning Day schedules.

Calendar Considerations

Calendar considerations for local districts need to be thorough and thoughtful. Districts may consider amending school calendars to include earlier start dates so the first term can be completed by the end of November in the event there is a second wave of the virus. Many colleges and universities are pursuing this model. ISBE encourages structuring the school day and school year to add necessary instructional time for students with learning loss and the largest academic gaps, if resources are available. Summer programming likely will not fully compensate for learning losses students have experienced. High and consistent student attendance, intensive planning, and robust programming that may not be possible in the current remote environment are necessary for summer programs to have a significant positive impact on student achievement. See https://www.rand.org/pubs/research_reports/RR366-1.html.

Districts that have a Calendar Committee will need to create pathways to have a discussion on what works best to create calendars to ensure teachers can be present and students can engage in

the learning process. Some additional considerations to keep in mind when creating school calendars include:

- Once declared, Remote Learning Days or Blended Remote Learning Days will be implemented in any of grades prekindergarten through 12 as days of attendance and shall be deemed pupil attendance days for calculation of the length of a school term under Section 10-19 of this Code.
- Four Teacher Institute Days are available to support the transition from remote learning at the beginning of the year.
- PA 101-0643 allows every school and district to utilize up to five total Remote and Blended Remote Learning Planning Days.
- A return to full Remote Learning Days may be necessary in a region if the region returns to a lower phase by declaration of the Governor due to public health indicators.
- Integrating periodic School Improvement Days may provide the necessary time to “review and amend its Remote and Blended Remote Learning Day Plan, as needed, to ensure the plan meets the needs of all students,” as required by PA 101-0643, and adjust accordingly.
- A year-round school year with the 2021 summer break instead dispersed in smaller increments throughout the school year, using research-based models, may reduce the risk of students experiencing further learning loss.
- School districts may choose to provide a longer school year that starts earlier so that higher-need students can receive additional instructional time to address learning loss, social and emotional needs, and academic gaps.

Instructional Recommendations

Teachers are vitally important in increasing the cognitive abilities of all students during this unprecedented time (Marzano, 1993; Vandembrouke et. al, 2018). It will take ingenuity, insight, and discipline during in-person instruction and Remote and Blended Remote Learning Days to deliver high-quality instruction. This section of the document includes recommendations on how to address early childhood education, special education, English Learners, students with 504 Plans, and other related classroom topics. This document is intended to provide guidance for transitioning into in-person instruction. **It is imperative that educators review the Health and Safety Protocols provided later in this document to ensure they can help support schools as safe and healthy learning environments.** Please note that a 2.0 version of the Remote Learning Guidance will be forthcoming. It will provide specific details and ideas regarding grade-specific instructional guidance.

Back-to-School Events

Typical introductory events, such as visit days and orientations designed to allow students and parents to tour building facilities and meet teachers, may not have occurred at the end of the 2019-20 school year as they have historically. While parent programs, such as back-to-school nights, open houses, and parent-teacher conferences, etc. may occur during Phase 4 in accordance with IDPH guidelines, schools are strongly encouraged to hold these events virtually.

Schools may consider implementing virtual tours and meet-the-teacher sessions in areas where families and teachers have internet access and devices. Schools may consider providing welcome-to-school packets, including teachers' pictures and bios; class information; and school maps in areas where families and teachers do not have the necessary technology.

Vertical Grade Level Articulation

Students likely will not return to the teacher or teachers to which they were assigned prior to the implementation of remote learning. Educational support staff, administrators, and classrooms may not be the same, either. Students who are transitioning from fifth to sixth grade, from eighth to ninth grade, or from one school building to the next may need additional time to adjust once in-person instruction resumes. Junior high/middle school staff are encouraged to communicate with their high school counterparts to ensure a seamless transition for eighth-grade students moving to high school and for sixth-grade students entering a junior high/middle school setting for the first time. Virtual articulation sessions may include information about specific students, scheduling recommendations, or curriculum needs, as referenced in the Planning section.

Teachers or curriculum teams composed of current grade-level representatives and previous grade-level representatives may consider meeting to determine any standards that must be reviewed with students upon moving to the next grade level. This review may or may not be graded since it would be a review for some students who engaged in remote learning and new for others. Addressing students' standards gaps attends to equity principles and supports students as they return to school.

Districts may consider allowing the first day(s) of in-person instruction to be spent with the previous year's teacher and classmates to allow time for closure. Consider holding small group closure activities. The current teacher could take students to meet their new teacher and see their new classroom if they are staying in the same building.

Assessing Students' Skill Levels

Teachers should identify the standards that were not covered during remote learning. When making determinations to fill in learning gaps, consider the following questions:

- Which standards were missed or partially covered?
- What are the aligned standards at the current grade level?
- What are the skills required to master the missed or partially covered standards?
- Will the standard stand alone in instruction or can it be layered in the current grade-level standard?
- What is the timeline in which the standard will be covered?

Each student will have had a unique remote learning experience. Students will enter the 2020-21 school year with various levels of mastery of prior coursework. For this reason, schools may consider assessing students in each content area to inform teachers of current student achievement and needs. Reintegration assessments can be teacher-developed "quick checks" to

help inform vertical articulation and help teachers identify focus areas in specific standards for individual students. The recommendation to assess is not meant to replace existing screening or placement assessments that schools and districts normally administer at the local level.

[The American Federation of Teachers](#) recommends that “An extensive review of all assessment programs should be conducted to prioritize assessments that provide teachers with critical information and to decrease the amount of teaching/learning time lost to assessments. Ideally, diagnostics should be teacher-friendly and accompanied by access to relevant instructional resources and supports to fill gaps.” Consider test stress and burnout in scheduling assessments.

Information from reintegration assessments should be used to determine student learning gaps and target individual student needs. Additionally, data can be used to modify the anticipated curriculum and inform instruction to support students. These reintegration assessments should not be determinants in identifying changes in services for students with IEPs or 504 Plans or for English Learners. Note that assessments may need to be modified or accommodations made as necessary for students to engage in them.

The 2020 ACCESS scores can be used for English Learner student placement because the ACCESS testing was completed prior to the implementation of remote learning. Administrators should provide ACCESS scores to the teachers.

Addressing Learning Loss

As educators, we have an opportunity to leverage our current situation around what we want our students to know and be able to do. Teacher collective efficacy is necessary to address learning loss and develop an instructional plan moving each grade level, teacher, and student forward with his/her learning.

Students may enter the upcoming school year with academic knowledge that varies more greatly between students than in previous school years. Teachers should use targeted interventions and differentiated instruction to help individual students reach their learning goals.

The upcoming school year will not pick up where the previous year left off. Employing curriculum grounded in best practices and pedagogy is more essential now than ever. All teachers should be afforded the resources and opportunity to meet the needs of their students in their classrooms, whether virtual or in person. Teachers will assess individual student learning and deficits within their classes by administering assessments and working closely with teachers at previous and subsequent grade levels to determine the standards that may need review. The knowledge gained through these activities will enable teachers to design supports to meet students’ individual needs. Individualized supports can include, but are not limited to, tutoring, extended school days, support personnel, and technology.

Designing curriculum around students’ lived experiences can provide opportunities for students to engage more deeply with content while providing the time and space for students to process recent events. Care should be taken to ensure that these curricular experiences are appropriate for and respectful of students’ experiences.

While advancing student learning, schools should develop plans to bring students up to grade level. They must provide time for students to address incompletes while not falling further behind. Students must have the opportunity to recover from skill deficits that resulted from remote learning. The creation of curriculum in remote learning should be grounded in best practices/pedagogy so that it will be utilized in both remote and in-person learning environments.

Some regression during remote learning is expected. Consider the following suggestions to address the loss of academic skills and knowledge during the school closure:

- During the first several weeks of school, prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year.
- Provide and/or expand intervention time within the school day to help fill learning gaps for individual students.
- Incorporate before-, during, and after- school tutoring programs if they do not currently exist.
- Meet (virtually, if possible) with students' families to have evidence-based discussions regarding a student's skill levels and academic and social-emotional needs, how the school will support the student's individualized goals and needs, and how families can support the student at home.

Instructional Best Practices for Maintaining Social Distancing

Educators are at the center of teaching and learning. We want to acknowledge we are experiencing an unprecedented event in our lifetimes and that more supports for educators are needed in order to meet the unique challenges schools face today. The next part of ISBE's transition guidance will go deeper into specific opportunities to support one another so that we can deal with the reality of social distancing in our classrooms.

To help students comply with social distancing as much as possible, consider revising activities that combine classes or grade levels or require travel to other buildings. Consider synchronously broadcasting in-class instruction to multiple rooms to allow students to spread out. Implement a home-room stay, meaning the teachers rotate instead of the students. Consider moving class activities outdoors if weather and safety considerations permit.

Using manipulatives and models can be critical in helping students internalize concepts that are abstract, such as the concepts students encounter in math and science classrooms. The use of digital manipulatives is encouraged, when possible. Schools must ensure to the greatest extent possible that students have access to their own set of non-digital manipulatives or that shared sets are sanitized between uses.

Students and teachers rely on facial cues from each other. Consider using face shields or signs with different facial expressions or colors to help convey emotion, social norms, and feelings.

Maximizing face-to-face time in classrooms is essential. When possible, content area teachers at the same grade level should work together to explore ways to integrate information from different content areas in multidisciplinary learning experiences. For example, science and social studies teachers can review the Common Core Language Arts Standards for Grades 6-12 Literacy in History/Social Studies, Science, and Technical Subjects and meaningfully incorporate language arts instruction into their courses, in addition to covering their content area standards.

Social Distancing in Early Childhood Education

Attention to our youngest learners is especially important when considering social events that prepare and orient this group of learners to the routines, schedules, and patterns of their school environment that may not be possible as usual. Young students may struggle more than other students with understanding and complying with social distancing and wearing face coverings.

Students should remain in small groups with the same students and remain 6 feet apart as much as possible. Having instruction outside may help with social distancing requirements. Arrange developmentally appropriate activities for smaller group activities.

Teachers should rearrange furniture and play spaces to meet social distancing requirements, when possible. Find creative ways to allow students to create their own space using yarn, masking tape, or other materials.

Teachers should implement strategies to model and reinforce social and physical distancing and movement. Suggestions include:

- Use carpet squares, mats, trays, or other visuals for spacing.
- Model social distancing when interacting with children, families, and staff.
- Create and develop a scripted story/role play around social distancing, as well as handwashing, proper etiquette for sneezes, coughs, etc.
- Give frequent verbal reminders to children.
- Hang pictures within the school building to give constant reminders.
- Send home a tip sheet to parents and caregivers so they can also learn about social distancing.
- Offer more opportunities for individual play and solo activities, such as fine motor activities (e.g., drawing, coloring, cutting, puzzles, and other manipulatives).
- Plan activities that do not require close physical contact between multiple children. Keep groups separate for special activities, such as art, music, and exercising.
- Stagger indoor and outdoor play and adjust schedules to reduce the number of children in the same area.

Teach, model, and reinforce healthy hygiene habits and social skills. Suggestions include:

- Explain to students why it's not healthy to share drinks or food.
- Practice frequent hand hygiene by teaching a child-friendly song or counting to 20.
- Teach students to use tissue to wipe their nose and to cough inside their elbow.

- Model and practice hand hygiene before and after eating, coughing, sneezing, playing outside, and using the restroom.

Create a classroom environment that promotes positive teacher and student relationships that support student social-emotional well-being and self-esteem. Suggestions include:

- Promote empathy through conversations about other people’s feelings and perspectives. Talk about responsibilities.
- Build a coping toolbox that includes body- and mind-calming strategies.
- Read children’s books to help support the children when they may be feeling anxious or sad (e.g., “Grumpy Monkey,” which explains that it’s OK to be sad or have unexplained feelings).

Special Education Considerations

Districts remain responsible for ensuring that special education students receive a free appropriate public education. They are required to address the individual needs of students eligible for special education services. Blended Remote Learning Plans must address the unique needs of students eligible for special education services. Conversations at the district level should include the type of training that should be provided to the classroom teacher and, when applicable, the paraprofessional; the planning time that should be provided; and collaboration for Blended Remote Learning Days. It is important to utilize paraprofessionals in the general education classroom during the transition from remote learning.

Districts must adhere to timelines for annual IEP meetings and required evaluations. There continues to be limited flexibility from complying with federal and state laws. All Individuals with Disabilities Education Act and Section 504 timelines remain in effect. IEP teams should meet to determine whether any amendments to students IEPs are necessary to address students’ current levels of performance.

IEP teams must make individualized determinations regarding placement and where special education students receive services. Students must receive education in their least restrictive environment, according to federal and state laws. Staff, therapists, and paraprofessionals may be able to work in person with students if appropriate safety measures are in place.

Additional guidance may be provided on transition and special education services.

English Learner Considerations

Language development is an interactive and socially driven process. Any support that can be provided to English Learners to facilitate interactive dialogue with native English-speaking peers or adults, especially on academic topics, is essential. It is also essential that our students in a bilingual program dialogue with peers and adults on academic topics in their home languages, as well as English, to ensure that their development does not stall. Language use and expectations must be targeted and authentic and activities must be meaningful to ensure students achieve

linguistic and academic growth, whether English or native language instruction is online, in-person, or a hybrid.

In-person instruction should be prioritized for English Learners. We recommend that in addition to more traditional native language materials, consideration should be given to utilizing native language television, radio, and social media to help students continue their native language learning. Other scaffolds for English or native language instruction may include an extension of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, or other technological solutions. Authentic, targeted lessons utilizing technology that encourages verbal interaction will help students better prepare for online ACCESS testing. Additionally, we encourage educators to strategically utilize resources for English Learners identified on ISBE’s [Continuing Education #KeepLearning](#) page.

Language learners often require instruction on how to properly pronounce phonemes, syllables, and words. This is typically done through direct observation of the teacher’s mouth or tongue position. Such demonstrations will be impeded by traditional face coverings. We recommend using face coverings with clear windows or face shields during instruction or pre-recording these demonstrations.

When developing instruction for English Learners, educators must continue to apply the [Illinois English Language Development Standards](#) and utilize the [WIDA Can-Do Descriptors](#) for listening, speaking, reading, and writing. Keeping these two documents in mind and differentiating instruction based on each student’s English proficiency level will help ensure that lessons are scaffolded appropriately for students. Additionally, early learning educators have language acquisition tools to drive supports of young language learners. [The Early Learning Development Standards](#) are central in providing guidance with an emphasis of parental involvement, which is so important to a young child’s language development. More resources for educators of young English Learners, including online learning modules for educators, can be found through [WIDA Early Years](#).

Keep in mind that multilingual students and families may have difficulty navigating online platforms and resources that require an understanding of English. When possible, schools and districts should provide language support to help students and families to access the resources used for remote instruction. Schools, districts, and educators are encouraged to harness the strengths of their parent organizations to build supports and scaffolds for families. Such supports and scaffolds could include “Virtual Parent Universities” or “Parent PD” to help parents and other family members understand how best to support their bilingual students’ language development and learning at home. We encourage stakeholders to collaborate creatively to continue to meet the needs of English Learners.

Grading

ISBE’s original recommendations for grading during remote learning considered the sudden, drastic, and unexpected impact of the COVID-19 pandemic on all districts and the necessity of beginning the suspension of in-person instruction with non-instructional Act of God Days.

Students and districts needed every available flexibility regarding grading in order to navigate these uncharted waters without deepening existing inequities and without knowing when in-person instruction might resume. The recommendation that grading “do no harm” to students sought to accommodate the vastly different physical, mental, economic, technological, and social-emotional experiences of Illinois’ 2 million students, most of whom were engaging in remote school day learning for the first time.

Schools and districts should re-evaluate and modify traditional grading policies, as necessary, as we plan for a return to in-person or blended remote instruction. This may mean a return to traditional grades for completion of assignments, assessments, and other classroom instructional strategies. ISBE strongly recommends that any return to traditional grading policies ensures that students have all the necessary tools, technology, and teacher supports at school and at home to complete all assignments, take assessments, and complete projects in a timely manner. This may mean ensuring that all students have devices and connectivity opportunities at their homes before resuming traditional grading practices.

Per the School Code, grading policies are the exclusive responsibilities of local districts (105 ILCS 5/10-20.9a). ISBE does not require any specific grading practice, policy, or philosophy, but we suggest that you may want to include any successful strategies or modifications implemented during remote learning as part of the planning and transition to in-person instruction and/or blended remote learning.

Professional Learning and Staffing

Schools should thoroughly and thoughtfully consider what the transition from the home environment (flexible schedules, increased screen time, extended time with parents/caregivers) to the school environment (in-school schedule, decreased screen time, increased interaction with school staff and peers) means for all learners. Schools and districts are encouraged to use professional development days to prepare evidence-based instructional methods and materials, to plan to attend to students’ social-emotional and mental health needs, and for training on new health and safety protocols. Optional summer learning opportunities may be considered for educators to hone their remote learning craft and discuss best instructional strategies for a blended learning environment.

Districts should consider, but not be limited to, the following with regard to professional learning:

- Providing staff training recognizing and affirming the unique socio-economic, cultural, religious, ethnic, racial, sexual orientation, gender identity/expression, and language diversity of the population within each district.
- Developing student and staff mental health and counseling plans and training on offering social-emotional supports, including bullying prevention.
- Identifying the successes and barriers for students, staff, and the community during remote learning, including enhancements to prepare for a blended learning environment or in preparation for intermittent/rolling school closures.

- Reviewing student progress during remote learning, identifying gaps, and planning for the appropriate continuation of learning transitioning to our “new normal” for the 2020-21 school year.
- Preparing local assessments to determine current skill level, including, but not limited to:
 - Formative assessments.
 - Alignment conversations and planning with prior teachers.
 - Discussions with parents/guardians/caregivers about student progress and additional supports needed at home.
 - Modifying and adjusting of curriculum and instruction.
 - Communicating learning expectations to parents in a blended learning model.
 - Modifying or taking into consideration extending time for all students with a specific equity lens on identified gaps and appropriate interventions to close the gaps.

New Teacher Mentorship Program

ISBE encourages schools and districts to sponsor new teacher mentorship programs to support new teachers entering the profession at a time where there are many unknowns.

These programs can provide meaningful support via one-on-one coaching, weekly/monthly check-ins, and someone to call in the case of needing extra support. Online video support can be considered, but is not required, where the teacher videos self and the mentor watches and gives feedback and support.

The mentorship should be an adaptable and individualized process in which the new teacher brings to the table what they need assistance in or are struggling with. The process will look different from teacher to teacher.

The mentoring process should not be time-consuming or work-intensive, but be reflective in nature.

Professional Learning

Provide options for asynchronous/synchronous professional learning by creating or utilizing existing online options and forms of completion for credit hours.

It may be possible to structure the school day during which a small number of teachers are receiving professional learning in the morning while teaching in the afternoon. Those teaching in the morning would receive professional learning in the afternoon.

Informal as well as formal professional learning can be implemented. Informal could be a “Coffee with the Coaches” type format online or even a quick conversation with teachers in person before or after school.

Formal professional learning pertaining to analyzing and utilizing data, implementing technology, or improving instructional methods could be conducted via Zoom, Google Meet, or in person during Remote Learning Planning Days or School Improvement Days.

Utilizing Teacher Leaders

We must take this opportunity to honor and leverage our teacher leaders without overwhelming them with additional tasks/responsibilities.

Identify teacher leaders who believe and will invest in the vision of the district by having conversations and building relationships and teams. Teachers are and should be treated as an integral part of the planning process.

Providing opportunities for teachers to grow and contribute professionally serves to enhance engagement and motivation toward accomplishing goals aligned to the district vision. Staff are more likely to come forward and express their thoughts and talents when they see teachers receiving feedback.

Teacher autonomy (to an extent) as well as administrative and board support is paramount in creating a desired “opportunity culture.”

Teacher leaders would:

- Create goals followed by action steps that correlate with the vision/mission of the district.
- Work with coaches and administrators on recommendations regarding professional development.
- Work with teachers as mentors and help provide meaningful feedback regarding blended learning, e-learning, or socially distanced in-person learning.
- Create opportunities for other teachers to lead.
- Serve as mentors to teachers new to the district as well as those new to the profession.
- With assistance from administrators and coaches, work with mentees and other teachers to utilize research-based methods, best practices, and data analysis to improve student learning.
- Have the opportunity to seek out and receive teacher leadership professional development in addition to basic training on technology, instructional methods, etc.

Statewide Coaches

Not every school district has access to in-house coaching for instructional staff, so consider leveraging professional organizations that have coaches and instructional leaders. They can contribute to the professional learning of teachers in need of innovative instructional practices for student learning and growth in every part of the state.

Consider developing a network of instructional leaders at the regional and statewide level for virtual office hours in order to support the needs of teachers in a remote learning or blended learning delivery system, depending on the needs of the district or school.

Capacity building especially helps the teacher who could not complete their student teaching and is possibly entering into service in a new district with few contacts or connections. Capacity building also supports the field of educators as whole as we all adjust to a new normal.

Elements of capacity building for districts and schools interested in participating include:

- School districts willing to share coaches with their “neighbors” throughout Illinois.
- Good connectivity of the teacher’s home or school - the same with the coach.
- Common platforms (Google, IOS, Microsoft, Zoom) and common programs (FlipGrid, WeVideo, etc.).
- Time and coordination.
- A focus on instruction and student growth in coaching sessions (technology is a “side dish”); utilization of a student-centered model.
- Analysis of existing conditions in the school to help the teacher address the needs of students with IEPs and English Learners.

Technology

Schools and districts should make every effort to provide students and families with the technology devices and internet access necessary to successfully participate in remote learning. Schools and districts must be prepared for a return to full remote instruction in the event of a resurgence of the virus or a second wave of it in the fall.

Some students and families may still lack internet access at home despite districts’ best efforts. Consider providing students who have a device -- but not internet access -- with coursework loaded on a flash drive or other similar file storage device. Implement a system to provide students with the necessary videos, worksheets, and other resources to complete their work at home, turn in their assignments, and obtain new work.

During in-person instruction, incorporate activities that help familiarize students with the technology devices and programs they will utilize during remote learning. Individual technology devices can also be useful in the classroom, given the restrictions in Phase 4 on sharing items such as pencils. Consider meaningful integration of technology tools during daily instruction to facilitate learning and provide students with opportunities to become familiar with the features of online programs and technology devices.

Teach students how to maintain their devices, guidelines for basic device function, internet safety, as well as problem-solving techniques that can be utilized if the student has technology difficulties during remote learning. Provide instructions for accessing technology assistance. These skills can be taught and reinforced during face-to-face instruction. Consider providing brief instructional videos or written instructions to students and families to facilitate troubleshooting at home.

Consider utilizing a virtual boot camp for students who are learning remotely to walk them through the use of different technology programs. Video conferencing programs could provide

synchronous training on programs, which would enable students and families to ask questions and receive feedback in real time. Including interactive experiences by having students actively use the online program during the boot camp will increase motivation, engagement, and student understanding of the program. Consider recording synchronous sessions to use later as asynchronous training tools.

Students also will need regular access to technology support, whether through an email address, online form, or video bank. Consider teaching students how to troubleshoot common technology problems.

Schools should take stock of the technologies and lessons learned during remote learning to provide a plan for the 2020-21 school year. As a reminder, teachers and students will need a clear schedule with appropriate breaks to avoid burnout and confusion.

Health and Safety Protocols IDPH Guidance

Districts should proactively prepare staff and students to prevent the spread of COVID-19 or any other infectious disease. All employees should be trained on health and safety protocols related to COVID-19 prior to resuming in-person instruction. Consider referring to recommendations and strategies from the CDC: Guidance for Businesses and Employers and [Considerations for Schools for guidance](#). Sections of this guidance were previously published in Part 2 and may be updated.

Preparing for When a Student or Staff Member Becomes Sick

School districts need to be prepared and able to respond effectively when there is a case within the school community, whether it be a student or staff member participating in allowable activities. Schools and districts should communicate with families and staff that any individual who tests positive for COVID-19 or who shows any signs or symptoms of illness should stay home. Families and staff should also report possible cases to the school where the individual attends school or works to initiate contact tracing.

Currently known symptoms of [COVID-19](#) are fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea.

Attendance personnel should request specific symptom reporting when absences are reported along with COVID-19 diagnoses and COVID-19 exposure. Information should be documented and shared with the health staff or other appropriate personnel and the local health department.

In accordance with state and federal guidance, school community members who are sick should not return to school until they have met criteria to return. Schools may wish to consider a symptom checklist for families and staff to use to determine if they are well enough to attend that day. CDC and IDPH guidelines for students who were suspected of having COVID-19, whether

they were tested or not, state that 24 hours must elapse from resolution of fever without fever-reducing medication and 10 days must pass after symptoms first appeared. It is recommended that medically fragile and immunocompromised students consult their medical provider prior to attending school.

Students or staff returning from illness related to COVID-19 should call to check in with the school nurse or building administrator (if a nurse is unavailable) following quarantine.

Any individual within the school environment who shows symptoms should be immediately separated from the rest of the school population. Individuals who are sick should be sent home. If emergency services are necessary, call 911. When interacting with students or staff who may be sick, school nurses and personnel should follow CDC guidance on [standard and transmission-based precautions](#).

Schools hosting allowable activities should designate a safe area to quarantine any individuals who are experiencing COVID-19-like symptoms and may be awaiting pickup/evaluation. Students should never be left alone and must always be supervised while maintaining necessary precautions.

Close off any areas of the school used by a sick person and do not use these areas until after proper cleaning and disinfection procedures have been completed. Open windows to increase air circulation in the area. It is advised by the CDC to wait at least 24 hours before cleaning and disinfecting; if 24 hours are not possible, wait as long as is possible. Clean and disinfect all areas, such as offices, bathrooms, common areas, shared electronic equipment, etc., used by the person who is sick. Vacuum the space, if needed, with a high-efficiency particulate air (HEPA) filter, if available. Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, and temporarily turn off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility. The area can be opened for use once it has been appropriately disinfected. Ensure cleaning products are stored and used a safe distance away from children and staff.

Individuals who did not have close contact with the person who is sick can return to work immediately after disinfection. Those who had contact with someone who tested positive for COVID-19 or is suspected of having COVID-19 infection should isolate at home and monitor for symptoms for 14 days. Close contact means the individual was within 6 feet of the individual with symptoms for more than 15 minutes. Additional cleaning and disinfection is not necessary if more than seven days have elapsed since the person who is sick visited or used the school. Continue routine cleaning and disinfection. This includes everyday practices that schools normally use to maintain a healthy environment.

Hand Hygiene

Districts should encourage frequent and proper handwashing. Ensure availability of supplies, such as soap and paper towels, hand sanitizer, tissues, etc., for all grade levels and in all common areas of the building. Cloth towels should not be used. Handwashing with soap and water is

always the first recommended line of defense, but where this is not feasible or readily accessible, the use of hand sanitizer with at least 60% alcohol may be used. Districts should be cognizant of any students or staff members with sensitivities or allergies to hand sanitizer or soap and ensure easy access to alternative handwashing stations.

Hands should be washed often with soap and water for 20 seconds. It is recommended that hand hygiene is performed upon arrival to and departure from school; after blowing one's nose, coughing, or sneezing; following restroom use; before food preparation or before and after eating; before/after routine care for another person, such as a child; after contact with a person who is sick; upon return from the playground/physical education; and following glove removal. Districts should determine any "hot spots" where germ transmission may easily occur and ensure hand sanitation/handwashing supplies are readily available.

Additionally, districts should adhere to recommendations for safe hand sanitizer use, including:

- Alcohol-based hand sanitizers should be used under adult supervision with proper child safety precautions and stored out of reach of young children to reduce unintended, adverse consequences. It will be necessary to ensure that students do not ingest hand sanitizer or use it to injure another person.
- Alcohol-based hand sanitizers must be properly stored – which includes away from high temperatures or flames – in accordance with National Fire Protection Agency recommendations.
- Hand sanitizers are not effective when hands are visibly dirty.
- Alcohol-based hand sanitizers do not remove allergenic proteins from the hands.
- Staff preparing food in the cafeteria/kitchen should ALWAYS wash their hands with soap and water. The IDPH Food Service Sanitation Code does not allow persons who work in school cafeteria programs to use hand sanitizers as a substitute for handwashing.
- The Food and Drug Administration controls sanitizers as over-the-counter drugs because they are intended for topical antimicrobial use to prevent disease in humans.

Educate staff and students on healthy hygiene and handwashing to prevent the spread of infection. Schools may wish to post handwashing posters in the bathrooms, hallways, classrooms, and other areas, as appropriate. See [Centers for Disease Control and Prevention: Handwashing: Clean Hands Save Lives](#) for free resources. Ensure availability of resources for teachers, nurses, and other staff members, so they can appropriately train students or review handwashing procedures. Various [classroom lesson, activities, and resources](#) are available. Districts should also consider additional signage to display on the correct methods for sneezing and coughing.

Staff and students should be directed and encouraged to avoid touching the face (eye, nose, mouth) to decrease the transmission of COVID-19 or other infectious diseases.

Face Coverings

All individuals in school buildings, including all public and nonpublic schools that serve students in prekindergarten through grade 12, must wear face coverings at all times unless they are younger than 2 years of age; have trouble breathing; or are unconscious, incapacitated, or

otherwise unable to remove the cover without assistance. Face coverings must be worn at all times in school buildings even when social distancing is maintained. Face coverings do not need to be worn outside if social distance is maintained. It is recommended that schools require physicians notes for students and staff who are not able to wear a face covering due to trouble breathing. It is recommended that schools and districts update policies to require the wearing a face covering while on school grounds and handle violations in the same manner as other policy violations.

Teachers may use face shields in lieu of masks. Face shields may be useful in situations where it is important for students to see how a teacher pronounces words (e.g., English Learners, early childhood, foreign language, etc.).

There is significant evidence that face coverings provide protection and decrease the spread of COVID-19. Ensure that the face covering fully covers the mouth and nose, and that the covering fits snugly against the sides of the face with no gaps. Reusable face coverings should be machine washed or washed by hand and allowed to dry completely after each use. Districts may wish to maintain a supply of disposable face coverings in the event that a staff member, student, or visitor does not have one for use. For additional information, visit [CDC: Coronavirus Disease 2019 \(COVID-19\)-Cloth Face Covers](https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf). Additionally, pay special attention to putting on and removing face coverings for purposes such as eating. After use, the front of the face covering is considered contaminated and should not be touched during removal or replacement. Hand hygiene should be performed immediately after removing and after replacing the face covering. See <https://www.cdc.gov/hai/pdfs/ppe/PPE-Sequence.pdf> <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>.



Social Distancing

Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings to the greatest extent possible. Districts may wish to post visual reminders throughout school buildings and lay down tape or other indicators of safe distances in areas where students congregate or line up (e.g., arrival and departure, lunchroom lines, hallways, recess lines, libraries, cafeterias).

Districts may wish to consider “staggering” schedules for arrivals/dismissals, hall passing periods, mealtimes, bathroom breaks, etc. to ensure student and staff safety. Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc.

Staff break areas should be arranged to facilitate social distancing. Break times should be staggered to minimize eating with mask off near others.

Symptom Screenings

Schools and districts must conduct temperature and symptom screenings or require self-certification and verification for all staff, students, and visitors entering school buildings. Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known [symptoms of COVID-19](#), such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea, may not enter buildings. Individuals who exhibit symptoms should be referred to a medical provider for evaluation, treatment, and information about when they can return to school.

Personal Protective Equipment

Ensure that appropriate personal protective equipment (PPE) is made available to and used by staff, as needed, based on exposure risk. Provide training to staff prior to the start of student attendance on the proper use of PPE, including putting on and removing PPE. In addition, training should also include directions on the proper disposal of PPE since inappropriate application or removal of PPE can increase the transmission. Employers are required to comply with Occupational Safety and Health Administration [standards](#) on bloodborne pathogens, including the [proper disposal of PPE and regulated waste](#). See Appendix F for examples and uses of PPE and [CDC](#) guidelines.

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection

Districts should develop sanitation procedures per recommendations of the CDC, IDPH, and local health departments. More frequent cleaning and disinfection is necessary to reduce exposure. Visibly dirty areas should be scrubbed to remove visible dirt/soilage and then an approved disinfectant should be used to *kill* germs.

Clean frequently touched surfaces (e.g., door handles/knobs, desktops/tabletops, countertops, light switches, pencil sharpeners, computer keyboards, hands-on learning items, phones, toys, cubbies/coat and backpack areas, sinks and faucets, buses/vans) on a daily basis. Cloth toys or other cloth material items that cannot be disinfected should not be used.

Determine means to sanitize soft surfaces, such as carpeted areas, rugs and curtains. Clean with an approved soap/disinfectant for the surface area. Launder at high temperatures, if possible, and dry. If cleaning with soap and water is not feasible, disinfect with a household disinfectant that has been registered with the Environmental Protection Agency (EPA) and follow contact times on the label. Districts may wish to revisit and revise any green cleaning policies. Vacuum as usual.

Districts may wish to consider posting scheduled cleaning times and maintain appropriate documentation upon the completion of cleaning.

Ensure that [EPA-approved disinfectants](#) for use against the coronavirus are available to staff responsible for cleaning. If not available, consult your local health department for guidance on alternative disinfectants.

- Gloves and other appropriate [Personal Protective Equipment](#) must be used during cleaning and disinfection. Ensure that appropriate PPE is made available to and used by staff, as appropriate, based on job-specific duties and risk of exposure.
- Always follow label directions.
- Allow the required wet contact time.
- Keep all disinfectants out of the reach of children.
- Do not mix bleach or other cleaning products and disinfectants together.
- Ensure that cleaning supplies brought by staff and students are approved by the EPA.

Infection Control Procedures for Specific Areas

Classrooms

It is recommended that teachers provide assigned seating for students and require students to remain in these seats to the greatest extent possible. Teachers may also develop a marked path of travel inside the classroom to maintain social distancing from the entry point of the classroom to

the student's assigned seat. If possible, rearrange desks so that there is a 6-foot distance in all directions between the desks and face desks in the same direction. Open windows, if possible, for increased ventilation.

Only allow supervisors and staff who are required for instruction to be in the classrooms. Build in time for hand hygiene and/or schedule hand hygiene breaks, including before/after eating snacks/meals and upon exiting and returning to the classroom. Ensure adequate hygiene supplies, including tissues, hand sanitizer, extra face coverings, handwashing supplies if sinks are present, soap, paper towels, and gloves for staff, are present in the classroom.

Consider assigning classroom computers to minimize disease transmission. Computer keyboards and/or touchscreens can be difficult to clean, so consider utilizing keyboard covers to facilitate cleaning. Shared computers should have signs posted instructing proper hand hygiene before and after computer use, with handwashing facilities or hand sanitizers readily accessible.

Communicate with parents of younger students to discourage their children from bringing any toys from home to school. Consider labeling students' personal items and keeping them in a separate bag to ensure they remain separate from the belongings of other students.



Shared Objects

Restrict or discourage the borrowing or sharing of any items. The [CDC](#) recommends that electronic devices, toys, books, and other games or learning aids not be shared.

Electronics, including, but not limited to, tablets, touchscreens, keyboards, remote controls, lunchroom keypads, door entry systems, etc., should be cleaned before and after use. Consider using a wipeable cover on electronics and clean per the manufacturer's instructions or use wipes or sprays of at least 70% alcohol and dry completely.

It is recommended that items that must be shared or communally used be cleaned after each use - at a minimum -- and that the individuals perform hand hygiene between use.

Note that the use of liquid disinfectants is harmful to library and archives materials and is not recommended. Ultraviolet ray exposure as a means of sterilization is also not recommended. Utilization of hand sanitizer before and after use of books or library material is recommended.

Be mindful of items like play food, dishes, and utensils that are more likely to be placed in a younger child's mouth. Use materials that can be thrown out, cleaned after one use, or labeled for individual child use. Machine-washable cloth toys should be used by one individual at a time and cleaned in between uses or not be used at all.

Driver's Education Behind-the-Wheel Instruction

In order to provide behind-the-wheel training to students in driver's education in compliance with all Secretary of State and IDPH safety requirements, the following procedures must be followed:

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

Music-Related Courses

There is [documented evidence](#) of substantial spreading of the coronavirus during musical events caused by the possibility of droplet and fomite (objects or materials likely to carry infections) transmission. Indoor rehearsals are discouraged. Consider moving music and band-related courses outside. It is recommended that music and band classes be organized into smaller classes, minimizing the number of students for sectional or group rehearsal to provide for social distancing. Where possible, use separate partitions in open spaces; utilize markings on classroom floor/wall/practice field.

Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles. Students should sanitize hands prior to handling instruments. Instruments should not be shared at any time. Sanitize hands after using instruments. It is permissible for band members to remove their masks during the time they are

playing, but only if necessary. Students should provide their own equipment for class; sharing of equipment between students should be prohibited. Long-term rentals are permitted; however, instruments should be properly cleaned and sanitized between rentals. Students should disinfect musical instruments between classes, if possible. Instruments should be cleaned using approved disinfectant and recommended cleaning guidelines (National Federation of State High School Associations, National Association of Music Merchants, National Association for Music Education [instrument cleaning](#)). Special care shall be taken with instrument mouthpieces; it is recommended that reed players use plastic instead of cane reeds.

Conductors should face students from more than 10 feet away from the first row of singers/band members. Where possible, conductors are encouraged to wear glasses/goggles or install a plexiglass shield.

Consider blended/flipped classrooms, as well as individualized self-management programs, to reduce the risk of exposure and allow for personal choice/director choice with recording or practice performance.

Provide virtual learning opportunities or record class rehearsals and share recordings with students who are unable to attend school in-person.

Traffic Flow, Hallways, and Lockers

Face coverings must be worn at all times. Consider the following hallway procedures to adhere to social distancing requirements and IDPH limitations on gathering sizes, when possible:

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



Restrooms

Districts should consider means to maintain social distancing in restroom areas. Schools may wish to consider scheduling restroom breaks and escorting individual classrooms to the restroom area to monitor social distancing, as appropriate. Districts may wish to add physical barriers, such as plastic flexible screens, between bathroom sinks and urinals. Appropriate sanitation of restrooms should be completed as scheduled. Post signs encouraging hand hygiene procedures in the bathrooms, hallways, classrooms, and other areas, as appropriate. See [Centers for Disease Control and Prevention: Handwashing](#): Clean Hands Save Lives for free resources. Encourage students to properly wash hands following restroom use, as age appropriate. Ensure availability of supplies, such as soap and paper towels.

Drinking Fountains

The temporary shutdown or reduced operation of a building and reductions in normal water use can create hazards for returning occupants. Follow [CDC guidance](#) on flushing water systems and other measures to prevent the spread of mold and Legionella. Promote the use of reusable water bottles and train students and staff on appropriate use of drinking fountains:

- Do not place your mouth on the spout of the fountain or allow your water bottle to come into contact with the nozzle when refilling.
- Ensure the appropriate water flow height to discourage students placing the mouths on the spout.
- Test the water flow and let the water flow for 10 seconds to allow for fresh, clean water to come through prior to drinking.
- If the fountain requires you to push a button or lever, clean the surface before and after or use your elbow.
- Clean your hands afterward with an alcohol-based rub or wash them with soap and water.

Develop procedures to maintain social distancing during drinking fountain use by placing floor markers and signage around fountains. Take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, and districts should determine how to maintain infection control between student use.

Cafeterias/Food Service

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

Meals should be individually plated. Buffets, salad bars, and the sharing of food and utensils should be prohibited. Ensure that students are served all items, including items such as milk and fresh fruits, rather than having students help themselves. Consider using disposable food service items (e.g., utensils, dishes). Ensure regular precautions are taken regarding [food allergies](#) and dietary needs. If disposable items are not available, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.

Areas where students consume meals should be thoroughly cleaned and disinfected between groups and after meals. Food service personnel must use appropriate PPE, including gloves and face coverings, while preparing and distributing food. Frequent hand hygiene should be required. Individuals should [wash their hands](#) after removing their gloves or after directly handling food service items that have been used.

Hand hygiene must be performed prior to and after eating a meal or consuming any food items. Face coverings must be removed during eating, so it is important to ensure 6-foot distance between individuals as much as possible. Considerations also should be given to food consumed during times other than mealtimes, such as by preschool students.

Communicate clear mealtime expectations with students and staff.

Administrative Offices and Staff Workspaces/Lounges

Limit any nonessential visitors, volunteers, and activities involving external groups or organizations, as possible. Restrict any visitors (if allowed) to the main office area, when possible. Hand hygiene facilities or hand sanitizer should be readily available for visitors to use upon entry.

Keep accurate records of visitors, including the individual's reason for visit, contact information, and all locations visited, in case contact tracing is needed.

Consider an outdoor drop box for material drop-off. Encourage electronic submission of documents and electronic payment of any fees. Any discipline meetings, IEP and 504 meetings, and other meetings between staff and visitors/families should be held remotely, to the greatest extent possible. However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.

Employee workstations should be properly distanced so that employees may maintain a 6-foot distance from one another, when possible. Consider installing physical barriers within main offices, as needed. Consider using plastic rather than glass as the coronavirus has been shown to survive on glass for 96 hours and for 72 hours on plastic (CCDPH Partner Call 5/14/2020).

Provide readily accessible cleaning and disinfecting supplies, access to handwashing facilities or hand sanitizer, and gloves for employees, as appropriate. Maintain a regular cleaning and disinfection schedule of frequently touched items, which may include phones, desktops, fax machines or copiers, door handles, etc.

Where possible, provide each employee with a personal supply of office supplies, such as staplers, tape dispensers, pens, and pencils, to eliminate transmission through shared items. Any shared office supplies should be disinfected after each use. Staff workrooms and lounges also must adhere to 6-foot distancing. Consider capacity limitations, depending on the size of the space and availability of seating. Make cleaning supplies available and establish protocols for cleaning frequently touched items, such as copy machines, table surfaces, refrigerator door handles, microwaves, coffee makers, etc. Consider removing any items that cannot be properly cleaned and disinfected for reuse. Consider providing disposable plastic utensils. Post signs regarding proper hand hygiene, capacity limits, and other protocols.

Student Transportation

Schools and districts should create procedures to assure compliance with all applicable expectations under state and federal guidelines. All individuals on a bus must wear a face covering, no more than 50 individuals should be on a bus at one time, and social distancing must be maintained to the greatest extent possible. Students must undergo symptom and temperature checks, which may include self-certification, before boarding a bus. These procedures may need to be updated regularly. Students and families should be aware of procedures and expectations regarding transportation.

Drivers and monitors must wear approved and appropriate PPE and perform regular hand hygiene. See Appendix F for information regarding PPE. Drivers and monitors must undergo symptom and temperature checks or self-certify and verify that they are free of symptoms before the start of each workday. Drivers and monitors who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or symptoms of COVID-19 may not work. Drivers and monitors who become ill during their route should contact their supervisor immediately.

All individuals on a bus must wear a face covering. Student transportation should apply the most feasible social distancing guidelines. The [CDC recommends](#) that entities should “create distance between children on school buses ...when possible.” No more than 10 individuals may be on a vehicle at any one time during Phase 3. No more than 50 individuals may be on a vehicle at any one time during Phase 4. All physical changes to school transportation vehicles must meet Illinois Department of Transportation (IDOT) and Secretary of State rules and regulations.

Districts are encouraged to provide visual guides to ensure that students comply with expectations set forth by the IDPH (e.g., floor decals, colored tape, or signs to indicate where students should not sit or stand may be used to assist in compliance).

Seating charts are also recommended. Seating arrangements with respect to social distancing can be adjusted for students who live in a household with other students. Schools and districts are encouraged to monitor students at school loading and unloading zones. IEP or 504 teams should meet to determine individual transportation needs for students who require special accommodations.

Considerations should be given to the provision of appropriate supplies to prevent the spread of COVID-19 (e.g., hand sanitizers, gloves, face coverings, tissues, and trash receptacles).

All required IDOT inspections should occur. In addition, sanitization should be completed daily or between use on all vehicles used for student transportation. Individuals should disinfect vehicles using only products that meet the EPA criteria and manufacturers’ guidelines.

Physical Education, Gymnasiums, Pools, and Locker Rooms

Physical activity can support students’ overall health and well-being and help reduce stress and anxiety. Face coverings must be worn. No more than 10 individuals may be in one space at any one time during Phase 3. No more than 50 individuals may be in one space at any one time during Phase 4. Activities must allow for 6-foot distance between students as much as possible. Games and sport activities that require close guarding and any potential physical contact with another player must be avoided in order to comply with IDPH requirements. Whenever feasible and weather permitting, educators should select outdoor physical education activities that allow natural social distancing.

If physical education must be taught inside, consider using separate partitions in open spaces, utilizing markings on the gymnasium floor/wall/field to maintain distance between participants. Hand shaking, high fives, or other physical contact is prohibited. It is recommended that educators have access to technology to broadcast instruction to maximize social distancing (e.g., megaphone or microphone).

Schools and districts with pools must follow [IDPH guidance](#) on swimming facilities.

Districts should consider eliminating the need for use of locker rooms, as well as allowing students to participate in activities without changing clothing. Shoe changes can be

done in the classroom prior to arrival in PE. Lockers that are used should not be shared, and showers should not be required for activities.

The use of shared equipment is not recommended. Any shared equipment must be cleaned between each student use and disinfected at the end of each class. Fitness center equipment, such as treadmills, ellipticals, stationary bicycles, weights, etc., should be cleaned and sanitized before and after each class. Focus on frequently touched surfaces, such as keypads, hand weights, handles, etc. Maintaining 6-foot distance between participants may include using only every other treadmill/bicycle or installing dividers between each machine or equipment piece.

Students and staff should perform hand hygiene at the start and end of each class period or when hands are visibly dirty. Students should also perform hand hygiene after the use of each piece of equipment.

Illness and Diagnoses Monitoring

Schools should institute a tracking process to maintain ongoing monitoring of individuals excluded from school because they have COVID-19-like symptoms, have been diagnosed with COVID-19, or have been exposed to someone with COVID-19 and are in quarantine. Tracking ensures CDC and local health authority criteria for discontinuing home isolation or quarantine are met before a student or staff member returns to school. Tracking methods include checking in with the school nurse upon return to school to verify resolution of symptoms and that any other criteria for discontinuation of quarantine have been met. Tracking should take place prior to a return to the classroom. Schools should communicate this process to all members of the school community prior to the resumption of in-person learning. This communication should be translated into the languages appropriate for the communities served.

Continual communicable disease diagnosis monitoring and the monitoring of student and staff absenteeism should occur through collaboration of those taking absence reports and school nurses/school health staff. Employees and families must be encouraged to report specific symptoms, COVID-19 diagnoses, and COVID-19 exposures when reporting absences. Districts should maintain a current list of community testing sites to share with staff, families, and students. Districts must be prepared to offer assistance to local health departments when contact tracing is needed after a confirmed case of COVID-19 is identified. This may include activities such as identifying the individual's assigned areas and movement throughout the building.

Confirmed cases of COVID-19 should be reported to the local health department by the school nurse or designee as required by the Illinois Infectious Disease Reporting requirements issued by IDPH. Districts should inform the school community of outbreaks per local and state health department guidelines while maintaining student and staff confidentiality rights.

Mental Health

Considerations should be given to the impact that COVID-19 has had on the mental health of faculty, staff, students, and their families. Consider monitoring the mental and emotional well-

being of students and staff members. Districts are encouraged to provide training to staff to increase awareness of the impact of COVID-19. Access to school counselors and supports should be as readily available as possible and communicated to students. Consider developing and implementing a crisis management team to provide supports, as needed, to staff and students. Provide support services to staff members (e.g., employee assistance programs).

Napping/Rest Time

Ensure that children's naptime mats and cots are spaced at least [6 feet apart](#) as much as possible. Consider placing children head to toe to further reduce the potential for viral spread. Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed [weekly](#). Keep each child's bedding separate and stored in individually labeled bins, cubbies, or bags. Label cots and mats individually for each child.

Instructional (Self-Contained) Classrooms Housing Students Who Are Medically Fragile or May Have Behavioral, Developmental, or Emotional Challenges

The risk of infectious disease exposure may be much higher for staff providing care for medically fragile students. Districts should provide appropriate PPE for continuous wear and during procedures (e.g., gowns and face shields during aerosolizing procedures). Maintaining strict social distancing will not likely be feasible due to the personal nature of common care and services, including feeding, toileting, suctioning, position changes, diaper changing, hand-over-hand assistance, physical therapy, occupational therapy. Appropriate PPE should be used in conjunction with appropriate hand hygiene and [standard precautions](#).

Consider locations where specialized procedures (such as suctioning and tube feedings) currently occur, which may be in the classroom. Evaluate if this is safe to continue or should be moved to a clean area of the health office.

Plan for acute respiratory treatment care using up-to-date standards of care. Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures and require an N95 mask fitted to the health care worker. See [CDC Guidance for Aerosol Generating Procedures](#).

Related Services for Students (OT/PT, Speech, Social Work Services, etc.)

Consider telehealth visits, if possible. Limit the number of therapists in the therapy room if on-site visits are needed or consider an alternative space for movement. Face coverings must be worn and social distance must be maintained, when possible. Add visual markers on the floor to aid in social distancing. Materials (e.g., Lycra tunnel or other porous materials, sensory swing, carpet squares, foam items) must be cleaned and sanitized between uses with enough time to let the material properly dry.

In-person instruction at home is allowed for medically homebound students. Find additional information on homebound instruction [here](#).

Before- and After-Care and Other Programs

Many schools house before- and after-school programs administered by school districts or external entities. Visitors and the use of school facilities by external parties should be discouraged as much as possible, but some programs, such as child care, are critical to the communities they serve. Child care programs in schools, even if deemed license-exempt, should follow the IDPH and DCFS guidance for licensed child care facilities. Child care should be available for all families that need it in Phases 3 and 4 (not restricted to only families of essential workers as it was in Phases 1 and 2), according to the Restore Illinois Plan for Reopening Child Care in Illinois. Child care programs in schools will be required to follow all infection control measures that are used during the school day (e.g., social distancing when possible, face coverings, cleaning, and sanitation).

Once requirements are determined, organizations and groups that wish to access a school's facilities should submit a plan that addresses procedures for program implementation during the public health emergency. The school district and school nurse and/or other health-related officials should review such plans to ensure conformance with school district procedures. School districts may consider limiting or suspending non-critical in-person before- or after-school programs (e.g., leisure-based programs, social clubs, etc.) or offer remote opportunities for engagement.

Library Areas

Consider using the library space as a regular classroom if the school needs additional classroom space to adhere to capacity limits and social distancing requirements. A district could also stagger use of the library and disinfect it in between use. Consider delivering library items to classrooms or having library staff visit classrooms or provide video presentations, such as library instruction and read-a-louds.

Health Offices

Consider an appropriate health office space that allows for 6-foot distancing between students, separation area for sick students, sink for hygiene, appropriate lighting, and proper ventilation. A bathroom within or near the space is also recommended. Consider proper ventilation; open windows for fresh air, when possible. Consider use of plastic barriers around staff desks and between student care areas or curtains and the implementation of two separate entrances to the health office space to allow one to be used by students without illness symptoms and one to be used by students with illness symptoms.

Provide a supervised quarantine space for students/staff who are experiencing COVID-19-like symptoms and may be awaiting evaluation and/or pickup. Students must never be left alone and must be supervised at all times while maintaining necessary precautions within the quarantine space. Judgment of nursing professionals or administrator/designee (in the absence of a nurse) must determine who is placed in the quarantine space and the level of supervision (e.g., supervised by nurse or unlicensed personnel) required for persons within the quarantine space. Nursing documentation would reflect student placement in the quarantine space.

Evaluate the current school health office space and determine if there is space for quarantine. If space is not available, consider moving the school health work area to another larger location. Consider restroom access for persons in the quarantine space and ensure cleaning of the restroom is consistent with the quarantine space. Give preference to a room/space with an exterior door to avoid the need for an ill person to move throughout the building on exit. The quarantine space must be disinfected after it is occupied by a student and deep cleaned daily. Only essential staff and students assigned to the space may enter. Students exhibiting COVID-19-like symptoms must wear a face covering unless medically contraindicated. Per [CDC Guidance](#), close off areas used by a sick person; do not use these areas until after [cleaning and disinfecting](#). Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.

Supply school nurses and/or the administrator/designee working with individuals with illness symptoms with appropriate PPE. School nurses should use PPE, including gloves and face coverings, when interacting with students and staff. Appropriate PPE should be used in conjunction with appropriate hand hygiene and [standard precautions](#). Personal care aides working with medically fragile students should wear PPE (e.g., face shields, face masks, and gloves).

Implement strategies to reduce unnecessary visits from students, staff, and visitors; reduce health office congestion; reduce exposure to infection; and allow for separation. Consider asking school staff to call ahead or implement a pass or an online appointment process to ensure the capacity of the health office can handle additional visits in areas of social distancing and separation. Persons with common health conditions or those who need basic first aid should not report to the health office but may be managed in the classroom/alternate setting. Provide staff with first aid supplies, such as bandages and gauze, in the classrooms. In certain situations, students may need to stay in place for an in-person evaluation by the school nurse.

Healthy students reporting to the health office for medical management, such as medications, tube feeding, assessment of injury, or first aid, must be treated in a separate clean designated area inside or outside the health office to prevent contact with potentially ill children. Plan for medication/treatment schedules if students will not be present for in-person learning each day to ensure students have adequate supplies at home and at school and that health office staff are clear on student schedules to ensure medications and treatments are completed. Consider locations where specialized procedures, such as suctioning and tube feedings, currently occur (which may be in the classroom). Evaluate if these procedures are safe to continue in that space or should be moved to a clean area of the health office.

Plan for acute respiratory treatment care using up-to-date standards of care. See [CDC Guidance for Aerosol Generating Procedures](#). Nebulizer treatments should be administered at home. Consult with health care provider for alternate asthma medication delivery systems. Any asthma action plans should be reviewed prior to student arrival at school. Staff should review the signs and symptoms of respiratory distress, as well as how to respond to respiratory distress. The health office must be routinely cleaned. High-touch surfaces in the health office must be cleaned daily with a disinfectant noted to *kill* the coronavirus. Require hand hygiene between each student encounter.

Parents, guardians, or other authorized individuals should pick up ill students within a reasonable amount of time; students should not be allowed to utilize the school bus or public transportation for the return to home.

Districts are encouraged to maintain a nurse in each building, if possible. Districts are encouraged to maintain a list of substitute nurses to provide nursing services in case of nurse absence, including prolonged absence due to COVID-19 diagnosis or exposure. In the absence of a nurse, each school district's administrators must determine who will be responsible for meeting the health-related needs of students and staff.

Extracurriculars

Extracurricular activities must follow the IDPH requirements set forth for the school setting, which include social distancing, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19.

Playgrounds

Playgrounds are closed during Phase 3. Playgrounds may be utilized during Phase 4; however, districts may want to consider not allowing the use of playground equipment due to social distancing requirements. Playground equipment that is to be used should be monitored, and the number of students using each piece of equipment should be limited. Consider staggering playground times to allow one class in a playground space at one time rather than multiple classes playing together. Maintain appropriate cleaning of playground equipment. Any equipment/items that cannot be cleaned should not be utilized. Discourage the sharing of toys. High-touch surfaces made of plastic/metal, such as swings/slides, railings, and other play structures, should be cleaned routinely and disinfected as per the most recent [CDC guidance](#).

Students should perform hand hygiene prior to touching playground equipment and upon return from the playground.

Auditorium/Multi-Purpose Rooms

Schools must limit the number of individuals in one space to 10 or fewer in fewer during Phase 3 or 50 or fewer during Phase 4. Limit the mixing of different classes of students in the space at one time. Consider using auditoriums/multi-purpose rooms as regular classroom spaces to reduce the number of students in regular classrooms and maximize social distancing. Ensure auditoriums and multi-purpose rooms that are used are cleaned and sanitized daily and in between groups as much as possible.

Career and Technical Education and Dual Credit

Develop procedures and protocols to properly clean and disinfect career and technical education (CTE) equipment and workspaces. It may be impractical to individually disinfect all CTE

materials, such as nails, wires, clay, etc., so consider having CTE students wear disposable gloves when working with equipment. Individuals should wash their hands after removing their gloves.

Some CTE students take courses at both the high school and a career center or community college. When implementing modified schedules or Blended Remote Learning Days, consider the needs of CTE and other dually enrolled students. Consider exposure risks when traveling to a different school site and coming into contact with other groups. The CDC advises allowing minimal mixing between groups. Districts should maintain a log of the sites that students visit.

Districts are advised seek legal consultation if students are participating in medically related coursework, which requires clinical fieldwork experience.

If students are absent from school due to illness related to COVID-19, schools should take into consideration the requirements for certifications/credentialing and obtainment of early college credit. Districts should consider how a student's coursework could be modified due to illness or how field experience hours could be obtained when the student has recovered from COVID-19 illness and is cleared to return to school.

Districts should prohibit or limit the self-serving or sharing of food products in classes during which students prepare food. Outside food/food products should not be brought in from home. Districts are encouraged to seek guidance from their local health departments regarding guidelines for food handling/consumption. Students should use disposable items whenever possible and follow protocols in line with those of food service/cafeteria staff, which also provides an additional in-context learning opportunity.

Field Trips

Field trips are discouraged until state and local health officials have determined that it is safe to resume them. The CDC recommends pursuing virtual activities and events in lieu of field trips. When safe to resume, allow minimal interaction of different groups of students. Ensure IDPH requirements for social distancing, capacity limits, hand hygiene, and PPE both at the field trip destination and during travel to and from the location are met.

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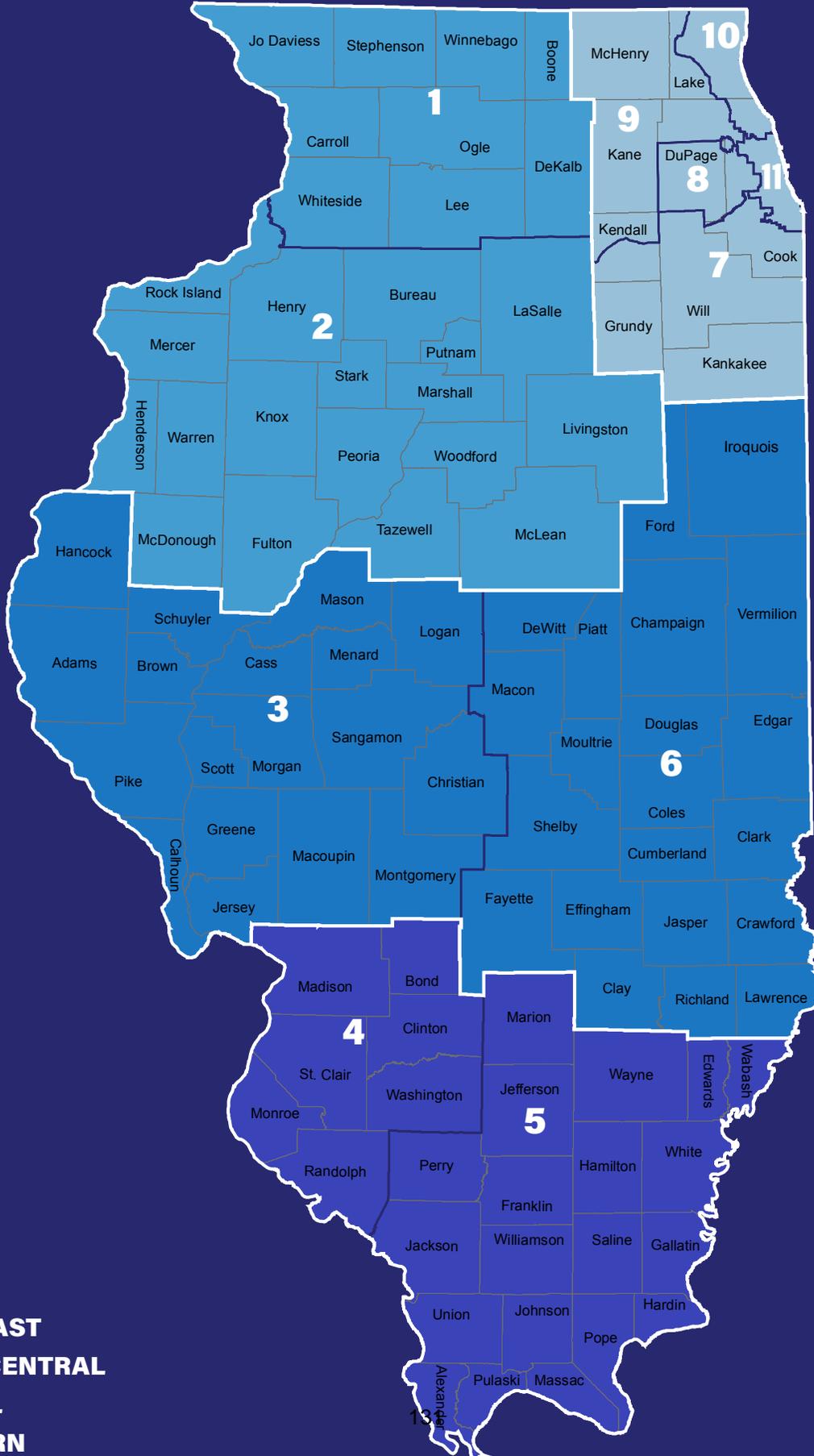
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RESTORE ILLINOIS HEALTH REGIONS



- NORTHEAST**
- NORTH-CENTRAL**
- CENTRAL**
- SOUTHERN**

Phase 4 Transition Guide

Facilities	Staff	Students	Parents/Community
1st week of preparation for in-person, teacher attendance, prior to instruction			
<ul style="list-style-type: none"> Communicate new safety protocols to all staff in advance. Food service logistical preparation of kitchens and food service in classroom vs. in cafeteria as IDPH/CDC recommends. 	<ul style="list-style-type: none"> Consider the location of institute days for the start of year professional development, if social distancing is still required. Professional development should address topics congruent with district needs based on the intake survey. 	<ul style="list-style-type: none"> Ensure that an adequate closure to the 2019-20 year has taken place or is scheduled. Conduct intake assessment survey. 	<ul style="list-style-type: none"> Communicate new safety protocols to include health related attendance and exclusionary criteria and any new schedules to all staff in advance. Share Transition Plans with the community through direct communications, including phone call, text message, and email.
Prior to student and teacher arrival			
<ul style="list-style-type: none"> Implement appropriate cleaning of facilities over summer and prepare schedule for the year. Train building and grounds staff on any new sanitation protocols. Train food service staff on serving guidelines. Move in staff, relocate furniture, assess building preparedness for student arrival. Prepare bus service to comply with IDPH/CDC requirements. 	<ul style="list-style-type: none"> Ensure all staff receive any relevant training, including any OSHA training or hygiene training. Vertical articulation time for teachers to meet. Staff time for teachers to prepare their classroom and close out any items from last year. Coordinating comprehensive professional development opportunities with all employees. 	<ul style="list-style-type: none"> Ensure that an adequate closure to the 2019-20 year has taken place or is scheduled. Conduct intake assessment survey. 	<ul style="list-style-type: none"> Communicate new safety protocols to include health related attendance and exclusionary criteria and any new schedules to all staff in advance. Share Transition Plans with the community through direct communications, including phone call, text message, and email.
1st week of in-person instruction			
<ul style="list-style-type: none"> All service providers, cleaning personnel, food service staff are all back to in-person work with fully established new structures and protocols 	<ul style="list-style-type: none"> Consider the location of institute days for the start of year professional development, if social distancing is still required. Professional development should address topics of: <ul style="list-style-type: none"> - Assessing learning - Assessing learning gaps - Supporting SEL initiatives - Addressing Incomplete grades from 2019-20 	<ul style="list-style-type: none"> Ensure that an adequate closure to the 2019-20 year has taken place or is scheduled. The typical spring time "Step Up Day" to meet the new teacher, school, and classmates should be considered as a back to in-person instruction event for students entering a new building, following IDPH requirements. 	<ul style="list-style-type: none"> Continue parent education and communications for start of the year information.
2nd week of in-person instruction			
<ul style="list-style-type: none"> Assess effectiveness of school service protocols and make any necessary revisions. 	<ul style="list-style-type: none"> Focus early institute days and early dismissals to provide staff time to focus on: <ul style="list-style-type: none"> - Unit planning for 1st quarter/semester. - Adjust Pacing Guides for rest of year based on standards - Re-engagement of teaching and learning 	<ul style="list-style-type: none"> Majority of students are in full grade level routines and structures. Students who are not regularly attending should be identified and provided additional supports. Schools may consider a rolling entry for populations of students such as half days or modified schedules. 	<ul style="list-style-type: none"> Update families and communities on the start of the year experiences and events that have taken place. Focus on reassuring parents, offering resources, and moving forward through the rest of the 1st quarter/semester
3rd week of in-person instruction			
<ul style="list-style-type: none"> Routines are established and regularly reviewed based on IDPH requirements. 	<ul style="list-style-type: none"> Expand on supporting students through relationship building as content and instruction is provided to greater degrees. All Incomplete grades from 2019-20 should be resolved or nearly resolved. 	<ul style="list-style-type: none"> Students know where to get help as needed, but almost all are fully integrated into the school routine. 	<ul style="list-style-type: none"> Individual meetings with parents to discuss student achievement and individualized plans to support student learning and socio-emotional growth in school and at home.

Sample Student Intake/Needs Assessment

Student: _____

Parent/Guardian who was contacted:

Verify address: _____

Verify preferred contact information: _____

Verify preferred contact language in which to receive school communications:

Verify emergency contacts or persons to contact in case of student illness:

Reminder: If immunizations are due, students cannot attend unless there are immunizations on file or an appropriate exemption by _____.

What impact has the pandemic had on the family?

- Illness: _____
- Death: _____
- Economic: _____
- Other: _____

Are the parents/guardians employed? Yes No

- Medical service provider?
- First responder?

Is the student employed? Yes No

If so, what schedule? _____

What educational activities has the student been engaged in since school was last in session?

Is there access to reliable internet in the home? Yes No

Is there access to a reliable computer in the home? Yes No

Does the family have access to reliable transportation (not school-provided) to bring the student to and from school? Yes No

Does the family have any specific needs that the district might be able to assist?

Are there any concerns regarding the student returning to school?

Verify possession of district property and remind them to return.

Follow-Up Contact by/for:

Free and Reduced-Lunch Eligibility

Nurse

Homeless Coordinator

Counselor

Other: -----

Adapted from Missouri School Boards' Association's Center for Education Safety sample survey form developed by the School-Based Health Alliance of Missouri.

Schedules to Begin the School Year

Phase-In with Professional Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1: 9th-12th Blue Team	In-person Planning for Teachers	<i>Remote learning</i>	In-person Planning for Teachers	<i>Remote learning</i>	In-person Planning for Teachers
Group 2: 9th-12th Gold Team	<i>Remote learning</i>	In-person Planning for Teachers	<i>Remote learning</i>	In-person Planning for Teachers	<i>Remote learning</i>

Full In-Person Instruction with Phase-In

	Week 1	Week 2	Week 3
In-Person Instruction	Elementary School	Elementary and Middle School	Elementary, Middle, High School 135
Remote Learning	Middle and High School	High School	

You may choose to prioritize in-person instruction for transitional grades

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	PreK-1st Grade 6th Grade 9th Grade	PreK-1st Grade 6th Grade 9th Grade	PreK-1st Grade 6th Grade 9th Grade	PreK-3rd Grade 6th-7th Grade 9th-10th Grade	PreK-3rd Grade 6th-7th Grade 9th-10th Grade
Week 2	PreK-3rd Grade 6th-7th Grade 9th-10th Grade	All students returned			

Blended Remote Learning Schedules

Blended Remote Learning with Alternating Weeks

	Week 1	Week 2
In-Person Instruction	Student Grouping #1 Prioritized IEP, 504, EL Students	Student Grouping #2 Prioritized IEP, 504, EL Students
Remote Learning	Student Group #2	Student Group #1

Blended Remote Learning with AM/PM

	8 a.m. - 11 a.m.	12 p.m. - 3 p.m.
Student Grouping 1	In-Person Instruction	Remote Learning
Student Grouping 2	Remote Learning	In-Person Instruction
Prioritized IEP, 504, EL Students	In-Person Instruction	In-Person Instruction

Blended Remote Learning with Alternative Dates

	Monday	Tuesday	Wednesday	Thursday	Friday
Prek-1st Grade	In-Person Instruction				
2nd-3rd Grade	In-Person Instruction	Remote Learning	In-Person Instruction	Remote Learning	In-Person Instruction
4th-6th Grade	Remote Learning	In-Person Instruction	Remote Learning	In-Person Instruction	Remote Learning
Prioritized IEP, 504, EL Students	In-Person Instruction				

Elementary Face-to-Face and Secondary Remote Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary	In-Person Instruction				
Prioritized IEP, 504, EL Students	In-Person Instruction				
Secondary	Remote Learning				

Full In-Person Instruction with Staggered A/B Schedules

	Group 1 – A Schedule	Group 2 – B Schedule
1st Period	8-9 a.m.	8:30-9:30 a.m.
2nd Period	9-10 a.m.	9:30-10:30 a.m.
3rd Period	10-11 a.m.	10:30-11:30 a.m.
Lunch	11 a.m. - Noon (in classrooms)	11:30 a.m. - 12:30 p.m. (in classrooms)
4th Period	Noon-1 p.m.	12:30-1:30 p.m.
5th Period	1-2 p.m.	1:30-2:30 p.m.
Dismissal	2-2:30 p.m.	1:30-2:30 p.m.

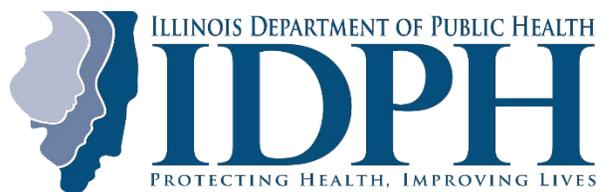
Personal Protective Equipment

Ensure that appropriate PPE is made available to and used by staff, based on job-specific duties and risk of exposure.

Item	Examples
<p>Face Coverings</p> 	<p>Types: https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html</p> <ol style="list-style-type: none"> 1. N95 masks 2. Surgical masks 3. Homemade masks/face coverings. The Illinois Department of Public Health has provided guidance on when to where a mask, how to construct a mask and how to care for masks. https://www.dph.illinois.gov/covid19/community-guidance/mask-use The U.S. Centers for Disease Control and Prevention (CDC) now recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain (e.g., grocery stores and pharmacies), especially in areas of significant community-based transmission. CDC also advises the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others.
<p>Eye and Face Protective Tools</p>	<p>Types: https://www.cdc.gov/niosh/topics/eye/eye-infectious.html</p> <ol style="list-style-type: none"> 1. Face Shields 2. Safety Goggles 3. Safety Glasses
<p>Gloves</p>	<p>Types:</p> <ol style="list-style-type: none"> 1. Surgical gloves 2. Nitrile gloves 3. Food service gloves 4. Plastic gloves
<p>Isolation Gown</p>	<p>Guidance for Schools https://dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus/schools-guidance</p>
<p>Cleaning Supplies/Disinfectant</p>	<p>Normal janitorial cleaning and disinfectant supplies probably are sufficient, but preference should be given to items on USEPA's List N: Disinfectants for use against SARS CoV 2. https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2</p>
<p>Soap</p>	<p>Regular soap is sufficient provided individuals washes their hands for twenty seconds using soap and warm water.</p>
<p>Thermometers</p>	<p>Non-contact thermometers preferred.</p>
<p>Hand Sanitizer</p>	<p>Hand sanitizer should contain at least 60 to 95% alcohol</p>



**Illinois
State Board of
Education**





SIX STRATEGIC GOALS

CONTINUALLY MOVING US TOWARD THE GOAL LINE.

OUR COMMUNITY. OUR SCHOOL. OUR STORY.

The story of our continued success is shaped by the pursuit of our goals.

ACADEMIC ACHIEVEMENT

1 ALL STUDENTS WILL READ AT GRADE LEVEL BY THE TIME THEY LEAVE THIRD GRADE.

Did you know?

MORE THAN 85 PERCENT OF CURRICULUM IS TAUGHT BY READING. RESEARCH SHOWS BY THE END OF THIRD GRADE, 74% OF STRUGGLING READERS WON'T EVER CATCH UP.



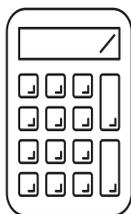
3RD GRADERS READING AT GRADE LEVEL

FY16: NO DATA COLLECTED
FY17: 59.4%
FY18: 66.7%
FY19: 62.1%

OUR VISION

Our Vision for Meridian District #223 is simple: Small town values, world-class results. We consider it the best of both worlds.

2 ALL STUDENTS WILL PERFORM MATH AT GRADE LEVEL BY THE TIME THEY LEAVE FIFTH GRADE.



5TH GRADE MATH AT GRADE LEVEL

FY16: NO DATA COLLECTED
FY17: 56.1%
FY18: 68.4%
FY19: 66.9%

Did you know?

OUR MATH GOAL ALIGNS WITH THE ILLINOIS STATE BOARD OF EDUCATION'S RESEARCH IN PINPOINTING WHERE STUDENTS NEED TO BE IN ORDER TO HAVE A SIGNIFICANT CHANCE AT FUTURE SUCCESS.

OUR MISSION

Our Mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

3 ALL STUDENTS WILL BE ON TRACK TO GRADUATE AFTER THEIR 9TH GRADE YEAR.

Did you know?

UNIVERSITY OF CHICAGO RESEARCH FOUND THAT STAYING ON-TRACK DURING NINTH GRADE MEANS A STUDENT IS FOUR TIMES MORE LIKELY TO GRADUATE HIGH SCHOOL, REGARDLESS OF RACE, INCOME OR BACKGROUND.



% STUDENTS ON TRACK TO GRADUATE

FY 16: 90.6%
FY17: 80.9%
FY18: 96.6%
FY19: 91.5%

OUR CORE VALUES

Our Core Values drive our results. We conduct ourselves with Integrity, Innovation and Excellence, holding ourselves accountable in achieving high expectations using a comprehensive curriculum and highly qualified teachers and staff.





MERIDIAN
SCHOOL DISTRICT #223

DISTRICT CULTURE

- 4** ENCOURAGE COLLABORATION, SUPPORT DIFFERENCES AND PREPARE STUDENTS TO SUCCEED IN LIFE.

Did you know?

RESULTS SHOW 73% OF MERIDIAN TEACHERS AND STAFF ARE HIGHLY SATISFIED AND HIGHLY ENGAGED IN OUR SCHOOLS. THAT'S A VERY POSITIVE SCORE!

DISTRICT CULTURE
HOW DO WE FEEL ABOUT OUR SCHOOL?

FY18: 67.3%
FY19: 73.6%



FINANCIAL RESPONSIBILITY

- 5** ACHIEVE A SOUND BUDGET WITH ACCOUNTABILITY MEASURES IN PLACE.

BUDGET – OPERATING RESERVES AT END OF FISCAL YEAR

FY13	\$ 5,134,506.00
FY14	\$ 4,482,460.00
FY15	\$ 6,692,030.00
FY16	\$ 8,497,093.00
FY17	\$ 10,408,810.00
FY18	\$ 12,125,793.00
FY19	\$ 12,093,220.00
FY20	\$ 12,403,839.00

ORGANIZATIONAL EFFECTIVENESS

- 6** DEVELOP PROCESSES TO INCREASE QUALITY AND DECREASE COST.

Won Illinois Performance Excellence Bronze Award...the highest ranking earned by any district in the state in the last two years.



DISTRICT SNAPSHOT



1,664
TOTAL
ENROLLMENT



98%
GRADUATION
RATE



32 AP
AND DUAL
CREDIT COURSES



18:1
TEACHER/
STUDENT RATIO



4 SCHOOLS



79% POST-
SECONDARY
ENROLLMENT FOR
GRADUATES



21: AVERAGE
CLASSROOM SIZE



Home of the Cardinals
Meridian School District (CUSD #223)
District Superintendent: P.J. Caposey
(pcaposey@mail.meridian223.org)

Summer 2020 School Reopening Timeline

The table below highlights when Illinois schools have received guidance and subsequent changes and/or updates from state level agencies and the response of the MCUSD Schools. The table starts in the third week of June, 2020 which was when original school reopening guidance was released to all Illinois schools.

This plan does not show everything the MCUSD has done since late June. The chart only seeks to highlight general planning and parents/student communication. All transition leadership meetings, procuring PPE, personnel changes, and policy updates have not been added in effort to keep the document manageable.

Thank you to Jason Harper, Rochelle Schools, for starting this document

Agencies to Know:

ISBE = Illinois State Board of Education

IDPH = Illinois Department of Public Health

IHSA = Illinois High School Association

CDC = Center for Disease Control

IFT = Illinois Federation of Teachers

IEA = Illinois Educators Association

OCHD = Ogle County Health Department

Date	National/State Level Guidance Change or Clarification	MCUSD Schools Response & Communication
June 6		Meridian releases ThoughtExchange to garner feedback from the remote learning experience
June 23		Meridian releases ThoughtExchange results to public
June 23	ISBE releases its 60+ page guidance document for reopening schools for Fall 2020.	MCUSD Schools held BOE meetings and created plan to use guidance for re-opening and published timeline for July
June 24	ISBE hosts webinar to explain/clarify 60+ page guidance document.	MCUSD begins to breakdown plan, seek clarification, and formulate options for the district
June 25	ISBE releases an initial FAQ to clarify a wide variety of elements of the original guidance document . Gov Pritzker moves all Illinois regions to Phase 4 .	MCUSD begins to breakdown plan, seek clarification, and formulate options for districts
June 26		MCUSD releases survey to parents regarding preferences on opt in/out, wearing face coverings, and social distancing. Survey ends on July 5.
June 30	ISBE releases FAQ for students with special needs and ISBE/IDPH reverse course on use of face shields .	MCUSD begins using survey data to formulate a preferred plan and a backup plan for reopening schools.
July 3	IHSA releases original Return to Play guidelines .	
July 3	141	MCUSD releases survey results to parents indicating 46% of parents would choose to opt for

		remote instruction
July 7	President Trump states plans to withhold federal money to schools that do not reopen in fall	Continued district planning discussion and meetings.
July 8		MCUSD releases a re-opening plan contingent upon 25% of students opting for remote instruction and calls for parents to complete a more formalized process to opt in or opt out of in-person instruction
July 9	ISBE updates FAQ to explain a wide variety of ongoing questions . IHSA releases revised face mask and scrimmage guidelines.	Continued district planning discussion and meetings.
July 13		Due to low parent feedback, principals and secretaries begin directly calling, texting, and emailing parents for decisions for students. This continues all week.
July 14	IHSA announces that it will now defer to IDPH, ISBE, and Gov Pritzker for all Return to Play guidelines	Additional guidance given to coaches to ensure adherence to new guidelines
July 15	Gov. Pritzker issues warning regarding school district liability .	Principals and secretaries at schools to answer phone calls and emails from parents about plan
July 21	ISBE releases update for early childhood education .	
July 22		MCUSD releases reopening plan and explanatory video that calls for a two-day face-to-face hybrid option as a result of less than 25% of parents opting for remote instruction
July 23	ISBE releases 100+ page Fall Learning Recommendation guidance and CDC release new guidance for reopening schools .	Continued communication with MCUSD families
July 24	ISBE releases updates for deaf/hard of hearing students , ISBE also updates policy to allow for larger spaces to be subdivided , and ISBE releases guidance for education of homeless students .	
July 28	ISBE/IDPH releases updated exclusion information for students and staff and sample notification letter for staff/student testing COVID19 positive .	MCUSD continues to prepare for executing reopening plan
July 29	ISBE releases All Sports Policy for Phase 4 and 70+ page Return to School Transportation guidance . IEA and IFT release joint statement on working conditions .	
July 30	OCHD holds conference call with county nurses	MCUSD is able to formalize <i>some</i> policies and

	and administrators	protocols based on feedback provided
July 30	ISBE hosts a webinar explaining 100+ page Fall Learning Recommendation guidance.	
July 31	ISBE updates transportation FAQ/guidance.	
July 31		MCUSD has report of first symptomatic employee and begin to work through protocols for internal contact tracing and reporting to the Health Department
August 2		Report of 2nd symptomatic employee appropriate protocols enacted
August 3		Faculty member to quarantine for two weeks due to positive test of family member in the household



Meridian Community Unit School District 223

Phone: (815) 645-2230 www.meridian223.org

MERIDIAN
SCHOOL DISTRICT #223

Meridian Community

The intent of the table below is to document, albeit inexactly, the expenses the district has incurred in attempt to return to some form of in-person learning safely.

Items being used OR positions added to support Reopening that the district procured because of the Pandemic	Approximate Cost (in dollars)	Will it have value in the future?
Masks/Face Shields	3,000	No
Gloves	1,000	Yes
Sneeze Guards	30,000	Maybe
Teacher Training	30,000	Yes
3 New Teacher positions to reduce class size	150,000	No
4 New Health aide positions	55,000	No
Streaming equipment for 30 rooms	425,000	Yes – potential to even turn into a revenue stream
Bathroom Partitions	10,000	Yes
1 New Technology position to support remote learners	25,000	No
Medical equipment (thermometers)	5,000	Limited
Self-Certification app	2,000	No
Drums of disinfectant	8,000	Yes
Electrostatic Sprayers	8,000	Yes
Hand Sanitizer stations/Sanitizer	3,000	Yes
Storage Containers	4,000	No
Safety stickers / decals	2,000	No
WiFi Hotspots	20,000	Maybe
Quarantine Tents	1,000	Maybe
Air filters	2,000	Maybe
Smaller expenses (coveralls, full PPE, spray bottles, towels, desks, pencil sharpeners)	5,000	Yes
Items being used to support Reopening that the district already had procured irrespective of the Pandemic		
Chromebooks	600,000	Yes

BOE MONTHLY TO-DO CALENDAR

- Note – some months may be off due to scheduling conflicts, etc. – but all events are listed to indicate the month something should be done by (**Many things will be done earlier**)
- Monthly presentations for FY 21
 - October - HES
 - November - MC
 - December - MJH
 - January - SVHS
 - February - Transportation
 - March - Foods and Health Services
 - April - B and G
 - May - Athletics and Tech

Month	Recurring Items	BOE To-Do's (Expect to see on agenda)
July	NO MEETING	
August	<ul style="list-style-type: none"> • Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer's Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll • Year to Date Spending Comparison • Student Advisory Council Report • FOIA Request Review • Springfield Update 	<ul style="list-style-type: none"> • Present tentative budget (can approve budget if see fit) • New teacher reception scheduled • Audit update • Review suicide prevention plan • Present for approval a succession plan • Approve Superintendent goals for year • Approve CLIC (if not done in June) • Approve Treasurer's Bond • Superintendent evaluation should be completed no later than this • Review minutes and decide to keep closed, open them, or destroy (closed session) • Superintendent should present an annual presentation schedule for administration to the Board
September	<ul style="list-style-type: none"> • Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer's Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll • Year to Date Spending Comparison • Student Advisory Council Report • FOIA Request Review • Springfield Update 	<ul style="list-style-type: none"> • Review 6th day enrollment – include enrollment trends • Set meeting with auditor • Review SIP/DIP and Data Report (not final – just demonstrate they are done or close to done) • Public budget hearing to start meeting • Approve budget • Teacher/Admin Compensation Report as part of agenda • Approve SIPs and DIPs • SVEA dues stated publicly
October	<ul style="list-style-type: none"> • Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer's Report ○ Personnel Report 	<ul style="list-style-type: none"> • Approve SIPs and DIPs (if not done in Sept) • Fall Housing Report final data

	<ul style="list-style-type: none"> ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Update on outstanding fees ● Review process for school closure ● Risk Management Plan affirmation or approval ● Mission, Vision, Core Value Review ● Presentation of audit ● Approve tentative levy (if EAV estimates are ready) ● Review school report card if released
November	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Levy Presentation (if possible) // Potential levy hearing ● Review District Report Card/PARCC Scores/Data Reports from previous year if not done in Oct. ● Triple I preview
December	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Located at Highland ● Levy Hearing 15 minutes before meeting (if not already complete) ● Approve SVHS course guide (If ready – may be subsequent month) ● Review of Triple I ● Review major contracts and leases <ul style="list-style-type: none"> ○ Buses, Mechanical, Copiers ● Conduct Superintendent Mid-year Evaluation process in closed ● Announce display of both cert and non-cert Seniority list ● Present any changes in student fees- AGENDA ITEM NO MATTER WHAT
January	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Approve Super to begin construction of tentative budget ● Mid-Year Enrollment data and Kindergarten projected enrollment ● Preview RIFs if needed ● Review Budget at a Glance Document ● Review minutes and decide to keep closed, open them, or destroy (closed session)
February	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable 	<ul style="list-style-type: none"> ● Honor IL State Scholars BEFORE MEETING ● Approve school calendar – 2 years out

	<ul style="list-style-type: none"> ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Approve BOE calendar except in election years ● Approve Treasurer Bonds ● Byron swim agreement ● Reminder to file economic interest paperwork ● RIFs if needed ● Last possible date for approval of SVHS course guide
March	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Consider ESP wages ● Approve IHSA membership ● Review principal evals in closed session ● Principal evaluation review ● Recommendation for principal and director salary increase
April	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● In election years <ul style="list-style-type: none"> ○ Authorize Canvass of Election ○ Adjourn Sine Die ○ Oath of Office ○ Selection of President ○ Selection of Officers ○ Schedule self-assessment ● Review Superintendent 360 Evaluation and Begin Evaluation Process ● Recognize Those Who Excel Award Winners (May be in May) ● Emergency Plan approvals and revisions (IF NECESSARY)
May	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Review Director Evals in Closed ● Prevailing wage ● Place amended budget on display ● Approve LT and ESP salaries (if not done already) ● Announce scheduled date of audit ● Approve Handbooks
June	<ul style="list-style-type: none"> ● Consent Agenda Items <ul style="list-style-type: none"> ○ Treasurer’s Report ○ Personnel Report ○ Accounts Payable 	<ul style="list-style-type: none"> ● Approve handbooks ● ROE alternative program agreement ● Update on CLIC/OCEC estimated cost for year

	<ul style="list-style-type: none"> ○ Minutes ○ Activity Accounts ○ Payroll ● Year to Date Spending Comparison ● Student Advisory Council Report ● FOIA Request Review ● Springfield Update 	<ul style="list-style-type: none"> ● Review admin retreat ● Adopt amended budget, if necessary ● Assign someone to finalize audit process/sign-off ● Review Triple I dates and reservation information ● Review status of Farm Lease ● Conclude Superintendent Evaluation
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KIDS Assessment Executive Summary FY20

To the Meridian CUSD BOE,

The intent of this executive summary is to provide information and feedback in relation to the FY20 KIDS Assessment. The assessment is comprised of 14 readiness measures (a summary is included below) that are measured informally and anecdotally, and then are recorded on the 40th day of school. This assessment primarily provides us with information about the readiness of our students prior to entering into Highland. This summary provides a brief overview of the data, major takeaways, questions to investigate, and next steps. Overall, I believe that we have a gap in support from birth to entrance at Highland. While our preschool program and other local preschools has showed fruitful results, we are unable to service all students. This past year, nearly 20% of our incoming kindergarten students did not attend a preschool program. Therefore, we have a fairly substantial gap in support. I believe that the closing of this gap will not only lead to improvements within the KIDS data, but also to cultural and relational gains with our stakeholders. If you have any questions, please feel free to reach out.

Overview of KIDS

Beginning in the 2017 academic year, ISBE began requiring all kindergarten teachers to complete the 14 State Readiness Measures in the KIDS (2015) instrument on the 40th day of the school year. These select measures provide 2 population-based information about the overall readiness of a group of children at the beginning of kindergarten. The 14 State Readiness Measures are organized into three subsets which are comprised of a sample of measures from four KIDS domains in the following way:

- The **ATL-REG – SED** Subset consists of three measures from the Approaches to Learning and Self-Regulation (ATL-REG) domain and two measures from the Social and Emotional Development (SED) domain.
- The **LLD** Subset consists of five measures from the Language and Literacy Development (LLD) domain.
- The **COG: MATH** Subset consists of four measures from the Cognition: Math (COG:MATH) domain
- The **ALL THREE AREAS** component indicates whether students are demonstrating readiness in all three domains. **The data will look like it doesn't add up in this component. This is due to the calculation of "need additional support". Students who did not meet all three areas are indicated as "need additional support". Therefore, we have 40% of students who demonstrated kindergarten readiness in at least one of the components but not another.

Highland Summary

We have been implementing and entering data in relation to the KIDS Assessment since fiscal year 2018. The data in relation to the KIDS Assessment indicates the preparedness of students entering into kindergarten. In the table below, I indicated which components were higher than previous years for both Highland and the State. This year, we knew coming into the year from our PreK teachers, Valley Covenant, and Byron Forest Preserve that this group of students was lower than in previous years. The below are major takeaways, questions to investigate, and steps we're taking as we continue to move forward.

Major Takeaways

- We anticipated this group to be lower than previous years, the data indicated this to be true.
- Though the data was lower than in previous years, we saw comparable to above average **achievement** in regards to STAR testing. I say achievement because the growth was comparable and I don't know that growth from this assessment to STAR is a fair comparison.
- Our preschool focuses on social-emotional and self-regulation. Upon reflection of the individual level data, our students from our local preschool scored higher in the ALT-REG component than others. This would indicate to me that our work with them is fruitful.

- We do not currently have a robust set of resources or a well-defined pipeline for connecting with families prior to entering Kindergarten. Therefore, it can be difficult to impact this data given our current system.

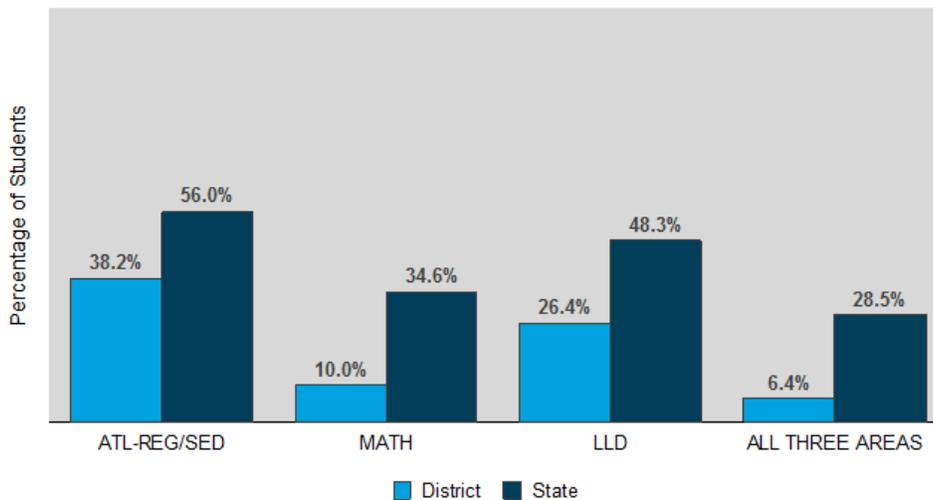
Questions to Investigate

- What is the correlation between attendance to preschool and kindergarten readiness, as indicated by the KIDS Assessment?
- What supports are being provided to help parents prepare their students for kindergarten? What supports are missing in helping them to prepare their students for kindergarten?
- If achievement looks similar regardless of the “starting point” on the KIDS Assessment, where does the gap lie? Fidelity of the KIDS assessment? Lack of rigor in the classroom?
- What impact will COVID have on this year’s and next year’s kindergarten students?

Next Steps

- Continue to investigate the questions
- Continue to investigate and develop a process for supporting parents of students prior to kindergarten. The first step of this is to create a pipeline and a way to get families into that communication stream. This will be work I plan to do with my PPAC.
- Ensure that we have a robust set of resources for families to support their children to be ready for Kindergarten.

Percentage of Students Demonstrating Kindergarten Readiness in Each Developmental Area



	Developmental Area							
	ALT-REG/SED		MATH		LLD		ALL THREE AREAS*	
	HES	State	HES	State	HES	State	HES	State
Demonstrating Kindergarten Readiness	38.2%	56.0%	10.0%	34.6%	26.4%	48.3%	6.4%	28.5%
Need Additional Support	61.8%	44.0%	90.0%		73.6%		53.6%	
FY19 (DKR)	30.2%	52.7%	39.5%	32.0%	34.9%	46.4%	25.6%	25.8%
FY18 (DKR)	10.0%	49.0%	44.4%	29.6%	43.3%	43.6%	8.9%	23.1%



MERIDIAN
SCHOOL DISTRICT #223

RETURN TO SCHOOL PROTOCOL

This plan will be evaluated starting October 1st and every two weeks thereafter. After each evaluation there will be a one week prep period and then two weeks of implementation.

$$\begin{array}{c} \text{Total number} \\ \text{of cases for the} \\ \text{last 14 days} \end{array} \div \frac{\text{Ogle County Population}}{10,000} = \begin{array}{c} \text{14-Day} \\ \text{case rate} \\ \text{per 10,000} \end{array}$$

14-Day Case Rate	Learning Model
?	In-person learning for all student
?	In-person learning for elementary students; hybrid learning for secondary students
?	Hybrid learning for all students
?	Hybrid learning for elementary students; remote learning for secondary students
?	Remote learning for all students

*Things that would cause **closure** outside of the above criteria: 1) Direction of IDPH/Govenor/ or OCHD, 2) Local (MCUSD) outbreak, 3) Inability to operate due to lack of staff as a result of illness or quarantine

*Things that would cause reopening outside of the above: Significantly different local (MCUSD) data than the rest of the county (for example, the Rochelle meat packing plant has an outbreak that dramatically impacts overall county numbers)

PRESS 104 Executive Summary (July 2020)

Total policies to be reviewed: 2:220, 4:180, 7:40, 7:190, 7:340, 7:345

Policies with ONLY footnote changes: 7:340

Policies with non-substantive legal changes:

Policies reviewed as part of 5-year review: 7:40

Policies that need to be reviewed: 2:220

- 2:220 – Gives the BOE authority to meet remotely under the Executive Order issued by the Governor
- 4:180 – Re-names and provides greater outlines as to the role of both the BOE and the Superintendent during a pandemic
- 7:190 – Added verbiage on time-out and physical restraint. This will not impact our typical protocols

Totally new policies: 7:345

- 7:345 – Gives protocols as to how to ensure student data privacy