East Aurora School District 131
Agenda
Board of Education Regular
Monday, May 4, 2020
7:00 PM

I. **Roll Call**

II. **Pledge of Allegiance**

III. **Public Comments/Questions (20 Minutes)**
    A. Public Call Number: 425-436-6200   Access Code: 485-025

IV. **Communications from the Superintendent**
    A. School Closure Update
    B. Motion to Approve Purchase and Service Agreement of 3,400 T-Mobile Hotspots in the Amount of
        $1,462,000
    C. Request from Fox Valley Developers for Waiver of Bardwell Community Subdivision Impact Fees

V. **Motion to Approve the Following Consent Agenda, as Listed:**
    A. Board of Education Meeting Minutes of April 20, 2020
    B. Executive Session Meeting Minutes of April 20, 2020
    C. Monthly Financial Reports, as listed:
        1. List of Bills
    D. Personnel Report, as listed:
        1. Resignations
        2. Appointments
        3. Retirements
        4. Recalls
        5. Leaves
        6. Differentials
    E. 2020/2021 School Year Calendar

VI. **Finance/Personnel Committee Meeting, Annette Johnson, Chair**
    A. Informational Item:
        1. Next Finance/Personnel Committee Meeting - May 12, 2020 at 5:00 p.m. at the SSC
    B. Action Items:
        1. Motion to Approve the Revisions to the Following IASB PRESS Policies:
            a. 2:125 (Board of Education - Board Member Compensation; Expenses)
            b. 2:125 E1 (Board Member Compensation; Expenses - Board Member Expense
                Reimbursement Form)
            c. 2:125 E2 (Board Member Compensation; Expenses - Board Member Estimated Expense
                Approval Form)
            d. 2:160 (Board of Education - Board Attorney)
            e. 2:160E (Checklist for Selecting a Board Attorney)
            f. 5:150 (General Personnel - Personnel Records)
            g. 5:280 (Educational Support Personnel - Duties and Qualifications)

VII. **Curriculum**
    A. Informational Items:
        1. Next Regular Meeting - Monday, May 18, 2020 at 5:00 p.m. at the SSC
        2. Virtual Summer School
        3. Grants Status
        4. Remote Learning Update
        5. Graduation Updates:
            a. 8th Grade
            b. 12th Grade
        6. Summer Professional Development   1
        7. Fall Backup Planning
    B. Action Items:

       1. Motion to Approve Virtual Summer School Learning Budget in the Amount of $465,193.92

       2. Class of 2020 Graduation Requirement Modifications

VIII. **Building & Grounds**

    A. Informational Items:

       1. Next Regular Meeting - Monday, June 1st at 5:00 p.m. at the SSC

       2. Environmental Consulting Services #2020-4 Request for Qualifications Update

       3. Change Orders - 2020 HVAC

       4. Mechanical Improvements Update:

          a. General Update

          b. 2020 Mechanical Improvements Preventative Service & Maintenance Agreement Proposal

          c. Schedule Updates

          d. 2021 HVAC Cost Update

       5. Administration Center (Bardwell Community):

          a. General Update Timeline

          b. AV Bid Results

       6. East High School Locker Room Deck 2021

       7. East Aurora School District 131 Six Month Asbestos Surveillance Inspection Update

       8. ECC Asbestos Report

    B. Action Items:

       1. Motion to Award the East Aurora School District 131 Administration Center AV Bid to Advanced Communications Inc. in the Amount of $510, 313

IX. **Executive Session** *for the Purpose of Discussing Property Acquisition, Negotiations and the Appointment, Employment and Dismissal of a Specific Employee*

X. **Action Resulting from Executive Session**, if any

XI. **Informational Items, if any:**

    A. FOIA

XII. **Adjournment**

AURORA EAST DISTRICT 131 VOUCHER

Voucher No: 1473   **Voucher Date:** 05/04/2020   Prepared By:

AURORA EAST DISTRICT 131 is hereby authorized to draw warrants against AURORA EAST DISTRICT 131 funds for the sum of $3,142,744.31 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Annette Johnson   School Board President

AURORA EAST DISTRICT 131

Fund		Amount
10	EDUCATIONAL	$575,007.43
20	OPERATIONS & MAINTENANCE	$386,791.58
40	TRANSPORTATION	$15,161.80
60	CAPITAL PROJECTS	$2,165,783.50
		$3,142,744.31

Aurora East District 131

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
ABLE Academy							
Check Group:							
Provided Tuiton Services		1	206381	1314 4/27/2020	10.5.1912.670.3100.53.000		$7,530.48
					Check #: 131010337		
						PO/InvoiceTotal:	$7,530.48
						Vendor Total:	$7,530.48
Acp Direct	000510						
Check Group:							
AM- Headphones for testing		1	205359	0233090 4/22/2020	10.5.1101.410.0001.20.000		$1,290.76
					Check #: 131010338		
						PO/InvoiceTotal:	$1,290.76
						Vendor Total:	$1,290.76
African American Men of Unity							
Check Group:							
Reg K-12 Programs Cowherd Sessions 1/8, 1/15, 1/22		3	206398	000410 4/24/2020	10.5.1100.319.4421.32.000		$1,050.00
Reg K-12 Programs Waldo 12/2, 12/9, 12/16		3	206398	000411 4/24/2020	10.5.1100.314.4421.31.000		$1,050.00
Reg K-12 Programs Simmons Sessions 12/4, 12/11, 12/18		3	206398	000412 4/24/2020	10.5.1100.314.4421.30.000		$1,050.00
					Check #: 131010339		
						PO/InvoiceTotal:	$3,150.00
						Vendor Total:	$3,150.00
Aguirre de Escalante, Yolanda							
Check Group:							
March Reimb		123.4	206362	MARCH 2020 4/23/2020	10.5.3000.332.3706.00.000		$70.96
					Check #: 131010340		

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Voucher Detail Listing

Voucher Batch Number: 1473   **05/04/2020**

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
					PO/InvoiceTotal:		$70.96
					Vendor Total:		$70.96
Airgas North Central	000148						
Check Group:							
EHS - cylinder rental		1	206405	9969329980 4/28/2020	20.5.2540.325.0000.41.000		$66.56
				Check #: 131010341			
					PO/InvoiceTotal:		$66.56
					Vendor Total:		$66.56
Alarm Detection Systems Inc	000145						
Check Group:							
Waldo - service call booster amp battery		1	206332	SI524824 4/20/2020	20.5.2540.320.0000.97.000		$341.99
				Check #: 131010342			
					PO/InvoiceTotal:		$341.99
					Vendor Total:		$341.99
AMAZON CAPITAL SERVICES							
Check Group:							
Classroom instructional supplies		1	205352	1QKQVKDX47YL 4/22/2020	10.5.1100.410.4300.00.000		($89.38)
				Check #: 131010343			
					PO/InvoiceTotal:		($89.38)
Check Group:							
$200 Certified Staff Stipend		1	205553	1F3CL9YC3H7Y 4/24/2020	10.5.1100.490.0000.90.000		$179.85
				Check #: 131010343			
					PO/InvoiceTotal:		$179.85
Check Group:							

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Aurora East District 131

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
$200 Certified Staff Stipend-sped team		1	205582	177PHJX3P3RP 4/23/2020	10.5.1100.490.0000.90.000		$79.95
					Check #: 131010343		
						PO/InvoiceTotal:	$79.95
Check Group:							
$200 Certified Staff Stipend-agreed order by team		1	205594	1DDN93K79TQ7 4/23/2020	10.5.1100.490.0000.90.000		$116.94
					Check #: 131010343		
						PO/InvoiceTotal:	$116.94
Check Group:							
$200 Certified Staff Stipend-agreed read interv team order		1	205618	1KHGMGLGTHM Y 4/23/2020	10.5.1100.490.0000.90.000		$387.81
					Check #: 131010343		
						PO/InvoiceTotal:	$387.81
Check Group:							
$200 Certified Staff Stipend		1	205620	1CLYVM1K3VQK 4/23/2020	10.5.1100.490.0000.90.000		$182.64
$200 Certified Staff Stipend		1	205620	1H6JN6JP77HL 4/23/2020	10.5.1100.490.0000.90.000		$212.84
					Check #: 131010343		
						PO/InvoiceTotal:	$395.48
Check Group:							
BRADY Administrative Supplies-ms hacker cord		1	205821	1GQ1TH3KDPL7 4/23/2020	10.5.2400.410.0001.14.000		$26.33
					Check #: 131010343		
						PO/InvoiceTotal:	$26.33
Check Group:							
Magnetic Letters and Numbers Easel for Kids		2	206007	17CGQGNV3X4V 4/16/2020	10.5.1100.410.4300.00.000		$51.98

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Aurora East District 131

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					Check #: 131010343	
					PO/InvoiceTotal:	$51.98
Check Group:						
Classroom instructional supplies ***please see attached shopping cart***		1	206010	13G44RY76HKG 4/15/2020	10.5.1100.410.4300.00.000	($19.74)
Classroom instructional supplies ***please see attached shopping cart***		1	206010	13YMT4H66G16 4/15/2020	10.5.1100.410.4300.00.000	($88.69)
Classroom instructional supplies ***please see attached shopping cart***		1	206010	19FPFCPP6J6L 4/15/2020	10.5.1100.410.4300.00.000	($19.74)
Classroom instructional supplies ***please see attached shopping cart***		1	206010	1JPx64M9GTT 4/15/2020	10.5.1100.410.4300.00.000	($19.74)
Classroom instructional supplies ***please see attached shopping cart***		1	206010	1R6R9PLM6TRL 4/15/2020	10.5.1100.410.4300.00.000	($17.96)
					Check #: 131010343	
					PO/InvoiceTotal:	($165.87)
Check Group:						
FINE ARTS FESTIVAL SUPPLIES - Fine Arts Festival resources, EAEC (see attached cart)		1	206085	1RM6RNMWLQLQ 4/13/2020	10.5.1500.410.0000.00.602	$186.52
					Check #: 131010343	
					PO/InvoiceTotal:	$186.52
					Vendor Total:	$1,169.61
Apollo Financial Solutions						
Check Group:						
Provided Services w/outplacement & assessment prep,health office coverage,hearing & vision screening,csc zoom meeting		1	206385	04202020EAAW 4/27/2020	10.5.2130.310.4620.00.020	$4,950.00
					Check #: 131010344	

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Voucher Detail Listing

| | | | | | **Voucher Batch Number: 1473** | | **05/04/2020** |

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
					PO/InvoiceTotal:		$4,950.00
					Vendor Total:		$4,950.00
Arends Hogan Walker LLC							
Check Group:							
tractor Repairs/ Maintenance		1	206413	10136143 4/28/2020	20.5.2540.390.0000.97.000		$390.70
					Check #: 131010345		
					PO/InvoiceTotal:		$390.70
					Vendor Total:		$390.70
Arnold, Tamara L							
Check Group:							
$200 Stipend - $200 Stipend		1	0	V480504 4/16/2020	10.5.1100.490.0000.90.000		$79.75
$200 Stipend - $200 Stipend		1	0	V480504 4/16/2020	10.5.1100.490.0000.90.000		$5.19
$200 Stipend - $200 Stipend		1	0	V480504 4/16/2020	10.5.1100.490.0000.90.000		$10.99
$200 Stipend - $200 Stipend		1	0	V480504 4/16/2020	10.5.1100.490.0000.90.000		$2.00
$200 Stipend - $200 Stipend		1	0	V480504 4/16/2020	10.5.1100.490.0000.90.000		$90.00
					Check #: 131010346		
					PO/InvoiceTotal:		$187.93
					Vendor Total:		$187.93
Association Of State Service Commission							
Check Group:							
AmeriCorps Grant - Professional Development- ASC 202o National Service Training Conf.		1	206020	6278 4/20/2020	10.5.1100.312.4998.00.000		$250.00
					Check #: 131010347		

Aurora East District 131

					Voucher Batch Number: 1473	**05/04/2020**

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					PO/InvoiceTotal:	$250.00
Check Group:						
AmeriCorps Grant - Professional Development		1	206341	7117 4/20/2020	10.5.1100.312.4998.00.000	$250.00
					Check #: 131010347	
					PO/InvoiceTotal:	$250.00
					Vendor Total:	$500.00
Aurora Fast Print	000525					
Check Group:						
Title I - Parent Workshop Supplies		1	205855	29947 4/28/2020	10.5.3000.490.4300.00.000	$468.62
					Check #: 131010348	
					PO/InvoiceTotal:	$468.62
					Vendor Total:	$468.62
Aurora Naper Transportation						
Check Group:						
SPED Homeless Transportation		1	0	4297 4/24/2020	40.5.2550.331.0000.53.000	$4,080.00
SPED Homeless Transportation		1	0	4383 4/24/2020	40.5.2550.331.0000.53.000	$4,320.00
SPED Homeless Transportation		1	0	4542 4/24/2020	40.5.2550.331.0000.53.000	$2,160.00
					Check #: 131010349	
					PO/InvoiceTotal:	$10,560.00
					Vendor Total:	$10,560.00
BrightStar Kane County						
Check Group:						
Provided LPN Services		1	206354	IVC00000005301 942 4/22/2020	10.5.2150.319.4991.00.000	$2,083.60

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Voucher Detail Listing

				Voucher Batch Number: 1473	05/04/2020

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					Check #: 131010350	
					PO/InvoiceTotal:	$2,083.60
Check Group:						
Provided LPN Services		1	206355	IVC00000005325 925 4/22/2020	10.5.2150.319.4991.00.000	$1,666.88
					Check #: 131010350	
					PO/InvoiceTotal:	$1,666.88
					Vendor Total:	$3,750.48
Bureau Of Education & Research Inc.	002277					
Check Group:						
Registration fees to attend Dyslexia Workshop on April 21, 2020. Attendee: Anna Ward @ JP2		1	206096	4977277 4/22/2020	10.5.3700.312.4932.00.000	$279.00
					Check #: 131010351	
					PO/InvoiceTotal:	$279.00
					Vendor Total:	$279.00
Bussman, Amanda G						
Check Group:						
$200 Stipend - $200 Stipend		1	0	V607372 4/16/2020	10.5.1100.490.0000.90.000	$200.00
					Check #: 131010352	
					PO/InvoiceTotal:	$200.00
					Vendor Total:	$200.00
Camelot Education-NW Center for Autism	003045					
Check Group:						
Provided Tuition Services		1	206372	MAR2020 4/27/2020	10.5.1912.670.3100.53.000	$5,756.20
" "		1	206372	MARCH2020 4/27/2020	10.5.1912.670.3100.53.000	$21,019.65
					Check #: 131010353	

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Voucher Detail Listing

	Voucher Batch Number: 1473	05/04/2020

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
						PO/InvoiceTotal:	$26,775.85
						Vendor Total:	$26,775.85
Carnow Conibear & Associates Ltd	003926						
Check Group:							
Phase 1 Winter/Spring 2019 Asbestos Abatement Oversight, air monitoring, and project record keeping- Dieterich, Gates, Johnson and Oak Park		1	203593	95978	20.5.2530.531.0000.97.000		$1,840.00
				4/24/2020			
					Check #: 131010354		
						PO/InvoiceTotal:	$1,840.00
Check Group:							
CSC - Asbestos Abatement Inspection, Design and Bidding - 2020 Remodel		1	204866	V696755	20.5.2530.531.0000.97.000		$1,100.00
				4/24/2020			
					Check #: 131010354		
						PO/InvoiceTotal:	$1,100.00
Check Group:							
Gates Elementary - Mold investigation and air sampling		1	205051	95761	20.5.2540.319.0000.97.000		$1,650.00
				4/17/2020			
					Check #: 131010354		
						PO/InvoiceTotal:	$1,650.00
Check Group:							
Beaupre - Asbestos and lead abatement, oversight, air monitoring and record keeping - Mechanical Improvements Summer 2020		1	205469	95981	20.5.2530.531.0000.97.000		$5,752.50
				4/24/2020			
					Check #: 131010354		
						PO/InvoiceTotal:	$5,752.50
Check Group:							
Phase I Site Assessment - property adjacent to 300 E. Indian Trial		1	205529	95980	20.5.2540.319.0000.44.000		$1,250.00
				4/24/2020			

Aurora East District 131

Voucher Detail Listing

Voucher Batch Number: 1473   **05/04/2020**

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 131010354	
					PO/InvoiceTotal:	$1,250.00
Check Group:						
Standard Operating Procedures - District		1	206173	95982 / 4/24/2020	20.5.2540.319.0000.97.000	$525.00
					Check #: 131010354	
					PO/InvoiceTotal:	$525.00
					Vendor Total:	$12,117.50
Cdw Government, Inc	003100					
Check Group:						
Technology - District-wide Software-Microsoft Phone System - subscription licence - 1 user-		600	206318	XNT5485 / 4/17/2020	10.5.2660.470.0000.95.000	$5,250.00
Technology - District-wide Software- Skype for Business PSTN Domestic Calling - subscription license - 1 user		600	206318	XNT5485 / 4/17/2020	10.5.2660.470.0000.95.000	$21,600.00
					Check #: 131010355	
					PO/InvoiceTotal:	$26,850.00
					Vendor Total:	$26,850.00
Center On Deafness						
Check Group:						
Provided Tuition Services		1	206350	MARCH20 / 4/22/2020	10.5.1912.670.3100.53.000	$2,120.00
					Check #: 131010356	
					PO/InvoiceTotal:	$2,120.00
					Vendor Total:	$2,120.00
Cepeda, Liliana						
Check Group:						
March Reimb		103.8	206365	MARCH 2020 / 4/23/2020	10.5.3000.332.3706.00.000	$59.69
					Check #: 131010357	

Aurora East District 131

Voucher Detail Listing

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					PO/InvoiceTotal:	$59.69
					Vendor Total:	$59.69
Chef Works, Inc						
Check Group:						
Perkins CTE - Supplies & Materials Coats Lemans		20	205270	IN2230487 4/23/2020	10.5.1400.410.4745.40.000	$263.00
Perkins CTE - Supplies & Materials Logo STD ST		20	205270	IN2230487 4/23/2020	10.5.1400.410.4745.40.000	$90.00
Perkins CTE - Supplies & Materials 1 Line of Embroidery		20	205270	IN2230487 4/23/2020	10.5.1400.410.4745.40.000	$85.95
				Check #: 131010358		
					PO/InvoiceTotal:	$438.95
					Vendor Total:	$438.95
Chicago Tribune	002831					
Check Group:						
Finance - Public Notice Fees		1	0	018465888000 4/17/2020	10.5.2520.350.0000.98.000	$165.15
				Check #: 131010359		
					PO/InvoiceTotal:	$165.15
					Vendor Total:	$165.15
Coffman Truck Sales Inc	003310					
Check Group:						
Technology Repair & Maintenance: Technology Van Maintenance		1	206390	R360 4/24/2020	10.5.2660.320.0000.95.000	$148.35
				Check #: 131010360		
					PO/InvoiceTotal:	$148.35
					Vendor Total:	$148.35
College Board	003996					
Check Group:						

Aurora East District 131

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PSATs-STUDENT ASSESSMENT - MATERIALS		1	206347	EA94110371 4/28/2020	10.5.2230.410.4300.00.000	$17,496.00
				Check #: 131010361		
					PO/InvoiceTotal:	$17,496.00
					Vendor Total:	$17,496.00
Comed	003350					
Check Group:						
O&M Outside Professional Services - Kindergarten		1	0	5989035042 4/9/20 4/22/2020	20.5.2540.319.0000.55.000	$87.66
				Check #: 131010362		
					PO/InvoiceTotal:	$87.66
					Vendor Total:	$87.66
Communities In Schools	003364					
Check Group:						
East Aurora Excel Academy - May 2020		1	206387	200416 4/24/2020	10.5.1930.300.0000.00.000	$37,500.00
				Check #: 131010363		
					PO/InvoiceTotal:	$37,500.00
					Vendor Total:	$37,500.00
Cordogan, Clark & Associates	003488					
Check Group:						
Project 19-405 Gates Restoration thru 3-31-20		1	206346	23784 4/22/2020	20.5.2530.531.0000.97.000	$10,018.27
Project 19-471 Adventures Program Phase 2 thru 3-31-20		1	206346	23794 4/22/2020	20.5.2530.531.0000.97.000	$7,500.00
Project 19-471 Adventures Program Phase 1 Bidding thru 3-31-20		1	206346	23795 4/22/2020	20.5.2530.531.0000.97.000	$15,943.00
Project 19-369 Masonry Repairs thru 3-31-20		1	206346	23808 4/22/2020	20.5.2530.531.0000.97.000	$3,641.13

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Aurora East District 131

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Project 19-371 EHS Sprinkler Phase 1 thru 3-31-20		1	206346	23809 4/22/2020	20.5.2530.531.0000.97.000	$5,864.80
Project 19-370 Roof Replacements thru 3-31-20		1	206346	23810 4/22/2020	20.5.2530.531.0000.97.000	$12,515.97
Project 19-333 Johnson Mechanical thru 3-31-20		1	206346	23811 4/22/2020	20.5.2530.531.0000.97.000	$5,793.02
Project 19-334 Dieterich Mechanical thru 3-31-20		1	206346	23812 4/22/2020	20.5.2530.531.0000.97.000	$6,007.11
Project 19-335 - Beaupre Mechanical thru 3-31-20		1	206346	23813 4/22/2020	20.5.2530.531.0000.97.000	$8,212.73
Project 19-336 Oak Park Mechanical		1	206346	23814 4/22/2020	20.5.2530.531.0000.97.000	$11,083.67
Project 19-337 Gates Mechanical thru 3-31-20		1	206346	23815 4/22/2020	20.5.2530.531.0000.97.000	$12,619.40
Project 19-344 Brady Mechanical thru 3-31-20		1	206346	23816 4/22/2020	20.5.2530.531.0000.97.000	$11,349.26
Project 19-372 Pavement Improvements thru 3-31-20		1	206346	23817 4/22/2020	20.5.2530.531.0000.97.000	$6,995.26
Project 19-345 Bardwell Mechanical thru 3-31-20		1	206346	23818 4/22/2020	20.5.2530.531.0000.97.000	$24,380.23
Project 20-31 Allen Mechanical thru 3-31-20		1	206346	23821 4/22/2020	20.5.2530.531.0000.97.000	$16,498.53
Project 20-311 Hermes Mechanical thru 3-31-20		1	206346	23822 4/22/2020	20.5.2530.531.0000.97.000	$11,550.00
Project 20-312 Krug Mechanical thru 3-31-20		1	206346	23823 4/22/2020	20.5.2530.531.0000.97.000	$4,950.00
Project 20-313 O'Donnell Mechanical thru 3-31-20		1	206346	23824 4/22/2020	20.5.2530.531.0000.97.000	$6,125.00
Project 20-314 Rollins Mechanical thru 3-31-20		1	206346	23825 4/22/2020	20.5.2530.531.0000.97.000	$2,310.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Project 20-314 Simmons Mechanical thru 3-31-20		1	206346	23826 4/22/2020	20.5.2530.531.0000.97.000	$13,750.00
Project 20-316 Waldo Mechanical thru 3-31-20		1	206346	23827 4/22/2020	20.5.2530.531.0000.97.000	$24,825.00
Project 20-332 Gates Roofing rebid thru 3-31-20		1	206346	23828 4/22/2020	20.5.2530.531.0000.97.000	$5,507.38
Project 19-463 Excel Academy thru 3-31-20		1	206346	23829 4/22/2020	20.5.2530.531.0000.97.000	$2,447.53
				Check #: 131010364		
					PO/InvoiceTotal:	$229,887.29
					Vendor Total:	$229,887.29
CREATIVE SOLUTIONS FOR						
Check Group:						
Provided Services w/equipment ordering,AT paperwork,Learning Ally management		1	206378	1077 4/27/2020	10.5.2150.310.4620.00.020	$5,062.50
				Check #: 131010365		
					PO/InvoiceTotal:	$5,062.50
					Vendor Total:	$5,062.50
Discount School Supply	004040					
Check Group:						
magenta pain		25	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$118.00
child paint smocks		2	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$90.00
jumbo washable stamp pads		4	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$157.48
violet paint		25	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$118.00
model magic pack		2	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$109.64

Aurora East District 131

Voucher Detail Listing

				Voucher Batch Number: 1473	05/04/2020

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Conical tip markers		20	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$71.00
fine tip markers		20	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$107.80
Big letter beads		4	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$90.32
easel paper		20	204635	W45035270101 4/22/2020	10.5.1125.410.3705.00.000	$159.00
				Check #: 131010366		
					PO/InvoiceTotal:	$1,021.24
					Vendor Total:	$1,021.24
Drains Made Simple, LLC						
Check Group:						
Item # zzzfacemask _ Disposable protective Face Mask _ 2000 /master case		1	206270	65350 4/16/2020	20.5.2540.410.0000.97.000	$3,000.00
				Check #: 131010367		
					PO/InvoiceTotal:	$3,000.00
Check Group:						
3000- zzzfacemask _ Disposable protective Face Mask _ 2000 /master case		1	206343	65367 4/21/2020	20.5.2540.410.0000.97.000	$3,000.00
				Check #: 131010367		
					PO/InvoiceTotal:	$3,000.00
					Vendor Total:	$6,000.00
Ecolab Inc						
Check Group:						
- Supplies & Materials for Culinary Arts Class		1	206338	6254237806 4/21/2020	10.5.1400.490.3220.00.000	$403.86
				Check #: 131010368		
					PO/InvoiceTotal:	$403.86

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Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
						Vendor Total:	$403.86
EDGENUITY, INC.							
Check Group:							
PD Webinar-Title II - Consultant Expense		1	206278	735923 4/22/2020	10.5.2210.312.4932.00.000		$1,000.00
					Check #: 131010369		
						PO/InvoiceTotal:	$1,000.00
Check Group:							
Electives-Title I Instructional Supplies		1	206312	736290 4/28/2020	10.5.1100.410.4300.00.000		$69,800.00
					Check #: 131010369		
						PO/InvoiceTotal:	$69,800.00
						Vendor Total:	$70,800.00
EDU HEALTHCARE							
Check Group:							
" "		37.5	206379	29312 4/23/2020	10.5.2150.319.4991.00.000		$2,137.50
Provided CSN services		30	206379	29459 4/23/2020	10.5.2150.319.4991.00.000		$2,100.00
Provided CSN Services		30	206379	29460 4/23/2020	10.5.2150.319.4991.00.000		$2,190.00
Provided RN Services		30	206379	29461 4/23/2020	10.5.2150.319.4991.00.000		$1,710.00
					Check #: 131010370		
						PO/InvoiceTotal:	$8,137.50
Check Group:							
Provided RN Services		37.5	206380	29548 4/27/2020	10.5.2150.319.4991.00.000		$2,625.00
Provided RN Services		37.5	206380	29549 4/27/2020	10.5.2150.319.4991.00.000		$2,737.50

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					Voucher Batch Number: 1473	05/04/2020

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Provided RN Services		37.5	206380	29550 4/27/2020	10.5.2150.319.4991.00.000	$2,137.50
					Check #: 131010370	
					PO/InvoiceTotal:	$7,500.00
					Vendor Total:	$15,637.50
ENCOMPASS SUPPLY CHAIN SOLUTIONS INC.						
Check Group:						
Technology Repair & Maintenance-Keyboards for 11e 5th Gen Student Laptop		20	205644	12687820420 4/17/2020	10.5.2660.320.0000.95.000	$487.40
					Check #: 131010371	
					PO/InvoiceTotal:	$487.40
					Vendor Total:	$487.40
Factory Cleaning Equipment	006001					
Check Group:						
T-125 Batteries BRADY SCHOOL		4	206360	130366 4/24/2020	20.5.2540.410.0000.97.000	$980.00
Labor		1	206360	130366 4/24/2020	20.5.2540.320.0000.97.000	$99.00
					Check #: 131010372	
					PO/InvoiceTotal:	$1,079.00
					Vendor Total:	$1,079.00
Filter Services Illinois	006387					
Check Group:						
HVAC filters - O'Donnell		1	203715	INV225732 4/17/2020	20.5.2540.410.0000.97.000	$357.52
					Check #: 131010373	
					PO/InvoiceTotal:	$357.52
Check Group:						

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Voucher Batch Number: 1473   **05/04/2020**

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
O'Donnell filters		1	206334	INV224103 4/21/2020	20.5.2540.410.0000.97.000		$439.36
					Check #: 131010373		
						PO/InvoiceTotal:	$439.36
						Vendor Total:	$796.88
FOLLETT SCHOOL SOLUTIONS							
Check Group:							
Teaching & Learning - Supplies & Materials		1	202667	2463234A 4/16/2020	10.5.1100.400.0000.80.000		$216.58
					Check #: 131010374		
						PO/InvoiceTotal:	$216.58
Check Group:							
GatesLibrary Books- Final Order		1	204290	632041 4/16/2020	10.5.2220.430.0001.16.601		$1,428.09
GatesLibrary Books- Final Order		1	204290	632041A 4/16/2020	10.5.2220.430.0001.16.601		$540.49
GatesLibrary Books- Final Order		1	204290	632041B 4/16/2020	10.5.2220.430.0001.16.601		$70.16
GatesLibrary Books- Final Order		1	204290	632041F 4/16/2020	10.5.2220.430.0001.16.601		$32.42
					Check #: 131010374		
						PO/InvoiceTotal:	$2,071.16
Check Group:							
Follett 7 page Library Book Order		1	205411	666075 4/15/2020	10.5.2220.430.0001.18.601		$1,894.30
					Check #: 131010374		
						PO/InvoiceTotal:	$1,894.30
Check Group:							
Dieterich - Library Books		1	205751	675268A 4/17/2020	10.5.2220.430.0001.15.601		$401.97

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					Voucher Batch Number: 1473		05/04/2020

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
Dieterich - Library Books		1	205751	675268F 4/22/2020	10.5.2220.430.0001.15.601		$16.43
					Check #: 131010374		
						PO/InvoiceTotal:	$418.40
						Vendor Total:	$4,600.44
Garcia, Maria E							
Check Group:							
March Reimb		141.3	206363	MARCH 2020 4/23/2020	10.5.3000.332.3706.00.000		$81.25
					Check #: 131010375		
						PO/InvoiceTotal:	$81.25
						Vendor Total:	$81.25
Grainger	007218						
Check Group:							
(40) door sweeps		1	206406	9498949206 4/28/2020	20.5.2540.410.0000.97.000		$193.20
					Check #: 131010376		
						PO/InvoiceTotal:	$193.20
						Vendor Total:	$193.20
Gutierrez, Maria D							
Check Group:							
March Reimb		107.8	206368	MARCH 2020 4/23/2020	10.5.3000.332.3706.00.000		$61.99
					Check #: 131010377		
						PO/InvoiceTotal:	$61.99
						Vendor Total:	$61.99
Harness, Susan C							
Check Group:							
$200 Stipend - $200 Stipend		1	0	V216533 4/16/2020	10.5.1100.490.0000.90.000		$196.83

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					Voucher Batch Number: 1473	05/04/2020

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					Check #: 131010378	
					PO/InvoiceTotal:	$196.83
					Vendor Total:	$196.83
Heather Vuldone	008115					
Check Group:						
Books		1	204337	HV215 4/23/2020	10.5.2220.430.0001.32.601	$4,583.79
					Check #: 131010379	
					PO/InvoiceTotal:	$4,583.79
					Vendor Total:	$4,583.79
Hoddenbach, Maria						
Check Group:						
Please Reimburse Mrs. Maria Hoddenbach for Third Grade Student Materials and Supplies Purchased .		1	205684	V926930 4/24/2020	10.5.1100.490.0000.90.000	$193.14
					Check #: 131010380	
					PO/InvoiceTotal:	$193.14
					Vendor Total:	$193.14
I.T.B.C. Partners	009298					
Check Group:						
STEAM Academy Monthly Rent		1	200292	466 4/21/2020	20.5.2540.325.1920.00.018	$10,668.00
					Check #: 131010381	
					PO/InvoiceTotal:	$10,668.00
Check Group:						
ECC Monthly Rental		1	204563	467 4/21/2020	20.5.2540.325.3705.00.000	$20,596.60
ECC Monthly Rental		1	204563	467 4/21/2020	20.5.2540.325.3707.00.000	$9,731.75

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Voucher Detail Listing

					Voucher Batch Number: 1473		05/04/2020

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
ECC Monthly Rental		1	204563	467 4/21/2020	20.5.2540.325.3706.00.000		$9,727.65
ECC Monthly Rental		1	204563	467 4/21/2020	20.5.2540.325.0000.97.000		$38,927.00
					Check #: 131010381		
						PO/InvoiceTotal:	$78,983.00
						Vendor Total:	$89,651.00
Illco Inc	009115						
Check Group:							
Cowherd - parts/nitro		1	206335	1368942 4/20/2020	20.5.2540.410.0000.97.000		$48.10
					Check #: 131010382		
						PO/InvoiceTotal:	$48.10
						Vendor Total:	$48.10
Illinois Association Of School_009063	009063						
Check Group:							
Professional Development Conference		1	204178	0003857 3/30/2020	10.5.2520.312.0000.98.000		$295.00
Professional Development Conference		1	204178	0003858 3/30/2020	10.5.2520.312.0000.98.000		$295.00
Professional Development Conference		1	204178	0003863 3/30/2020	10.5.2520.312.0000.98.000		$295.00
					Check #: 131010383		
						PO/InvoiceTotal:	$885.00
						Vendor Total:	$885.00
Itr Systems	009117						
Check Group:							
Beaupre - intercom service		1	206336	100430 4/20/2020	20.5.2540.320.0000.97.000		$308.50
					Check #: 131010384		

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					PO/InvoiceTotal:	$308.50
					Vendor Total:	$308.50
J W Pepper & Son Inc	010295					
Check Group:						
FINE ARTS FESTIVAL-SUPPLIES - Elem. choir resources, Fine Arts Festival, C. Moore, Dieterich (see attached quote)		1	204201	256071807 3/25/2020	10.5.1500.410.0000.00.602	$550.43
FINE ARTS FESTIVAL-SUPPLIES - Elem. choir resources, Fine Arts Festival, C. Moore, Dieterich (see attached quote)		1	204201	259999264 3/25/2020	10.5.1500.410.0000.00.602	$189.00
FINE ARTS FESTIVAL-SUPPLIES - Elem. choir resources, Fine Arts Festival, C. Moore, Dieterich (see attached quote)		1	204201	272005077 3/25/2020	10.5.1500.410.0000.00.602	$167.70
				Check #: 131010385		
					PO/InvoiceTotal:	$907.13
					Vendor Total:	$907.13
Kadiatu S. Koroma						
Check Group:						
Provided Services w/psych. evals,file review,observations,consulting & problem solving		1	206382	MARCH 2020 4/27/2020	10.5.2140.319.4620.00.020	$5,297.50
				Check #: 131010386		
					PO/InvoiceTotal:	$5,297.50
					Vendor Total:	$5,297.50
Kane County Regional Office	011043					
Check Group:						
HR Purchased Services		1	0	8002000162 4/15/2020	10.5.2640.310.0000.90.000	$640.00
				Check #: 131010387		
					PO/InvoiceTotal:	$640.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
Check Group:							
Kane ROE - February 2020 Fingerprinting		1	206391	8002000145 4/24/2020	10.5.2640.310.0000.90.000		$640.00
					Check #: 131010387		
						PO/InvoiceTotal:	$640.00
						Vendor Total:	$1,280.00
Kmiec, Jennifer L							
Check Group:							
Kmiec- KCEOY Nomination Book Reimbursement		1	206330	V810353 4/17/2020	10.5.2640.332.0000.90.000		$97.29
					Check #: 131010388		
						PO/InvoiceTotal:	$97.29
						Vendor Total:	$97.29
Lakeshore	012035						
Check Group:							
Pre-School Expansion - Supplies & Materials		1	205082	2591580220 4/17/2020	10.5.1125.410.4902.00.000		$411.19
					Check #: 131010389		
						PO/InvoiceTotal:	$411.19
Check Group:							
Soft and Safe Balance Beam		1	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$189.05
Wrist Ribbons		1	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$23.74
Numbers and Counting Kit		1	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$47.49
Speedy Snow		8	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$151.92
Giant Alphabet Stepping Stones		1	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$236.55

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
Alphabet Bowling		2	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$132.98
Magic Water Marbles		16	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$227.84
Giant Number Stepping Stones		1	205251	2737980220 4/17/2020	10.5.1100.490.0000.90.000		$189.05
					Check #: 131010389		
						PO/InvoiceTotal:	$1,198.62
Check Group:							
$200 Certified Staff Stipend-Perry and Weidemiller 4th		1	205252	2857330220 4/17/2020	10.5.1100.490.0000.90.000		$402.97
$200 Certified Staff Stipend - SPED Team		1	205252	3112480320 4/23/2020	10.5.1100.490.0000.90.000		$319.90
					Check #: 131010389		
						PO/InvoiceTotal:	$722.87
Check Group:							
Easy Clean Splash Mat		16	205285	2748520220 4/17/2020	10.5.1100.490.0000.90.000		$136.64
Simple Machines Activity Lab		4	205285	2748520220 4/17/2020	10.5.1100.490.0000.90.000		$303.96
Brown Bear Story Telling Kit		4	205285	2748520220 4/17/2020	10.5.1100.490.0000.90.000		$132.96
Hungry Caterpillar Story Telling Kit		4	205285	2748520220 4/17/2020	10.5.1100.490.0000.90.000		$132.96
Lakeshore counting cones		8	205285	2748520220 4/17/2020	10.5.1100.490.0000.90.000		$227.92
Understanding myself Match Ups		8	205285	2748520220 4/17/2020	10.5.1100.490.0000.90.000		$98.72
Feelings and Emotions Dough Mats		8	205285	2748520220 4/17/2020	10.5.1100.490.0000.90.000		$121.52

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		Voucher Batch Number: 1473				**05/04/2020**	

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
					Check #: 131010389		
						PO/InvoiceTotal:	$1,154.68
Check Group:							
$200 Certified Staff Stipend		0	205336	2930470220 4/17/2020	10.5.1100.490.0000.90.000		$2.11
$200 Certified Staff Stipend		1	205336	2930470220 4/17/2020	10.5.1100.490.0000.90.000		$180.72
					Check #: 131010389		
						PO/InvoiceTotal:	$182.83
Check Group:							
$200 Certified Staff Stipend		1	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$14.33
$200 Certified Staff Stipend		2	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$119.98
$200 Certified Staff Stipend		1	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$89.99
$200 Certified Staff Stipend		3	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$89.97
$200 Certified Staff Stipend		1	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$29.99
$200 Certified Staff Stipend		5	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$34.95
$200 Certified Staff Stipend		1	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$19.99
$200 Certified Staff Stipend		5	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$124.95
$200 Certified Staff Stipend		1	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$19.99
$200 Certified Staff Stipend		2	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000		$43.98

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
$200 Certified Staff Stipend		1	205363	2903240220 4/17/2020	10.5.1100.490.0000.90.000	$21.99
					Check #: 131010389	
					PO/InvoiceTotal:	$610.11
Check Group:						
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$52.74
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$19.99
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$14.99
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$24.99
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$24.99
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$29.99
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$9.99
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$39.99
$200 Certified Staff Stipend		1	205364	2903210220 4/17/2020	10.5.1100.490.0000.90.000	$3.99
					Check #: 131010389	
					PO/InvoiceTotal:	$221.66
Check Group:						
$200 Certified Staff Stipend		1	205365	2903190220 4/17/2020	10.5.1100.490.0000.90.000	$19.99
$200 Certified Staff Stipend		2	205365	2903190220 4/17/2020	10.5.1100.490.0000.90.000	$39.98

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
$200 Certified Staff Stipend		1	205365	2903190220 4/17/2020	10.5.1100.490.0000.90.000	$59.99
$200 Certified Staff Stipend		1	205365	2903190220 4/17/2020	10.5.1100.490.0000.90.000	$36.99
$200 Certified Staff Stipend		1	205365	2903190220 4/17/2020	10.5.1100.490.0000.90.000	$9.58
$200 Certified Staff Stipend		1	205365	2903190220 4/17/2020	10.5.1100.490.0000.90.000	$19.99
$200 Certified Staff Stipend		4	205365	2903190220 4/17/2020	10.5.1100.490.0000.90.000	$9.16

Check #: 131010389

PO/InvoiceTotal: $195.68

Check Group:

$200 Certified Staff Stipend		1	205366	2903180220 4/17/2020	10.5.1100.490.0000.90.000	$59.41
$200 Certified Staff Stipend		1	205366	2903180220 4/17/2020	10.5.1100.490.0000.90.000	$34.99
$200 Certified Staff Stipend		1	205366	2903180220 4/17/2020	10.5.1100.490.0000.90.000	$39.99
$200 Certified Staff Stipend		1	205366	2903180220 4/17/2020	10.5.1100.490.0000.90.000	$29.99
$200 Certified Staff Stipend		1	205366	2903180220 4/17/2020	10.5.1100.490.0000.90.000	$49.99
$200 Certified Staff Stipend		1	205366	2903180220 4/17/2020	10.5.1100.490.0000.90.000	$14.99

Check #: 131010389

PO/InvoiceTotal: $229.36

Check Group:

$200 Certified Staff Stipend		1	205367	2902800220 4/17/2020	10.5.1100.490.0000.90.000	$50.23

Voucher Detail Listing

					Voucher Batch Number: 1473	05/04/2020

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
$200 Certified Staff Stipend		1	205367	2902800220 4/17/2020	10.5.1100.490.0000.90.000	$36.99
$200 Certified Staff Stipend		1	205367	2902800220 4/17/2020	10.5.1100.490.0000.90.000	$39.99
$200 Certified Staff Stipend		1	205367	2902800220 4/17/2020	10.5.1100.490.0000.90.000	$39.03
$200 Certified Staff Stipend		1	205367	2902800220 4/17/2020	10.5.1100.490.0000.90.000	$49.99
				Check #: 131010389		
					PO/InvoiceTotal:	$216.23
Check Group:						
$200 Certified Staff Stipend		1	205368	2902790220 4/17/2020	10.5.1100.490.0000.90.000	$152.33
$200 Certified Staff Stipend		1	205368	2902790220 4/17/2020	10.5.1100.490.0000.90.000	$75.98
				Check #: 131010389		
					PO/InvoiceTotal:	$228.31
					Vendor Total:	$5,371.54
Lakeview Bus Lines, Inc.						
Check Group:						
SPED Specal Education Transportation		1	0	1262060 4/24/2020	40.5.2550.331.3510.53.000	$4,601.80
				Check #: 131010390		
					PO/InvoiceTotal:	$4,601.80
					Vendor Total:	$4,601.80
Leemans, Sarah E						
Check Group:						
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000	$83.85

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Voucher Detail Listing						Voucher Batch Number: 1473		05/04/2020

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$3.50
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$1.00
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$1.00
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$3.50
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$20.00
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$5.49
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$7.50
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$3.00
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$3.00
$200 Stipend - $200 Stipend		1	0	V763526 4/16/2020	10.5.1100.490.0000.90.000		$4.00

Check #: 131010391

PO/InvoiceTotal: $135.84

Vendor Total: $135.84

Lite Construction_030023	030023						
Check Group:							
EHS Sprinklers - Phase 1		1	206388	APP 1 2020 4/24/2020	20.5.2530.531.0000.97.000		$31,050.00

Check #: 131010392

PO/InvoiceTotal: $31,050.00

Vendor Total: $31,050.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
Lois C. Graller, CCC/SLP							
Check Group:							
Provided Speech Services		1	206351	202003 4/22/2020	10.5.2150.319.4991.00.000		$340.00
					Check #: 131010393		
						PO/InvoiceTotal:	$340.00
						Vendor Total:	$340.00
Mahoney Environmental	013040						
Check Group:							
EHS - grease trap service		1	206407	0014113128 4/28/2020	20.5.2540.319.0000.97.000		$138.00
					Check #: 131010394		
						PO/InvoiceTotal:	$138.00
						Vendor Total:	$138.00
Mars Jamzz							
Check Group:							
Reg K-12 Programs Oak Park 03/09		1	206367	040920 4/23/2020	10.5.1100.319.4421.20.000		$450.00
Reg K-12 Programs Hermes 03/05, 03/12		2	206367	040920 4/23/2020	10.5.1100.319.4421.17.000		$900.00
					Check #: 131010395		
						PO/InvoiceTotal:	$1,350.00
						Vendor Total:	$1,350.00
Martinez, Christine							
Check Group:							
$200 Stipend - $200 Stipend		2	0	V130515 4/16/2020	10.5.1100.490.0000.90.000		$8.50
$200 Stipend - $200 Stipend		1	0	V130515 4/16/2020	10.5.1100.490.0000.90.000		$3.25

Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
$200 Stipend - $200 Stipend		1	0	V130515 4/16/2020	10.5.1100.490.0000.90.000		$5.00
$200 Stipend - $200 Stipend		1	0	V130515 4/16/2020	10.5.1100.490.0000.90.000		$5.00
$200 Stipend - $200 Stipend		1	0	V130515 4/16/2020	10.5.1100.490.0000.90.000		$33.89
$200 Stipend - $200 Stipend		1	0	V130515 4/16/2020	10.5.1100.490.0000.90.000		$129.40
$200 Stipend - $200 Stipend		1	0	V130515 4/16/2020	10.5.1100.490.0000.90.000		$14.96

				Check #: 131010396	
				PO/InvoiceTotal:	$200.00
				Vendor Total:	$200.00

Mary J Beretta

Check Group:

Description		QTY	PO No.	Invoice Invoice Date	Account		Amount
Tutoring services provided at JP2 during the month of Dec 2019.		1	206404	Nov2019-March2020 4/27/2020	10.5.3700.310.4300.00.000		$360.00
Tutoring services provided at JP2 during the month of Jan 2020.		1	206404	Nov2019-March2020 4/27/2020	10.5.3700.310.4300.00.000		$485.00
Tutoring services provided at JP2 during the month of Feb 2020.		1	206404	Nov2019-March2020 4/27/2020	10.5.3700.310.4300.00.000		$420.00
Tutoring services provided at JP2 during the month of March 2020.		1	206404	Nov2019-March2020 4/27/2020	10.5.3700.310.4300.00.000		$160.00
Tutoring services provided at JP2 during the month of November 2019		1	206404	Nov2019-March2020 4/27/2020	10.5.3700.310.4300.00.000		$240.00

				Check #: 131010397	
				PO/InvoiceTotal:	$1,665.00
				Vendor Total:	$1,665.00

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Voucher Detail Listing

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Maxim Healthcare Services	012992					
Check Group:						
Provided RN Services		1	206349	7273800366 4/22/2020	10.5.2150.319.4991.00.000	$2,062.50
					Check #: 131010398	
					PO/InvoiceTotal:	$2,062.50
Check Group:						
Provided RN Services		1	206373	7298120366 4/27/2020	10.5.2150.319.4991.00.000	$2,062.50
					Check #: 131010398	
					PO/InvoiceTotal:	$2,062.50
					Vendor Total:	$4,125.00
McDonald, Jeanne						
Check Group:						
Reimbursement for Attending Conf. on March 5-6,2020		1	206352	V52627 4/22/2020	10.5.2210.314.4620.00.120	$564.56
					Check #: 131010399	
					PO/InvoiceTotal:	$564.56
					Vendor Total:	$564.56
Mcmaster-Carr Supply Company	013106					
Check Group:						
0.050" Hex Bit 1/4" Hex Shank 8526A46		20	206324	38390113 4/21/2020	20.5.2540.410.0000.97.000	$35.63
1.5 mm Hex Bit 1/4" Hex Shank 7389A43		20	206324	38390113 4/21/2020	20.5.2540.410.0000.97.000	$78.60
					Check #: 131010400	
					PO/InvoiceTotal:	$114.23
					Vendor Total:	$114.23
Miranda Colin						
Check Group:						

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Voucher Detail Listing

					Voucher Batch Number: 1473	05/04/2020

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
INVOICE FOR DANCE CHOREOGRAPHY/MATILDA		1	206328	03032020 MATILTA2019 4/16/2020	10.5.1103.410.0001.40.602	$1,500.00
					Check #: 131010401	
					PO/InvoiceTotal:	$1,500.00
					Vendor Total:	$1,500.00
Neuco Inc	014139					
Check Group:						
Parts/HVAC - various locations		1	206392	4284045 4/24/2020	20.5.2540.410.0000.97.000	$68.31
Parts/HVAC - various locations		1	206392	4296495 4/24/2020	20.5.2540.410.0000.97.000	$806.12
Parts/HVAC - various locations		1	206392	4310777 4/24/2020	20.5.2540.410.0000.97.000	$97.90
Parts/HVAC - various locations		1	206392	4313884 4/24/2020	20.5.2540.410.0000.97.000	$100.00
Parts/HVAC - various locations		1	206392	4313885 4/24/2020	20.5.2540.410.0000.97.000	$935.76
					Check #: 131010402	
					PO/InvoiceTotal:	$2,008.09
					Vendor Total:	$2,008.09
Nicor - Pob 5407	014108					
Check Group:						
STEAM Academy Rent		1	0	65015355244 4/8/20 4/17/2020	20.5.2540.325.1920.00.018	$569.70
Early Childhood - Facility Rental		1	0	76397826447 4/8/20 4/17/2020	20.5.2540.325.3705.00.000	$460.06
					Check #: 131010403	
					PO/InvoiceTotal:	$1,029.76

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Voucher Batch Number: 1473 **05/04/2020**

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
						Vendor Total:	$1,029.76
O'Brien, Kathaleen C							
Check Group:							
O'Brien- KCEOY Nomination Book Reimbursement		1	206331	V439769 4/17/2020	10.5.2640.332.0000.90.000		$70.76
					Check #: 131010404		
						PO/InvoiceTotal:	$70.76
						Vendor Total:	$70.76
Office Depot_015012	015012						
Check Group:							
Consumables for ECC		1	204569	434066998001 4/23/2020	10.5.1125.410.4902.00.000		$23.90
					Check #: 131010405		
						PO/InvoiceTotal:	$23.90
Check Group:							
Early Childhood - Parent Education Materials		1	205085	442712874001 4/23/2020	10.5.3000.410.3706.00.000		$315.24
Early Childhood - Parent Education Materials		1	205085	442713715001 4/23/2020	10.5.3000.410.3706.00.000		$87.98
Early Childhood - Parent Education Materials		1	205085	442713716001 4/23/2020	10.5.3000.410.3706.00.000		$87.56
Early Childhood - Parent Education Materials		1	205085	442713717001 4/23/2020	10.5.3000.410.3706.00.000		$77.67
					Check #: 131010405		
						PO/InvoiceTotal:	$568.45
Check Group:							
Inking Date Stamp		1	205625	450237253001 4/23/2020	10.5.2330.410.4620.00.020		$64.99
					Check #: 131010405		
						PO/InvoiceTotal:	$64.99

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
$200 Certified Staff Stipend-Band Team Stipend		1	205648	450603574001 4/22/2020	10.5.1100.490.0000.90.000	$56.58
$200 Certified Staff Stipend-Band Team Stipend		1	205648	450603936001 4/22/2020	10.5.1100.490.0000.90.000	$24.60
					Check #: 131010405	
					PO/InvoiceTotal:	$81.18
Check Group:						
Stream Night Supplies OAK PARK Instructional Supplies		1	205730	453624101001 4/16/2020	10.5.1101.410.0001.20.000	$59.45
					Check #: 131010405	
					PO/InvoiceTotal:	$59.45
Check Group:						
MAGNET Administrative Supplies-Color Printer Toner		1	205808	452996775001 4/22/2020	10.5.2400.410.0001.52.000	$659.34
					Check #: 131010405	
					PO/InvoiceTotal:	$659.34
					Vendor Total:	$1,457.31
PACTT Learning Center						
Check Group:						
Provided Tuition Services		1	206358	IVC0002211 4/22/2020	10.5.1912.670.3100.53.000	$4,453.40
					Check #: 131010406	
					PO/InvoiceTotal:	$4,453.40
					Vendor Total:	$4,453.40
Perez, Araceli						
Check Group:						
March Reimb		112	206364	V281592 4/23/2020	10.5.3000.332.3706.00.000	$64.40
					Check #: 131010407	

Voucher Detail Listing

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		QTY	PO No.	Invoice Invoice Date	Account		Amount
Vendor Remit Name Description	Vendor #						

| | | | | | | **Voucher Batch Number: 1473** | **05/04/2020** |

						PO/InvoiceTotal:	$64.40
						Vendor Total:	$64.40
Piehl, Catherine E							
Check Group:							
$200 Stipend - $200 Stipend		1	0	V811543 4/16/2020	10.5.1100.490.0000.90.000		$200.00
					Check #: 131010408		
						PO/InvoiceTotal:	$200.00
						Vendor Total:	$200.00
Pm Music Center Of Aurora	015636						
Check Group:							
FINE ARTS REPAIR - Alto sax repair, est. #1740038, Allen (see attached quote)		1	204055	1740038 4/21/2020	10.5.1100.320.0000.80.602		$83.00
					Check #: 131010409		
						PO/InvoiceTotal:	$83.00
Check Group:							
FINE ARTS REPAIR - Alto sax repair, est. #1747381, Allen (see attached quote)		1	204287	1747381 4/21/2020	10.5.1100.320.0000.80.602		$103.00
					Check #: 131010409		
						PO/InvoiceTotal:	$103.00
Check Group:							
FINE ARTS REPAIR - Tenor sax repair, est. #1770500, Simmons (see attached quote)		1	206314	1770500 4/17/2020	10.5.1100.320.0000.80.602		$102.97
					Check #: 131010409		
						PO/InvoiceTotal:	$102.97
						Vendor Total:	$288.97
PREFERRED MEAL SYSTEMS, INC.							
Check Group:							

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
January, 2020 Food Service		1	205472	CDIM1018240 4/22/2020	10.5.2560.315.4210.98.000		$231,592.20
					Check #: 131010410		
						PO/InvoiceTotal:	$231,592.20
						Vendor Total:	$231,592.20
Quench USA, Inc.							
Check Group:							
Waldo - water filter service 4-1-20 to 5-31-20		1	206396	INV02389400 4/24/2020	20.5.2540.320.0000.97.000		$74.06
					Check #: 131010411		
						PO/InvoiceTotal:	$74.06
						Vendor Total:	$74.06
Quincy Compressor							
Check Group:							
aftercooler qt-25 and belts		1	206412	347053 4/28/2020	20.5.2540.410.0000.97.000		$403.62
					Check #: 131010412		
						PO/InvoiceTotal:	$403.62
						Vendor Total:	$403.62
Quinlan & Fabish Music Company							
Check Group:							
BLACK REGAL CONDUCTOR'S STAND		2	205617	11924793 4/24/2020	10.5.1103.410.0001.40.612		$249.98
					Check #: 131010413		
						PO/InvoiceTotal:	$249.98
Check Group:							
Fine Arts Materials for Ms. Patti Weissinger		1	205886	11951693 4/24/2020	10.5.1101.410.0001.12.602		$1,894.00
Fine Arts Materials for Ms. Patti Weissinger		1	205886	11998096 4/24/2020	10.5.1101.410.0001.12.602		$559.75

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
				Check #: 131010413		
					PO/InvoiceTotal:	$2,453.75
					Vendor Total:	$2,703.73
Read Naturally	018050					
Check Group:						
Read Naturally-Teaching & Learning - Software Licenses		1	206311	239554 4/22/2020	10.5.1100.470.0000.80.000	$4,750.00
				Check #: 131010414		
					PO/InvoiceTotal:	$4,750.00
					Vendor Total:	$4,750.00
Really Good Stuff, Inc	018097					
Check Group:						
$200 Certified Staff Stipend- agreed order by 2nd grade team		1	205591	7196490 4/23/2020	10.5.1100.490.0000.90.000	$227.32
				Check #: 131010415		
					PO/InvoiceTotal:	$227.32
					Vendor Total:	$227.32
Rochelle Krueger						
Check Group:						
Provided Services w/region C Special Olympics meeting,grant writing,prepare for PLC coach/athlete pre-recruitment,prepare for meeting w/JB,drove to region C office to pick up 50/50 raffle tickets		1	206356	DEC2019 - FEB2020 4/22/2020	10.5.1200.122.0000.53.001	$1,470.00
printed sponsorship letters, forms & team stats,organized med apps,completed follow-up with companies for donations,organized all district athletes pre-scores		1	206356	MARCH 2020 4/22/2020	10.5.1200.122.0000.53.001	$924.00
				Check #: 131010416		
					PO/InvoiceTotal:	$2,394.00
					Vendor Total:	$2,394.00

Aurora East District 131

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
S.E.A.L. Of Illinois Inc.	019103					
Check Group:						
Provided Tuiton Services		1	206357	9128 4/22/2020	10.5.1912.670.3100.53.000	$3,882.97
					Check #: 131010417	
					PO/InvoiceTotal:	$3,882.97
					Vendor Total:	$3,882.97
S.E.A.L. South Inc	019019					
Check Group:						
Provided Tuition Services		1	206375	6545 4/27/2020	10.5.1912.670.3100.53.000	$34,509.15
					Check #: 131010418	
					PO/InvoiceTotal:	$34,509.15
					Vendor Total:	$34,509.15
SARA RESTAINO						
Check Group:						
Tutoring services provided at JP2 during the month of Nov 2019 @ $32.48/Hr		1	206403	Nov 2019 - March 202 4/24/2020	10.5.3700.310.4300.00.000	$1,153.04
Tutoring services provided at JP2 during the month of Dec 2019 @ $32.48/Hr		1	206403	Nov 2019 - March 202 4/24/2020	10.5.3700.310.4300.00.000	$1,120.56
Tutoring services provided at JP2 during the month of Jan 2020 @ $32.48/Hr		1	206403	Nov 2019 - March 202 4/24/2020	10.5.3700.310.4300.00.000	$633.36
Tutoring services provided at JP2 during the month of Feb 2020 @ $32.48/Hr		1	206403	Nov 2019 - March 202 4/24/2020	10.5.3700.310.4300.00.000	$1,347.92
Tutoring services provided at JP2 during the month of March 2020 @ $32.48/Hr		1	206403	Nov 2019 - March 202 4/24/2020	10.5.3700.310.4300.00.000	$649.60
					Check #: 131010419	
					PO/InvoiceTotal:	$4,904.48

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					Vendor Total:	$4,904.48
School Specialty Inc.	019209					
Check Group:						
$200 Certified Staff Stipend		0	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$5.00
$200 Certified Staff Stipend		1	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$13.06
$200 Certified Staff Stipend		1	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$15.81
$200 Certified Staff Stipend		2	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$44.60
$200 Certified Staff Stipend		1	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$20.09
$200 Certified Staff Stipend		2	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$20.22
$200 Certified Staff Stipend		2	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$44.60
$200 Certified Staff Stipend		5	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$39.60
$200 Certified Staff Stipend		4	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$77.96
$200 Certified Staff Stipend		1	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$6.56
$200 Certified Staff Stipend		2	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$12.44
$200 Certified Staff Stipend		1	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$15.47
$200 Certified Staff Stipend		1	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$5.35
$200 Certified Staff Stipend		1	205369	308103513990 4/17/2020	10.5.1100.490.0000.90.000	$13.06

Voucher Batch Number: 1473 — 05/04/2020

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Aurora East District 131

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account		Amount
					Check #: 131010420		
						PO/InvoiceTotal:	$333.82
Check Group:							
Waldo - Title I Instructional Supplies		1	205921	208124699500 4/22/2020	10.5.1100.410.4300.00.000		$1,263.30
					Check #: 131010420		
						PO/InvoiceTotal:	$1,263.30
						Vendor Total:	$1,597.12
Sherwin-Williams Company	019245						
Check Group:							
paint supplies - ECC		1	206410	63705 4/28/2020	20.5.2540.410.0000.97.000		$31.79
					Check #: 131010421		
						PO/InvoiceTotal:	$31.79
						Vendor Total:	$31.79
Sodexo Inc & Affiliates	019340						
Check Group:							
Min. Wage Incr Adj-February, 2020		1	205834	111715 4/22/2020	10.5.2560.315.4210.98.000		$380.88
					Check #: 131010422		
						PO/InvoiceTotal:	$380.88
						Vendor Total:	$380.88
SP EASD HVAC 2020 LLC							
Check Group:							
Building Improvements		1	0	202020 4/24/2020	60.5.2530.530.0000.00.000		$2,165,783.50
					Check #: 131010423		
						PO/InvoiceTotal:	$2,165,783.50
						Vendor Total:	$2,165,783.50

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Aurora East District 131

				Voucher Batch Number: 1473	05/04/2020

Fiscal Year: 2019-2020

Vendor Remit Name Description	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor #					

Sternberg, Jennifer

   Check Group:

| Reimbursement for supplies used to mail & copy | 1 | 206383 | V603627
4/27/2020 | 10.5.2130.410.0000.53.000 | $128.04 |

Check #: 131010424

| | | | | PO/InvoiceTotal: | $128.04 |
| | | | | Vendor Total: | $128.04 |

Sunbelt Staffing

   Check Group:

| Provided RN Services | 15 | 206353 | 11245714
4/22/2020 | 10.5.2150.319.4991.00.000 | $930.00 |

Check #: 131010425

| | | | | PO/InvoiceTotal: | $930.00 |

   Check Group:

Provided Interpretation Services	30	206377	11276024 4/27/2020	10.5.1200.319.4620.51.020	$1,290.00
" "	22.5	206377	11276340 4/27/2020	10.5.2150.319.4991.00.000	$1,395.00
Provided RN Services	30	206377	11276341 4/27/2020	10.5.2150.319.4991.00.000	$1,770.00
" "	30	206377	11276342 4/27/2020	10.5.2150.319.4991.00.000	$1,800.00
" "	30	206377	11276351 4/27/2020	10.5.2150.319.4991.00.000	$1,860.00
" "	30	206377	11276356 4/27/2020	10.5.2150.319.4991.00.000	$1,830.00
" "	28	206377	11276358 4/27/2020	10.5.2150.319.4991.00.000	$2,240.00
" "	29	206377	11276363 4/27/2020	10.5.2150.319.4991.00.000	$1,798.00

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Aurora East District 131

Voucher Detail Listing

| | | | | | Voucher Batch Number: 1473 | 05/04/2020 |

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					Check #: 131010425	
					PO/InvoiceTotal:	$13,983.00
					Vendor Total:	$14,913.00
Teacher Synergy, LLC						
Check Group:						
6th gr. PLC-LA-Cortez-class supplies		1	202241	100343193 4/22/2020	10.5.1100.490.0000.90.000	$414.12
					Check #: 131010426	
					PO/InvoiceTotal:	$414.12
Check Group:						
Quote# 168929 Classroom Resources		1	205234	112172639 4/22/2020	10.5.1101.410.0001.20.000	$226.04
					Check #: 131010426	
					PO/InvoiceTotal:	$226.04
					Vendor Total:	$640.16
THE HOME DEPOT PRO	019008					
Check Group:						
faucet		1	206409	545726630 4/28/2020	20.5.2540.410.0000.97.000	$73.48
					Check #: 131010427	
					PO/InvoiceTotal:	$73.48
					Vendor Total:	$73.48
Threshold						
Check Group:						
Tardy Slips for Students		10	205693	I427063 4/16/2020	10.5.1101.410.0001.18.000	$263.53
					Check #: 131010428	
					PO/InvoiceTotal:	$263.53
					Vendor Total:	$263.53

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Voucher Detail Listing

Voucher Batch Number: 1473　　　**05/04/2020**

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Total Elevator Service						
Check Group:						
Emergency service - EHS Cafe elevator		1	206397	INV004319 4/24/2020	20.5.2540.320.0000.97.000	$466.00
Emergency service - Dieterich elevator		1	206397	INV004320 4/24/2020	20.5.2540.320.0000.97.000	$463.00
					Check #: 131010429	
					PO/InvoiceTotal:	$929.00
					Vendor Total:	$929.00
US GAMES						
Check Group:						
ball value pack		1	206103	908871404 4/16/2020	10.5.1101.410.0001.55.608	$187.19
					Check #: 131010430	
					PO/InvoiceTotal:	$187.19
					Vendor Total:	$187.19
Usps Us Postal Service	021069					
Check Group:						
Business Reply-Mail		1	206135	PERMIT 174-001 4/22/2020	10.5.2630.340.0000.90.000	$1,000.00
					Check #: 131010431	
					PO/InvoiceTotal:	$1,000.00
					Vendor Total:	$1,000.00
Varitronics Llc.	022080					
Check Group:						
Title I Instructional Supplies - VariQuest (Simmons)		1	204845	PSI117438 4/16/2020	10.5.1100.410.4300.00.000	$2,211.78
					Check #: 131010432	
					PO/InvoiceTotal:	$2,211.78
					Vendor Total:	$2,211.78

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Voucher Detail Listing

					Voucher Batch Number: 1473	05/04/2020

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Village of Montgomery	013250					
Check Group:						
Krug - water 1-15 to 3-15		1	206408	JAN-MAR2020 4/28/2020	20.5.2540.370.0000.97.000	$443.81
					Check #: 131010433	
					PO/InvoiceTotal:	$443.81
					Vendor Total:	$443.81
West Music	023104					
Check Group:						
Dieterich Fine Arts Supplies & Materials		1	204834	SI1881342 4/22/2020	10.5.1101.410.0001.15.602	$109.50
					Check #: 131010434	
					PO/InvoiceTotal:	$109.50
Check Group:						
Mrs. King Music Teacher		1	205742	SI1871926 4/24/2020	10.5.1101.410.0001.13.602	$126.91
					Check #: 131010434	
					PO/InvoiceTotal:	$126.91
					Vendor Total:	$236.41
Wm. F. Meyer Company	023201					
Check Group:						
Dieterich - faucet cartridge		1	206411	S3772223004 4/28/2020	20.5.2540.410.0000.97.000	$27.36
					Check #: 131010435	
					PO/InvoiceTotal:	$27.36
					Vendor Total:	$27.36
Youngren'S Inc.	025074					
Check Group:						

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Voucher Detail Listing

Voucher Batch Number: 1473   **05/04/2020**

Fiscal Year: 2019-2020

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Waldo Girls Locker Room - various repairs to roof exhauster - multiple trades performing work		1	204085	168162 4/27/2020	20.5.2540.320.0000.97.000	$9,430.00
					Check #: 131010436	
					PO/InvoiceTotal:	$9,430.00
					Vendor Total:	$9,430.00

Yung Gon Shin

  Check Group:

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Use of Parking Lot for Bus Traffic Aug. 1, 2019 - May 30, 2020		1	203587	MAY 2020 12/6/2019	20.5.2540.325.0000.97.000	$70.00
					Check #: 131010437	
					PO/InvoiceTotal:	$70.00
					Vendor Total:	$70.00
					Grand Total:	$3,142,744.31

End of Report

DISTRITO ESCOLAR DE EAST AURORA
EAST AURORA SCHOOL DISTRICT

CALENDARIO ESCOLAR / SCHOOL CALENDAR 2020

417 Fifth Street, Aurora IL 60505   (630) 299-5550   www.d131.org   info@d131.org

AGOSTO

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	(25)	26	27	28
31				

SEPTIEMBRE

M	T	W	Th	F
	(1)	2	3	4
7	(8)	9	10	11
14	(15)	16	17	18
21	(22)	23	24	25
28	(29)	30		

OCTUBRE

M	T	W	Th	F
			1	2
5	(6)	7	8	9
12	(13)	14	15	16
19	(20)	21	22	23
26	(27)	28	29	30

NOVIEMBRE

M	T	W	Th	F
2	(3)	4	5	6
9	(10)	11	12	13
16	(17)	18	19	20
23	(24)	25	26	27
30				

DICIEMBRE

M	T	W	Th	F
	(1)	2	3	4
7	(8)	9	10	11
14	(15)	16	17	18
21	22	23	24	25
28	29	30	31	

ENERO

M	T	W	Th	F
				1
4	(5)	6	7	8
11	(12)	13	14	15
18	(19)	20	21	22
25	(26)	27	28	29

FEBRERO

M	T	W	Th	F
1	(2)	3	4	5
8	(9)	10	11	12
15	(16)	17	18	19
22	(23)	24	25	26

MARZO

M	T	W	Th	F
1	(2)	3	4	5
8	(9)	10	11	12
15	(16)	17	18	19
22	(23)	24	25	26
29	30	31		

ABRIL

M	T	W	Th	F
			1	2
5	(6)	7	8	9
12	(13)	14	15	16
19	(20)	21	22	23
26	(27)	28	29	30

MAYO

M	T	W	Th	F
3	(4)	5	6	7
10	(11)	12	13	14
17	(18)	19	20	21
24	(25)	26	27	28
31				

JUNIO

M	T	W	Th	F
	(1)	2	3 *	4 *
7 *	8 *	9 *	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Legend / Leyenda

- Día de inasistencia estudiantil
- Medio día de asistencia estudiantil / Half Day Student Attendance
  - Escuela preescolar: completa / kindergarten: 8:20 a.m. – 11:25 a.m.
  - Nivel elemental: 8:05 a.m. – 11:00 a.m.
  - Nivel intermedio: 8:00 a.m. – 11:35 a.m.
  - Nivel secundaria: 7:55 a.m. – 11:35 a.m.
- Inicio Tardío / Late Start
- Días de emergencia estudiantiles (si los hubiera)
  - (Preescolar día completo, Benavides, elemental y secundaria)
  - High School: 8:20 a.m.
- * Día de emergencia estudiantil / Student Emergency Days (If Necessary)

AGOSTO / AUGUST

12-13 Día de Inasistencia Estudiantil - Asamblea para el personal docente / Institute Days
14 Empiezan las clases / First Day for Students
16 Institute Days

SEPTIEMBRE / SEPTEMBER

2 No hay clases (Día del trabajo) - Distrito Cerrado / No School - Labor Day - District Closed

OCTUBRE / OCTOBER

18 Half Day for Students - School Improvement / Medio Día de Asistencia estudiantil - Mejoramiento escolar
8 Día de Inasistencia Estudiantil - Día en conmemoración a Cristóbal Colón – Distrito Cerrado / No School - Columbus Day - District Closed
21 Medio de Segundo trimestre / Start of Second Quarter
24 Medio día de Asistencia estudiantil - Conferencias de Padres / Half Day for Students - Parent Teacher Conferences
30 No hay clases - Conferencias (8 a.m. to 8 p.m.) / No School - Parent Teacher Conferences

NOVIEMBRE / NOVEMBER

11 No School - Veterans Day - District Closed / No hay clases (Festividad de Día de veteranos – Distrito Cerrado)
21-23 Half Day for Students - School Improvement / Medio Día de Asistencia estudiantil - Mejoramiento escolar
25-27 No School - Thanksgiving Break - District Closed / No hay clases (Vacaciones de Acción de Gracias – Distrito Cerrado)

DICIEMBRE / DECEMBER

24-31 No hay clases (Vacaciones de invierno) / No School (Winter Break)

ENERO / JANUARY

1-4 No hay clases (Vacaciones de invierno) / No School (Winter Break)
7 No School - Institute Day / Día de Inasistencia Estudiantil - Asamblea para el personal docente
18 No School - Start of Third Quarter - Martin Luther King Jr - District Closed / Inicio de Tercer Trimestre
20 Día de Inasistencia Estudiantil - Día en conmemoración a Martin Lutero King Jr. – Distrito Cerrado

FEBRERO / FEBRUARY

18 Medio Día de Asistencia estudiantil - Mejoramiento escolar / Half Day for Students - School Improvement
15 No hay clases (Día del presidente) – Distrito Cerrado / No School (Presidents Day)

MARZO / MARCH

24 Parent Teacher Conferences / Conferencias de Padres y maestros
27 Inasistencia estudiantil - Asamblea para el personal docente
29 Medio día de clases para los estudiantes / Start of Fourth Quarter
28 Día de Inasistencia Estudiantil - Asamblea para el personal docente
29-29 No hay clases (Vacaciones de primavera) / Spring Break

ABRIL / APRIL

1-5 Días de Inasistencia Estudiantil - Vacaciones de primavera / No School - Spring Break
19 No hay clases - Día de inasistencia

MAYO / MAY

31 No School - Memorial Day - District Closed / No hay clases (Día de conmemoración a los Caídos en guerra)
21 Último Día de Clases / Last Day of School - Half Day for Students
31 Medio Día de Asistencia estudiantil - Mejoramiento escolar

JUNIO / JUNE

22 Día de Emergencia
23 Día de Inasistencia Estudiantil - Día de conmemoración a los Caídos en guerra - Distrito Cerrado
26-29 Días de emergencia estudiantil

* Si no se usan días de emergencia adicionales, el último día de clases para estudiantes y personal escolar será el 2 de junio de 2021. En caso que se use un día de emergencia adicional, el último día de clases para estudiantes y personal será el 3 de junio. Si se usan todos los días de emergencia, el último día de clases para los estudiantes y personal será el 29/5.

* If no additional emergency days are used, the last day of school for students and staff will be June 2, 2021. In the event an additional emergency day is used, the last day of school for students and staff will be 6/3. If all 5 emergency days are used, the last day of school for students and staff will be 5/29.

School Board

Board Member Compensation; Expenses

Board Member Compensation Prohibited

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with Article 23 of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an

expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code , and other training provided by one of the entities described in the above list (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.

2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.

3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.

4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.

2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:

    a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Copies of airline tickets must be attached to the expense form.

    b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.

    c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of

coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.

    d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.

    e. Taxis, airport limousines, or other local transportation costs.

3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

LEGAL REF.:   105 ILCS 5/10-20 and 5/10-22.32.
                      Local Government Travel Expense Control Act, 50 ILCS 150/.

CROSS REF.:   2:100 (Board Member Conflict of Interest), 2:120 (Board Member
                      Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures),
                      4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

ADOPTED: December 5, 2016

Document Status: Draft Update

BOARD OF EDUCATION

2:125 Board Member Compensation; Expenses

<u>Board Member Compensation Prohibited</u>

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

<u>Roll Call Vote</u>

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

<u>Regulation of School District Expenses</u>

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

<u>Exceeding the Maximum Allowable Reimbursement Amount(s)</u>

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

<u>Advancements</u>

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with Article 23 of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code , and other training provided by one of the entities described in the above list (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

<u>Reimbursements and Purchase Orders</u>

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's

2:125

standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
   a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.Q1
   b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
   c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
   d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
   e. Taxis, airport limousines, ride sharing or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State GrantsPRESSPlus1

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, *Expenses*, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.:

105 ILCS 5/10-20 and 5/10-22.32.

30 ILCS 708/, Government Accountability and Transparency Act.

Local Government Travel Expense Control Act, 50 ILCS 150/, Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

ADOPTED:December 5, 2016

2:125

Questions and Answers:

***Required Question 1. This optional language reflects the standard for expenses permitted for federal and State grants. 41 C.F.R. §301-12.2.

Does the Board reimburse baggage fees?

○ Yes (default)
○ No (IASB will remove the sentence regarding checked bag reimbursement and the text "and baggage receipts.")

PRESSPlus Comments

PRESSPlus 1. Required by the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/130. Boards are required to follow this subhead, policy 5:60's subhead Additional Requirements for Travel Expenses Charged to Federal and State Grants, and 5:60-AP (available at PRESS Online by logging in at www.iasb.com) when they use grant money to reimburse Board member travel expenses charged to federal pass-through grants and State grants covered by GATA.

Federal travel regulations state that requests for authorization for actual expense reimbursement should be made *in advance* of travel. 2 C.F.R. §301-11.302. 2:125-E2, *Board Member Estimated Expense Approval Form*, can be used as a form for pre-approval. See policy 5:60 and the **PRESS** Update Memo for more information.

Issue 103, March 2020

__School Board__

__Exhibit - Board Member Expense Reimbursement Form__

*Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. Please print and attach receipts for all expenditures. **Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements.** Please print.*

Name: _____   Title/Office: _____

Travel Destination: _____   Purpose: _____

Departure Date: _____   Return Date: _____

☐ **Receipts attached**   Request Date: _____

☐ **Approved expense advancement (voucher) attached, if applicable*** (*Completed 2:125-E2, Board Member Estimated Expense Approval Form.*)

Actual Expense Report									
* Board members will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. (105 ILCS 5/10-22.32)									
Auto Travel Allowance: _____ per mile									
Date	Mileage Miles	Mileage Cost	Comm. Travel Expenses	Lodging	Meals Bkfst	Meals Lunch	Meals Dinner	Other Item	Other Cost	Daily Total
Subtotal									
Advances									–
TOTAL (*a negative amount indicates refund due from Board member*)									**$**

_____   _____
Submitting Board Member's Signature   Date

_____   _____
Superintendent Signature   Date

School Board Action: ☐ **Approved**   ☐ **Denied**
                                      ☐ **Approved in Part**   ☐ **Exceeds Maximum Allowable Amount**

DATED: December 5, 2016

Document Status: Draft Update - Rewritten

Board Member Compensation; Expenses

2:125-E1 Exhibit - Board Member Expense Reimbursement Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the Board of Education. Please print and attach receipts for all expenditures. **Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements.** *Please print.* PRESSPlus1

Name: _____ Title/Office: _____

Travel Destination: _____ Purpose: _____

Departure Date: _____ Return Date: _____

☐ **Receipts attached** Request Date: _____

☐ **Estimated expenses attached** (*Completed 2:125-E2, Board Member Estimated Expense Approval Form*)(*pre-approval is required for federal and State grants*).

☐ **Approved expense advancement (voucher) attached, if applicable*** (*Completed 2:125-E2, Board Member Estimated Expense Approval Form.*)

Actual Expense Report
* Board members will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. 105 ILCS 5/10-22.32. For federal and State grants, board members will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 2:125, *Board Member Compensation; Expenses*.

Auto Travel Allowance: _____ per mile

Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
Subtotal										
Advances									-	
TOTAL (*a negative amount indicates refund due from Board member*)									$	

Submitting Board Member's Signature _____ Date _____

Superintendent Signature _____ Date _____

Board Action:

☐ **Approved**   ☐ **Denied**

☐ **Approved in Part**   ☐ **Exceeds Maximum Allowable Amount**

☐ **Grant Funding Source** (if applicable): _____

2:125-E1

Comments: _____
_____
_____

PRESSPlus Comments

PRESSPlus 1. Rewritten to include requirements for the regulation of travel expenses under grants. Grant Accountability and Transparency Act (GATA), 30 ILCS 708/130. See policy 2:125 and the **PRESS** Update Memo for more information. **Issue 103, March 2020**

2:125-E1

School Board

Exhibit - Board Member Estimated Expense Approval Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. **Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements.** *Please print.*

Name: _____   Title/Office: _____

Travel Destination: _____   Purpose: _____

Departure Date: _____   Return Date: _____

☐ **Estimated Expenses Approval Requested** (50 ILCS 150/20)

☐ **Purchase Order Requested**   Purchase Order #: _____

☐ **Expense Advancement Voucher Requested** (105 ILCS 5/10-22.32)

Voucher Amount: _____

	Mileage		Comm. Travel Expense	Lodging	Meals			Other		Daily Total
Estimated Expense Report Auto Travel Allowance: _____ per mile										
Date	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
Total										$

_____   _____
Submitting Board Member's Signature   Date

_____   _____
Superintendent Signature   Date

School Board Action: ☐ **Approved**   ☐ **Denied**
                        ☐ **Approved in Part**   ☐ **Exceeds Maximum Allowable Amount**

DATED: December 5, 2016

Document Status: Draft Update - Rewritten

Board Member Compensation; Expenses

2:125-E2 Exhibit - Board Member Estimated Expense Approval Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the Board of Education. Use of this form is required (1) by 2:125-E3, Resolution to Regulate Expense Reimbursements and (2) for pre-approval of expenses to be charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act. Please print. PRESSPlus1

Name: _____ Title/Office: _____

Travel Destination: _____ Purpose: _____

Departure Date: _____ Return Date: _____

☐ **Estimated Expenses Approval Requested** (50 ILCS 150/20 or grant expenditure)

☐ **Travel is grant-related*** (specify grant): _____

☐ **Purchase Order Requested**

Purchase Order **#**: _____

☐ **Expense Advancement Voucher Requested** (105 ILCS 5/10-22.32)

Voucher Amount: _____

Estimated Expense Report									
Auto Travel Allowance: _____ per mile									
*Grant-related travel only: Except for mileage and other transportation expenses, expense reimbursement/per diem is only allowed if on official travel status for 12 hours or more. If lodging at or below the applicable rate cannot be identified, please indicate below and attach at least three quotes for review.									
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other	Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item Cost	
				60					
Total									$

2:125-E2

Total											$

Submitting Board Member's Signature _____ Date _____

Superintendent Signature _____ Date _____

Board Action:

☐ **Approved**   ☐ **Denied**

☐ **Approved in Part** ☐ **Exceeds Maximum Allowable Amount**

☐ **Grant Funding Source** (if applicable):_____

Comments: _____
_____
_____

PRESSPlus Comments

PRESSPlus 1. Rewritten to include requirements for the regulation of travel expenses under grants. Grant Accountability and Transparency Act (GATA), 30 ILCS 708/130. See policy 2:125 and the **PRESS** Update Memo for more information. **Issue 103, March 2020**

2:125-E2

Board of Education

Board Attorney

The Board of Education may enter into agreements for legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. The Board Attorney shall not represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services. The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may authorize a specific member to confer with legal counsel on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to consider the matter.

The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.:   Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.:   4:60 (Purchases and Contracts)

ADOPTED: May 2, 2016

Document Status: Draft Update

BOARD OF EDUCATION

2:160 Board Attorney

The Board of Education may ~~enter into agreements for~~retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. ~~The Board Attorney shall not represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.~~ The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services or as memorialized by an engagement letter. The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board.PRESSPlus1

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may also authorize a specific Board member to confer with the Board Attorney~~legal counsel~~ on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter. The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.:

Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.: 4:60 (Purchases and Contracts)

~~ADOPTED:May 2, 2016~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review and **PRESS** Advisory Board feedback. **Issue 103, March 2020**

Board of Education

Exhibit - Checklist for Selecting a Board Attorney

The Board of Education selects and retains the Board Attorney(s). The Board may use this checklist for guidance when it selects and retains attorney(s) and/or law firms for legal services. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorneys/law firms, but it can be adapted for an application process, if the Board seeks an in- house attorney. For more information, call the IASB Office of General Counsel; see its current phone numbers at www.iasb.com/whatis/staff.cfm.

☐ **Determine what type of legal services the District needs.**

1. Review Board policy 2:160, *Board Attorney*. **Note**: Critically analyze whether the District's legal needs are best served by in-house attorney(s) or outside attorney(s)/law firms. Many districts use a combination of these services. Many districts also use multiple attorney(s)/law firms for their specialties, e.g., different law firms for bond counsel, special education, or labor law. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorney(s)/law firms, but it can be adapted for an application process, which would better fit if the Board seeks an in-house attorney.

2. Consider the following factors to analyze the type(s) of legal services needed for the District including, but are not limited to:

   • District's size;

   • Any past and current experiences with legal matters;

   • Complexity of the District's legal needs;

   • Availability of expertise; and

   • Cost of outside fees compared to internal staff expenses for an in-house arrangement.

☐ **Develop a list of qualifications necessary for providing quality legal services to the District.**

1. Review policy 4:60, Purchases and Contracts. **Note:** While State law exempts hiring an attorney from bidding requirements (105 ILCS 10-20.21(a)), the Board may want to review its procurement processes and align contracts for legal services to its non-bidding-related standards for purchases, e.g., avoiding favoritism, staying within the District's budget, etc.

2. Develop the list of qualifications. The major qualifications include, but are not limited to:

   • Licensed to practice law in Illinois and in good standing with the Illinois Attorney Registration and Disciplinary Commission (ARDC) (see checklist item *Conduct a reference check and other background investigations*, below)

   • Member of the District's assigned United States district court and the Seventh Circuit Court of Appeals

   • Substantive knowledge and experience in the legal areas matching District's needs, e.g., bidding, civil rights, collective bargaining, education reform, employment law, Freedom of Information Act, Open Meetings Act, other records laws, special education, student rights, etc. **Note:** This list of knowledge and experience must be created by the District's identified needs and may change from time to time.

   • Experience in all aspects of contract, employment, and school law

- Experience that meets the District's needs, including litigation experience in State and federal courts
- Membership in professional associations, such as, the Illinois Council of School Attorneys (ICSA) and education law sections of bar associations, etc.
- Demonstrated knowledge of and ability to apply professional responsibility rules
- Accessibility for the District's identified needs, e.g., evening Board meetings, phone calls, etc.
- Ability to declare that representation of the District will be to the exclusion of all other clients having potential conflicts with the District's interests
- When additional qualifications apply, those list those qualifications for providing legal services. This may include specialties such as bond counsel, etc.

☐ **Develop the RFP.**

1. Insert the list of qualifications that the Board developed.

2. Include the following information:

   - The deadline for responses to be submitted
   - The location (address or email) where responses should be sent
   - A statement that the Board is soliciting proposals from qualified lawyers and law firms to provide legal services to the School District
   - Significant information about the District. See Board policy 1:30, *School District Philosophy*, for the District's mission statement that is specific to the community's goals.
   - The scope of work, e.g., "The Board Attorney will provide legal advice concerning *[typical duties, specific duties, excluded duties]*."
   - Qualifications
   - Details about interviews and presentations

3. Specify what responders must include in their responses, such as the following:

   - Cover letter, complete name, address, and legal structure (if the responder is a law firm)
   - The individuals who prepared the response, including their titles
   - If different from above, the identity of and directory information for the individuals who have authority to answer questions regarding the submitted proposal
   - A proposed fee schedule, e.g., "Respondents may combine set fees and hourly fees. If hourly fees are proposed, please provide the minimum time increment for billing purposes. If a retainer agreement is proposed, please specifically describe options."
   - A summary of the responder's relevant experience representing public schools
   - A writing sample
   - An assurance that the responder meets the RFP's qualifications
   - References including current or past clients

☐ **Announce the RFP.**

1. Title the announcement. **Note:** How and where the RFP is announced are at the Board's sole discretion. The Board may want to announce the RFP during an open meeting, post it on the District's website, mail it to local law firms, and/or place it in the local newspaper(s) or other legal publications. A directory of those lawyers belonging to the Council of School Attorneys (ICSA) is on the IASB website, www.iasb.com. A printed copy is available upon request.

Inclusion in the directory does not represent an IASB endorsement. Some attorneys who practice school law do not belong to ICSA. Other online sources, such as the Illinois State Bar Association, also maintain directories of information about attorneys. The Board may want to title the announcement "The [*Insert District's name*] Board of Education Requests Proposals to Provide Legal Services."

2. Announce that the Board seeks an attorney or law firm to serve as its Board Attorney.

3. Inform the reader that the attorney or law firm selected will serve from the date of appointment to [*date*]. The length of the appointment is at the Board's discretion.

4. State the School District's philosophy or mission statement.

5. Insert the RFP location and contact information with the beginning date and time.

6. Tell prospective responders that completed RFPs must be returned [*by certain time and date*] to [*name and title of person receiving applications*].

☐ **Receive and manage responses to the RFP.**

1. Review policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts applications is at the Board's sole discretion and should be decided by the Board prior to posting the RFP announcement

2. The Board will discuss, at an open meeting, its process to review the applications and who will contact RFP responders for an interview.

3. The designated person will contact RFP responders for interviews.

☐ **Develop interview questions.**

1. Interview questions are at the Board's discretion.

2. A prospective attorney or law firm to fill the Board Attorney position may raise other specific issues that the Board will want to cover during an interview.

3. The following non-exhaustive list of interview questions may help the Board tailor its questions toward finding an attorney or law firm with an approach to the role of the Board Attorney that the Board desires:

- What do you see as your role as Board Attorney?

- How many other school districts do you currently represent?

- What kind of legal services do you provide to your school clients? Please explain how your other experience is relevant to this position.

- How many years of experience does your firm (or, the attorney) have? How long have you been practicing law? How long have you been representing school districts?

- What methods will you use to ensure all members of the Board, which is your client, remain informed? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.

- How would you manage a situation in which the Board feels strongly about its position but you believe that position is not legally supportable? The *Ill. Rules of Professional Conduct*, at www.illinoiscourts.gov/supremecourt/rules/art_viii/default_new.asp, require attorneys to represent the Board in its capacity as the governing body for the District. The responders should be discussing these rules, specifically Rule 1.7 (Conflict of Interest:

66

Current Clients) and Rule 1.13 (Organization as Client), among others, in their answers to this question. See also, **PRESS** policy 2:160, *Board Attorney*.

- How would you manage a situation in which the Board's interest may be or become adverse to one or more of its members? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.

- How would you manage a situation in which the Board and Superintendent are in conflict? How about a divided Board? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.

- If the Board did something that you had advised against, could you still defend the Board's action? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.

- Will you try to shape Board decisions or do you have a *whatever the Board decides philosophy*? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.

- Do you give clients specific recommendations or do you advise them of the available options and let the client decide? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.

- Do you provide your Board of Education clients with any updating services gratis?

- How do you keep your Board clients apprised of litigation and other legal matters you are handling for them?

- Will you be handling this business personally (i.e., will you delegate to your associates or partners)?

- Can anyone else in your firm handle our inquiries when you are unavailable?

- How do you keep current on school law?

- When do you tell your school clients to contact you regarding a matter with possible legal repercussions?

- Have you represented a school district in a matter involving the rights of disabled students? …involving disabled employees? ... involving a student expulsion? … involving a teacher dismissal? … involving an employee's contract or dismissal? … involving a building contract or bidding matter? … Can you tell us about that case?

- How do you bill? How are you to be paid? Please explain your rates and/or fees. The subject of billing should cover whether the attorney or law firm prepares a budget for representation and its method for billing in detail, including the date and time, what work was performed, and who worked on the project, along with expenses.

- Did you bring a written agreement for legal services or a retainer agreement? If yes, please review it for us now. If not, please explain the options for a written agreement for legal services.

☐ **Develop an interview protocol.** Interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(1).

1. The Board President will lead the Board as it interviews responders to its RFP (see 105 ILCS 5/10-13 stating that the Board President presides at all meetings and Board policy 2:110, Qualifications, Term, and Duties of Board Officers.

2. The Board may also want to consider allowing an equal amount of time for each interview.

3. Discuss the following items with each responder during the interview:

- Introduce Board members to the responder.
- Describe the Board's interview process, selection process, and ask the responder if he or she has questions about the Board's process for selecting its attorney.
- Describe the District's philosophy or mission statement.
- Describe the Board Attorney position by reviewing the RFP.
- Begin asking the interview questions. (See *Develop interview questions*, above).
- Ask the responder whether he or she has any questions for the Board.
- Thank the responder and inform him or her when the Board expects to make its decision and how the responder will be contacted regarding the Board's decision.

☐ **Conduct a reference check and other background investigation(s).**

1. The Board President may perform this check or direct the Superintendent to:

- Check the ARDC's master roll of attorneys as "Authorized to Practice Law." To do this, enter the attorney's name into the ARDC's registration and public disciplinary records database at: www.iardc.org/lawyersearch.asp.
- Click on the attorney's name to review whether any disciplinary actions are pending or resolved; current and prior actions will appear at the bottom of the screen.
- If disciplinary actions are listed, ask the attorney or law firm for more information.

2. There are other online attorney review services available. These services may be overly subjective and/or the attorney may have control over the content in these services. Always check with the ARDC.

3. Call references provided by the responder.

☐ **Enter into a written contract with the selected attorney or law firm.**

1. All *agreements for legal services* should be in writing. At minimum, the agreement should provide the fee arrangement and the scope of services. *Agreements for legal services* and individual billing statements form the Board Attorney are subject to disclosure pursuant to a Freedom of Information Act request (PAC-14-002).

2. Discuss the fee arrangements with the responder and decide:

- Whether to enter into a fee arrangement or a retainer agreement. Note: Attorneys typically bill by a pre-determined percentage of the hour, e.g., in one-tenth of an hour increments. Many districts enter into a retainer agreement for legal services that requires them to pay the attorney a pre-determined fee every month. In return, the attorney provides a pre-determined amount of legal services whenever the district needs him or her. Districts find this useful because (1) they can budget for legal expenses, (2) legal advice is available up to the pre-determined amount for lower fees, and (3) this arrangement often provides for an enhanced, long-term relationship with the attorney.
- The appropriate scope of services.

3. Review the written contract (*Agreement for Legal Services*) for these provisions:

- Fee arrangement.
- Scope of services.
- Who will be providing legal services?
- A statement that the Board controls all legal decisions.
- A statement that the attorney and his or her law firm have no conflicts of interest or, if a conflict exists, that the Board understands the conflict and waives it.

- Board's right to terminate the services of the attorney and law firm at any time for any reason.

4. Approve the *Agreement for Legal Services* during an open Board meeting.

☐ **Announce the appointment to District staff and community.**

1. The contents of the announcement and length of time it is displayed are at the Board's sole discretion.

2. The Board may want to consider announcing during an open meeting. See Board policy 8:10, *Connection with the Community*.

3. The Board may want to include the following information in its announcement:

- The Board appointed [attorney's name or law firm name] as the Board Attorney.

- The appointment will begin on [*date*] for [*length of time*].

- The Board previously established qualifications for the Board Attorney in a careful and thoughtful manner. [*Attorney or law firm's name*] meets these qualifications and has demonstrated the willingness to accept its duties and responsibilities. [*Attorney or law firm's name*] brings a clear understanding of the demands and expectations of the Board Attorney position along with a constructive attitude toward the challenge.

DATED: May 2, 2016

Document Status: Draft Update - Rewritten

Board Attorney

2:160-E Exhibit - Checklist for Selecting a Board Attorney

The Board of Education selects and retains the Board Attorney(s). The Board may use this checklist for guidance when it selects and retains attorney(s) and/or law firms for legal services. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorneys/law firms. The Board may also select an attorney without using an RFP process and adapt this checklist. The Board may also adapt this checklist and use it for an application process, if the Board seeks an in house attorney. For more information, call the IASB Office of General Counsel; see its current phone numbers at www.iasb.com/about-us/staff/#office-general-counsel.PRESSPlus1

☐ **Determine what type of legal services the District needs.**

1. Review Board policy 2:160, *Board Attorney*. **Note**: Critically analyze whether the District's legal needs are best served by in-house attorney(s) or outside attorney(s)/law firms. Many districts use a combination of these services. Many districts also use multiple attorney(s)/law firms for their specialties, e.g., different law firms for bond counsel, special education, or labor law. Some boards also approve a panel of attorneys and allow the administration to choose which attorney to use.

2. Consider the following factors to analyze the type(s) of legal services needed for the District including, but are not limited to:

   - District's size;
   - Any past and current experiences with legal matters;
   - Complexity of the District's legal needs;
   - Availability of expertise; and
   - Cost of outside fees compared to internal staff expenses for an in-house arrangement.

☐ **Develop a list of qualifications necessary for providing quality legal services to the District.**

1. Review policy 4:60, *Purchases and Contracts*. **Note:** While State law exempts hiring an attorney from bidding requirements (105 ILCS 10-20.21(a)), the Board may want to review its procurement processes and align procurement for legal services to its non-bidding-related standards for purchases, e.g., avoiding favoritism, staying within the District's budget, etc.

2. Develop the list of qualifications. The major qualifications include, but are not limited to:

   - Licensed to practice law in Illinois and in good standing with the Ill. Attorney Registration and Disciplinary Commission (ARDC) (see checklist item *Conduct a reference check and other background investigations*, below)
   - Member of the District's assigned United States district court and the Seventh Circuit Court of Appeals
   - Substantive knowledge and experience in the legal areas matching District's needs, e.g., bidding, civil rights, collective bargaining, education reform, employment law, Freedom of Information Act, Open Meetings Act, other records laws, special education, student rights, etc. **Note:** This list of knowledge and experience must be created by the District's identified needs and may change from time to time.
   - Experience in all aspects of contract, employment, and school law
   - Experience that meets the District's needs, including litigation experience in State and federal courts
   - Membership in professional associations, such as, the Ill. Council of School Attorneys (ICSA) and education law sections of bar associations, etc.
   - Demonstrated knowledge of and ability to apply professional responsibility rules
   - Accessibility for the District's identified needs, e.g., evening Board meetings, phone calls, etc.
   - Ability to declare that representation of the District will be to the exclusion of all other clients having potential conflicts with the District's interests
   - When additional qualifications apply, list those qualifications for providing legal services. This may include specialties such as bond counsel, etc.

☐ **Develop the RFP.**

1. Insert the list of qualifications that the Board developed.   70
2. Include the following information:

2:160-E

- The deadline for responses to be submitted
- The location (address or email) where responses should be sent
- A statement that the Board is soliciting proposals from qualified lawyers and law firms to provide legal services to the School District
- Significant information about the District (see policy 1:30, *School District Philosophy*, for the District's mission statement that is specific to the community's goals)
- The scope of work, e.g., "The Board Attorney will provide legal advice concerning *[typical duties, specific duties, excluded duties]*."
- Qualifications
- Details about interviews and presentations

3. Specify what responders must include in their responses, such as the following:

- Cover letter, complete name, address, and legal structure (if the responder is a law firm)
- The individuals who prepared the response, including their titles
- If different from above, the identity of and directory information for the individuals who have authority to answer questions regarding the submitted proposal
- A proposed fee schedule, e.g., "Respondents may combine set fees and hourly fees. If hourly fees are proposed, please provide the minimum time increment for billing purposes. If a retainer agreement is proposed, please specifically describe options."
- A summary of the responder's relevant experience representing public schools
- A writing sample
- An assurance that the responder meets the RFP's qualifications
- References including current or past clients

☐**Announce the RFP.**

1. Title the announcement. **Note:** How and where the RFP is announced are at the Board's sole discretion. The Board may want to announce the RFP during an open meeting, post it on the District's website, mail or email it to local law firms, and/or place it in the local newspaper(s) or other legal publications. A directory of those lawyers belonging to the ICSA is on the IASB website, www.iasb.com. A printed copy is available upon request. Inclusion in the directory does not represent an IASB endorsement. Some attorneys who practice school law do not belong to ICSA. Other online sources, such as the Ill. State Bar Association, also maintain directories of information about attorneys. The Board may want to title the announcement "The [*Insert District's name*] Board of Education Requests Proposals to Provide Legal Services."
2. Announce that the Board seeks an attorney or law firm to serve as its Board Attorney.
3. Inform the reader that the attorney or law firm selected will serve either *at will* or from the date of appointment to [*date*]. The length of the appointment is at the Board's discretion.
4. State the School District's philosophy or mission statement.
5. Insert the RFP location and contact information with the beginning date and time.
6. Tell prospective responders that completed RFPs must be returned by [*certain time and date*] to [*name and title of person receiving applications*].

☐**Receive and manage responses to the RFP.**

1. Review policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts applications is at the Board's sole discretion and should be decided by the Board prior to posting the RFP announcement.
2. The Board will discuss, at an open meeting, its process to review the applications and who will contact RFP responders for an interview.
3. The designated person will contact RFP responders for interviews.

☐**Develop interview questions if the Board interviews attorneys or law firms.**

1. Interview questions are at the Board's discretion.
2. A prospective attorney or law firm to fill the Board Attorney position may raise other specific issues that the Board will want to cover during an interview.
3. The following non-exhaustive list of interview questions may help the Board tailor its questions toward finding an attorney or law firm with an approach to the role of the Board Attorney that the Board desires:

- What do you see as your role as Board Attorney?
- How many other school districts do you currently represent?
- What kind of legal services do you provide to your school clients? Please explain how your other experience is relevant to this position.
- How many years of experience does your firm (or, the attorney) have? How long have you been practicing law? How long have you been representing school districts?
- What methods will you use to ensure all members of the Board, which is your client, remain informed? See the discussion about the *III. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- How would you manage a situation in which the Board feels strongly about its position but you believe that position is not legally supportable? The *III. Rules of Professional Conduct*, at www.illinoiscourts.gov/supremecourt/rules/art_viii/default_new.asp, require attorneys to represent the Board in its capacity as the governing body for the District. The responders should be discussing these rules, specifically Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client), among others, in their answers to this question. See also, **PRESS** policy 2:160, *Board Attorney*.
- How would you manage a situation in which the Board's interest may be or become adverse to one or more of its members? See the discussion about the *III. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- How would you manage a situation in which the Board and Superintendent are in conflict? How about a divided Board? See the discussion about the *III. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- If the Board did something that you had advised against, could you still defend the Board's action? See the discussion about the *III. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- Will you try to shape Board decisions or do you have a *whatever the Board decides philosophy*? See the discussion about the *III. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- Do you give clients specific recommendations or do you advise them of the available options and let the client decide? See the discussion about the *III. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- Do you provide your Board of Education clients with any updating services gratis?
- How do you keep your Board clients apprised of litigation and other legal matters you are handling for them?
- Will you be handling this business personally, i.e., will you delegate to your associates or partners?
- Can anyone else in your firm handle our inquiries when you are unavailable?
- How do you keep current on school law?
- When do you tell your school clients to contact you regarding a matter with possible legal repercussions?
- Have you represented a school district in a matter involving the rights of disabled students? …involving disabled employees? ... involving a student expulsion? … involving a teacher dismissal? … involving an employee's contract or dismissal? … involving a building contract or bidding matter? … Can you tell us about that case?
- How do you bill? How are you to be paid? Please explain your rates and/or fees. The subject of billing should cover whether the attorney or law firm prepares a budget for representation and its method for billing in detail, including the date and time, what work was performed, and who worked on the project, along with expenses.
- Did you bring a written agreement for legal services, engagement letter, or a retainer agreement? If yes, please review it for us now. If not, please explain the options for a written agreement for legal services, engagement letter, or a retainer agreement.

☐**Develop an interview protocol.** Interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(1).

1. The Board President will lead the Board as it interviews responders to its RFP. See 105 ILCS 5/10-13 stating that the Board President presides at all meetings and policy 2:110, *Qualifications, Term, and Duties of Board Officers*.
2. The Board may also want to consider allowing an equal amount of time for each interview.
3. Discuss the following items with each responder during the interview:

   - Introduce Board members to the responder
   - Describe the Board's interview process, selection process, and ask the responder if he or she has questions about the Board's process for selecting its attorney
   - Describe the District's philosophy or mission statement
   - Describe the Board Attorney position by reviewing the RFP
   - Begin asking the interview questions (see *Develop interview questions*, above)
   - Ask the responder whether he or she has any questions for the Board
   - Thank the responder and inform him or her when the Board expects to make its decision and how the responder will be contacted regarding the Board's decision

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☐**Conduct a reference check and other background investigation(s).**

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1. The Board President may perform this check or direct the Superintendent to:

    - Check the ARDC's master roll of attorneys as "Authorized to Practice Law" (To do this, enter the attorney's name into the ARDC's registration and public disciplinary records database at: www.iardc.org/lawyersearch.asp.)
    - Click on the attorney's name to review whether any disciplinary actions are pending or resolved; current and prior actions will appear at the bottom of the screen
    - If disciplinary actions are listed, ask the attorney or law firm for more information

2. There are other online attorney review services available. These services may be overly subjective and/or the attorney may have control over the content in these services. Always check with the ARDC.
3. Call references provided by the responder.

☐ **Enter into a written agreement or engagement letter with the selected attorney or law firm.**

1. All *agreements for legal services* should be in writing. At minimum, the agreement should provide the fee arrangement and the scope of services. *Agreements for legal services* and individual billing statements form the Board Attorney are subject to disclosure pursuant to a Freedom of Information Act request (PAO 14-02).
2. Discuss the fee arrangements with the responder and decide:

    - Whether to enter into a fee arrangement and/or a retainer agreement (**Note:** Attorneys typically bill by a pre-determined percentage of the hour, e.g., in one-tenth of an hour increments. Many districts enter into a retainer agreement for legal services or an engagement letter that requires them to pay the attorney a pre-determined fee every month. In return, the attorney provides a pre-determined amount of legal services whenever the district needs him or her. Districts find this useful because (1) they can budget for legal expenses, (2) legal advice is available up to the pre-determined amount for lower fees, and (3) this arrangement often provides for an enhanced, long-term relationship with the attorney.)
    - The appropriate scope of services

3. Review the written contract or memorialized relationship (*agreement for legal services* or *engagement letter*) for these provisions:

    - Fee arrangement
    - Scope of services
    - Which attorneys will be providing legal services
    - A statement that the Board controls all legal decisions
    - A statement that the attorney and his or her law firm have no conflicts of interest or, if a conflict exists, that the Board understands the conflict and waives it
    - Board's right to terminate the services of the attorney and law firm at any time for any reason

4. Approve the *agreement for legal services* or *engagement letter* during an open Board meeting.

☐ **Announce the appointment to District staff and community.**

1. The contents of the announcement and length of time it is displayed are at the Board's sole discretion.
2. The Board may want to consider announcing during an open meeting. See policy 8:10, *Connection with the Community*.
3. The Board may want to include the following information in its announcement:

    - The Board appointed [attorney's name or law firm name] as the Board Attorney
    - The appointment will begin on [*date*] for [*length of time*]
    - The Board previously established qualifications for the Board Attorney in a careful and thoughtful manner, e.g., "[*Attorney or law firm's name*] meets these qualifications and has demonstrated the willingness to accept its duties and responsibilities. [*Attorney or law firm's name*] brings a clear understanding of the demands and expectations of the Board Attorney position along with a constructive attitude toward the challenge."

PRESSPlus Comments

PRESSPlus 1. Rewritten to incorporate numerous style updates and corrections in response to its five-year review and **PRESS** Advisory Board feedback. **Issue 103, March 2020**

2:160-E

General Personnel

Personnel Records

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When requested for information about an employee by an entity other than a prospective employer, the District will only confirm position and employment dates unless the employee has submitted a written request to the Superintendent or designee.

Please refer to the following current agreements:

Contractual Agreement between East Aurora Council IFT/AFT Local 604 and the Board of Education East Aurora School District No. 131 – "Teachers Provisions".

Contractual Agreement between East Aurora Council IFT/AFT Local 604 and the Board of Education East Aurora School District No. 131 – "Office Staff".

Contractual Agreement between East Aurora Council IFT/AFT Local 604 and the Board of Education East Aurora School District No. 131 – "Support Staff".

Contract between The Service Employees International Union, Local 73 and The Board of Education, District No. 131.

For employees not covered by these agreements:

The Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and Board of Education policy. Records, as determined by the Superintendent, are retained for all employment applicants, employees, and former employees given the need for the District to document employment-related decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Personnel records shall be maintained in the District's administrative office, under the Superintendent's direct supervision.

Access to personnel records is available as follows:
1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent.
2. An employee's supervisor or other management employee who has an employment or business-related reason to inspect the record is authorized to have access.
3. Anyone having the respective employee's written consent may have access.
4. Access will be granted to anyone authorized by State or federal law to have access.
5. All other requests for access to personnel information are governed by Board policy 2:250, *Access to District Public Records.*

LEGAL REF.:   745 ILCS 46/10.
                820 ILCS 40/.
                23 Ill.Admin.Code §1.660.

CROSS REF.:   2:250 (Access to District's Public Records), 7:340 (Student Records)

ADOPTED: October 20, 2014

Document Status: Draft Update

General Personnel

5:150 Personnel Records

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

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LEGAL REF.:

325 ILCS 5/4, Abused and Neglected Child Reporting Act.PRESSPlus1

745 ILCS 46/10, Employment Record Disclosure Act.

820 ILCS 40/, Personal Record Review Act.

23 Ill.Admin.Code §1.660.

CROSS REF.: 2:250 (Access to District Public Records), 7:340 (Student Records)

ADOPTED:October 20, 2014

5:150

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 103, March 2020**

PRESSPlus 1. The Legal References are updated.   77

<div align="center">**Educational Support Personnel**</div>

5:280 Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time to time at the Board's sole discretion.

Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Paraprofessionals and teacher aides are noncertificated personnel with supervised instructional duties; the terms are synonymous. Service as a paraprofessional or teacher aide requires a *statement of approval* issued by the Illinois State Board of Education (ISBE), unless the individual holds any certificate indicative of completion of at least a bachelor's degree or a provisional vocational certificate, is completing an approved clinical experience, and/or is student teaching.

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

Noncertificated and Unlicensed Personnel Working with Students and Performing Non-Instructional Duties

Noncertificated and unlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a noncertificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles or fundamentals of coaching, (2) has first aid training, (3) has training and knowledge on the use of Cardiopulmonary Resuscitation and also Automated External Defibrillator use according to rules adopted by the Illinois Department of Public Health; and (4) obtains online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act; be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer; or otherwise be qualified to perform athletic trainer activities under State law.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers.*

LEGAL REF.:

34 C.F.R. §§200.58 and 200.59.

105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.

625 ILCS 5/6-104 and 5/6-106.1.

23 Ill.Admin.Code §§1.630 and 25.510.

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CROSS REF.:4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

Adopted: 07/02/2018

Aurora East USD 131

5:280

Document Status: Draft Update

Educational Support Personnel

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LEGAL REF.:

34 C.F.R. §§200.58 and 200.59. PRESSPlus1   80

5:280

105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.

625 ILCS 5/6-104 and 5/6-106.1.

23 Ill.Admin.Code §§1.280, 1.630, and 25.510.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

Adopted: July 2, 2018

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to amended Ill. State Board of Education rules governing educator licensure. **Issue 103, March 2020**

5:280

Virtual Summer School FY20

East Aurora School District #131

Virtual Learning Instruction (VLI) takes place in an online environment. VLI offers digital based solutions aimed at creating interactive learning environments.

East Aurora School District #131

2020 ISBE Min/Day Allocation for Learning

Grade Levels	Minimum	Maximum
Pre-K (ages 3-5)	20 min/day	30 min/day
Kindergarten	30 min/day	90 min/day
Grades 1-2	45 min/day	90 min/day
Grades 3-5	60 min/day	120 min/day
Grades 6-8	90 min/day	180 min/day
Grades 9-12	120 min/day	270 min/day

2020 Summer Virtual Learning Model (Blended Model)

Asynchronous: This study of content is designed for self-pace instruction (adaptive to a student's instructional level)

Synchronous: This study of content is designed for live online instruction or tutoring (Face to Face with Teacher)

Eligibility Criteria and Learning Model

Elementary:

- Winter MAP - Reading
- $1^{st} – 20^{th}$

Blended Learning Model

- Students will receive instruction and support in Reading, Math and Social Emotional Learning
- Monday and Wednesday synchronous learning
- Tuesday and Thursday asynchronous learning

East Aurora School District #131

Sample Elementary Schedule

8:00 -9:25 a.m. - Group A

8:00-8:30 am, Reading office hours

8:30-8:40 am, Go Noodle! Activity

8:40-8:55 am, SEL Second Step Activity,

https://www.secondstep.org/covid19support

8:55-9:25 am, Math office hours

9:35-11:00 a.m. - Group B

9:35-10:05 am, Reading office hours

10:05-10:15 am, Go Noodle! Activity

10:15-10:30 SEL Second Step Activity
https://www.secondstep.org/covid19support

10:30-11:00 am, Math office hours

Middle School:

- Winter MAP - Reading
- 1st – 20th

Blended Learning Model

- Students will receive instruction and support in Reading, Math and Social Emotional Learning
- Monday and Wednesday synchronous learning
- Tuesday and Thursday asynchronous learning

East Aurora School District #131

Sample Middle School Schedule

8:00-9:50 am, Group A
8:00-8:40 am, Math Instruction
8:45-8:55 am, SEL Second Step Class Meeting,
https://www.secondstep.org/covid19support
9:00-9:35 am, Reading Instruction
9:35-9:50 am, Writing Prompt

8:00-9:50 am, Group B
8:00-8:40 am, Reading Instruction
8:45-8:55 am, Writing Prompt
8:55-9:35 am, Math Instruction
9:40-9:50 am, SEL Second Step Class Meeting,
https://www.secondstep.org/covid19support

9:50-11:40 am, Group C
9:50-10:30 am, Math Instruction
10:35-10:45 am, SEL Second Step Class Meeting,
https://www.secondstep.org/covid19support
10:50-11:25 am, Reading Instruction
11:25-11:40 am, Writing Prompt

All parents will be sent their child's group letter in an email so that they know which schedule to follow.

Monday – Synchronous Learning – Reading
Wednesday – Synchronous Learning - Math

High School:

- Credit Recovery

- Edgenuity

- Asynchronous and Synchronous Learning Model

Summer School – Projected Cost

- See Summary of Summer School Programs Document

Questions

East Aurora District 131
Remote Learning Plan

East Aurora School District 131- Remote Learning Plan

Greetings EA Community:

On March 17, 2020, East Aurora District 131 implemented our remote learning plan as a response to the COVID19 global health crisis.

Following the guidelines announced by Governor Pritzker, District 131 will keep our schools closed through April 30, 2020. During this closure, on-site learning will remain suspended, however our commitment to education remains, and learning will continue for all students - just through a different format.

Our district and union leadership have strategically partnered to form district committees consisting of district leaders, school principals, assistant principals, certified and classified staff, all with the goal of enhancing our current plan. Their work is contained within these pages, and the completion of this document is a testament of the dedication and commitment of our staff.

This document is designed to provide clarification and direction, and to ensure continuity and consistency with implementation. The enhanced plan provides guidance regarding remote plan expectations, content delivery for all students, grade level instruction minute allocation, SEL supports, and parent communication.

Our goal is in alignment with the Illinois State Board of Education priorities and includes the following for students: emotional and physical well-being, nutrition, and engagement with school content. We ultimately want our students to have a positive and supportive experience during these unprecedented times. Empathy, flexibility, and personalization must guide everything we do. Included in this academic plan are the social and emotional learning supports in place for students, followed by grade-level plans for all students.

Special thanks to the *Remote Learning Leadership Team* for organizing this collaborative effort and providing support, guidance and oversight along with creation of the final document. KUDOS to all team leads (identified by asterisks) and team members for creating such a robust plan in an unbelievably limited amount of time. ***One Team; One Plan Reaching our full potential!***

Sincerely,
Dr. Jennifer Norrell, Superintendent
Gerry Mestek, IFT President
William Moore, NJROTC President
Jennifer Gentile, IFT Vice-President

Dr. Lori Campbell, Associate Superintendent
Dr. Lisa Dallacqua, Executive Director for
Curriculum, Data and Accountability

SEL Support Guidance

Guidelines for Students:

- Engage in Choice Boards and/or remote learning packets for SEL
- If you are feeling depression, sadness, anxiety, or extreme anger, please reach out to your counselor or social worker.
- If you are feeling like you want to harm yourself or someone else, call the National Suicide Hotline at 800.273.8255

Guidelines for Families:

- Take advantage of the resources outlined below and on our website:

  https://www.d131.org/student-services/

- If your student is in crisis, please reach out for help.

Guidelines for Staff (Related Services):

- Follow schedule as outlined below.
- Log communication with students and parents/guardians in the PLP.

*Teachers: Please reach out to counselors, social workers, special education coordinators, or school psychologists if you have specific concerns about a student.

Guidance for Supporting Students in Crisis during Remote Learning

In response to the guidance put forth by the Illinois State Board of Education regarding Remote Learning, the following plan has been completed to meet the needs of all students that require Social Emotional Learning/Mental Health needs.

Action steps if you suspect a student may be suicidal/self-injurious/homicidal:

1. If a student you are working with appears to be having a suicidal crisis, use active listening:
   a. to establish a trusting relationship with the student
   b. to decrease the intensity of the student's emotions
   c. to ask about the student's current state and plan or means to carry it out

2. Inform parents/families:
   If you are in direct contact with the student in crisis, maintain video/voice contact with student while this contact is made, if possible. For example, you might ask the student to bring the phone/laptop to the parent/guardian if the parent/guardian is in the same place as the student.
   a. Convey the information you have.
   b. If risk may be high and parents cannot be reached or are not with the student, contact local police to do a wellness check.

3. Document information received (time/date/contact information), decisions made, and actions taken per the school district directives.

4. Notify your appropriate building administration about the situation.

5. Building administration must notify Student Services administration and/or immediate Cabinet Supervisor (district-level administrator)

6. Follow up.
   a. Refer family to community resources.
   b. Follow up with the student and family.

7. If relevant, follow up with the friend(s) or other individual who referred the suicidal student to ensure the student continues to have support.

**Adapted from American School Counselor Association

Related Services Staff Schedule

Monday	Make Phone Calls *High Risk Students & Caseload Students A-I	Conduct IEP Meetings
Tuesday	Support Teachers' Needs and Teacher Referrals Outreach	Conduct IEP Meetings
Wednesday	Make Phone Calls *High Risk Students & Caseload Students J-R	Conduct IEP Meetings
Thursday	Make Phone Calls *High Risk Students & Caseload Students S-Z	Conduct IEP Meetings
Friday	Engage in PD	Conduct IEP Meetings

Helpful Links

https://sel4us.org/covid-19-sel-mental-health/

https://www.isbe.net/Pages/covid19.aspx

https://casel.org/covid-resources/

https://www.rethinkstigma.org/covid-19-support.html

https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html

https://www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19

https://www.schoolcounselor.org/asca/media/asca/home/EmergencyShutdown.pdf

https://blog.gaggle.net/a-big-lift-keeping-students-safe-sound-and-secure

Additional Resources

Local Resources		
Presence Mercy Adolescent Behavioral Health	630.801.2657 (intake) 630.859.2222 (main) 1325 N. Highland Ave, Aurora	Still taking walk-in for a free mental health assessment daily, 8 AM to 7:30 PM, but all walk-ins will be screened for any COVID-19-like symptoms. PHP, Inpatient & Outpatient are still operating per normal with attention to any symptoms.
Linden Oaks at Edwards Hospital Adolescent Behavioral Health	630.305.5027 (main/crisis line) 852 S. West St., Naperville	Only doing level of care assessments over the phone unless unusual circumstance. Very selective admission at this point. Only 2 people allowed in for screening (adolescent and one parent). Main campus is still open for inpatient. Outpatient only accepting on case-by-case basis.
Suicide Prevention Services	630.482.9696 (main/crisis line) 528 S. Batavia Ave., Batavia	Walk-in and counseling services are NOT open at this time but one can call the crisis line where trained staff will problem solve, provide emotional support, teach coping and provide further resources.
Family Counseling Services	630.844.2662 70 S. River St., Aurora	FCS is NOT offering in person services at this time. Their current hours are M-Th from 8 AM to 6 PM. They will work through crises over the phone or via Tele-health (Skype) with callers.
Aurora Police Department	630.256.5000	Non-emergency. Call 911 for emergencies.
National Alliance On Mental Illness (NAMI) South Kane	630.896.6264 namikdk.org	Call for resources, online support groups, COVID-19

		help, and Tele-therapy. Online chat features also open 24/7.
Kane County Connects - Human Services Hotline	Dial 211	Hotline can connect callers to local resources such as food pantries, medical services, counseling, employment support, legal assistance, clothing, utility services, counseling, transportation, childcare services.
National Resources		
National Suicide Prevention Hotline	1.800.273.TALK (8255)	Call if you or a loved one is experiencing a mental health crisis. Open 24/7.
The Warm Line	1.866.359.7953	Call for mental health or substance abuse support. This is not a "crisis line" but a source of support for you or a family member. Open M–F, 8 AM to 5 PM.
Crisis Test Line	Text "HELLO" to 741741	Call for any type of crisis. Open 24/7.
CARES Line	1.800.345.9049	Call to talk to a mental health professional if you or your child is a risk to themselves or others or for more referral services. Open 24/7.
CALL4CALM	Text the word "TALK" or "HABLAR" (for Spanish speakers) to 552-020 Also text other terms, like "unemployment" or "food" or "shelter" to the same number to receive information on how to access supports and services.	Illinois Department of Human Services support line is reachable via text. Individuals can speak with a mental health professional. can. Within 24 hours, that individual will receive a call from a mental health professional employed by a local community health center. Calls are **FREE** and **ANONYMOUS.**

Preschool and Jumpstart

Preschool Committee Members:
Katie Cox*, Rita Guzman, Susan Orozco, Annette McMahon, Vivi Luna, Jesus Fernandez (IFT), Kaleigh Soumar (IFT), Araceli Perez (IFT), Denise Halleran (IFT), Liliana Ramirez (IFT), Jodi Eppenstein (IFT)

Remote Learning Guidance:
Ages 0-3: Families will participate in virtual visits focused on the Early Learning Guidelines for children birth to three. During the remote learning period: there will be no in-person home visits, no group connections (play groups and field trips), no exiting families and no new enrollments.

Ages 3-5: Students will be provided a learning activity calendar. Each day will include a learning target in an identified district priority IELDS, a physical (gross motor) activity and an SEL activity. In addition, each student will receive a bag of consumable supplies and materials to support their work.

Grading Practice:
Ages 0-3: All virtual visits will be planned in Visitracker and a visit record will be entered following the visit. This is in compliance with ISBE and PAT requirements. All developmental screenings, Family Screenings (LSP, PICCOLO) and the child health record will not be completed during the remote learning period. If a family requests a child development screening, one will be completed. No Early Intervention referrals will be submitted at this time.

Ages 3-5: Parents are encouraged to submit photos or narratives of student work through the Remind app. All evidence received will be entered into the child's portfolio. The entries will not be rated, as the teachers did not make the observations. In the event remote learning extends through the end of the school year, teachers will host a phone conference to discuss their child's strengths and areas of growth. Spring portfolio scores will not be able to be generated. The spring Brigance assessment will not be given.

Daily Minutes of Instruction:
Ages: 0-3: 15-30 minute virtual visit each month
Ages: 3-5: 20-30 minutes of learning activities each day

Content Delivery and Teacher Planning:
Ages 0-3: Each family will receive one virtual visit (Microsoft Teams or a phone call) a month. The visit will be between 15-30 minutes long. Virtual visits will contain all three components of a typical visit: parent-child interaction, developmental parenting information and family well-being. All visits will be planned individually and focused on the IELG's. Visits will be held M-Th, Fridays will be for program required planning and staff meetings.

Ages 3-5: Students will be provided a learning activity calendar. Each day will include a learning target in an identified district priority IELDS, a physical (gross motor) activity and an SEL activity. In addition, each student will receive a bag of consumable supplies and materials to support their

work. Teachers will be available through the Remind app and email to provide differentiation and support for families daily on Monday through Thursday from 8:30am-1:30pm. Teachers will meet on Fridays for planning and PLC's. No video conferencing or read aloud videos are permitted. If parents request extra work or ideas, teachers may provide them by request. But no additional class assignments may be given.

Instructional coaches will attend virtual grade level PLC meetings using Microsoft Teams in order to model best practice strategies for remote learning on Fridays. Instructional Coaches will also participate in remote learning instruction where needed.

Physical Education:
Ages 0-3: Fine and gross motor development supports are shared during virtual visits.
Ages 3-5: Each day of the remote learning calendar has a physical activity (gross motor) activity planned.

SEL Supports:
Ages 0-3: Families will receive 1:1 supports from their parent educator.
Ages 3-5: SEL lessons are included in each day of the remote learning packet. In addition, our parent liaisons, family support social workers and student support worker will be available to parents that request assistance from their teacher. Teachers communicate that these resources are available by parent request. Our liaisons and social workers will be able to contact families through the Microsoft Teams platform.

Elementary Schools,
Kindergarten-Fifth Grade

K-5 Committee Members:
Dr. Glenda Rosado*, Paula Ek, Patricia Rangel, Tonetta Davis, Sandra Hock, Sheila Conrad, Rita Guzman, Sheryll Hernandez (IFT), Luis de la Rosa (IFT), Michele Taylor (IFT), Anna Nightingale (IFT), Michelle Taylor (IFT), Stephanie Laymen (IFT), Stephanie Paul (IFT), and Samantha Powers (IFT)

Remote Learning Guidance:
Grades K-2
The teachers will use the Early Learning Standards and ISBE shared guidance on service provisions in consideration of the remote learning recommendations. The committee's plans comply with ISBE's remote learning recommendations. Remote learning will occur during the week M-TH and teachers will be available for students and families on those days. Fridays will be teacher planning and PLC meetings. Based on IEP and Language Acquisition needs, students may receive packets or additional websites for learning activities.

Grades 3-5
The teachers will use the Common Core State Standards and ISBE shared guidance on service provisions in consideration of the remote learning recommendations. The committee's plans comply with ISBE's remote learning recommendations. Remote learning will occur during the week M-TH and teachers will be available for students and families on those days. Fridays will be teacher planning and PLC meetings.

Grading Practice:
Pass/Incomplete
The state and district priorities are that our students are safe, fed and cared for during this time. Grading during remote learning should take the form of positive feedback to students and parents regarding progression of learning, not assignment completion.

Pass- If teachers/school personnel make weekly contact with families to confirm student participation, students will receive a Pass.

Incomplete- Student completes no assignments, called parents three times, documented in PLP, conversation with admin, admin contacts family as well with no follow through (admin will make final decision). Teachers may use Class Dojo, email or SeeSaw to give feedback.

Daily Minutes of Instruction:

Grade Levels	Minimum	Maximum
Kindergarten	30 min/day	90 min/day
Grades 1- 2	45 min/day	90 min/day
Grades 3 - 5	60 min/day	120 min/day

Content Delivery and Teacher Planning:

Online Platforms: Raz Kids (Reading) DreamBox (Math)	Recommended learning activities for grades K-2: -One book daily on Raz Kids -One DreamBox lesson -One Choiceboard activity	Recommended learning activities for grades 3-5: -One book daily on Raz Kids -One DreamBox lesson -One Choiceboard activity -Complete comprehension quiz
	Kindergarten, 30 minutes total -10 minutes Raz Kids -10 minutes DreamBox -10 minutes Choiceboards	
	Grades 1-2, 45 minutes total -15 minutes Raz Kids -15 minutes DreamBox -15 minutes Choiceboards	
	Grades 3-5, 60 minutes total -30 minutes Raz Kids/Comprehension quiz -15 minutes DreamBox -15 minutes Choiceboards	
	Other considerations: -Teacher teams may add and additional enrichment activities may be completed from the choice boards.	
Parent Support and Communication:	-The teachers will communicate through Class Dojo, Microsoft Teams, work email, SeeSaw. -Teachers should initiate contact with parents or students twice per week and document in PLP. -Teacher response to families should be within a 24-hour timeframe. **Newsletter with educational apps & their descriptions** **Simple Assignments Calendar**	

Online/Offline Educational Apps		
Platform-Online	**Subject(s)**	**Assignments/Time per Week**
Raz Kids	Language Arts, Science	1 book daily
Dreambox	Mathematics	1 lesson and/or 10-15 minutes daily
Platform-Offline (available for students with no internet access)		
Epic	Language Arts	ENG / SPA
Buzz Math	Math	
PBS Kids	Cross-curricular	ENG / SPA
Prodigy	Math	

Teaching Schedule Kindergarten-5th Grade	Work Time:
	8:30 a.m. -1:30 p.m. **Monday-Thursday** During this time the teachers will engage in remote learning hours. The teachers will: • Check emails • Check student progress on DreamBox & Raz Kids • Family outreach weekly (document in PLP) for classroom students as well as case managers) **Friday** Teachers will be expected to work in their PLCs through the Microsoft Teams platform.

Interventionists and Instructional Coaches:
- Interventionists will collaborate with the classroom teacher to continue to work with the students that they were working with prior to the start of remote learning. Interventionists will support those students completing assignments from Raz Kids by using Microsoft Teams for family outreach phone calls. Interventionists will also attend virtual grade level PLC meetings with their teachers in order to support and coordinate lessons.

- Instructional coaches will attend virtual grade level PLC meetings using Microsoft Teams in order to model best practice strategies for remote learning on Fridays. Instructional Coaches will also participate in remote learning instruction where needed.

Physical Education:
Choice boards aligned to the Illinois Learning Standards for Physical Development and Health have been provided to students and families. In addition to the choice physical education activities, there are also virtual workouts for students and families to follow online.

SEL Supports:
School Counselors and Health staff will connect with all students who have not accessed remote learning packets or remote learning devices as a first step of intervention. They will provide outside agency resources, social emotional learning resources and online resources. Students receiving social work minutes will continue to receive contact via Microsoft Teams phone call platform for visits.

Additional SEL Supports:
Grades K-2
For student motivation teachers will use:
- Class Dojo
- SeeSaw
- Microsoft Teams
- Calendar of SEL activities given

Grades 3-5
Teachers should communicate any student SEL concerns immediately to their building administrator and social workers.

Middle Schools, Sixth-Eighth Grade

Middle School Committee Members:
Jacqueline Gibson*, David Ballard, Brandon Cochrane, Matthew Harding (IFT), Michele Kandl, Janet Kolodziejek (IFT), Cynthia Martinez (IFT), Mechelle Patterson, Lisa Pena (IFT), Kaliopi Tsioupros (IFT), Elizabeth Vivanco, Shoua Xiong

Remote Learning Guidance:
Remote learning is distance education for unique circumstances to ensure students receive continued instruction. During remote learning sessions students engage in online and offline tasks and activities like that of an actual classroom. This Remote Learning Plan is designed to help students and families set and maintain routines and structures and ensure that they stay connected to schools and learning. In partnership, parents are asked to communicate daily with students about their learning experiences. Students are encouraged to follow the remote learning plan and log in for daily learning activities. Based on IEP and Language Acquisition needs, students may receive packets or additional websites for learning activities.

Grading Practice:
Grading will focus on the continuation of learning and prioritize the connectedness and care for students and staff. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance. All students will have the opportunity to redo, make up, or try again to complete assignments and show evidence of learning. Remote learning grades will be as follows:

Pass	Assigned to a student who shows evidence of engagement in learning.
Incomplete	Assigned to a student who after multiple opportunities to show evidence of learning remains disengaged with no evidence of learning. Teacher and other supportive adults will have documented every attempt to support learning for this student. Teachers should consult with their building principal before issuing an incomplete grade. (Admin will make final decision)

Daily Minutes of Instruction:

Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Red Day Classes	**Black Day Classes**	**Red Day Classes**	**Black Day Classes**	Planning Day No School
Language Arts 40 min.	Math 40 min	Language Arts 40 min.	Math 40 min	Teacher Time for Professional Development
Science 40 min	Social Studies 40 min.	Science 40 min	Social Studies 40 min	PLC/Team Planning
Encore 40 min	PE/Health 40 min.	Encore 40 min	PE/Health 40 min	
Silent Reading 20 min	Silent Reading 20 min	Silent Reading 20 min	Silent Reading 20 min	
SEL	SEL	SEL	SEL	

Student learning per ISBE guidelines should be daily no less than 90 minutes, no more than 180 minutes

Daily learning for students will be between 140-180 minutes

Middle School schedule will be split between **Red** and **Black** days. Students are encouraged to focus only on the classes listed under that day.

Assignments and activities will be posted at the beginning of the week by 9 a.m. and daily announcements.

Teachers are available on **Red** and **Black** days on email and or Microsoft Teams for support with learning. (Remember to always use your school email when communicating with students!)

Content Delivery and Teacher Planning:
Middle School will continue to provide opportunities for continued learning that focuses on Common Core State Standards RI.1 and RI.2 and other critical standards of the grade level or subject with an emphasis on promoting review, mastery and extension of previously taught skills and concepts. Reliable and familiar learning platforms that support all student populations will be used for instruction.

Online/Offline Educational Apps

Platform-Online	Subject(s)	Assignments/Time per Week
NewsELA	Language Arts, Science	1 assignment per week in each subject
Dreambox	Mathematics	30 min. twice per week or 3-5 lesson per week
DBQ	Social Studies	1 assignment per week
Choice Board –District Approved Platform	Physical Education	2 per week-student choice
Choice Board-District Approved Platform	Encore Teachers	Select Choice Board Activity twice weekly (reference Choice Board Activity Chart)
Choice Board-District Approved Platform	SEL-Social/Emotional Learning	1 per week-student choice
Platform-Offline (available for students with no internet access)		
Epic	Language Arts	ENG / SPA
Buzz Math	Math	
PBS Kids	Cross-curricular	ENG / SPA
Prodigy	Math	

Each week teachers will post lessons and activities by 9 a.m. During learning hours teachers will provide students with meaningful feedback and instructional support while monitoring student participation and engagement. Teachers will check email for communication from students and parents and provide a timely response. Microsoft Teams will be utilized as a communication platform for groups of students in order to facilitate check-ins throughout the week. Students that have not responded in the week to teacher and other supportive adults will be referred for another level of communication.

Fridays will be a self-care day for students to complete academic instruction and select activities to build upon their own social and emotional learning. For teachers, Friday will be a day for professional development opportunities or team and PLC planning time to develop lessons and identify student support needs.

Interventionists and Instructional Coaches:
- Reading interventionists will continue to work with the students that they were working with prior to the start of remote learning in their scheduled Reading courses. They will be available to communicate with their students at least one time per week in order to support their remote learning. Reading interventionists will collaborate with the classroom teacher and will attend virtual grade level PLC meetings using Microsoft Teams.

- Math interventionists will continue to work with the Tier 2 students that they were working with prior to the start of remote learning. Math interventionists will collaborate with the

classroom teacher to push out assignments to students in intervention using Dreambox. Interventionists will also attend virtual grade level PLC meetings using Microsoft Teams.

- Instructional Coaches will continue to teach and assign work to students in their scheduled sections. They will attend their regular scheduled virtual PLC meetings as a teacher of those courses. Instructional Coaches will provide additional remote learning as needed.

Physical Education:

Choice boards aligned to the Illinois Learning Standards for Physical Development and Health have been provided to students and families. In addition to the choice physical education activities, there are also virtual workouts for students and families to follow online.

SEL Supports:

School Counselors and Health Staff will connect with all students who have not accessed the remote learning platforms as a first step of intervention. They will provide outside agency resources, social emotional learning resources and online resources. Students receiving social work minutes will continue to receive contact via Microsoft Teams phone call platform for visits. Teachers, counselors and social workers should communicate any student SEL concerns to their building administrator.

East Aurora High School

High School Committee Members:
Brad Wieher,* Jennifer Brinkman, Elizabeth Vivanco, Jon Simpson, Jennifer Reyes, Jennifer Kuyper, Albert Farmer (NJROTC), Jeremy Bell, Lisa Dioro (IFT), Joe Harmon (IFT), Tom Vasa (IFT), Melinda Thomas (IFT), Peggy Thayer (IFT), Amy Martensen (IFT), Lisha Pauli (IFT)

Remote Learning Guidance:
Edgenuity courses have been assigned to students based on their current schedule for the 2019-2020 school year. Edgenuity courses are aligned to the Common Core State Standards. Students will progress through the content of these courses per teacher assignments. Based on IEP and Language Acquisition needs, students may receive packets and/or additional websites for learning activities.

- This committee followed the guidance provided by ISBE to school districts regarding recommended Remote Learning practices. Some of the major elements of the ISBE guidance are:
    - Remote Learning plans should provide opportunities for continued learning that focuses on critical standards of the grade level or subject, with an emphasis on promoting review, mastery, and extension of previously taught skills and concepts.
    - Remote Learning Plans should help students and families set and maintain routines and structures and ensure that they stay connected to schools and learning.
    - Districts should prioritize the mental well-being of students and try to support them socially, emotionally, and academically.
    - Districts should ensure that daily learning activities require students to engage in learning for age-appropriate durations, with additional optional enrichment opportunities being provided for those who wish to go beyond.

Grading Practices:
The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.

How will assignments be graded/checked for progress?	What grading system will be used?
• Weekly reports in Edgenuity on usage • Assignments will be "due" Friday at 1:30pm-- reports to be pulled by high school administration and Cabinet • Within Edgenuity, teachers will add/manage their own groups/classes/sections to check	• Pass/Incomplete Status- Incompletes to be reviewed/approved by administration. Final decision by administration. • Semester Pass/Incomplete will not be included in student GPA.

group/individual progress weekly of their own students only.

- Counselors will be alerted as soon as possible by teachers and DC's when students are not progressing as they should be.

- Pass: Log in and attempt to complete assigned work/tests or quizzes in Edgenuity or assigned packet / website.

- Incomplete: Does not log in to Edgenuity, or complete packet or engage in websites alternatively assigned. No attempt to complete assigned work/tests or quizzes, or no response to teacher or counselor attempts to reach out and support.

How will we differentiate and accommodate individual challenges of remote learning?	How will opportunities to submit work/assignments be communicated to parents?
- General phone blast at beginning of each week regarding schedule, expectations, and communication options for all stakeholders. - Informational message to be repeated mid-week, end of week. - Students with no internet access at home will have a skills packet supplied and available for pickup at the high school by grade level.	- Daily student class schedule provided. - Counselors, student services staff and support staff will be communicating with students and documenting contact in general PLP's so all can see what contact was made and type of contact. - Parent liaisons will communicate with families to help with language barrier (Google form, school phone, internet program telephoning).

Daily Minutes of Instruction:

East Aurora High School A/B Day Block Schedule

A Day Mon/Wed	Time	B Day Tues/Thurs	Time
Period 1	8:30 am-10:00 am	Period 4/7	8:30 am-10:00 am
Period 2	10:15 am-11:45 am	Period 5/7	10:15 am-11:45 am
Period 3/7	12:00 pm-1:30 pm	Period 6/7	12:00 pm-1:30 pm

*Students will engage with coursework for period 7 in place of their lunch/study hall period.

*Fridays will be a self-care day for students to complete academic instruction and select activities to build upon their own social and emotional learning. For teachers, Friday will be a day for professional development opportunities or team and PLC planning time to develop lessons and identify student support needs.

Content Delivery and Teacher Planning:
For the duration of remote learning, we have provided this schedule for students and staff to follow.

- During these class periods, work will be completed individually per student. As work is completed, feedback from the teacher will be provided. The schedule is to help create a routine for daily work and to offer specific times where teachers are available for help and guidance.
- There **will not** be synchronous teaching – which means that there **will not** be a specific time when students are expected to be online and work through their courses with the teacher and the whole class.
- Remember to always use your school email when communicating with students!

Communication Expectations for Teachers:

Daily	Weekly	In PLCs/Other Considerations
During the "class time," communicate with your students as if they were "office hours" using school email, Infinite Campus message system, the Edgenuity communication platform, Microsoft Teams or through College Board for AP classes.	Provide context for week's work. Email each class as a whole once per week to link to prior learning and to future learning.	Participate in PLC on Fridays to plan and coordinate assignments and topics and to establish a weekly schedule for lesson completion on the Edgenuity platform.
Be available for your class during the scheduled class period.	Provide individual feedback to each student once per week. Feedback could be an email, a comment on an assignment, a general check-in on the student – make a connection with each student once per week.	As needed, teachers will send a district-provided English/Spanish email to parents of students that are not using Edgenuity. (This is used prior to reaching out to the Parent Liaisons).
Communicate to students where to find resources, assignments, assessments.		If stakeholders communicate to staff outside their office hours, the staff will respond within 24 hours.

The building administration will send out a phone blast to all households to communicate reminders and any updates. Building administration will additionally send one weekly phone blast to families of students who have not showed any progress toward completion in Edgenuity.

Instructional Coaches:

- Instructional Coaches will continue to teach and assign work to students in their scheduled sections. They will attend their regular scheduled virtual PLC meetings as a teacher of those courses. Instructional Coaches will provide additional remote learning as needed.

Helpful Information for Students:

- Check **school email daily** to see assignments and feedback from teachers. Some classes will have non-Edgenuity components as well, so students will need to be looking for communication from teachers about other content (AP Classroom, Microsoft Teams)
- During these class periods, students should login to their Edgenuity account and complete assignments. As work is completed**,** feedback from the teacher will be provided. The schedule is to help create a routine for daily work and to offer specific times where teachers are available for help and guidance. If students need help or have a question, they should use school email or the built-in Edgenuity email system to contact teachers. If an email is sent during the scheduled class period, the teacher will respond at that time- otherwise responses will be available at the next scheduled class time.
- Complete daily assignments and work on weekly assignments as assigned with integrity and honesty. Do your best work! Your learning is important. Remember that what you are working on creates a pathway to your future!
- There **will not** be live classes/teaching – which means that there **will not** be a specific time when students are expected to be online and work through their courses with the teacher and the whole class.
- Use Friday to catch up on any work that may not have been finished and/or reach out to a counselor or social worker if extra assistance is needed.

How Parents Can Help:

- Try to create an environment that is friendly for school work and free from distractions as much as possible. Treat each day like a school day. Help your students follow this routine!
- Check in with your students to make sure they are logging in daily, completing assignments, and communicating with teachers about progress.

Reach out to teachers, counselors, and administrators as needed. They are more than willing to help! Continue to check the email you have listed in Infinite Campus and continue to use the Infinite Campus Parent Portal for updates and to check student progress.

Physical Education:
Choice boards aligned to the Illinois Learning Standards for Physical Development and Health have been provided to students and families. In addition to the choice individual education activities, there are also virtual workouts for students and families to follow online.

SEL Supports:
School Counselors and Health Staff will connect with all students who have not accessed the remote learning platforms as a first step of intervention. They will provide outside agency resources, social emotional learning resources and online resources. Students receiving social work minutes will continue to receive contact via Microsoft Teams phone call platform for visits. Teachers, counselors and social workers should communicate any student SEL concerns to their building administrator.

K-5 TECHNOLOGY

K-5 Technology Committee Members:
Amanda Clark, Brandon Cochrane, Chris Rowold, Chris Malm, Isais Martinez, Chris Heath, Christina Kale, Cheryl Lewis (IFT), Julie Linden (IFT), Coleen Frauenhoff (IFT), Carmen (Lucy) Partida (IFT)

Technology K-5

- The iPad handout, in chart format, for Parents/Teachers will provide information with pictures of each app, the name of the app, login information, description of each app, languages available, comments for Professional Development (highlighted in yellow – this column of the chart can be removed/hidden for parents and kept for teachers), and the last column is specific information as to how the topic aligns to our curriculum/standards.
- IPad Signature Sheets for Parents upon pick-up of iPad Distribution location similar to what High School used.
- IPad Training for Parents upon pick-up of iPad Distribution location provided by Committee members and teachers/support staff.
- Professional Development for Staff will be minimal due to common iPad apps that are already used in most K-5 classrooms. iPad Application Handout for Staff WITH yellow column for Teacher PD matches the same iPad Application Handout for Parents.
- Teachers are strongly encouraged to use iPad resources and standards documented in the iPad Application Handout to review previously taught content/skills in the last column and review basic needs/academic needs so that families can support their student(s).
- Collaboration with related service providers, specialists, and paraprofessionals is strongly encouraged. This helps to ensure continuity of services as well as share the workload among professionals who can then deliver a clear and consistent message to families.
- The guidelines in ISBE (2020) "Remote Learning Recommendations: During Covid-19 Emergency," for Birth – 2nd Grade is found in more detail in the chart on P. 37 – 39. For 3rd - 5th Grade is found in more detail in the chart on P. 42 – 43.
- Communication about content and instructional delivery between teachers and families will be implemented via SeeSaw (Rec. for Grades K – 2) and Class Dojo (Rec. for Grades 3 - 5).

Technology: Educational Apps
Teachers should consider internet availability when recommending additional resources. Offline apps do not require internet access for use.

Platform-Online	Grade Level Use	Subject(s)
Raz Kids	K-5	Language Arts, Science, and Social Studies
Dreambox	K-8	Mathematics
NewsELA	6-8	Language Arts, Science, and Social Studies
DBQ Online	6-8	Social Studies with Writing Integration

Platform-Offline (available for students with no internet access)		
Epic	K-8	Language Arts
Buzz Math	K-8	Math
PBS Kids	K-8	Cross-curricular
Prodigy	K-8	Math

K-5 Remote Learning Plan

We miss you, we care for you, and we are here to do school with you!

April 20th, 2020

Dear boys and girls,

We know there have been many changes with school, and sometimes changes in our routine can be scary. You have been so brave during these changes, and we know that you are working hard and trying your best from home. You are doing an amazing job!

Do not worry about school because your teachers are here to help you. To start, we have written a remote learning plan for you to read. We hope this answers all of your questions.

Just remember that if you have more questions, you can always email your teacher and she/he will help you! Thank you for taking time to read our plan!

We are always here for you.

-Your EA Family
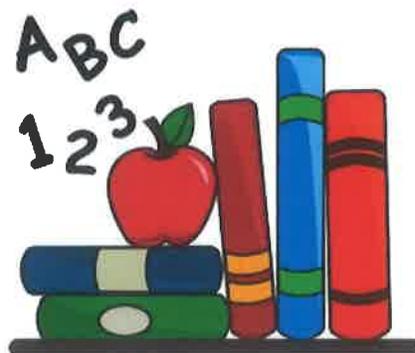
Our Learning Plan, Kindergarten – 5th Grade

❖ **What does remote learning mean?**

That is a great question! Remote learning means we are learning away from school. We are still learning, but sometimes we need some space from each other so that we can learn safely.

Most of the time, we have fun together at school. This year, many people became sick with a virus called the Corona virus. We wanted to keep everyone safe, so we will have to finish our school year at home so that there is enough space for all of the kids in our school to learn safely. When we learn from home instead of at school, we call this "remote learning."

❖ **Do I still learn new things from Monday through Friday like I do when I am in school?**

Another great question—you are so smart! Yes, we will still learn together. However, our schedule looks a little different. From now until the end of the school year, we will learn from Monday through Thursday. Fridays are special days! On Fridays, you will get to choose any activity you want to do on a special game called a "Choiceboard." We will talk about Choiceboards later in our plan so that you know what to do. ☺

The times that we learn together will also change. The times change because we know that when you are home, you still have to do things at home with your family. You might have chores, or maybe you help take care of another brother or sister. Maybe you do both! For this reason, the time of school is different. We created a table for you so that you can see how much time you should be spending on your schoolwork:

Kindergarten	30 minutes
1st Grade	45 minutes
2nd Grade	45 minutes
3rd Grade	60 minutes
4th Grade	60 minutes
5th Grade	60 minutes

❖ **Without my teacher, how do I know what to do?**

Your teacher is still working, and they will tell you what to do each day that we learn together. They want to be here for you, and they are creating special assignments just for you. In fact, you can find your assignments on your new I-pad! They have been planning

these assignments so that you can learn from home and grow your brain to be big and strong.

Monday through Thursday, you will get to do 3 things:

1. Read a fun book on Raz Kids. Click on this icon to find your book!
   <mark>Your username is:</mark> You will receive an index card from your teacher.
   <mark>Your password is:</mark> You will receive an index card from your teacher.

2. Work on an assignment for math in DreamBox. Click on this icon to find the assignment that your teacher made for you.
   <mark>Your username is:</mark> Your student ID
   <mark>Your password is:</mark> first name initial, last name initial, birthdate (00/00/00)
   Ex: GR122520

3. Choose an assignment on your Choiceboard that was made for you by your music, art, and PE teachers. There are also Choiceboards if you want to do extra Math or Reading assignments. You only have to pick 1 assignment, but if you want to pick more than one, that is okay! We love that you are learning!

4. **What is a choiceboard?**

Some of you may already know what a choiceboard is from your classroom. If you have never seen one, they are cool! A choiceboard looks like a bunch of squares put together, and each square has a different choice. You get to pick an activity in the square and color in the square so that you know which ones you have completed, and which ones you still get to do the next day. The best part about a choiceboard is that you can pick the same activity more than once! They are so much fun!

❖ **I see other cool apps on my I-pad. Can I play with those?**

First, please try your best to complete your schoolwork in Raz Kids and Dreambox. After you do that work, then of course you can play with the other fun apps that we put on your I-pads!

5. How does my teacher know that I am doing my work?

Your teacher is paying attention to your work on their computers at home. They can check to see what books you have read, and what assignments you have completed. They want to make sure you are learning, so they are checking on your work every day to make sure you are learning even though we are not together at school.

6. What about my grades?

You will still earn grades for the work that you complete. That is why it is so important to make sure that you check your I-pad on Monday through Thursday to see if you have an assignment from your teacher. We want to make sure that you are at home, that you are being safe, and that you are learning.

7. I miss my teacher. What if I want to talk to them?

Your teacher is going to try their best to get in touch with you and your family every week. They will try to call your home, they can email your family, they will use things you already know like Class Dojo and See Saw to talk to you and your family. They will also use a cool tool called "Microsoft Teams" to try and communicate with all of the students in your class. They miss you very much, and they hope that they will be able to talk with you soon.

Boys and girls, we hope you liked reading our plan! There is a lot of very helpful information in this bag for you. Please make sure to keep it in a special place at home so that you know where to find everything. Take care and be well. We look forward to teaching you on our remote learning plan for the rest of the school year.

Sincerely,

Your EA Family ☺

EA D131 - K-5 Aprendizaje remoto

nuestro aprendizaje nunca para

meta y compromiso de EA D131

La "meta está en alineación con las prioridades de ISBE e incluyen lo siguiente para los estudiantes: **bienestar emocional y físico, nutricion, y participación en el aprendizaje**. Queremos que nuestros estudiantes tengan una experiencia positiva con apoyo durante estos tiempos difíciles e inesperados." Dr. Norrell, Superintendente de EA D131

El compromiso de EA D131es **proveer instrucción, oportunidades de aprendizaje y recursos a diario** que **reforzarán los estándares del grado de forma equitativamente para todos nuestros estudiantes**, igual como **tener como prioridad sus necesidades socio-emocionales**.

expectativas de participación de estudiantes y sus familias

- leer por lo menos 1 libro de Raz Kids-Kids AZ y completar una prueba de comprensión para el libro (diario)
- completar por lo menos una lección de DreamBox (diario)
- aprovechar las oportunidades de enriquecimiento académico (tablero de elección para Artes del Lenguaje, Matematicas, Educación Física, y Educacion Socio-emocional)
- usar otros recursos de tecnología compartidos por el distrito
- mantener buena comunicación con la/el maestro/a y otro personal educativo del distrito cuando aplica (Trabajadora Social, Maestra de Recurso, Terapista del Habla, etc.)

horario semanal

Aqui esta el **horario semanal** y **los minutos diarios de instrucción** de ISBE (el estado) y D131.

Maestro(a): _____		Programacion Semanal			
Grado: _____					
La semana de: _____					

Hora ⏰	lunes	martes	miercoles	Jueves	viernes
_____ minutos	Artes del lenguaje: Raz Kids (por lo menos leer un libro y tomar una prueba de comprensión por día)	Artes del lenguaje: Raz Kids (por lo menos leer un libro y tomar una prueba de comprensión por día)	Artes del lenguaje: Raz Kids (por lo menos leer un libro y tomar una prueba de comprensión por día)	Artes del lenguaje: Raz Kids (por lo menos leer un libro y tomar una prueba de comprensión por día)	Día de elección libre
_____ minutos	Matemáticas: DreamBox (por lo menos una (1) lección por día)	Matemáticas: DreamBox (por lo menos una (1) lección por día)	Matemáticas: DreamBox (por lo menos una (1) lección por día)	Matemáticas: DreamBox (por lo menos una (1) lección por día)	
_____ minutos	Tablero de elección Artes del lenguaje	Tablero de elección Matematicas	Tablero de elección Artes del lenguaje	Tablero de elección Matematicas	
_____ minutos	Eleccion libre: Escoge una aplicación tecnológica de la lista del maestro(a)	Eleccion libre: Escoge una aplicación tecnológica de la lista del maestro(a)	Eleccion libre: Escoge una aplicación tecnológica de la lista del maestro(a)	Eleccion libre: Escoge una aplicación tecnológica de la lista del maestro(a)	
_____ minutos	Socio-emocional	Socio-emocional	Socio-emocional	Socio-emocional	
_____ minutos	Educación Física	Educación Física	Educación Física	Educación Física	

Minutos Diarios de Instrucción

ISBE (Illinois State Board of Education)

D131

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Grado	Minutos
K	30
1	45
2	45
3	60-120
4	60-120
5	60-120

requisitos de aprendizaje para K-5 - lectura y matemáticas
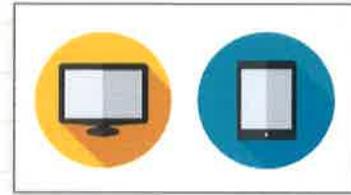
Raz-Kids / Kids AZ

Descripción: biblioteca digital con libros nivelados con una variedad de temas en ingles y espanol

Expectativa: leer 1 libro y contestar la prueba de comprensión (diario)

acceso para estudiantes

Para usar:

- abrir la aplicación en la tableta del distrito
- escanear el código QR
- Ir al sitio: https://www.kidsa-z.com/

información de acceso

nombre de usuario del maestro: varía por cada maestro

nombre de usuario y contraseña del estudiante: familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a
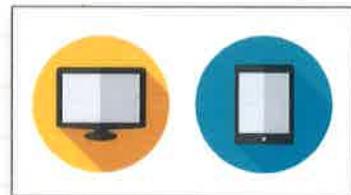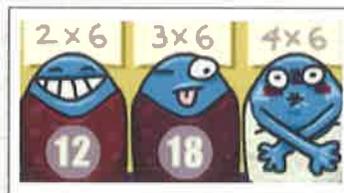
DreamBox

Descripción: lecciones de matemáticas individualizadas; lecciones están al nivel de los estudiantes; los estudiantes pueden trabajar a su ritmo

Expectativa: completar por lo menos una lección de DreamBox (diario)

acceso para estudiantes

Para usar:

- abrir la aplicación en la tableta del distrito

información de acceso

nombre de usuario y contraseña del estudiante: familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a

recursos adicionales de tecnología para K-5

ClassDojo
Grados: K-5

Descripción: plataforma digital donde los alumnos pueden mantenerse conectados con su maestra a través de subir trabajos a su portfolio; también es una forma de mantener comunicación con estudiantes, familias, y maestros

nombre de usuario y contraseña para estudiantes y familias: estudiantes y sus familias necesitan registrarse con su maestra

Epic! Books
Grados: K-5

Descripción: biblioteca digital donde los estudiantes pueden leer y escuchar libros sobre una variedad de temas en inglés, espanol, y otros idiomas

código de la clase: específico a cada salón y maestra

GoNoodle Videos
Grados: K-5

Descripción: videos cortos e interactivos para ayudar a que los estudiantes se muevan; los videos son enfocados en canto, baile, la conciencia plena, y aprender

nombre de usuario y contraseña del estudiante: no es necesario tener esta información para usar el recurso

Khan Academy Kids

Grado: K-2

Descripción: actividades educativas con libros, canciones, juegos, colorear y arte, y cuentos para desarrollar la creatividad y autoexpresión

nombre de usuario y contraseña del estudiante: especifico a cada maestra; familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a (si la maestra decide usar el programa)

Khan Academy

Grado: 3-5

Descripción: videos cortos de tutoría que enseñan, dan modelos y ejemplos, igual como ejercicios de práctica para mejorar el entendimiento de los estudiantes

nombre de usuario y contraseña del estudiante: varia por maestra; familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a (si la maestra decide usar el programa)

MyOn

Grado: 3-5

Descripción: biblioteca digital con una variedad de temas

nombre de usuario del estudiante: ID del estudiante

contraseña del estudiante: contraseña del estudiante (primera inicial, segunda inicial, cumpleaños)

PebbleGo

Grado: K-3

Descripción: plataforma para leer y hacer investigaciones sobre temas informativas de Ciencias y Estudios Sociales

nombre de usuario y contraseña del estudiante: familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a

SeeSaw

Grado: K-2

Descripción: plataforma digital donde los estudiantes pueden mantenerse conectados con su maestra a través de subir trabajos a su portfolio

nombre de usuario y contraseña del estudiante: varia por maestra; familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a (si la maestra decide usar el programa)

DuoLingo

Grado: 3-5

Descripción: programa de idiomas con lecciones adaptativas para aprender espanol y repasar vocabulario efectivamente

nombre de usuario y contraseña del estudiante: padres necesitan un correo electrónico y pueden escoger su propio nombre de usuario y contraseña

recursos de tecnologia sin conexion de internet/WIFI (no es necesario tener internet)

Starfall

Grades: K-3

Descripción: actividades en las áreas de Artes de Lenguaje de Ingles, Mate, Desarrollo Socio-emocional, y anti-bullying; esta aplicación puede ser usada sin conexión de internet/WIFI

nombre de usuario y contraseña del estudiante: no es necesario tener esta información para usar el recurso

Buzz Math

Grado: 3-5

Descripción: programa de matemáticas donde los estudiantes pueden completar lecciones a su nivel y ritmo; esta aplicación puede ser usada sin conexión de internet/WIFI

nombre de usuario y contraseña del estudiante: varía por maestra; familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a (si la maestra decide usar el programa)
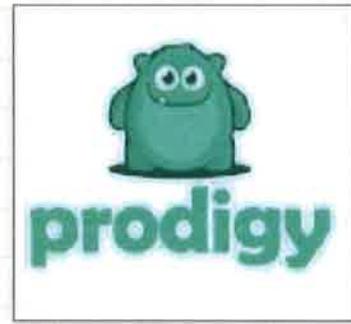
Prodigy

Grado: 1-5

Descripción: programa adaptativo de matemáticas que integra los estándares en forma de un juego fantasioso; esta aplicación puede ser usada sin conexión de internet/WIFI

nombre de usuario y contraseña del estudiante: varía por maestra; familias recibirán un correo electrónico o mensaje con esta información de la maestra de su hijo/a (si la maestra decide usar el programa)

Created by Anna Nightingale-Oak Park Elementary-D131-2020

EA D131 - K-5 Remote Learning

our learning never stops

EA D131 goal and commitment

The "goal is in alignment with the ISBE priorities and includes the following for students: **emotional and physical well-being, nutrition, and engagement in school content**. We ultimately want our students to have a positive and supporting experience during these unprecedented times." Dr. Norrell, Superintendent of EA D131

EA D131's commitment is to provide **daily, remote learning instruction and materials** that will **reinforce grade-level standards equitably for all students**, as well as **prioritize their social emotional needs**.

student and family engagement expectations

- read at least 1 Raz Kids-Kids AZ book and complete the comprehension quiz (daily)
- complete at least 1 DreamBox lesson (daily)
- take advantage of enrichment opportunities (ELA/SLA, math, PE, and SEL choice boards)
- engage in learning in other educational apps
- maintain communication with teacher and other D131 staff when applicable (Social Worker, Resource Teacher, Speech Language Pathologist, etc.)

weekly schedule

Below is the **weekly schedule** and **daily instructional minutes** from ISBE and D131.

Teacher: _____ Grade: _____ Week of: _____	Weekly Schedule			

Time 🕐	Monday	Tuesday	Wednesday	Thursday	Friday
_____ minutes	Language Arts: Raz Kids (at least 1 book and comprehension quiz per day)	Language Arts: Raz Kids (at least 1 book and comprehension quiz per day)	Language Arts: Raz Kids (at least 1 book and comprehension quiz per day)	Language Arts: Raz Kids (at least 1 book and comprehension quiz per day)	Free Choice Day
_____ minutes	Math: DreamBox (at least 1 lesson per day)	Math: DreamBox (at least 1 lesson per day)	Math: DreamBox (at least 1 lesson per day)	Math: DreamBox (at least 1 lesson per day)	
_____ minutes	Choice Board ELA	Choice Board Math	Choice Board ELA	Choice Board Math	
_____ minutes	Free Choice: Choose a technology app to work on from your teacher's list	Free Choice: Choose a technology app to work on from your teacher's list	Free Choice: Choose a technology app to work on from your teacher's list	Free Choice: Choose a technology app to work on from your teacher's list	
_____ minutes	SEL	SEL	SEL	SEL	
_____ minutes	Physical Education	Physical Education	Physical Education	Physical Education	

Daily Instruction Minutes

ISBE

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

D131

Grade Level	Minutes
K	30
1	45
2	45
3	60-120
4	60-120
5	60-120

district must do's - reading and math
(required resources)
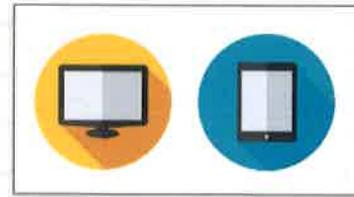
Raz-Kids / Kids AZ

Description: digital library with leveled books on a variety of topics in English and Spanish

Expectation: read 1 book and complete 1 comprehension quiz per day

student access

To use:
- open the app on the district tablet
- scan the QR code
- Go to https://www.kidsa-z.com/

student login information

teacher username: varies by each teacher

student username and student password: families will receive an email/message containing the student username and password from their child's teacher
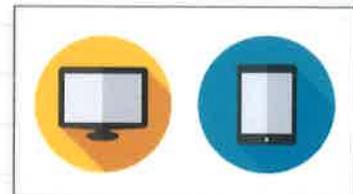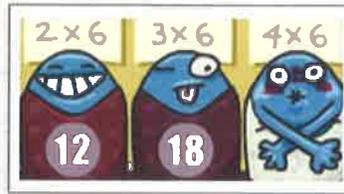
DreamBox

Description: individualized math lessons at students' instructional level; students can work at their own pace

Expectation: complete at least 1 DreamBox lesson per day

student access

To use:
- open the app on the district tablet

login information

student username and student password: families will receive an email/message containing the student username and password from their child's teacher

district may do's (additional technology resources)

ClassDojo
Grades: K-5

Description: digital platform where students can stay connected to their teacher by uploading work into their portfolio; also serves as a communication platform for students, families, and teachers

student and family username and password: students and families must sign up with their classroom teacher; teacher can provide code for student login

Epic! Books
Grades: K-5

Description: digital library where students can read and listen to texts on a variety of topics in English and Spanish

class code: specific to individual classrooms and teachers

GoNoodle Videos
Grades: K-5

Description: short, interactive videos to get students moving; videos are focused on singing, dancing, mindfulness, and learning

student username and password: not needed to log in

Khan Academy Kids

Grade: K-2

Description: educational activities with books, songs, games, drawing, storytelling and coloring to encourage creativity and self-expression

student username and password: specific to individual teachers; families will receive an email/message containing their username and password from their child's teacher (if teacher decides to use this program)

Khan Academy

Grade: 3-5

Description: short video tutorials to help student understanding, as well as practice exercises

student username and password: specific to individual teachers; families will receive an email/message containing their username and password from their child's teacher (if teacher decides to use this program)

MyOn

Grade: 3-5

Description: digital library on a variety of topics

student username: district student ID

student password: district student password

PebbleGo

Grade: K-3

Description: digital research on Science and Social Studies topics

student username and student password: families will receive an email/message containing their username and password from their child's teacher

SeeSaw

Grade: K-2

Description: digital platform where students can stay connected to their teacher by uploading work into their portfolio

student username and password: specific to individual teachers; families will receive an email/message containing their username and password from their child's teacher (if teacher decides to use this program)

DuoLingo

Grade: 3-5

Description: language program that provides lessons that adapt to learn Spanish and review vocabulary effectively at their own pace

student username and password: parents need an email address and need to pick own username and password

offline resources (no internet connection or WIFI needed)

Starfall

Grades: K-3

Description: activities in the areas of English Language Arts, Math, Social-Emotional Development and Anti-bullying; this app can be used without internet

student username and password: not needed to login

Buzz Math

Grade: 3-5

Description: math program where students can complete lessons at their instructional level and at their own pace; this app can be used without internet

student username and password: specific to individual teachers; families will receive an email/message containing their username and password from their child's teacher (if teacher decides to use this program)

Prodigy

Grade: 1-5

Description: adaptive, math program that integrates common-core math into a fantasy-style game; this app can be used without internet

student username and password: specific to individual teachers; families will receive an email/message containing their username and password from their child's teacher (if teacher decides to use this program)

Created by Anna Nightingale-Oak Park Elementary-D131-2020

Padres y tutores: Use este documento para ayudar a su hijo/a a usar Raz-Plus en casa.

Primeros Pasos

1. Acceda a www.kidsa-z.com o descargue la aplicación móvil gratuita Kids A-Z.

2. Ingrese el nombre de usuario de el/la maestro/a y presione *Go*.

3. Encuentre el nombre de su hijo/a en la tabla de clase. Ingrese la contraseña de su hijo/a (texto o imagen) y presione *Go*.

4. Navegue al área de *Reading**:
   a. Para estudiantes de kindergarten a segundo grado: presione el planeta *Reading*.

   b. Para estudiantes de tercer grado en adelante: presione *Reading*, localizado en la barra de navegación superior.

   * Será llevado directamente al planeta *Reading* si solo tiene acceso a Raz-Plus.

**Para obtener más información sobre el área de *Reading*,
visite Get to Know the Student Portal.**

Consejos para padres y tutores

- **Solicite acceso al *Parent Portal*.** Presione *Parents* en la esquina derecha superior de la página de inicio, www.kidsa-z.com. Su maestro/a tendrá que otorgarte acceso a través de la lista.

  - En el Parent Portal, se podrá ver la actividad y progreso de lectura de su hijo/a.

  - Envíele un mensaje a su hijo/a desde el *Parent Portal*.

- Asegure que su hijo/a siga los pasos para cada libro: *Listen, Read, Quiz*.
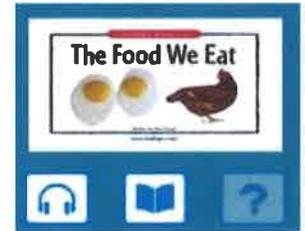
- Durante el *Quiz*, sugiérale a su hijo/a a volver al libro para encontrar detalles que apoyen su respuesta.

- Después de que su hijo/a haya terminado un libro, anímelo a usar sus estrellas en *Star Zone*. Se divertirá construyendo su *Avatar* o decorando su *Raz Rocketship*.

Le animamos establecer un horario constante y diario para la lectura independiente.

D131 Remote Learning -Technology Resources 3-5

Program Name	Description of Program	Link	QR Code
ClassDojo	The students can stay connected to their teacher through uploading work to their portfolio. Additionally, this can serve as a communication platform.	https://www.classdojo.com/	
Khan Academy	The student can complete lessons and quizzes in a variety of subject areas.	https://www.khanacademy.org/login	
Buzz Math	Students will complete lessons at their instructional math level and work at their own pace. This app can be used without internet.	https://www.buzzmath.com/SignIn	
MyOn	The students can listen to and read fictional and informational stories on many topics.	https://www.myon.com/login/	
Epic	The students can listen to and read fictional and informational stories on many topics.	https://www.getepic.com/sign-in	
Go Noodle Video	The students can keep themselves active as they dance along to songs one mindfulness, reading, math and science.	https://family.gonoodle.com/	
Kids A-Z	Students can listen to, read and record books, in English or Spanish, at their reading level. In addition, students can complete a comprehension quiz.	https://www.kidsa-z.com/main/Login	
Dreambox	Students will complete math lessons at their instructional math level and work at their own pace.		

EA 131 SOCIAL EMOTIONAL CHOICE BOARD K-5

Pick 3 activities from the choice board each week. Have your parents initial and date in the box once you are done. Hand in the drawings with the board at the end of the school year. Have fun!

List or draw 3 strengths (things that you are good at). Initials: _____ Date: _____	Make a sensory bin. Fill a box/bowl/bag with anything that is ok to touch, squeeze, hug and makes you feel good. Initials: _____ Date: _____	Think about 2 things that you can use to calm yourself down. (Listen to music, take deep breaths, work on a puzzle, play a game, etc.) Initials: _____ Date: _____	Write a letter or draw a picture for someone special. Initials: _____ Date: _____
Write a list, draw a picture, or tell someone in your house 3 things that make you feel happy. Initials: _____ Date: _____	Think about 3 things you are thankful for today. Tell someone what they are. Initials: _____ Date: _____	Draw a comic strip of something that makes you angry, how you look when you're angry and what you look like when you calm down. Initials: _____ Date: _____	Play your favorite song and dance, dance, dance! Initials: _____ Date: _____
Make a calming corner for anyone to use in your house. (Pillow, blanket, good book, music, favorite comfy toy). Initials: _____ Date: _____	Shake off uncomfortable feelings. Pretend you are a wet puppy and shake off your uncomfortable feelings. Shake, shake, shake! Initials: _____ Date: _____	What is a problem that you have had this week? What solutions did you come up with? Did someone help you figure out a solution? Draw a picture, write, or talk about it with a family member. Initials: _____ Date: _____	Think about 3 kind things you can do for others and who you can do them for. Pick one and do it. Initials: _____ Date: _____
Do the feelings Tic-tac-toe (see attached) Initials: _____ Date: _____	Practice positive self-talk: Think of things you could tell yourself to help you feel better if something has upset you. Examples, "I've got this", "It will be okay", "tomorrow will be better". Initials: _____ Date: _____	Talk to someone you trust about how you are feeling today and why. Initials: _____ Date: _____	Write a journal entry or draw a picture of how you are feeling today. Initials: _____ Date: _____
Without using words, act out different emotions. See if you can get someone in your house to guess how you feel (angry, frustrated, sad, worried, happy, etc.) Initials: _____ Date: _____	Look outside. How many things can you find that are blue? Yellow? Brown? Red? Initials: _____ Date: _____	Write or draw a picture about what you are excited about for summer vacation. Initials: _____ Date: _____	Put your hands on your belly. Take 3 long, deep breaths in (like you're smelling flowers) and let them out slowly (like you're blowing out candles). Initials: _____ Date: _____

EA 131 Tablero De Seleciones K-5

Escoja 3 actividades del tablero cada sema. Pida a mama o papa que ponga sus iniciales y fecha cuando termine cada cuadro. Al fin de año entrege el tablero con todas la acitividades a la escuela. Gracias.

Esriba or dibuje 3 fortalezas suyas. Iniciales:_____ Fecha:_____	En un recipiente, caja, o bolsa, ponga, cosas que pueda tocar, apretar,o abrasar, que le hagan sentir tranquilo/a Iniciales:_____ Fecha:_____	Piense en dos cosas que pude hacer que le hagan sentir tranquilo/a. Escuche musica, dibuje, yoga, juegos de mesa. Iniciales:_____ Fecha:_____	Traiga a la mente alguien que admira o quiere mucho Digale or escribale una nota. Iniciales:_____ Fecha:_____
Haga una lista ,Escriba o dibuje or digale a alguien en casa 3 cosos que le hacen sentir feliz. Iniciales:_____ Fecha:_____	Escriba 3 cosas por las cuales esta agradecido/a. Digele a alguien. Iniciales:_____ Fecha:_____	Haga un dibujo de cuando esta sientiendo mucho coraje. Que le hace sentir coraje, y que puede hacer para manejar el coraje? Dibuje todo. Iniciales:_____ Fecha:_____	Ponga su musica favorita y baile, baile, baile! Iniciales:_____ Fecha:_____
Haga un rincón favorito en la casa que todos puedan usar. Ponga almohda, cobija, jugete de peluche, musica relajante, revistas, o libros. Iniciales:_____ Fecha:_____	Sacuda los sentimientos incomodos. Imaginese que es un cachorro mojado y sacudase. Sacuda , sacudase. Iniciales:_____ Fecha:_____	Que problemas a tenido esta semana? Pudo encontrar soluciones? Alguien le ayudo? Haga un dibujo, escriba un cuento, o hable con alguien sobre lo que hizo. Iniciales:_____ Fecha:_____	Haga una lista de 3 cosas que puede hacer para otra persona hoy. Ecoja una cosa y hagala hoy. Iniciales:_____ Fecha:_____
Juege el juego de tic tac toe de sentimientos. (Vea pagina acompanante) Iniciales:_____ Fecha:_____	Praticque decirse cosas positivas a si miso, para ayudarle a sentirse major si algo le molesta. (estoy bien, manana sera major) Iniciales:_____ Fecha:_____	Hable con alguien de confinasa, sobre como se siente hoy y porque. Iniciales:_____ Fecha:_____	Escriba algo en su diario o dibuje como se siente hoy. Iniciales:_____ Fecha:_____
Sin hablar represente diferentes emociones. Pregunte si alguien en casa puede adivinar lo que siente. (triste, feliz, frustrado/a...) Iniciales:_____	En la casa o caminando, busque que colores ve. azul, amarillo, rojo, verde. Iniciales:_____ Fecha:_____	Dibuje algo que le emociona de el varano. Iniciales:_____ Fecha:_____	Cierre los ojos. Ponga una mano sobre su estomagÓ. Respire lento y profundamente y sople lentamente. Hagalo 5 veces. Iniciales:_____ Fecha:_____

Educacion

Fisica

Registr

o de

Aptitud

Fecha:	Que hicistes?	Tiempo Total:	Firma del Padre:

Meta= ¡15 Minutos de actividad Fisica 2 veces a la semana!

Nombre: _____

Semana: _____

EDUCION FISICA:

Choice Board 3-5

Instrucciones: De las actividades abajo, escoge las actividades físicas que satisfacen 30 minutos diarios. Puedes elegir dividir el tiempo en pequenas sesiones (ej.: tres sesiones de 10 minutos) o completar en una sesión de 30 minutos.

Saltos en Tijeras	Flexiones	Con un objeto tirar y atrapar	Enrroscadas / Sentadillas	Saltar la cuerda o Saltos en línea
Plank	Hula Hula	Marcapasos	Correr/ Trotar	Estiramientos/ Yoga
Si tienes conexión de internet estas plataformas tienen buenos recursos (Haz clic en el enlace del título subrayado y te ingresa a la página): • GoNoodle on YouTube (gonoodle.com or youtube.com) • Coach Meger Fitness (youtube.com) • SPARK PE Dance Playlist K-5 (youtube.com) • 10 Min Kids Cardio Workout (https://www.youtube.com/watch?v=kAXg3cM0UCw) • Beach Body Kids Workouts (https://vimeo.com/showcase/6880106) • You Choose: Yoga Edition (youtube.com)			Dar un paseo	Bailar
			Crea tu propio juego y juega con tu familia	Burpees

3-5 Choice Board
Mathematics

Directions: Color each box once it is completed. You may choose to repeat a box more than one time.

Find small objects around your house like beans, crayons, seeds, or dry noodles. Make four groups of six. How many total objects are there? Solve this using a multiplication array.	Look at the clock. What time does the clock tell you? Do jumping jacks for 2 minutes until the time changes. JUMPING JACKS	Scavenger Hunt! A sphere is a three-dimensional circle, such as a ball. Look around your home for sphere. Write down a list of spheres in your home.	Create your own division problem and draw it out using objects in your home. You can make the problem as big or little as you would like. 2+2=

Skip counting with x's and o's. Choose either x's or o's. Choose your favorite number to skip count. Draw this on paper and write the total.
Ex: xxx
    xxx
    xxx (Total = 9)
	Create your own fraction problem and draw it out using objects in your home. You can make the problem as big or little as you would like.	Look around your bedroom for shapes. Write the name of the shapes, details of the shape and draw it out on paper.
		CIRCLE SQUARE DIAMOND RECTANGLE
		TRIANGLE HEART STAR OVAL
			Let's compare numbers. Write down five comparisons using three digit numbers.
			< (less than)
			>(greater than)
			= (equal to)
			
			Ex:123 > 109
			    592 < 621

Look around your home for objects. Find an object that should be greater than 2 feet. Then find an object that is less than 1 foot. Write those two objects down, and estimate how long you think both objects measure.	Look at the clock. What time does the clock tell you? Do sit ups for 2 minutes until the time changes.	Math vocabulary. Write down ten math vocabulary words and their definitions. You could use words like multiply, divide, fractions, triangle, rectangle, etc.	Choose your favorite number 1-10. Write down the math fact families for multiplication and division (up to 10) for this number. For example, 3X2=6 3X3=9 3X4=12
Draw 3 circles and divide it into four equal parts. Shade in the parts to show the following fractions: 1/4 2/4	Scavenger Hunt! A rectangular prism is a three-dimensional rectangle, such as a long tissue box. Look around your home for a rectangular prism. Write down a list of these on paper.	Write your own math story problem using multiplication up to 10.	Find small objects around your house like beans, crayons, seeds, or dry noodles. Make 12 groups of 4. How many total objects are there?

Música General

K-5 Panel de Actividades

Instrucciones:

1. Colorea cada cuadro según vayas completando las actividades. Puedes repetir las actividades más de una vez.
2. Puedes hacer una de las siguientes actividades: Envía una foto o un video de cómo has completado una o varias actividades o envía una foto de la hoja de actividades coloreada o escríbenos por email contándonos cuáles actividades hiciste y cuales fueron tus favoritas.

Dibuja símbolos (notas) musicales en la acera o en la entrada de tu casa.	Haz un dibujo de algo que suena fuerte y algo que suena suave (quedito).	Cántale una canción a un familiar.	Encuentra algo en tu casa que puedes usar como un tambor. Toca un patrón rítmico.
Cuando estés viendo tu programa de televisión favorito, escucha la música que usan. ¿Cómo usan la música en ese programa?	Escucha to canción Favorita.	En un papel, dibuja tus notas musicales favoritas.	Escucha una canción que haya sido escrita hace más de 100 años atrás.
Reúne a tu familia y enséñales una canción.	Inventa tu propia actividad musical!	Diseña y construye un instrumento musical hecho en casa	Dibuja tu instrumento musical favorito.
Escucha una canción que esté escrita en otro idioma aparte del Inglés.	Canta una canción parándote en un solo pie.	Haz un dibujo de algo que sea rápido y de algo que sea lento.	Escribe una canción. ¡Sé Creativo!

6th-8th Remote Learning Plan

We miss you, we care for you, and we are here to do school with you!

April 20th, 2020

Dear Middle School Students,

We know there have been many changes with school, and sometimes changes in our routine can be difficult. We know that many of you have responsibilities outside of school when you are home. We want to thank you for all that you are doing to keep up with your learning so that you are ready for next year.

Your teachers are here to help you focus on your schoolwork while you are at home. To start, we have a remote learning plan for you to read. We hope this answers many of your questions.

Just remember that if you have more questions, you can always email your teachers and she/he will help you! Thank you for taking time to read our plan!

We are always here for you.

-Your EA Family

Our Learning Plan, 6ᵗʰ-8ᵗʰ Grade

❖ **What does remote learning mean?**

Remote learning means we are learning away from school. We are still learning, but we need to learn from home rather than in school to create a safe environment for students and teachers. As many of you know, the Corona virus is highly contagious, and can spread quickly. To stop it from spreading, school districts in Illinois have changed school to be "remote learning" from home. This way, we can still learn together, but now we need to do our learning from home so that we will not spread germs.

❖ **Do I still learn new things from Monday through Friday like I did when I was in school?**

Your schedule will look a little different from when you were in school because we know that middle school students have many other responsibilities when they are home. We know that many of you are juggling chores, watching younger siblings, and helping around the house. From now until the end of the school year, we will learn from Monday through Thursday. Fridays are different.

On Fridays, we want you to focus on self-care. You have options for this. You may pick an activity from the SEL choiceboard, you also have choiceboards from all of your encore teachers. Choose whatever activity makes you happy and allows you to take care of **YOU**. We will talk about Choiceboards later in our plan so that you know what to do. ☺

The schedule of your regular classes will also change. To make it easy to remember, we decided to create a schedule for "red" and "black" days. On "red" days, you focus on certain classes, and on "black" days, you focus on the others. We created a table for you below so that you can see how much time you should be spending on your schoolwork:

Middle School Schedule for Remote Learning

Monday	Tuesday	Wednesday	Thursday	Friday
Red Day	Black Day	Red Day	Black Day	Self-care day
Language Arts (40 min)	Math (40 min)	Language Arts (40 min)	Math (40 min)	Choose a bonus activity from

Science (40 min)	Social Studies (40 min)	Science (40 min)	Social Studies (40 min)	any one of your choiceboards.
Encore Choiceboard (40 min)	P.E./Health Choiceboard (40 min)	Encore Choiceboard (40 min)	P.E./Health Choiceboard (40 min)	

❖ **Without my teacher, how do I know what to do?**

Your teachers are still working, and they will tell you what to do each day so that you do not become confused. Assignments will be posted by 9:00 am each week so that you know what to do. If you have more questions, you can also send them an email through Infinite Campus if you ever have a question about what is due for class.

Your teachers want to be here for you, and they are creating assignments just for you that will be pushed out to your device. You need to remember to follow the schedule so that you know what to do each day.

- ✓ On **red days**, you do language arts, science, and Encore assignments. (whether you have an I-pad or a laptop)
- ✓ On **black days**, you do math, social studies, and PE Choiceboard assignments.

Language Arts
Language Arts assignments are assigned through NewsELA. Click on the icon that looks like this on your device in order to access your account.
Your username: emailed from your teacher (your email)
Your password: you chose your own password

Math
Math assignments are assigned through DreamBox. Click on this icon to find the assignment that your teacher made for you.
Your username is: Your student ID
Your password is: first name initial, last name initial, birthdate (00/00/00)
Ex: GR122520

Science/Social Studies
Your teachers will use NewsELA, Stemscopes, or the DBQ Project to assign work for class. Make sure to check your email to see what your teachers would like for you to do.

Choiceboards for Encore
Choose an assignment on your Choiceboard every day. Your music, art, drama, FACS, PLTW, and PE teachers made these for you. You only have to pick 1 assignment, but if you want to pick more than one, that is okay. We encourage you to keep up your learning as much as you are able to do so at home.

❖ **What is a choiceboard?**

Some of you may already know what a choiceboard is from your classroom. If you have never seen one, they are nice because they give you options. A choiceboard looks like a bunch of squares put together, and each square has a different choice. You get to pick an activity in the square and color in the square so that you know which ones you have completed, and which ones you still get to do the next day. The best part about a choiceboard is that you can pick the same activity more than once!

❖ **I see other apps on my device. May I use these apps?**

The priority is to complete your schoolwork in NewsELA, whatever science and social studies work is assigned to you, and Dreambox. After you do that work, then of course you can play with the other fun apps that we put on your devices.

❖ **How does my teacher know that I am doing my work?**

Your teacher is paying attention to your work on their computers at home. They can check to see what articles you have read, and what assignments you have completed. They want to make sure you are learning, so they are checking on your work every day to make sure you are learning even though we are not together at school.

❖ **What about my grades?**

You will still earn grades for the work that you complete. That is why it is so important to make sure that you check your device on Monday through Thursday to see if you have an assignment from any of your teachers. We want to make sure that you are at home, that you are being safe, and that you are learning.

❖ **I miss my teacher. What if I want to talk to them?**

Your teacher is going to try their best to get in touch with you and your family every week. They will try to call your home, they can email your family, they may use things you already know like Class Dojo to talk to you and your family. They will also use a cool tool called "Microsoft Teams" to try and communicate with all of the students in your class. They miss you very much, and they hope that they will be able to talk with you soon.

Middle School students of East Aurora--we hope you liked reading our plan! There is a lot of very helpful information in this packet. Please make sure to keep it in a safe place at home so that you know where to find everything. Take care and be well. We look forward to teaching you on our remote learning plan for the rest of the school year.

Sincerely,

Your EA Family ☺

Music/Band/Choir 6-8 Choice Board

A.	B.	C.	D.	E.
Make an audio recording of you singing your favorite (school appropriate) song.	What do you believe is the best instrument? Write a 5-6 sentence paragraph. (Include examples and support your claims!)	Compare/contrast two different songs of a favorite group/artist regarding style, Instruments used, rhythm, lyrics, etc. Use a Venn Diagram.	Read about a music composer of your choice. Write down 5-6 interesting facts you learned about the composer.	Complete a note name exercise using MusicTheory.net. Take a screen shot of the results.
F.	G.	H.	I.	J.
Watch a scene from a movie and write a summary explaining how the music impacts the storyline. Be sure to describe the details in the scene and how the music fits.	Give a Porch Concert to your Family/Neighbors/etc. Or watch one online. Write a paragraph reflection. Include a picture of the performance or link to one that you watched.	Listen to a song from a style/artist you normally don't follow. Describe something both positive and negative about the song and journal about it.	Create a rhythm that is at least 8 measures. Submit the composition and an audio recording of you clapping/playing it on your instrument.	Create a soundtrack of your life. Ask your music/band/choir teacher about how to do this!

INSTRUCTIONS:
- **Pick 1 box per week and submit your work to your music/band/choir teacher every Thursday by 1:30 p.m. through district email until further notified.**
- **Please check your district email every Monday to see if you have any further instructions from your music teacher.**

If you have internet access the following websites have great resources (Click on the underlined titles to take you to the link):
- https://www.musictheory.net/exercises
- www.8notes.com/
- MusicTechTeacher.com

K.	L.
Explore different careers in music and submit a paragraph describing one of them.	Create your own music/band/choir themed meme.
M.	N.
Make a promo poster for your favorite band/artist.	Watch a musical and submit a paragraph about which character you relate to and why.

PHYSICAL EDUCATION:

Choice Board

6-8

Directions: Choose from the activities listed below to meet 30 minutes a day of physical activity. You may choose to break up the time into small sessions (ex: three 10 minute sessions) or complete it in one 30 minute session.

Boxing	Tabata Workout **Repeat each circuit 6 times:** Jumping Jacks- 20 sec Rest- 10 sec Push-Ups- 20 sec Rest- 10 sec	**Pyramid Workout:** 20 Jumping Jacks 15 Frog Jumps 10 Push-ups 5 Walking Lunges 10 Push-ups 15 Frog Jumps 20 Jumping Jacks	**HIIT Workout** **30 seconds on followed by a 10 sec rest (can repeat):** High Knees Jumping Jacks Wall Sit Running in place Line-jumps	Go On A Walk
HIIT Workout **30 seconds on followed by a 10 sec rest:** Jumping Jacks Wall Sit Push-ups Sit-ups Squats	Zumba	**Interval Running Workout** **(repeat 2x)** Walk: 2 Minutes Sprint: 30 Seconds Jog: 1 Minute Walk: 2 Minutes Sprint: 30 Seconds Jog: 1 Minute Walk: 5 Minute Cool Down	AMRAP Workout **(As many rounds in 15 minutes)** 5 Burpees 5 Push-ups 10 Squats 15 Sit-ups	Tabata Workout **Repeat each circuit 6 times:** Jump Rope/Line Jumps- 20 sec Rest- 10 sec Squats- 20 sec Rest- 10 sec
Pyramid Workout: 20 Jumping Jacks 15 High Knees 10 Sit-ups 5 Burpees 10 Sit-ups 15 High Knees 20 Jumping Jacks	Tabata Workout: **Repeat each circuit 6 times:** Sit-Ups- 20 sec Rest- 10 sec Burpees- 20 sec Rest- 10 sec	**HIIT Workout** **30 seconds on followed by a 10 sec rest (can repeat):** Plank Lunges Burpees Sit-ups Squats	Yoga	Jump Rope
AMRAP Workout **(As many rounds in 15 minutes)** 10 Sit-ups 5 Push-ups 10 Squats 5 Mountain Climbers	Dance	**Cardio Workout** **6 Sets of:** 5 Burpees 10 Push-ups 15 Sit—ups 20 Squats	Run	Tabata Workout **Repeat each circuit 6 times:** Mountain Climbers- 20 sec Rest- 10 sec Jump Squats- 20 sec Rest- 10 sec

Middle School Art Remote Learning Rubric

Category	Incomplete	Meets	Meets and Exceeds
Assignment Completion	Did not attempt, complete or submit the assignment.	Completed the Choice Board or Packet assignment and submitted to Art teacher.	Completed and submitted the Choice Board or Packet assignment and exceeded expectations.
Following Directions	Did not attempt, complete or submit the assignment.	Work demonstrates understanding of assignment directions. Directions were followed as given.	Work demonstrates thorough understanding of assignment directions. Directions were clearly followed as given and/or taken to a higher level.
Effort / Creativity	Did not attempt, complete or submit the assignment.	Work reflects acceptable effort, craftsmanship, detail and/or creativity	Work reflects excellent effort, craftsmanship, detail and/or creativity.

HOW TO SUBMIT YOUR ASSIGNMENTS:

There are FOUR WAYS to submit your weekly assignment from the Choice Board or Packet. One assignment needs to be submitted each week by Friday at 9pm. Please contact your teacher if you need help or have questions!

1. Submit a picture of the completed assignment to your teacher with a description explaining what assignment it shows.
2. For digital assignments, submit a screenshot or image of the completed project with a description explaining what assignment it shows.
3. Submit a picture of one of the completed pages of the packet.
4. Send written evidence to your teacher (for example, send an email to your teacher with a paragraph describing which assignment you chose and what you did to complete it).

You can submit your work via email or Microsoft Teams. Your teacher will communicate with you via district email, Microsoft Teams or Infinite Campus.

PLTW Design and Modeling (Cowherd/Simmons/Waldo)

Directions: Select at least one activity to complete each week.

Design Process	Computer Design	Toy Design	Playground
Research the engineering design process online. Create 3-5 slides using Powerpoint or write a 5-sentence paragraph describing what you learned.	If you could add any feature to an ipod, phone, or computer, what would it be? Describe it in 5-7 sentences.	Your job is to design a toy that will help a child learn something new. Draw a picture and describe how it works. **Bonus:** Make a prototype out of materials you have at home	Your job is to design a new item to add to the playground. What is the new item? Draw a picture of it and describe how it works. This could be a redesign to an already existing item.
Free Build I Grab some Legos, blocks, or other building materials and create something from your immagination. Take a picture and send to your teacher.	**Robotics** Your job is to create a robot that can be used in a hospital by a doctor. What would you have your robot do? Draw and label your robot. **Bonus:** Make a robot from materials you have at home like paper towel rolls, boxes or other material. Take a picture and share with teacher.	**Careers Research** Research careers in engineering. Record the following about the career: What do they do, amount of school needed, average salary, companies that might hire you. Create a 5 slide Powerpoint or write a paragraph summarizing your research.	**Redesign your room.** Look at your bedroom. Imagine how you might rearrange the furniture and what you might add to create the perfect bedroom. Take the measurements of the space and your furniture and create a scale drawing of your new room! Take a picture and send to your teacher.
Design Challenge Work with your family to build a boat out of a 5-inch square of aluminum foil. Test to see if it will float. If it sinks, redesign. Then add pennies 1 at a time to see how many your boat will hold before it sinks. Take a picture of your design and send to your teacher with the number of pennies it held before it sank.	**How Does the Internet Work?** Find a website that describes how the internet works. Create a 3-5 slide Powerpoint or write a paragraph about what the internet is and how it works.	**Lost!** Imagine you are stranded on an island and you need to build a raft. Create a list of materials would you use? Draw a picture of your design.	**Free Build II** Grab some Legos, blocks, or other building materials and create something from your immagination. Take a picture and send to your teacher.

Social Media	Tinkercad I	How Do Viruses Work?	Tinkercad II
Does social media help or hurt us? Find out be reading one of the social media articles posted in our Class NEWSELA. Complete the Write activity and quiz. Join our class using the code that was emailed to you from your teacher.	Check your student email for instructions from your teacher on how to join Tinkdercad. Complete the "Starter" tutorials found in the **Learn** tab. Then create something. Take a picture and share it with your teacher.	Bioengineers help create vaccines that help protect against disease. Go to ScienceNewsForStudents.org and search for an article called "*Explainer: What is a Virus?*". Write 3 things you learned, 2 things you found interesting, 1 question you still have.	Take a previous drawing from another box and build it in Tinkercad. Remember to use accurate measurements so that it is the right size.

PLTW Computer Science (Cowherd/Simmons/Waldo)

Directions: Select at least one activity to complete each week.

What is Computer Science?	Think Like a Computer	Learn to Code	Computers in the Real World
History of Computers Create a timeline of computer science highlighting important events.	**Execute a Task – Cell Phone** Think about a device that needs human input to work, like a cell phone . Answer these questions: What will make the device do it? What will the device do? When will the device do it?	**Coding** Complete *Chase the Pizza* tutorial at Arcade.makecode.com Upload screenshots to Teams.	**Computer Design** If you could add any feature to an ipod, phone, or computer, what would it be? What would it do? What problem would it solve? Think about these questions and describe your idea in 5-7 sentences.
Computer Scientists Choose a famous computer scientist. Create 5-7 slides using Powerpoint or write a one paragraph summary of their contributions to the field of computer science.	**Execute a Task – Brush Teeth** Create an algorithm (list of steps) you would complete to brush your teeth. Follow the steps to make sure you didn't forget anything.	**Coding** Complete the *Happy Flower* tutorial at Arcade.makecode.com Upload screenshots to Teams.	**Grace Hopper** Use the internet to research Grace Hopper. Create a 5-7 slide Powerpoint or write 7-10 sentences about her life and contributions to the field of computer science.
What is Bluetooth? Research Bluetooth technology. Create a 5-7 slide Powerpoint or write a paragraph that describes what it is and the different ways it's used in everyday life.	**Algorithm – Your Choice** Select a basic task of your choice that you do often, such as feed the dog, get dressed or pack a backpack. Write an algorithm for the task as a list of numbered steps. Follow the steps to make sure you didn't forget anything!	**Coding** Complete *Lemon Leak* tutorial at Arcade.makecode.com Upload screenshots to Teams.	**Robotics** Your job is to create a robot that can be used in a hospital by a doctor. Explain what you would you have your robot do? What tasks would it perform? Draw and label your robot.
Computers Watch the video *"Computer Science Is Changing Everything?"* at code.org Write a 5-7 sentence paragraph describing how computers are changing the world. Use evidence from the video to support your claims.	**Algorithm – Paper Airplane** Write an algorithm for making a paper airplane as a list of numbered steps. Follow the steps to make sure you didn't forget anything!	**Coding** Complete *Galga* tutorial at Arcade.makecode.com Upload screenshots to Teams.	**Newsela** Select a technology article from our class library. Read the article and complete the Write activity and Quiz.
Computer Functions	**Algorithm – PBJ**	**Coding**	**Innovations and Inventions**

Watch the video *"What Makes a Computer a Computer?"* at code.org. Write 3 things you learned, 2 things you found most interesting and 1 question you still have.	Write an algorithm for making a peanut butter and jelly sandwich. Write the algorithm as a list of numbered steps. Follow the steps to make sure you didn't forget anything!	Using the Tech tab in sciencenewsforstudents.org, find an interesting technology article. Write 3 things you learned, 2 things you found most interesting and 1 question you still have.
Computer Careers Research the following about a career in computer science: what do they do, amount of school needed, average salary, companies that might hire you. Create 5-7 slides using Powerpoint or write one paragraph summary of your research.	**Algorithm – XBox** Create an algorithm of the tasks required to log in to Xbox, PS4 or Fornite. Write the algorithm as a list of numbered steps. Follow the steps to make sure you didn't forget anything!	Complete *Maze* tutorial at Arcade.makecode.com Upload screenshots to Teams.
	Coding Create your own game using the skills you have learned from previous tutorials. Share a link to the game with your teacher. (Use the Share icon, Publish, and Copy url to an email.)	**How Does the Internet Work?** Use Google to search for information about how the internet works. Create 5-7 slides using Powerpoint or write a 5-7 sentence paragraph about the internet and how it works.

East Aurora School District 131
Social-Emotional Choice Board
Grades 6th-12th
Directions: Complete and check off one activity per day, Monday – Friday while we are remote learning. Please turn this in to your School at the end of the school year. Thank you and we miss you all!

List one of your strengths starting with each letter of your first name.	Look up how to create a homemade stress reliever toy such as a stress ball, kinetic sand, or slime.	Get a drink of water, stretch, do 5 sit-ups, 5 push-ups and then take 5 deep breaths.	Think about someone you admire and care about. What makes them special? Tell them or write them a letter.
Make a 'to do' list of things you are doing to take care of yourself (write, or draw it)	Think about 3 things you are grateful for today.	Draw a comic strip example of anger. Show what the person was thinking, how the person's body may have felt, and the positive way the person coped with the upsetting situation.	Play your favorite song and dance, dance, dance!
Take a long walk (outside with adult if possible) or rearrange part of your room.	Review a game, movie, show, YouTube channel, etc. Explain if you'd recommend it, what grade you'd give it A-F, and give a short summary.	Draw a picture of a time you positively dealt with tough emotions.	Make a list of 15 kind things you can do for others; pick 4 and do those things today!
Make a list of the emotions you see in your favorite show or movie and tally all the times you notice them. Which emotion was shown the most? The least?	Make a list of your top strengths using only emojis or symbols.	Acknowledge your feelings and talk to a trusted adult about how you are feeling regarding the Coronavirus.	Write a journal entry of how you feel today.
Video chat with a friend and agree to talk about anything except the Coronavirus	Take a walk or look outside. How many things can you find that are blue? Yellow? Brown? Red? Do this in your home if you can't go out.	Do something creative (write, draw, make a collage, painting, video, song, etc.) about how you feel about the current situation.	Close your eyes, put one hand on your heart, and one on your stomach. Take 5 long, deep breaths in and let them out slowly like you are blowing out a birthday candle.

DreamBox Learning® Math outside of the classroom

DreamBox Sign In: https://play.dreambox.com

What is DreamBox?

DreamBox is a digital math program for grades K-8 that combines a fun and engaging math learning environment with a rigorous, standards-based curriculum. DreamBox lessons are interactive experiences that promote active learning and independent critical thinking and respond to each student's strategies and decisions in the moment. This enables DreamBox to individually tailor the instructional experience for each student based on the strategies they use when working through lessons. Because DreamBox dynamically adapts lessons and learning paths based on the needs of each learner, students always have just the right level of support when and where they need it.
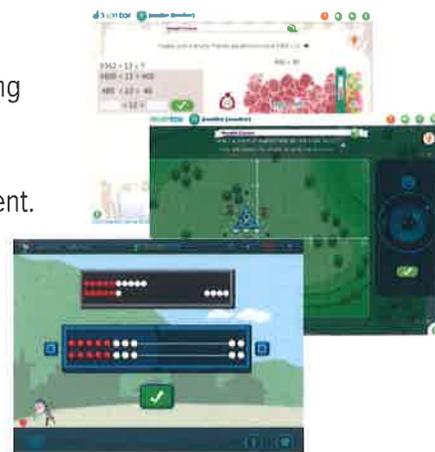
Healthy Habits for Success in DreamBox

1. **Try every problem:** Persist even when it is hard. ✓

2. **Finish every lesson:** Persevere instead of choosing another lesson. ✓

3. **Utilize in-lesson support:** The feedback, hints, and help are created to assist you. ✓

4. **Use headphones or speakers with volume on:** Listen to the directions, assistance, and feedback. ✓

5. **Work Independently:** Don't let others do your work for you. ✓

6. **Complete 5 or more lessons per week:** Students who complete 5 or more lessons experience the most learning growth. ✓

Home Usage Advice and Best Practices

- Plan at least 20-30 minutes for each session. Students should complete at least 5 lessons per week.

- Since DreamBox is personalized to each learner based on their strategies and understanding, it's important to let your child work through lessons within their own account.

- Use the Activity Feed in your Family Insight Dashboard to monitor you child's progress. If they are stuck on a lesson, you can view it by hitting the 'Play Lesson' button and help guide them with a facilitated discussion. Try to avoid helping them directly in the student environment.

- Turn on closed captioning with lessons if it's helpful.

Family Insight Dashboard

Your Family Insight Dashboard will provide you with insights into your child's learning as well as highlight important learning milestones. This will help keep you informed on your child's skills and foster a partnership to positively influence your child's learning outcome.

Access is easy! Ask your child's teacher for an invitation with instructions to log in for the first time.

DreamBox Resources

DreamBox Resources for Parents:
https://padlet.com/DreamBox/HomeLearning

DreamBox Support Site
https://support.dreambox.com

DreamBox Support:
Phone: 1 (877) 451-7845, option 3 | support@dreambox.com
Please note: We cannot access lost student passwords, please contact your child's teacher for a password reset.

9th-12th Remote Learning Plan

We miss you, we care for you, and we are here to do school with you!

April 20th, 2020

Dear High School Students,

We know there have been many changes with school, and sometimes changes in our routine can be difficult. We know that many of you have responsibilities outside of school when you are home. We want to thank you for all that you are doing to keep up with your learning so that you are ready for next year.

Your teachers are here to help you focus on your schoolwork while you are at home. To start, we have a remote learning plan for you to read. We hope this answers many of your questions.

Just remember that if you have more questions, you can always email your teachers and she/he will help you! Thank you for taking time to read our plan!

We are always here for you.

-Your EA Family

Our Learning Plan, 9th-12th Grade

❖ **What does remote learning mean?**

Remote learning means we are learning away from school. We are still learning, but we need to learn from home rather than in school to create a safe environment for students and teachers. As many of you know, the Corona virus is highly contagious, and can spread quickly. To stop it from spreading, school districts in Illinois have changed school to be "remote learning" from home. This way, we can still learn together, but now we need to do our learning from home so that we will not spread germs.

❖ **Do I still learn new things from Monday through Friday like I did when I was in school?**

Your schedule will look a little different from when you were in school because we know that high school students have many other responsibilities when they are home. We know that many of you are juggling jobs, chores, watching younger siblings, and helping around the house. From now until the end of the school year, we will learn from Monday through Thursday. Fridays are different.

On Fridays, we want you to focus on self-care. You have options for this. You may pick an activity from the SEL choiceboard, or you may want to use this as a day to catch up on other responsibilities that you may have as a young adult. Choose whatever activity makes you happy and allows you to take care of **YOU**. We will talk about Choiceboards later in our plan so that you know what to do. ☺

The schedule of your regular classes will also change. We divided the schedule so that you only focus on certain classes depending on the day. We created a table for you below so that you can see how much time you should be spending on your schoolwork. These times are important because this will let you know when your teachers are available to help you.

For example, if you want to get in contact with your **1st period teacher**, you should try to send them an email on **Monday or Wednesday between 8:30 am and 10:00 am.** You can always email them outside of those days and times, but just know that it may take a little longer to respond to your question because your teachers have to make sure to take care of all their students from each period that they teacher.

East Aurora High School A/B Day Block Schedule

A Day Mon/Wed	Time	B Day Tues/Thurs	Time
Period 1	8:30 am-10:00 am	Period 4/7	8:30 am-10:00 am
Period 2	10:15 am-11:45 am	Period 5/7	10:15 am-11:45 am
Period 3/7	12:00 pm-1:30 pm	Period 6/7	12:00 pm-1:30 pm

Students will engage with coursework for period 7 in place of their lunch/study hall period

❖ **What if I do not know how to log onto my classes in Edgenuity?**

That is okay! Here is a screenshot of the directions so that you are able to log into your classes without any problems. Please see below:

❖ **Without my teacher, how do I know what to do?**

Your teachers are still working, and they will tell you what to do each day so that you do not become confused. If you have more questions, you can also send them an email through Infinite Campus if you ever have a question about what is due for class.

Your teachers want to be here for you, and they are monitoring your work through the Edgenuity website. You need to remember to follow the schedule so that you know what to do each day.

- ✓ On "A" Days, you will follow your schedule for Periods 1, 2, and 3/7.
- ✓ On "B" Days, you will follow your schedule for Periods 4/7, 5/7, and 6/7.
- ✓ On Fridays, you have self-care. You may select an activity from the SEL from your choiceboard or take some time to complete other responsibilities you may have around your home.

❖ **What is a choiceboard?**

Some of you may already know what a choiceboard is from your classroom. If you have never seen one, they are nice because they give you options. A choiceboard looks like a bunch of squares put together, and each square has a different choice. You get to pick an activity in the square and color in the square so that you know which ones you have completed, and which ones you will do for the following week. We understand that on Fridays, you may have extra responsibilities around your home. That is okay, remember that Friday is a "self-care" day!

❖ **I see other apps on my device. May I use these apps?**

The priority is to complete your schoolwork in Edgenuity. After you do that work, then of course you can play with the other fun apps that we put on your devices. However, please do not navigate to websites that are inappropriate for school. Remember, we are able to see all websites that you visit through our security software.

❖ **How does my teacher know that I am doing my work?**

Your teacher is paying attention to your work on their computers at home. They can check to see what assignments you have completed. They want to make sure you are

learning, so they are checking on your work every day to make sure you are learning even though we are not together at school.

❖ **What about my grades?**

You will still earn grades for the work that you complete. That is why it is so important to make sure that you check your device on Monday through Thursday to see if you have an assignment from any of your teachers. We want to make sure that you are at home, that you are being safe, and that you are learning.

❖ **I miss my teacher. What if I want to talk to them?**

Your teacher is going to try their best to get in touch with you and your family every week. They may send you an email through Infinite Campus. They will also use a cool tool called "Microsoft Teams" to communicate with all of the students in your class. They miss you very much, and they hope that they will be able to talk with you soon.

East Aurora Tomcats--we hope you liked reading our plan. There is a lot of very helpful information in this packet. Please make sure to keep it in a safe place at home so that you know where to find everything. Take care and be well. We look forward to teaching you on our remote learning plan for the rest of the school year.

Sincerely,

Your EA Family ☺

Student Information System
Student Manual

Contents

Introduction

Welcome to Edgenuity's Student Manual! We are so pleased that you've allowed Edgenuity to be a part of your educational journey with online learning. With lessons designed to provide you with instructional content and show you how that content correlates to your real world, we hope that you will not only thrive with Edgenuity, but flourish.

The Student Information System is where you'll find helpful information about your courses, communicate with your teachers, and access the Virtual Classroom. The Virtual Classroom is the portal to your lessons; it is also where you can find your Progress Report, Assignment Calendar, and other features designed to keep you informed and in control of your own education.

This document is intended to help you become comfortable navigating your online educational environment and guide you through everything you need to know to be happy and successful with your Edgenuity courses.

Technical Requirements

To ensure that you can login and begin working, first verify that your computer meets the technical requirements of the program.

http://www.edgenuity.com/it-support/

Logging In

Begin by logging into the system. Once on the login page, use your username and password to gain access to your online courses. Please visit the URL below:

http://www.edgenuity.com/SIS-Login

Write your username and password here for future reference.

Login: _____

Password: _____
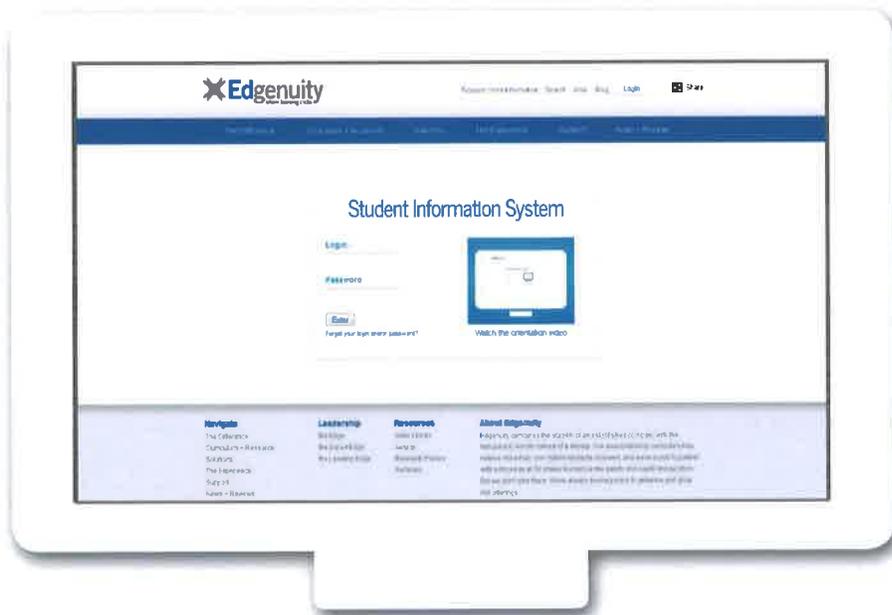
My Dashboard Tools and Features

The main page in the Edgenuity SIS is known as the Dashboard. The Dashboard provides access to your courses, progress and grade reports, and the messaging center. Think of the Dashboard as the central hub that contains all of your student information and tools to support you while enrolled in the program. Let's review some of the key tools and features you will use in the SIS.

The *Main Dashboard* features the following tools on the front page of the SIS as soon as you login:

- Academic Snapshot
- Upcoming Events
- Activity
- Messages
- Course Requirements
- Admission Status

Upcoming Events

Jun 21, 2013 - Major Update Planned for June 22 - 23

See more events...

The Upcoming Events area allows your teachers to set reminders of important events or deadlines for assignments. You may also use the calendar to set your own reminders.

Activity

These are the latest activities for this student:

Section	Time	Minutes
Financial Math A - MA2007A	6/11/2013 1:37:59 PM	1
Financial Math A - MA2007A	6/11/2013 1:22:50 PM	10
Financial Math A - MA2007A	6/10/2013 2:40:29 PM	1
Financial Math A - MA2007A	6/10/2013 2:17:28 PM	23
Financial Math A - MA2007A	6/10/2013 2:06:04 PM	11

When you work in your course(s), the time you spend is logged. The Activity area shows the course names, dates, and number of minutes spent in each course while completing assignments.

Messages

You have 1 new message(s).

See your message...

Your Message Center is an inbox for important communications from your teacher(s). Be sure to check this inbox often.

Academic Snapshot

This student is currently enrolled in 1 course:

Course	Grade	Percentage Complete	Pacing
Financial Math A - MA2007A	41.81%	3.39%	Behind

The Academic Snapshot area lists the course(s) in which you are enrolled. Grade and progress information are included.

Clicking on any one of the course names will log you into your online course, where you will complete your course assignments.

The Sidebar contains the following tools:

Dashboard: Main page in the SIS; provides a quick snapshot of your progress and grades

Messages: View e-mail messages from your teachers and reply and create new messages

Mentor Information: View your assigned mentor's information

Course Information: View your courses, course description, credit amount, and teacher contact information

Academic Snapshot: Provides an overall progress bar for all courses and specific progress bars for each class you are enrolled in

Suggested Pacing: A progress bar and weekly assignment goals to keep you on track with your targeted completion date

Student Activity: A tally of the total number of assignments you have completed each day in your course(s)

Course Plan: A plan that puts you on track for graduation

View Transcript: A record of your current grades and credit(s) earned

School Calendar: A calendar of current appointments or conferences

External Links: Links to popular and helpful resources when navigating your online classroom

Communicating With Your Teachers

Communicating is one of the most important contributions to your success in the online classroom. Be sure to reach out to your instructor(s) at any time if you need help. To send a message, click on the Messages link from the left-hand menu when in the Dashboard:

Once inside the Message Center, you will see a log of recent messages. You can reply to or delete messages. You also have the ability to send e-mail messages using a template.

Click on "Compose" to begin a message.
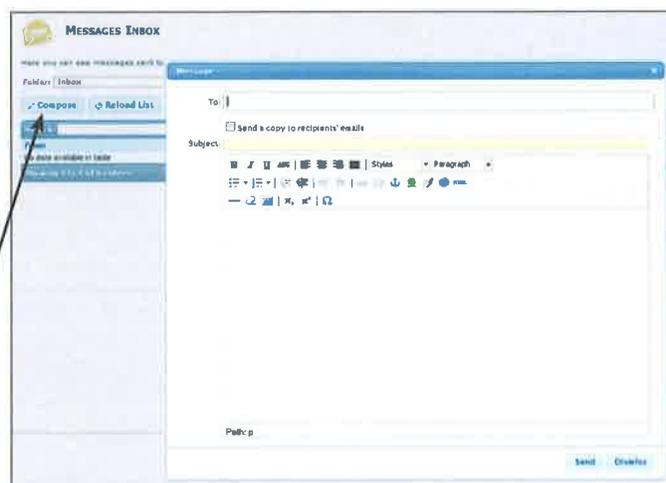
We are excited to have you as part of the Edgenuity family. We hope you will find the Edgenuity Student Information System a valuable tool for monitoring and maintaining your progress in the online classroom. Do not hesitate to reach out to your instructor or coach/mentors should you need help navigating your course(s).

Student Lobby

Once logged in, you will see the Student Lobby. The Lobby is your homepage where you can begin working on your courses, initiate or respond to communication with your teacher, view your Progress Reports and access other helpful information.

The Lobby can be broken down into several main sections:

1. My Course List: Identifies the courses in which you are working

2. My Course Info Tab:

    a. Shows the Progress Report for the selected course

    b. Identifies the Current Lesson and the Next Activity

    c. Allows navigation to the Course Map and Next Activity

    d. Provides two Sign Out options

3. Communications Tab:

    a. Create a new email or read email from your teacher

    b. Initiate a chat with your teacher

    c. Read announcements from your teacher

4. The Organizer: Where you can view items such as:

    a. Progress Reports

    b. Assignment Calendar

    c. Orientation Video

    d. eNotes

    e. Chat Manager and Email

The Course Map

You can navigate through your courses using the Course Map. The Course Map will show you all Units/Topics/Lessons/Activities found in your course. Click the **My Course Info** tab to see the Course Map button. Click the **Course Map** button.

While you may view the structure of your courses in the Course Map, you are not able to participate in any of the activities beyond the lesson in which you are currently working (unless your teacher has enabled that option for your course). By default, you must finish activities in the sequence they are listed. You can always go back to previous lessons and review information before a quiz, test or cumulative exam, but you cannot move forward without first successfully completing each activity in order.

The course navigation section is found on the left side of the Course Map. The activities contained within a lesson are found on the right side of the Course Map. To view the activities in any lesson, select it from the navigation pane on the left.

Notice that activities you have completed appear in green and contain a checkmark to the left of the activity name.

The activity that you should currently be working on appears in blue.

Future activities, which you may not access until you have successfully finished previous activities, are in gray.
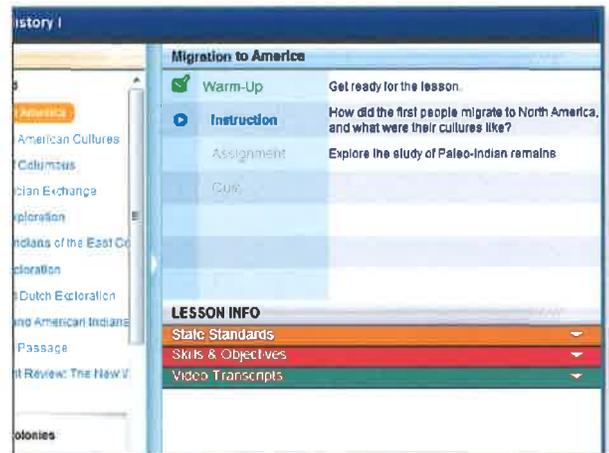
Edgenuity Lessons

Regardless of the type of course you are taking, you will encounter a variety of activities designed to teach you the content and make learning fun. The following section previews what those activities look like.

Instruction

Lessons begin with a warm-up and direct instruction. In most cases, instruction will include video that features an experienced, expert teacher—as well as some activities to complete to help you get ready for the lesson and to check for understanding along the way.

Warm-Up

Many lessons begin with an activity called Warm-Up. This activity sets the stage for the lesson. Depending on the lesson, you might be reviewing skills from a previous grade, learning about the background of a text you are going to read, reflecting on an interesting question, and/or making some predictions. You will also likely learn some important vocabulary words for the lesson.

Vocabulary

Some lessons have a vocabulary activity instead of the warm-up.

- The number of vocabulary words will vary in length depending on the lesson.
- Type the vocabulary word into the Type the Word field.
- Once the word is typed correctly, in the Definition section, click the Play button to hear the definition read aloud.
- If a Usage and Example section also appears, you can click the Play button to hear the vocabulary word used in a sentence.
- Click the Next Word button to continue to the next word.
- Click the Submit button to submit the activity, once you have completed all the words.

Instruction/Lecture

Instruction and lecture components are designed to engage and inform you on the topic at hand. Master teachers explore and explain the topic while a slideshow runs concurrently in the same window to give you a visual representation of what the teacher is discussing.

Move back and forth through the frames by clicking on the Next or Back arrows at the bottom of the frame. The number of small squares at the bottom indicates how many frames are in the activity.

You may pause, rewind and stop playback in order to take eNotes or review at your own pace. For activities that incorporate audio instructions, you are able to replay the audio portion as needed. When viewing a video for the second time, you may also fast-forward so that you can review only the information you wish to view again.

Most videos also offer a closed captioning option, which can be toggled on or off with the CC button.

If you need to exit the Virtual Classroom (because the bell rings or for some other reason) and you have not finished watching the entire video, be sure to click the home button in the upper left corner of the screen. If you close out of the browser window before clicking the home button, your place in the video may not be saved and the next time you log into that course you may have to watch the video again from the beginning.

Summary

Some lessons will include a Summary at the end of the Instruction. The Summary will:

- Review important concepts from the lesson
- Revisit and answer the lesson question
- Encourage you to think further about a topic

This is a good chance to ensure that you have captured all the important information in your eNotes.

Assignments

After the instruction, you will complete one or more assignments to reinforce what you have learned. These assignments could ask you to engage in any of the following activities:

- Read a piece of text and answer questions about what you read
- Write a short response or extended essay
- Complete a project or performance task
- Use virtual tools to complete a virtual lab or explore a concept in depth
- Visit one or more third-party web site to find information or learn more about a topic
- Answer questions or solve problems to practice new skills

Note: For more information on essay assignments, please see the eWriting Student Manual, available in the Organizer > Reports > Orientation and How-To.

Assessment

Quizzes

At the end of most lessons, you will take a 10-question quiz. You will usually have two chances to pass the quiz, but check with your teacher to see whether he or she has changed the settings to give you more or fewer attempts. You may also be allowed to use your eNotes on your quizzes and tests, so take GREAT eNotes as you progress through your course!

- Select your answer by clicking the radio button to the left of your response.

- Move to the next question by clicking either of the following:
  - The Next button
  - The question number in the quiz question navigation

- If you want to skip a question and come back to it later, click the Mark this and return link. To return to a marked question, click the back-arrow that replaces the question number in the quiz question navigation.

- The timer in the upper-right hand portion of the screen will let you know how much time you have left to complete the assessment.

- When finished, click the green Submit/Complete button or the Exit & Submit button.

- Use the feedback on the assessment review screen to determine your next task:
  - Passed (score appears in green): Move on to the next lesson.
  - Did Not Pass (score appears in red): Expand the list icon to view which objectives you need to study more.

- If you need to begin a retake, click the green "play" icon. If you have no retakes remaining, see your teacher to request additional retakes.
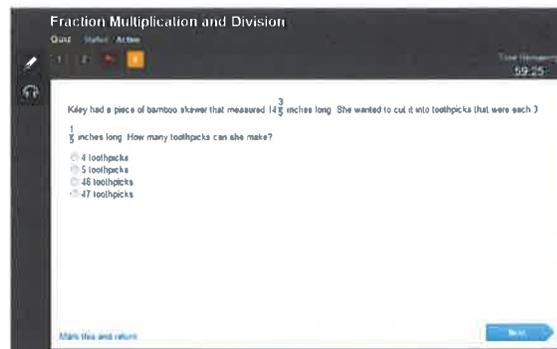
Tests and Exams

- Tests and exams may allow you to save your work and return to complete the assessment at a later date. (This permission must be enabled by a teacher.)

- If you run out of time before you finish your test or cumulative exam, click the **home button** or **Save and Exit** (if your teacher has enabled this feature). If you click home and do not have permission to save and exit, you will receive a message telling you so.

- If you save and exit, any assessment questions you have already seen—whether you have answered them or not—may be locked when you log back in to finish the assessment. This is controlled by the options your teacher has set on your course, so please read the alert messages carefully.
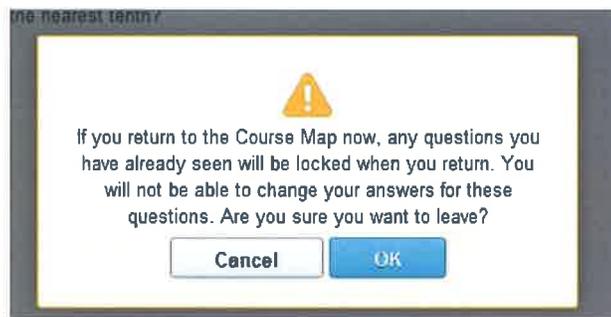
Powerspeak World Language Courses

The Powerspeak World Language courses offered by Edgenuity use a different interface than other courses. You are able to create an avatar to use, which can be customized with gear and accessories that are bought with avatar money. Avatar money can be earned in some course activities, or awarded by your teacher.

Powerspeak courses have clear, easy-to-understand directions about how to complete the activities and use the interface built right into the course. Each course also includes an orientation in the first lesson, so you will understand how to use the Powerspeak features.

If you are enrolled in a Powerspeak course, always click the Exit button to return to Edgenuity. Clicking this button will pass your progress data back to the Edgenuity system so your progress and grades will be up to date.

Student Learning Tools

Edgenuity's student online environment includes a number of tools to support learning. Students can take notes, look up words, access video captions and transcripts, highlight text, annotate text, access a standard calculator and graphing calculator (in math courses), and access an interactive periodic table (in chemistry courses). Educators can also enable language translation and text-to-speech read-aloud functionality for students if desired.

The Lesson Support Pane

The Lesson Support Pane is located on the right side of the content player. Students can expand and collapse the lesson support pane by clicking the plus/minus icon at the top of the pane.
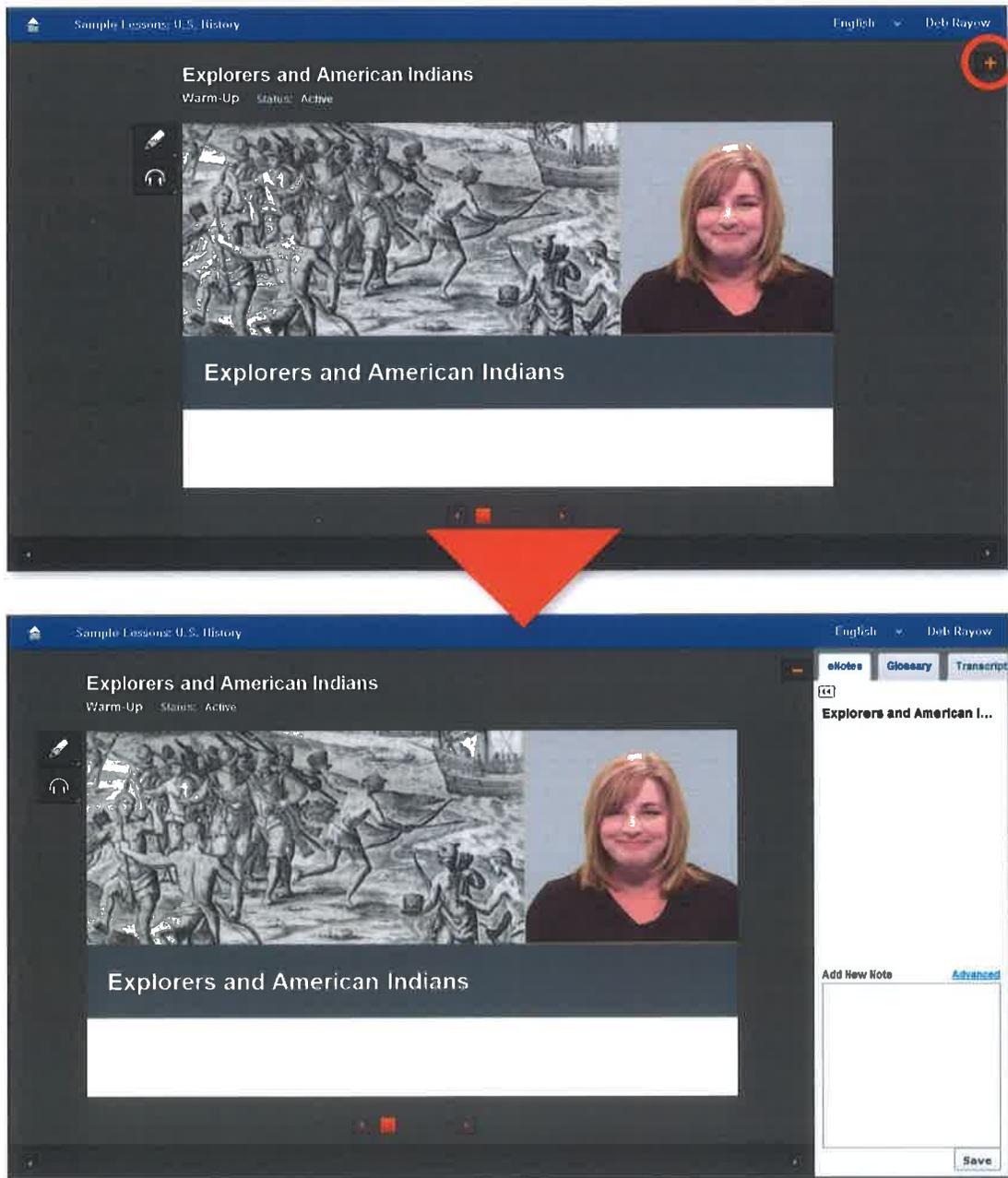
Note: On a smaller screen or tablet, the lesson support pane tabs are located at the top of the content player.

eNotes

Edgenuity students can access an online digital notebook, or eNotes. The eNotes are located on the first tab of the lesson support pane. Students can enter a new note in the text-entry field at the bottom of the pane. To add the note to their digital notebook, students simply click **Save**. To edit a note that was previously entered, students can click anywhere in the note; this will move to the note to the text-entry field so it can be modified and saved.

The **Advanced** option provides a full menu of text formatting tools, including:

- Copy/paste
- Undo/Redo
- Bold, italics, underline, strikethrough
- Subscript/superscript
- Bullets and numbered lists
- Spell check as you type (SCAYT)
- Special characters (foreign language characters, Greek letters, other symbols)
- Tables
- Equation editor

To exit Advanced mode (and return to standard note-taking mode), students can click the **Hide Advanced** link or the double-arrow icon just under the eNotes tab.

If students have permission to use eNotes during assessments, eNotes will appear in read-only mode. That is, students will be able to view previously entered notes, but they will not be able to enter new notes. In tests or exams, students can navigate from lesson to lesson in their eNotes to view their notes on all tested content.
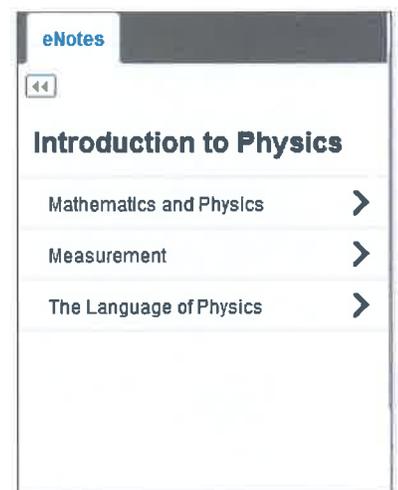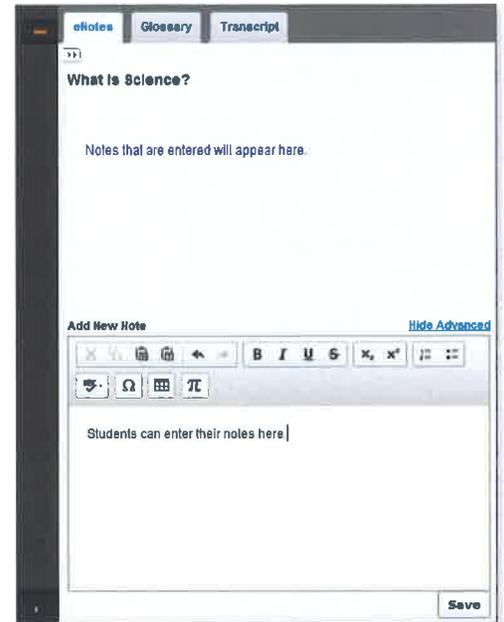
Glossary

The second tab of the lesson support pane contains the lesson glossary. Students can view the lesson vocabulary here. They can use the "play" button next to each word to hear the vocabulary spoken aloud. Students can also translate the words and definitions into any of Edgenuity's 17 supported languages, as long as they have translation enabled in their profiles.

The word look-up search bar allows students to look up any word. The word and associated definitions will be displayed in the glossary pane.

Students can access the glossary at any time during instruction or assignments. During assessment, however, the glossary is disabled.

Transcript

The third tab contains the activity transcript. Students with translation enabled can translate the entire transcript if they wish. This can be a helpful support for English language learners.

To translate the activity transcript, students should click the **Transcript** tab of the lesson support pane and then select a preferred language from the translation menu in the header.

Students can access the transcript at any time during instruction or assignments. During assessment, however, the transcript is disabled.
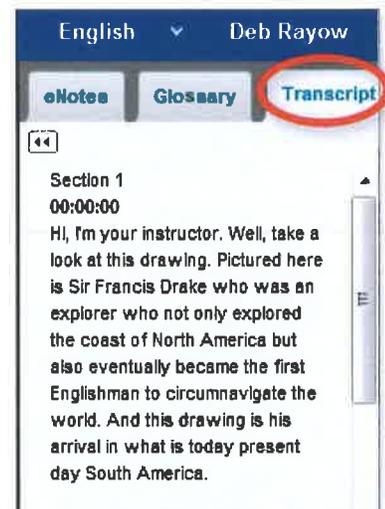
Video Captions

Students can turn on captions by hovering over a video and clicking the **CC** icon. On a tablet, tap the video to access these controls.
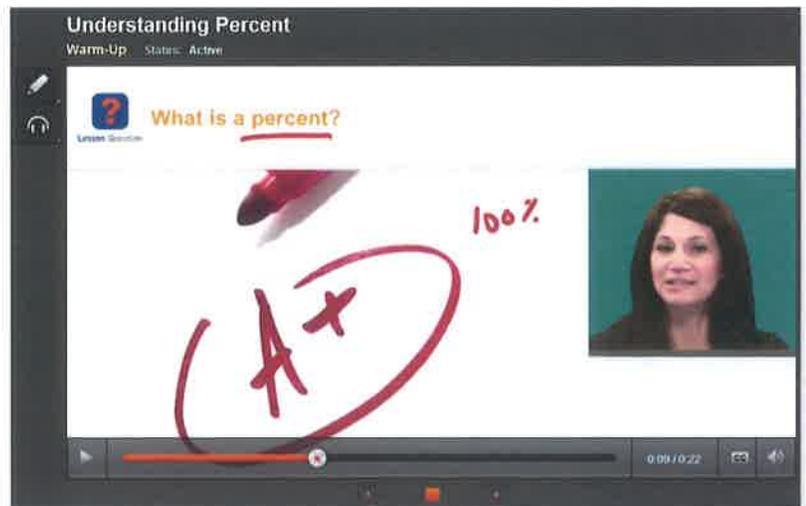
Video Transcripts

The transcript for an active activity in the content player can be found on the third tab of the lesson support pane. Entire lesson transcripts can be found on the Course Map page.
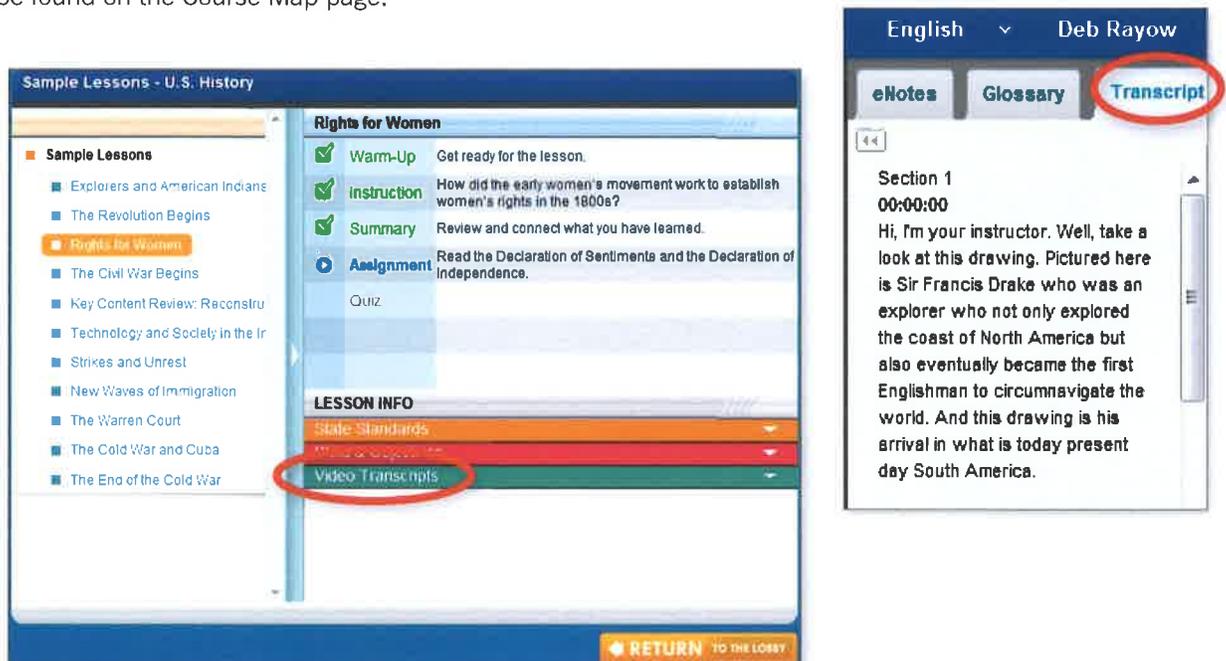
General Tools and References

Additional tools will appear in the Toolbar to the left of an activity. The options that appear vary depending on how the student's account is configured and what type of course he or she is accessing. The primary options that appear are Highlight Text (for all students), Read Aloud (if enabled). Additional tools and references—such as the calculator and periodic table shown to the right—are course-specific.

When students are viewing a third-party website within the Edgenuity platform, the tools will also appear, displayed horizontally at the top of the browser window. Students can use their tools to highlight text within the website and have text read aloud.

Highlight Text

The Highlight Text tool allows students to highlight sections of text content in their courses. To highlight text, students must first select the text by clicking and dragging over it with their mouse, then click the **Highlight Text** button, and then click on the color they want to highlight the text with. Students can choose from among four different colors.

Students can remove all highlights in an activity by clicking on the ▨ button, and then clicking OK on the confirmation window that appears.

Please note that the Highlight Text tool will function in most activities including assessments, Online Content or eResources, and third-party websites, but does not function in videos.

Read Aloud and Translation

Students can translate any on-screen text by selecting a language from the translation menu in the header, to the left of the student's name. This feature must be enabled; if it is not enabled, no translation menu will display.

The Read Aloud feature (which must also be enabled) lets students hear on-screen text read to them. The feature can be used either by selecting specific text and then clicking the Play button to read the selected text. Students can also just click the Play button without selecting text, which will begin reading at the top of the page. Either method allows students to pause the audio, stop the reading all together, or adjust the speed at which the text is read aloud. Sentences are highlighted in yellow and the specific word being read is highlighted in blue while text is being read so students can easily follow along.

The read-aloud function supports seven languages (English, Spanish, French, Italian, German, Portuguese, and Arabic). Students can translate text first and then use the Read Aloud feature to read the text in the specified language.
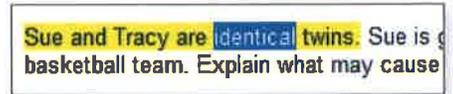
Course-Specific Tools and References

Additional tools and references appear in specific courses. Icons to launch these tools will appear at the bottom of the Toolbar, below the Highlight Text and Read Aloud tools.

Standard Calculator

Students have access to the Standard Calculator when working in math courses and some science courses. Clicking on the **Standard Calculator** button will open it in a new window. The Standard Calculator can be used for basic mathematic calculations.

Note: The standard calculator will not appear in math courses for students in grades 6 and 7.

Graphing Calculator

Some math courses grant access to the Graphing Calculator, which allows students to enter equations and have them displayed on a graph. To access the Graphing Calculator, students can hover over the Standard Calculator icon to bring up a fly-out menu of additional calculators. Clicking on the **Graphing Calculator** button will open a new window where students can access the tool.

To add an equation, students simply click into the blank space on the left side of the screen. A keypad will appear at the bottom, which is used to enter the equation text. Students can specify which color to draw the line for that equation and add multiple equations to graph multiple lines. Students are also able to remove or repeat actions with the **Undo** and **Redo** buttons.
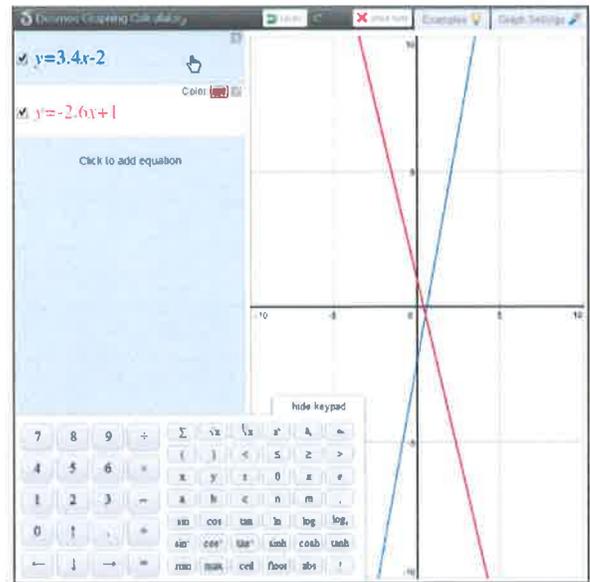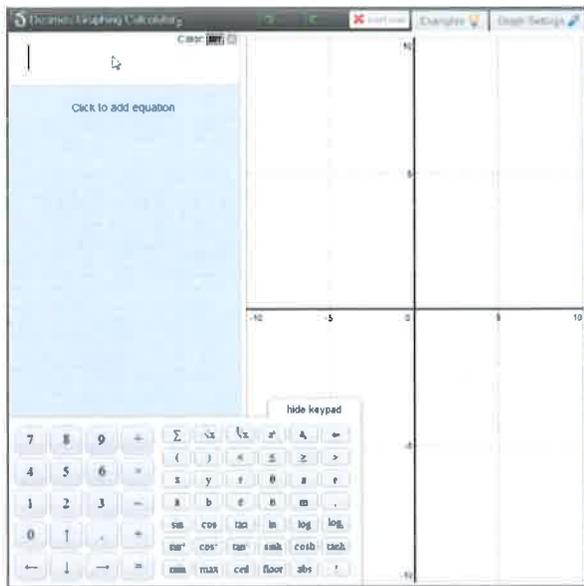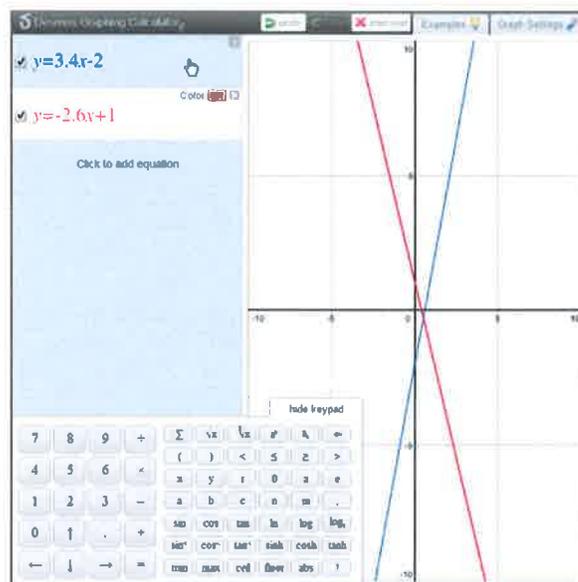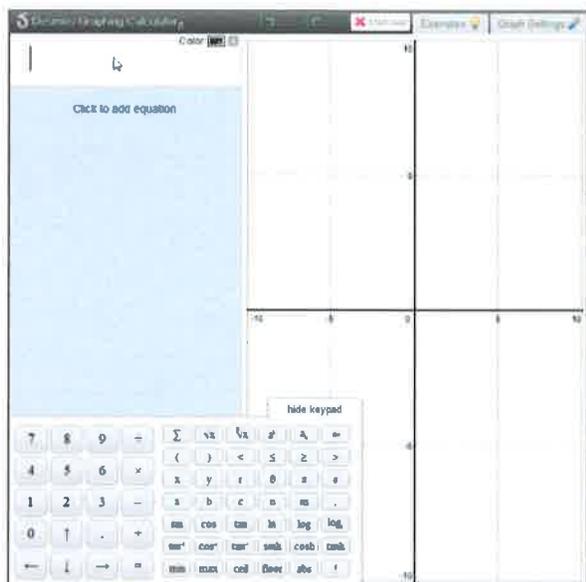
Students can also view examples of different equations by clicking on the Examples button. They can also alter the graph settings by clicking on the **Graph Settings** button.

Other Specialized Calculators

Some advanced mathematics courses include a Matrix Calculator, Regression Calculator, and/or Statistics Calculator. These calculators are accessible via calculator fly-out menu, with the buttons shown below. Students will be taught how to use these calculators via instructional videos where the tools are first introduced.

Matrix Calculator

Regression Calculator

Statistics Calculator

References

Some courses include reference materials that are available to students throughout the course. These references will appear at the bottom of the Toolbar. Available references include

- Periodic Table (available in Chemistry and Physical Science)
- Psychology Timeline (available in Psychology)
- Normal Distribution (available in Algebra II)
- Geometry Theorems and Postulates (coming soon, in Geometry)
- Math Formula Sheets (coming soon, in middle school mathematics courses and Physics)

Periodic Table

Students who are enrolled in a Chemistry or Physical Science course can click the Periodic Table button to open an interactive periodic table tool.

The Periodic Table has three options for color coding including Element Class, State of Matter (which features an adjustable temperature gauge to view matter conversion points), and Orbitals (SPDF). Students can also click on an element to view more details about it.
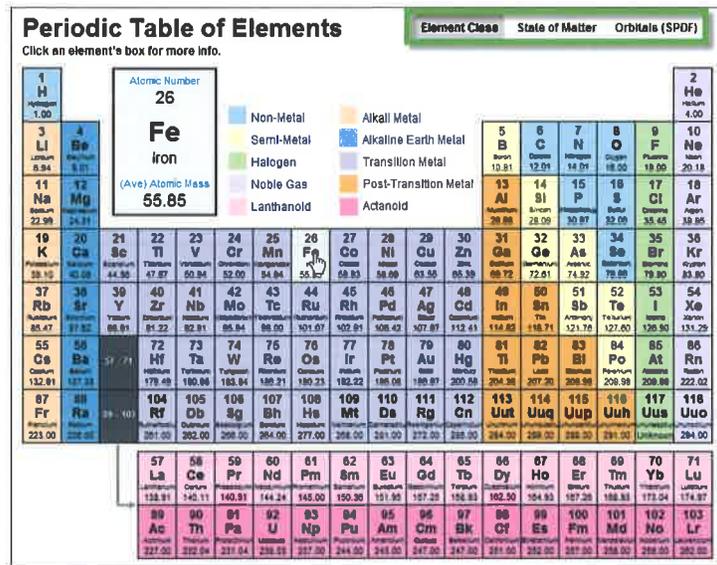
Psychology Timeline

Students enrolled in Psychology can click the Timeline button to access a chronological reference of theorists in the field of Psychology.

Normal Distribution

Students enrolled in advanced mathematics courses can click the Normal Distribution button to access an interactive graph and table.
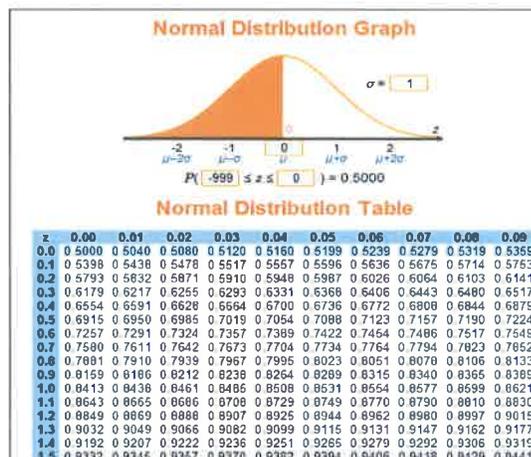
The CloseReader™

Edgenuity reading assignments are housed in the CloseReader, a digital reading environment designed to support the close and active reading of text. The CloseReader contains a number of tools, the majority of which are displayed horizontally at the top of the browser window.

Look Up a Word

If a student is uncertain of what a particular word means, he/she can highlight the word by clicking and dragging across it with his/her mouse, and then click the **Look Up a Word** button ().
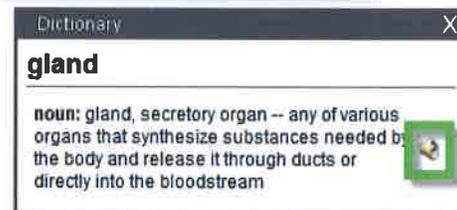
The definition(s) will appear in a pop-up window. Students can have the definition read aloud by clicking the **speaker** button that appears next to the definition. Students can then close the panel by clicking on the X in the upper-right corner of the panel.

Digital Sticky Notes

Students can annotate the text with digital sticky notes by clicking on the **Take a Note** button (), and then clicking in the text where they want the note to appear. A sticky note window will appear wherein students can enter their note, and then click the Save button. A small note icon will appear where the student clicked. Students can view these notes again by hovering over the small note icon.
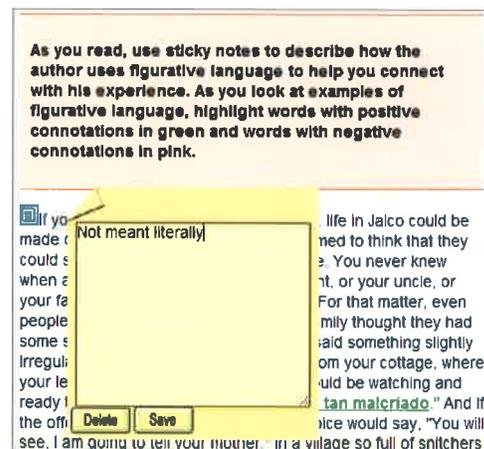
To edit a note, students can click the small note icon that appears in the text. Students can make changes to the notes and keep the changes by clicking the Save button or delete the note by clicking the Delete button.

Additional CloseReader Tools

Students also have access to the Highlight Text, Read Aloud, and Translate tools from within the CloseReader. These tools function the same way as they do within Instruction, with some additional Highlight Text functionality, described below.

Collect Highlights

After students highlight the text in the CloseReader, they can click the Collect button to open a new panel which will display all the text they have highlighted in that activity.
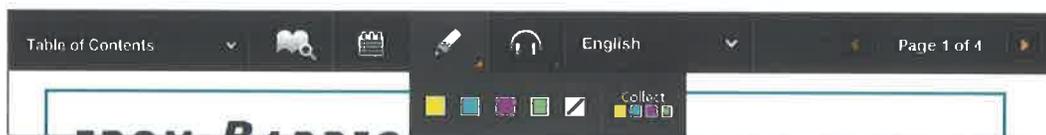
Students can then click the button labeled Click here to select the text, and then press CTRL-C (on the keyboard) to copy the text. Then students can then paste the text into their eNotes or (somewhere else) by clicking where they want to put the copied text, and pressing CTRL-V (on the keyboard).
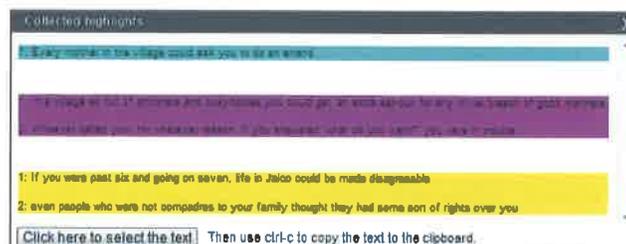
The Organizer

The Organizer is a comprehensive tool found inside the Virtual Classroom that allows you to access a wide variety of information, including Progress Reports, the Assignment Calendar, email and chat, and more.

The rest of this Student Guide will highlight some of the more commonly used features of the Organizer.

Open the Organizer by clicking the **Organizer** button from the Lobby of the Virtual Classroom.

The Organizer is divided into several sections:

1. Reports
2. Communications
3. Resources

The homepage of the Organizer lists any announcements from your teacher. You can navigate to any part of the Organizer by clicking the buttons at the bottom of the screen.

To exit the Organizer and return to the Lobby, click the Power button.

Reports

When you click on the Reports button you have access to many different types of reports. To view any of these reports in detail simply click on the corresponding button.

Scores and Feedback

This report lets you see all your activities in one place and easily find the activities for which teachers have left feedback. The pencil icon will indicate which activities have feedback from teachers; clicking the activity will provide a view of graded work and teacher comments. To return to the activities list, use your browser's Back button

Progress Report

The Progress Report shows you your progress and achievement for each course in which you are currently working.

Prescriptive Testing

When prescriptive testing is enabled, this report shows how your course has been customized based on your performance. Items in blue are not mastered—these lessons will be part of your course. Items in green represent lessons that you already know—these lessons will not be part of your course.
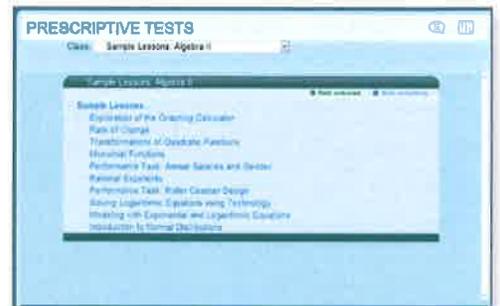
Assignment Calendar

This report shows you which assignments you've completed (in green text), which assignments you should have completed (in gray text), which assignments you should be working on today (in blue text) and future assignments (in gray text). It also shows the percent complete for the course after each assignment is completed.
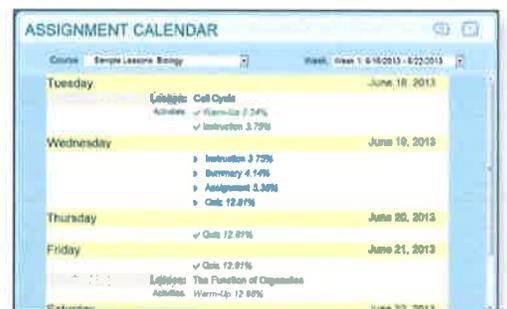
eNotes

From here, you can view all of the eNotes you have taken for each course. You can also print your eNotes from this area.
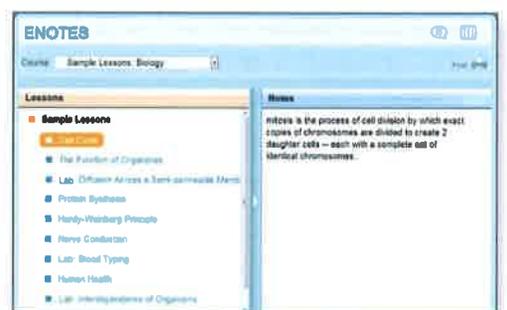
Resources

Inside the Organizer you can access a system-check device that reviews the software that is loaded on your computer and assesses whether or not you have the necessary software and the necessary version of that software to properly run the Edgenuity Virtual Classroom.

Check Plugins

Once you click the Check Plug-ins button, the system-check is initiated and you will receive a report that details the status of your computer.

If the Status comes back with a red **X** instead of OK, you can click **directly on the link to the authoring company's website** and download the necessary software.
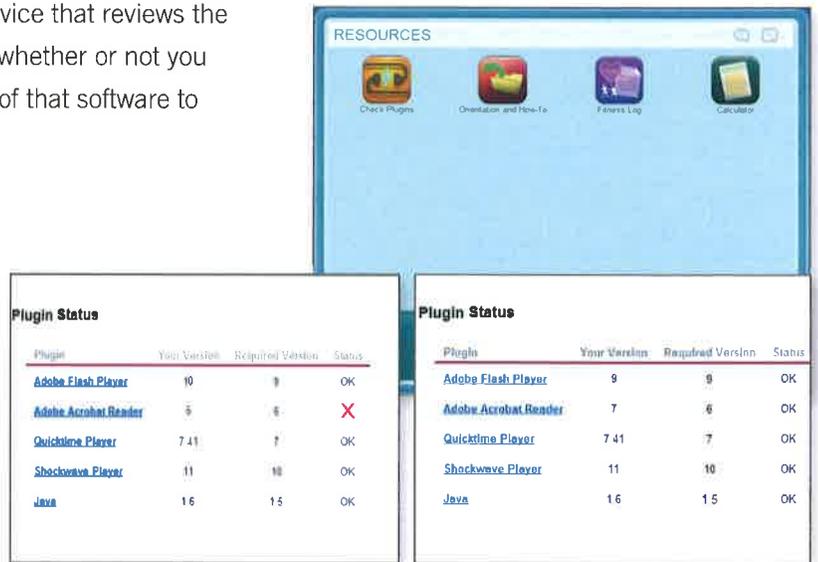
Plugin Status

Plugin	Your Version	Required Version	Status
Adobe Flash Player	10	9	OK
Adobe Acrobat Reader	5	6	X
Quicktime Player	7.41	7	OK
Shockwave Player	11	10	OK
Java	16	15	OK

Plugin Status

Plugin	Your Version	Required Version	Status
Adobe Flash Player	9	9	OK
Adobe Acrobat Reader	7	6	OK
Quicktime Player	7.41	7	OK
Shockwave Player	11	10	OK
Java	16	15	OK

Orientation and How-To

From here, you can view the eight-minute Student Orientation at any time. You can also access a number of PDF manuals, including:

- Edgenuity Student Manual (this document)
- Student Tools in Edgenuity
- eWriting Student Guide
- Troubleshooting Tips for Accessing Edgenuity at Home

Fitness Log

The Fitness Log is designed to work hand-in-hand with Edgenuity Physical Education courses. Even if you are not taking one of those courses, we wanted to make sure that you are able to track your exercise regimen, if you so choose.

To add exercise to the Fitness Log:

1. Click on the **Fitness Log button;** you will see a monthly calendar.
2. Click on a **date.**
3. Click on the **type of activity** you performed.
4. **Type a name** for the activity.
5. **Type in the duration.**
6. **Type in any relevant notes.**
7. Click the **Create** button.
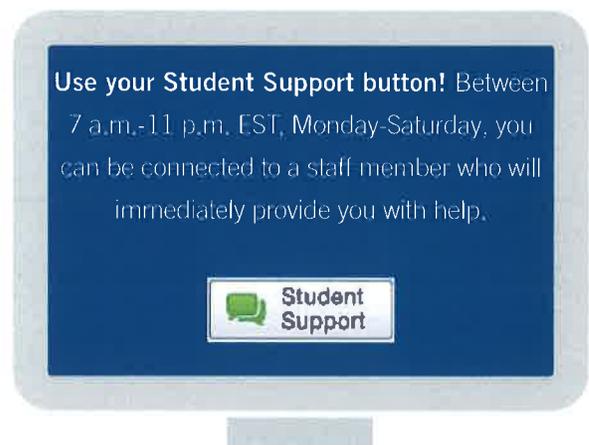8. Click on **any entry you've already added** to edit it, delete it or add another activity.

Help!

Everyone needs a little help every now and then.
Use this guide to know where to go when you need help.

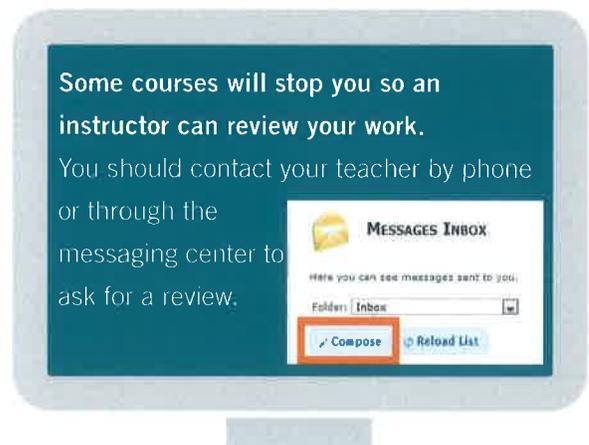If you need help with your grades, class requirements, or feedback on your progress...

Contact your teacher!
Use the messaging center from your Dashboard to create a message.

Dashboard	**MESSAGES INBOX**
Messages	Here you can see messages sent to you.
Mentor Information	Folder: Inbox
Course Information	Compose · Reload List

If you need help with concepts in the subject you are studying ...

Use your Student Support button! Between 7 a.m.-11 p.m. EST, Monday-Saturday, you can be connected to a staff member who will immediately provide you with help.

Student Support

If you are having technical difficulties ...

You can either use your Student Support button, or, if you can't log in, call 888-866-4989, option 2.

Student Support

If you are awaiting a "Teacher Review"...

Some courses will stop you so an instructor can review your work.
You should contact your teacher by phone or through the messaging center to ask for a review.

MESSAGES INBOX
Here you can see messages sent to you.
Folder: Inbox
Compose · Reload List

PHYSICAL EDUCATION:

Choice Board 9-12

Directions: Choose from the activities listed below to meet 30 minutes a day of physical activity. You may choose to break up the time into small sessions (ex: three 10 minute sessions) or complete it in one 30 minute session.

HIIT/TABATA/CARDIO	YOGA	DANCE	BOXING	OTHER
30 Minute Standing Cardio Workout	**30 Minute Gentle Yoga Flow**	**30 Minute Hip Hop Fit Workout**	**15 Minute Epic At Home Boxing Workout**	**20 Minute Les Mills Born To Move**
30 Minute Tabata Session	**20 Minute Home Yoga Workout For Beginners**	**30 Minute All Levels Cardio Dance Workout**	**30 Minute Cardio Boxing Workout**	**30 Minute Plyoga**
20 Minute YMCA 360 Bootcamp	**10 Minute Sun Salutation For Beginners**	**30 Minute Hip Hop Tabata**	**30 Minute At Home Boxing Workout**	**30 Minute Zumba Cardio & Full Body Workout**
10 Minute Kids Cardio Workout HIIT	**20 Minute Everyday Vinyasa Flow**	**30 Minute Line Dancing**	**25 Minute Cardio-Boxing Workout**	**25 Minute Stretch & Strengthen**

Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

Graduation Requirement Changes FAQ

Executive Order 2020-31 and ISBE's corresponding Emergency Rules suspended certain statutory graduation requirement minimums to allow local districts to modify or reduce their local graduation requirements such that students scheduled to graduate in 2020, who through no fault of their own, were unable to complete certain graduation requirements due to the suspension of in-person instruction. ISBE strongly encourages districts to provide flexibility and understanding to students in the class of 2020, to approach graduation decisions through an equity lens, and to consider the challenges and losses this class suffered as a result of the public health emergency. This document provides answers to commonly asked questions related to the emergency graduation requirement modifications.

1. **What statutory graduation requirements were modified through Executive Order 2020-31 and Emergency Rules?**

Regular Graduation Requirement	Emergency Modification for Class of 2020
All graduates must complete 4 years of language arts, 3 years of mathematics (including algebra I and geometry), 2 years of science, 2 years of social studies (1 must be U.S. history and government) and 1 year of either music/art/foreign language or vocational education	Minimum year requirement for language arts is 3.5 years, mathematics is 2.5 years, science is 1.5 years, social studies is 1.5 years and music/art/foreign language/vocational education is 0.5 years
All students must participate in physical education each year and graduates must complete at least 1 semester of health	12th-grade students are exempted from physical education participation and health requirements
All graduates must complete at least 9 weeks of consumer education	12th-grade students are exempted from consumer education requirement
All graduates must participate in the state's final accountability assessment (currently the SAT)	12th-grade students are exempted from the requirement to participate in the state's

	final accountability assessment (currently the SAT)
All graduates must pass an examination covering American patriotism, government, the U.S. and Illinois Constitutions and American flag etiquette	12th-grade students are exempted from the government and Constitution test requirement
To receive an 8th-grade diploma, students must pass an examination covering American patriotism, government, the U.S. and Illinois Constitutions and American flag etiquette and must also give evidence of a comprehensive knowledge of the history of the United States	8th-grade students are exempted from the Constitution and U.S. history assessment requirements
School boards may adopt a policy providing for a course substitution of a vocational and technical course for a high school or graduation requirement	12th-grade students who were taking a vocational or technical course as a substitution for a graduation requirement shall not be denied credit for these courses due to the student's inability to complete the course substitutions as a result of suspension of in-person instruction
School boards may award credit for the study of a foreign language in an ethnic school if students successfully complete a foreign language proficiency exam	12th-grade students can receive credit for foreign language study completed in an ethnic school without successfully passing a foreign language proficiency exam
Additional high school graduation requirements may be adopted by local boards of education	Local boards of education may reduce other local graduation requirements that could not be met due to the suspension of in-person instruction

2. **Do local graduation requirements still apply to the class of 2020?**

Executive Order 2020-31 addresses the statutory minimum state graduation requirements, not local requirements that exceed the state-identified minimums. Local boards of education may amend policies to reduce any local graduation requirements adopted in addition to the minimum requirements specified in School Code Section 27-22 that were not possible to complete during the 2019-20 school year due to the suspension of in-person instruction and/or the stay-at-home order.

3. **What options are available to schools for graduation ceremonies and celebrations?**

The Governor's extended stay-at-home order prohibits group gatherings at this time. There may be a time when large events can be held, but it is not known when that will be safe. Districts should find other ways to honor eighth-grade students and seniors through virtual ceremonies and celebrations.

4. **What should schools do about transcripts?**

Schools should make final transcripts available to graduates and their selected colleges and postsecondary programs through digital means, if possible, and in paper format, when necessary. If modified grading criteria were used due to the suspension of in-person instruction, the details should be noted clearly on the transcript.

5. **Is the requirement to take the SAT for graduation waived for students in 12th grade who did not test last year and were planning to test this spring? Must districts request an exemption from ISBE for these students?**

Twelfth-grade students who did not take the SAT are eligible to graduate without doing so due to the Gubernatorial Disaster Proclamation. ISBE's Assessment Department will provide additional details regarding documentation requirements.

6. **Are finals still required? Should thresholds for passing be adjusted?**

Decisions about final exams and how to score exams, if given, are local decisions. ISBE's Remote Learning Recommendations state that students should not be required to master and should not be penalized for failure to master new content during remote learning. Please note that dual credit courses may be an exception to this and should follow this guidance.

7. **How will modified graduation requirements impact students who are college-bound?**

Each institution of higher education sets its graduation requirements and policies locally. High schools should encourage seniors to contact the college or university they plan to attend to determine if any flexibility is being offered, and districts should carefully consider possible implications of their grading decisions for college-bound students. The Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) are encouraging support and accommodations for students during these unprecedented circumstances and are requiring that a pass counts for transfer credit. This IBHE/ICCB joint guidance provides specific information about AP and IB course transferability.

8. **Will the Constitution test still be required (for eighth- and 12th-grade) graduation?**

Executive Order 2020-31 exempts students from the Constitution test requirements during the Gubernatorial Disaster Proclamation. Students currently in grades 8 and 12 during the

2019-20 school year who did not yet pass a Constitution test are now eligible to graduate in the spring of 2020 without doing so. ISBE will explore legislative action to address the issue for students in other grades in future years.

9. Can students who receive an Incomplete be promoted/graduate?

Specific grading and promotion policies are local decisions. ISBE encourages educators to make every possible effort to engage and support students scheduled to graduate/receive promotion this spring so that they may do so.

10. Is there guidance about GPA and class rank calculations?

Policies related to GPA and class rank are local decisions. ISBE encourages districts to carefully consider how modifications to grading systems due to the suspension of in-person instruction will factor into GPA calculation and class rank decisions.

11. Are service learning requirements waived?

Service learning requirements are local requirements. Local boards of education may modify service learning requirements to enable students who are unable to complete them due to the COVID-19 pandemic.

12. Can we plan to deliver summer school remotely?

At this time, the 60-clock hour requirement for summer school is not waived, but it is also not yet safe to plan for in-person instruction. ISBE will explore additional action to address this issue if it is not safe to hold summer school in-person.

13. How should grading be handled for classes/terms beginning during the suspension of in-person instruction?

Grading decisions are local, but recommendations provided in the Remote Learning Recommendations may apply to courses that were in progress as well as those that did not yet commence when in-person instruction was suspended. In general, grades determined during remote learning should not negatively impact a student's academic standing, and grading should be a tool to improve learning rather than a mechanism for ensuring compliance. Students should be able to earn the same amount of credit for courses that are completed remotely as they would through in-person instruction.

FOIA Request From	Documents Requested	Date of Request	Granted/Denied	Date Returned
Ralph Padron	Snow days used in January 2016	7/8/2019	Granted	7/9/2019
Ralph Padron	Date: July 11 2019 Subject: Out of state training/travel/seminars Timeline: Jan 1 2019 - July 12 2019 Please provide • All itemized costs related to above • List of staff members attending • Itinerary of training • Receipts for expenses	7/11/2019	Granted	8/15/2019

| Ralph Padron | Date: July 11 2019
Subject: Ray Bauer & Dr Kim Ontiveros
Timeline: May 1 2019 - July 11 2019

Ray Bauer
May 1 2019 - July 11 2019
• Application
• Resume
• Offer Contract
• Board Report / Approval
• All communication and documents to include emails, text messages, and organizational charts
produced between district 131 Staff and external parties
• All D131 documents with Key word : Ray or Raymond Bauer
Dr Kim Ontiveros
Timeline: March 1 2019 - July 11 2019
• Application
• Resume
• Offer Contract
• Board Report / Approval | 7/11/2019 | Granted | 7/18/2019 |

| Ralph Padron | Date: July 11 2019
Subject: see below
TimelineL Mar 1 2019 - July 11 2019

Dr. Lisa Dallacqua
Timeline: March 1 2019 - July 11 2019
• Application
• Resume
• Offer Contract
• Board Report / Approval

Dr. Ann Williams
Timeline: March 1 2019 - July 11 2019
• Application
• Resume
• Offer Contract
• Board Report / Approval
• All communication and documents to include emails, text messages, all documents and organizational charts
• All D131 documents with Key word : Ann Williams | 7/11/2019 | Granted | 7/22/2019 |

| Ralph Padron | Date: July 12 2019
Subject: Scott Savage & Jennifer Kuyper
Timeline: Jan 1 2019 - July 12 2019

For Jennifer Kuyper
• Application
• Resume
• Contract
• Emails to/from 131 May 1 2019- July 1 2019

For Scott Savage
• Application
• Resume
• Contract
• Emails to/from 131 May 1 2019- July 1 2019
Policy which would cover educational assistance for Mr Savage pursuing a Doctorate Degree | 7/12/2019 | Granted | 7/22/2019 |

Mike Fehrenbacher	I would request that the list provide the following information in Excel format: First Name Last Name Email Phone Job Title Department School Salary Years of Service	7/15/2019	Granted	7/16/2019

| Ralph Padron | Date: July 15 2019
Subject: Eaglewood Resort & Spa Cabinet Retreat
Timeline: July 2019

1. Purpose of retreat (documents/announcement of any sort)
2. Price quotes/comparison of other resorts/venues
3. List of all participants
4. Itemized expenses to include receipts
5. Transportation
6. Speakers fee and all other costs
7. Purpose of Speaker
8. Itenerary for entire retreat
9. Comparison of previous 3 retreats costs against this years
• I am specifically looking for D131 to account for every penny on this retreat
• I do understand that all invoices may not be received however if not please send what you do have and send others upon receipt | 7/15/2019 | Granted | 7/29/2019 |
| Ralph Padron | Subject: DERRICK NAGLAK
Timeline: May 1 2019 - July 16 2019
• Communications: Written or Emails between Mr Naglak and D131
• Personnel Reports for both BOE meetings July 2019
• Audio tape of BOE meeting dtd July 15 2019 | 7/16/2019 | Granted | 7/23/2019 |

Seth Transue	My name is Seth Transue and I work for Civil & Environmental Consultants in Worthington, Ohio. I was hoping to you could help me obtain some electronic copies of the design proposals that were submitted for a 2017 RFP titled "Enhanced Fiber Backbone Cabling System Specifications". Please let me know if you have access to these proposals and if you can help me get some copies of them to review.	7/16/2019	No responsive documents	7/23/2019

| Heather-Empower Illinois | Freedom of Information Act relating to course and enrichment offerings at the following schools: C M Bardwell Elementary, East Aurora High School, G N Dieterich Elementary, Henry W Cowherd Middle School, K D Waldo Middle School, Oak Park Elementary, and Olney C Allen Elementary.

Specifically, Empower Illinois is seeking the following information:
• Listing of sports and other intramural activities offered for 8th-12th graders
• Listing of vocal, instrumental, visual, and performing arts courses/activities offered for 8th-12th graders
• Listing of school-sponsored standardized test prep for courses including but not limited to PSAT, ACT, SAT, and ASVAB
• Listing of school-sponsored tutoring services and other programs including but not limited to AVID and 21st Century
• Listing of school-sponsored after-school, summer, during-the-day, and weekend enrichment opportunities including but not limited to field trips, retreats, and school clubs
• Course listing detailing all available math, science, social science, english/language arts, and foreign language course offerings at the high schools
• Listing of the highest math and science courses available.
• Listing of the dual-credit courses offered
• Listing of Advanced Placement courses offered
• Listing of International Baccalaureate courses offered
• Listing of all elective courses offered to 8th, 9th, 10th, 11th, and 12th graders
• Response to whether Algebra I is available for 8th graders
• Response to whether a foreign language is available for 8th graders
• Response to whether a student may take at least one full year of electives during 9th-12th grade
• Response to whether there are associated fees to participate in any extracurricular activity, club, or sport | 7/19/2019 | Granted | 7/25/2019 |

Ralph Padron	Date: July 22 2019 Subject: Salaries for Asst Principals and Principals Timeline: School Years 2018 2019 2020 I am specifically looking for list itemizing Elementary Middle HIgh School Name, School, Salary and other benefits to be summarized	7/22/2019	Granted	7/29/2019
Ralph Padron	Date: July 24 2019 Subject: George Allen Timeline: July 1 2018 - July 24 2019 • Email Log • Internet Log • Cell phone Log • All travel reimbusements with receipts • Credit Card Statements	7/24/2019	Granted	8/7/2019

| Ralph Padron | Date: July 25 2019
Subject: Various
Timeline: as needed
• Email & Cell Phone Logs of Jennifer Norrell April 2019 - July 25 2019
• Email & Cell Phone Logs of Kim Ontiveros July 1 2019 - July 25 2019
• June 1 2019 - July 25 2019 List and correscpondence regarding those administraters NOT given Renewed Contract with explanation
ReL Claudia Ruiz
1 Last 3 Contracts
2 All correspondence electronically and documents June 1 2019 - July 25 2019 | 7/25/2019 | Granted | 8/8/2019 |

| Ralph Padron | Date: July 29 2019
Subject: Various
Timeline: June 1 2019 - July 29 2019
• Upcoming Retreat/Conference at Aurora Paramount Theatre
Quotes
1   Rental of venue
2   Guest Speaker (to include all expenditures, travel, lodging)
communication regarding this event)
3 Catering
4   All other expenditures to be billed
5   Contracts
6 List of invitee's
7 Brochure/itenerary for this event

8   Lorrie Campbell Communication with Scott Savage regarding
  "Administrator Tuition Reimbursement Program"
9 Application of person hired for Director of Special Education | 7/29/2019 | Granted | 8/5/2019 |

| Ralph Padron | Date: August 1 2019
Subject: Various
Timeline: As specified

1 Friday noon July 26 2019 - midnight Sat July 27 2019
  Gates and East High (entire schools)
  Swipe Card History

2 Personnel Report for
  July 31 2019 BOE meeting
  August 5 2019 BOE meeting

3 Peter Gorman @ D131 staffe
  June 28 2019 - July 31 2019
  Emails
  Text messages | 8/1/2019 | Granted | 8/8/2019 |

| Ralph Padron | Date: August 5 2019
Subject: Various
Timeline:

1 Educational Equity 2019 & 2020 school year
 A Job Descriptions of staff
 B Total Compensation
 C SY 2017 - 2018 Total staff and compensation

2 Personnel Report given to BOE Agenda Packet (not approved) for July 15 2019

3 List of Consultants hired in D131 July 1 2018 - August 5 2019

4 internet Log of George Allen July 1 2019 - August 5 2019

5 Department of Educational Equity Budget for SY 2018 2019 2020 | 8/5/2019 | Granted | 8/19/2019 |

Tanner F	I would like to request a public records request for all of the alternative student transportation contracts (special needs, intra-district, mckinney-vento) for the Aurora East Usd 131 via email, if possible. If it is easier to provide the following information for each vendor, that will also meet the objectives of the records request. - Vendor Name - Contract Amount - Contract End Date	8/12/2019	Granted	8/19/2019
Ralph Padron	Date: August 22 2019 Subject: Current Instructional Coaches Timeline: as required • Names • Job Description • Yrs of experience as a teacher • Class or Subject Matter Taught • Date of Interview for Instructional coach • who was present on the interview • Lorrie Campbell's Involvment with interviews Re: Kelly Gilbert • resignation letter • application • contract	8/15/2019	Granted	8/22/2019

Elise Swatez	I am making an FOIA request for vendor contracts in excess of $1,000. Please provide me with an email copy of the most recent non-alcoholic beverage agreement, and if available, the most recent winning bid for non-alcoholic beverages.	8/21/2019	Granted	8/28/2019
Ralph Padron	Date: August 22 2019 Subject: Various Timeline: Current School Year A Personnel report dtd July 11 2019 which was distributed by HR B Report was not official on this date, only for review C All secretaries at the ASC 1. JOB DESCRIPTIONS 2. JOB CLASSIFICATIONS 3. Hourly rates • Marcia Stevenson hourly rate upon departure • Maria Rodriguez current salary and former hourly rate • also who Pam Bennett reported to prior to July 1 2019	8/23/2019	Withdrawn by Ralph Padron 8/27/19	

| Jairo Gomez | Project Description: EXTERIOR ENTRY PROJECTS AT BRADY SCHOOL AND WALDO MIDDLE SCHOOL (work performed summer of 2017)

Pursuant to the provisions of the Freedom of Information Act, please consider this a request for inspection of the following records. We are requesting the following.

• Copy of the list with the general contractor and any and all sub-contractors
• Copy of all weekly certified payroll for general contractor and any and all sub-contractors for the work performed EXTERIOR ENTRY PROJECTS AT BRADY SCHOOL AND WALDO MIDDLE SCHOOL
• Copies of engineer's weekly logs or reports if available | | Granted | 8/29/2019 |
| Ralph Padron | Date: August 23 2019
Subject: Cleveland Conference Feb 9 -11 2019
Possibly Midwest Regional Forum

Lori Campbell
Invoices
Air Fare
Hotel
Meals
Transportation
all other expenses

Brochure explaining conference | 8/23/2019 | Withdrawn by Ralph Padron 8/27/19 | |

Ralph Padron	Date: August 23 2019 Subject: Cleveland Conference Feb 9 -11 2019 Possibly Midwest Regional Forum Maureen Cohoon Invoices Air Fare Hotel Meals Transportation all other expenses Brochure explaining conference	8/23/2019	Withdrawn by Ralph Padron 8/27/19	
Ralph Padron	Date: August 23 2019 Subject: Cleveland Conference Feb 9 -11 2019 Possibly Midwest Regional Forum Person: Maureen Brenner Mitchell Invoices Air Fare Hotel Meals Transportation all other expenses Brochure explaining conference	8/23/2019	Withdrawn by Ralph Padron 8/27/19	

Ralph Padron	Date: August 23 2019 Subject: Cleveland Conference Feb 9 -11 2019 Possibly Midwest Regional Forum Name: David Williamsl Invoices Air Fare Hotel Meals Transportation all other expenses Brochure explaining conference	8/23/2019	Withdrawn by Ralph Padron 8/27/19	
Ralph Padron	Date: August 23 2019 Subject: Cleveland Conference Feb 9 -11 2019 Possibly Midwest Regional Forum All other participants not mentioned in previous FOIA'S submitted today Invoices Air Fare Hotel Meals Transportation all other expenses Brochure explaining conference	8/23/2019	Withdrawn by Ralph Padron 8/27/19	

Ralph Padron	Date: Sept 3 2019 Subject: Darek Naglak Timeline: 2019 • Employment Application • July 11 2019 Posting of position (with time stamp) Executive Director of Numeracy, ESSA, Reporting, and Grants • Communication for scheduled Interviews with all candidates for the above position • Any scheduled interview with Darek Naglak • Lisa Skelly application • Interview date • Hire date • July 11 2019 time stamp of Preliminary (Draft) Personnel Report released (Redactions required) Cowherd Principal Mentor 1 Contract 2 Resume 3 Summary of Payments to date	9/3/2019	Granted	10/1/2019

Deborah Nigrelli-DRG Holdings	An emailed PDF copy of the transportation contract(s) with your current transportation vendor(s)	9/13/2019	Granted	9/19/2019
Steff Perez-Indiana, Illinois Iowa Foundation for Fair Contracting	2019 Pavement Improvement Bid Tabulations	9/16/2019	Granted	9/23/2019
Janie Jordan-Data Resarch	I write to request access to and a copy of a listing of all East Aurora School District 131's employee's first and last names, e-mail address, title/position, and primary campus/department location.	9/24/2019	Granted	9/30/2019
Brody Ford-CBS	Under the Illinois Freedom of Information Act, 5 ILCS 140, I am requesting an opportunity to inspect or obtain copies of East Aurora School District 131 disciplinary records relating to vaping or e-cigarette usage. These records should include school, date, student demographic information to the extent it exists, and any other details contained in the report.	10/3/2019	Granted	10/11/2019

Sodexo	Preferred Meals requests a copy of 2019-20 Sodexo Contract Renewal Agreement for Food Service Management Services, and the Contract Renewal Agreement Certification Form 2019-2020.	11/8/2019	Granted		11/15/2019
Beacon News-Sarah Freishtat	Please consider this a request under the Illinois Freedom of Information Act. This request includes electronic copies of the following records, dating back to 2017: 1) Copies of any and all contracts with the following companies: Sunbelt Staffing, Kruse Staffing, Edu Healthcare, Ebs Healthcare, Soliant Health, ProCare Therapy, Therapy Care Ltd., School Health Corporation and any other company that supplies educators and/or staff members to the district; 2) Copies of any and all records of payment showing how much has been paid to each of the above-listed companies; 3) Copies of any and all employment applications, employment agreements/contracts and background checks for all contractors, consultants, educators or other employees supplied by the above-listed companies. This includes, but is not limited to, resumes, cover letters, work histories, credentials, reference letters, consultant assignment confirmations, records of compensation, job description, weekly hours worked, criminal conviction and fingerprint checks, drug test results and reference checks	11/13/2019	Granted		11/26/2019

Samay Gheewala	I would formally like to file a FOIA Request for any and all documents referring to district policies governing recess. This includes but is not restricted to required times and staff responsibilities during recess periods.	11/20/2019	Granted	11/26/2019
Pennsylvania State University	Current Attendance Zone Boundaries Shapefiles - I request Geographic Information System (GIS) copies of the current high school, middle school, and elementary school attendance zone boundaries for East Aurora School District. • Historical Attendance Zone Boundary Maps - I request any available copies, in any file format, of historical maps or descriptions of high school, middle school, and elementary school attendance zone boundaries for East Aurora School District. from the 1989-1990 school year and the 1999-2000 school year, or the years closest to those years if those specific years are unavailable. If historical records are available, please label map files with the dates in years that they were in effect.	12/9/2019	Granted	12/13/2019

| Alyssa Woltring- Waukee School Distirict | As a part of this study, we are requesting compensation information from other districts throughout the Midwest. We understand this might be a busy time for you, but we are requesting this data be provided by December 20.

Please provide us with a copy of your compensation structure for district administrators and managers. If your district does not have structures in place, we are requesting the following data:

-position/assignment
-annual rate of pay
-FTE
-Number of Days Worked/Year (contracted days)

In addition to the compensation data requested above, could you please indicate whether the District provides additional retirement benefits in the form of 403(b) contributions for any administrators? If so, please include the details of the roles eligible and how much the contribution is and the frequency of the contributions. | 12/9/2019 | Granted | 12/13/2019 |

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William Brown	Specifically, I am requesting a copy of the postage equipment lease for the mailing equipment used at your facility. I believe it is Pitney Bowes equipment, and the lease agreement would be with Pitney Bowes Global Financial. If your equipment was purchased, please send a copy of the purchase agreement for the owned equipment.	12/9/2019	Granted	12/11/2019
Kzaz Rhan	I am writing to you on behalf of LocalLabs which is the publisher of Prairie State Wire, an online publication that reports on and informs the public about local government activities. We are requesting data on your elected boards and officials. Additionally, we are requesting electronic (preferably non-PDF such as CSV, Excel, Txt) date with the following data points: 1) Name 2) Term start date 3) Term end date 4) Salary 5) Email Address	12/16/2019	Granted	12/17/2019

| Katie Kim-NBC | This is a request under the Illinois Freedom of Information Act. I am sending this request to all Chicago-area public school districts, including East Aurora School District 131, to learn more about each district's education technology program as it relates to student learning on school-issued devices such as an iPad or Chromebook.

I am requesting any and all written agreements and/or contracts between East Aurora School District 131 and companies that provide content filtering and monitoring software for school district-issued devices for students, including (but not limited to) Bark, Securly, Go Guardian, etc.; and documents sufficient to show policies and guidelines for school district-issued devices for students. | 1/30/2020 | Granted | 2/6/2020 |
| Kendra Asbury-Director of HR Hononegah High School | I request that a copy of the following documents or documents containing the following information be provided to me: records related to any or all discipline of David J. Laben, including but not limited to reviews of expectations, verbal warnings, written reprimands, or suspensions and any notes or evidence that warranted such discipline. | 2/7/2020 | Granted | 2/12/2020 |

| Starr Hayes | I have formally requested, per FOIA, the directory information for all current 8th - 11th grade students and their guardians. My original request was sent to Mr. Phil Morris, Director of Operations and Technology with the Kane County Regional Office of Education and I was asked to send the requests to the individual school/school districts within Kane County. Therefore, please accept this as my formal request to you.

I would appreciate an electronic copy of this information with the following data points:

- Parent/Student Name
- Address
- Phone Number
- Parent Email Address
- Student Grade Level | 2/11/2020 | Denied | 2/12/2020 |

| Dennis Verdico | Per the Illinois Fredeem of Information Act (5 ILCS 140), we would like to request the 2018-2019 Student Transportation Services billing including summer school.

Additionally:

• Can you provide the specific fleet breakdown?
• Could you provide the current and prior year rate sheets (2019/2020 and 2018/2019)?
• Could you list out which routes have aides/attendants?
• What was the total spend with the district for the 2018-2019 school year?
• Does your school current bus transportation provider have union employees?
• Who is your current transportation provider?
• On Page 17, #4, you state that it will be determined annually whether or not there will be summer school. Has there ever been such a year where there wasn't summer school? | 2/27/2020 | Denied | 3/4/2020 |
| Vince Espinoza | Pursuant to the Illinois Freedom of Information Act, I am requesting electronic records (preferably non-PDF such as CSV, Excel) of the following:
Copies of all emails containing the word "Trump" from the past 12 months. | 2/27/2020 | Denied | 3/5/2020 |

Vince Espinoza	Pursuant to the Illinois Freedom of Information Act, I am requesting electronic records (preferably non-PDF such as CSV, Excel) of the following: copies of high school grading scales (i.e A=90%-100%) for all in district high schools	2/27/2020	Granted	3/4/2020
Nathan Mihelich-IRTA Online	names and email addresses of any certified retiring staff for 2020	3/5/2020	Granted	3/13/2020
Ruban Callazo	I am looking for copies, emailed to me, that pertain to the new Administration building that the district will occupy at 310 Seminary Ave. Aurora. Specifically, any documents containing all Contractors and Subcontractors that have bid on work at the site. Please include all contractor contact information and bid amounts. Also, please send copies of any contracts that the district has with the General Contractor or Developer to build or occupy the building.	3/23/2020	No responsive documents	3/23/2020

| Jen Weeks | Under the Freedom of Information Act I'm requesting the invoices, names and contact information of contractors and/or sub-contractors that have been awarded and/or assigned work to be performed at any location owned, rented or leased by your taxing body over the past 12 months, which include the following scope.
• HVAC (heating, air conditioning, ventilation)
• Exhaust systems
• HVAC maintenance work and/or maintenance agreements
• Architectural metals, used for weatherproofing and/or ornamental purposes
• New installation and/or replacement of lockers
• Kitchen Renovations
The information requested can be faxed, emailed, or mailed to the address listed below; whichever is more convenient for you. This FOIA is for private use. If the required 5 day turnaround cannot be met, please contact me with your extension request. Thank you for your cooperation and public service, | 4/7/2020 | Pending | |