



**EXCEPTIONAL LEARNERS COLLABORATIVE
BOARD OF EDUCATION
Board of Education Regular Meeting
January 22, 2026
8:30 AM**

Location: Exceptional Learners Collaborative
990 Corporate Woods Parkway
Vernon Hills, IL 60061

1. CALL TO ORDER/ROLL CALL
2. PLEDGE OF ALLEGIANCE
3. *APPROVAL OF MINUTES
4. CORRESPONDENCE
5. AUDIENCE PARTICIPATION

At this time, the Board should welcome guests and representatives of the various media. The Board President will be able to offer anyone from the audience the opportunity to comment. If anyone wishes to address the board, they are given five (5) minutes. Board members can choose to address the concern, or place the item on a future agenda.
6. NEW BUSINESS
 - A. PERSONNEL
 - a. Executive Session We may have an executive session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees. [5 ILCS 120/2(c)(1)]
 - b. *Acceptance of Licensed/Certified/Support Staff Resignations
 - c. *Approval of Appointments/Transfers/Reassignments
 - B. CURRICULUM, INSTRUCTION AND ASSESSMENT
 - a. Approval of Board Policy Draft Updates

The recommendation is to adopt/approve all the board policies as presented.

C. BUSINESS

a. Approval of Kickup Contract

We are asking for approval to purchase the Kickup program and move away from Frontline. Kickup is a more robust system and is a cost savings to the ELC. We are recommending going with a 3-year contract.

b. Acceptance and Filing of Audit for the Fiscal Year Ended June 30, 2025

Please find attached the Audited Financial Statements and Management Letter to the Board of Education. The fiscal year 2025 audit is finalized with no significant findings and a clean audit opinion. A clean audit indicates (1) there were no material misstatements, (2) no deficiencies in internal controls, and (3) compliance with requirements that could have an effect on major Federal Programs.

c. *Consideration of Monthly Financial Report

It is recommended that: The Board of Education approve the list of Bills and Financial Statements as contained in the Monthly Financial Report for December. (POLL)

d. Consent Agenda Items

1. Approve the Special Meeting Minutes and Regular Meeting Minutes of December 18, 2025.
2. Accept the resignations of the following individuals as noted in the Agenda Booklet of January 22, 2026, for Jennifer Cox, Director of Business and Operations; Freyda Reninger, Paraprofessional; Kristy Morales, Paraprofessional; Autumn Hernandez, Paraprofessional; Danielle Ripes, Occupational Therapist; Liubov Leskiv, Paraprofessional as presented.
3. Approve the appointments/transfers/reassignments of the following individual as noted in the Agenda Booklet of January 22, 2026, for Samanta Nakazato, Paraprofessional; as presented.
4. Approval of Bills.
5. Approval of Financial Statement.

D. SUPERINTENDENT'S INFORMATIONAL REPORT

-Staffing Update:

- Before winter break, we sent out our staffing request form to all the districts we serve. A fair number of districts have responded at this point. So far, we are seeing a slight decrease in requests, so we might have to do a reduction in staff. We will have the final staffing requests by the end of this month and then will make a recommendation to the Board for the overall staffing allocation for 2026-2027.

Round of Applause

- **Round of Applause** — This month's "Round of Applause" recognitions are attached for your review. The Round of Applause initiative is designed to highlight and celebrate

exceptional employees across the ELC. Each month, administrators and cabinet members identify staff members who have demonstrated outstanding commitment, teamwork, or performance and share their names with Human Resources.

Human Resources then prepares a formal memo of appreciation for each recognized employee, acknowledging their contributions and the positive impact they have made.

This initiative is part of our ongoing effort to strengthen our organizational culture, promote authentic and meaningful feedback, and nurture strong connections between administrators and staff. By celebrating the great work happening throughout the ELC, we continue to build a supportive, appreciative, and engaged workplace community.

-Professional Development Update:

- On January 5, we welcomed back staff for the first day of 2026 calendar year! The day was a blend of learning and supporting our students as they returned after their break as well. Our learning for the day was a legal update provided by Jennifer Deutch, partner at Hodges, Loizzi. Jen shared relevant case law updates and local matters specific to the 7th Circuit. She offered three key reminders for ALL staff: the need for clear and effective communication, the importance of building relationships with students and families and the prioritization of needs-based discussions throughout the problem-solving and IEP process. Additionally, our OTs had a special session with Kelly Mahler, trainer and author. The team learned about interoception and its influence on many areas of students' lives, like self-regulation, mental health, and social connection. The OT team has hoped to learn from and with Kelly for quite some time. We're glad to have brought her to them for this learning opportunity. Both Jen and Kelly's presentation are attached.

-Parent Education Report:

- We did not have a parent event in the month of December. Our next event is January 30 with The Arc of Illinois next month as they continue their statewide Listening Sessions.

-ELC West Update:

- Students and staff were excited to return to the building and get back into routines after winter break. Staff had the opportunity for professional development and time to set intentions for the rest of the year with their teams on the first Monday in January. Students returned to internships and transition classes got to support Gerry's Cafe for a lunch outing. High school classes returned to Bernie's Book Bank to expand their volunteering skills.

When looking into adulthood for our students, families have provided input into their areas of focus for skill acquisition and improvement. One area that is echoed by a number of families is daily living skills. Students in both high school and transition practice these life skills through learning to make their own meals, shopping for groceries, learning to wash/fold laundry, and cleaning. Having a fully functioning kitchen and laundry room for our students to use helps them to not only practice the skills but to do so in a setting that may be similar to what they encounter within their homes. For our students in transition, they are also working on taking inventory of their food

at the end of the week in order to help them meal plan and create a grocery list for the following week. Several of our internship locations incorporate these same daily living skills, which provides students with an opportunity to apply their skills in an alternate setting.

-Technology Update:

- We are reviewing options to update the current doorbell camera solution at the 990 location. We currently use Ring cameras with Amazon Echo Show devices to receive motion alerts and doorbell rings. These devices are at least six years old, and we experience delays in viewing cameras and greeting visitors through the system. The goal is to improve reliability, modernize functionality, and strengthen building security as part of a continuous process improvement effort.

-Facilities Update:

- The roof project on both buildings was put on hold because of the very cold weather and snow. While their original timeline of completion by January 1 has certainly passed, the roofers have returned. Updates regarding their progress will be shared with Megan.

-Business/Finance Update:

- The business managers' meeting was canceled this week, so that Sean and Megan could meet with Jen to make sure all the business and operations tasks were covered. We have a plan of tasks that is divided between Sean, Megan, and other members of cabinet. We feel confident that we will be able to maintain the ELC finances and operations this semester as we look for a new Director of Business Services and Operations.

E. ADJOURN

~PUBLIC PARTICIPATION NOTICE~
PLEASE KNOW THIS MEETING WILL TAKE
PLACE IN PERSON AT ELC
990 CORPORATE WOODS PKWY
VERNON HILLS IL, 60061



DATE: 01.22.2026

To: Dr. Megan Clarke, Superintendent & The ELC Board of Education

From: Ann Hofmeier, Director of Human Resources and Talent Acquisition

RE: Educational Staff-Employment/Separation

Employment					
Name	Building	Position	Date	FTE	Reason
Sam Nakazato	West	Paraprofessional	1.21.2026	1.0	Replacement
Separation of Services					
Jen Cox	ELC East	Director of Business and Operations	1.16.2026	1.0	New Position
Freyda Reinger	West	Paraprofessional	12.19.2025	1.0	Personal
Kristy Morales	SHS	Paraprofessional	12.30.2025	1.0	Reassignment
Autumn Hernandez	West	Paraprofessional	1.23.26	1.0	Personal
Danielle Ripes	112	Occupational Therapist	2.19.2026	1.0	Personal
Liubov Leskiu	SHS	Paraprofessional	1.30.26	1.0	Relocation



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DATE January 22, 2026

To: The ELC Board of Education

From: Dr. Megan Clarke, Superintendent

RE: Approval of Board Policy Draft Updates (Issue 120)

Approval of Board Policy Draft Updates (Issue 120)				
Policy Number	Policy Name	Policy Link:	Summary	Adopt/Non-Adopt /Lawyer review
6:60	Curriculum Content	Policy 6:60 Answers Required	<p>The first change in this policy is removal of the language of drug and substance abuse prevention for elementary age students. The second change is from high school aged students the change from vocation to career and technical education. The third change is in all schools, drug and alcohol abuse prevention including (a) in each year in grades K through 4, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse, (b) in grades 5 through 12, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (c) in grades 6-12, the dangers of fentanyl, and (d) in grades 7 through 12, anabolic steroid abuse prevention, which</p>	Adopt



		<p>must also be taught in interscholastic athletic programs. The fourth change to the policy is adding through the 2026-2027 school internet safety will be taught. The fifth change to this policy is beginning in the fall of 2027, in grades 3-8 each year, age and developmentally appropriate instruction on online safety needs to be taught. The sixth change to this policy is removal of some wording, and that in all grades students should have instruction on behaviors of bullying, intimidation, and harassment. The removal of the voting process under what needs to be taught under citizenship was the seventh change in the policy. For the eighth, ninth, and tenth change to the policy, health education must be stressed (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, (d) age- and developmentally -appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education, (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education. Press change 11 added</p>	
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			<p>in all schools abduction education that addresses the danger of and avoidance of abduction. The 12th change in the policy is that in grades 9-12, the dangers of allergies must be taught. Also, in grades 9-12 in the 13th change in the policy CPR and AED must be taught. Press policy change 14 and 15, media literacy and internet safety has to be taught. All of the following topics must be addressed: (a) accessing and evaluating information; (b) creating media; (c) reflecting on media consumption and social responsibility; (d) legal and social penalties for illicit actions online; and (e) reporting illicit content online. Press change 16 removed that all 7th grade through high school students taking U.S. History/Government must view a Congressional Medal of Honor film. The final two changes were adding and eliminating some legal references.</p> <p>For the question needing to be answered, I am not recommending that ELC have a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine."</p>	
6:260	Complaints About Curriculum, Instructional	Policy 6:260	This policy was updated because of Updated in response to Mahmoud v. Taylor, which stated classroom	Adopt



	Materials, and Programs		instruction will likely burden parents' free exercise rights if it requires their children to submit to instruction "that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill."	
6:280	Grading and Promotion	Policy 6:280	This policy is up for review. There are no recommended changes to this policy at this time.	Adopt
6:300	Graduation Requirements	Policy 6:300	The first change in this policy is updating the school code number. The second change is requiring students to pass an exam on patriotism, principles of representative government, and proper use and display of the American flag.	Adopt
6:310	High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students	Policy 6:310	The only change in this policy is deleting the provision that required ISBE to encourage programs of academic credit for Tech Prep work-based learning for high school students, and authorizing ISBE to make grants to districts to be used for these programs.	Adopt
7:10	Equal Educational Opportunities	Policy 7:10	The change to this policy is prohibiting districts from taking any action that would deny a child free public education based on the child's or their parent's/guardian's actual or perceived citizenship or immigration status, and requiring districts to establish a	Adopt



			policy and procedures regarding agency and law enforcement requests, to ensure this right is preserved.	
7:70	Attendance and Truancy	Policy 7:70	The recommended changes in this policy are requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program	Adopt



			approved by the district in which course content, student evaluation, and instructional methods are supervised by a licensed educator.	
7:150	Agency and Law Enforcement Requests	Policy 7:150	<p>This first change in the policy is that it has been renamed. The second change is updated because of the School Code and the Public Act. The third update is the school districts still must follow state and federal laws. For the fourth change, I am recommending following the list under Responding to Agency and Law Enforcement Requests. The fifth change is if a student is questioned on school grounds and is under 18 years of age who is suspected of committing a criminal act, the director or designee will a. Notify or attempt to notify the student's parent(s)/guardian(s) and document the time and manner in writing; b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and c. If practicable, make reasonable efforts to ensure a trained law enforcement</p>	Adopt



		<p>officer to promote safe interactions and communications with the student is present during questioning. The sixth change in the policy is defining what a trained law enforcement officer is a person who: (1) received training in youth investigations approved or certified by his/her law enforcement agency or under 50 ILCS 705/10.22, or (2) is a juvenile police officer per 705 ILCS 405/1-3(17). The last change in this policy is requires a school to develop procedures that: (1) designate authorized personnel at the school and the superintendent's office or school administrative office who may contact the board attorney, (2) require the designated authorized person and board attorney to work together to review requests from law enforcement agents to enter a school or school facility, including under judicial warrants, nonjudicial warrants, and subpoenas, (3) require the designated authorized personnel to monitor or accompany and to document all interactions with law enforcement agents while on the school's premises, and (4) require the designated authorized person to notify and seek consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, if a law</p>	
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			enforcement agent requests access to a student for immigration enforcement purposes, unless such access is in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the student's parent/guardian.	
7:180	Prevention of and Response to Bullying, Intimidation, and Harassment	Policy 7:180	The first change is defining several terms or adding additional information to them. The second change is a requirement to have the sentence of Cyberbullying also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying. The last change is the policy requires the month, date, and year that an updated policy was adopted is required.	Adopt
7:190	Student Discipline	Policy 7:190	The change in this policy is additional language if a staff member becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on school grounds. If the report pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to	Adopt



			ensure that the student does not have access to a firearm.	
7:290	Suicide and Depression Awareness and Prevention	Policy 7:290	<p>The first change is requiring education for students on mental health and illness. The second change is that staff and student ID cards need to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12.</p> <p>The ELC will need to adjust staff badges and issue student badges with this on it.</p>	Adopt
7:340	Student Records	Policy 7:340	The change in this policy is wording from law enforcement officers to law enforcement professionals.	Adopt
8:30	Visitors to and Conduct on School Property	Policy 8:30	The first change is wording from certified to licensed. The second change is the legal references were updated.	Adopt

Document Status: Draft Update

INSTRUCTION

6:60 Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, and (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. [PRESSPlus1](#) A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) career and technical ~~vocational~~ [PRESSPlus2](#) education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, including worker safety in those zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In all schools, drug and alcohol abuse prevention education, including: [PRESSPlus3](#) (a) in each year in grades K through 4, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse, (b) in grades 5 through 12, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (c) in grades 6-12, the dangers of fentanyl, and (d) in grades 7 through 12, as well as in interscholastic athletic programs, anabolic steroid abuse prevention, which must also be taught in interscholastic athletic programs.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes

of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the [First Amendment to the Constitution of the United States](#).

5. In grades kindergarten through 12, through the 2026-2027 school year, [PRESSPlus4](#) age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. Beginning in the fall of 2027, in grades 3-8 each year, age- and developmentally appropriate instruction on online safety, [PRESSPlus5](#)
7. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
8. In all grades, ~~character education~~ [PRESSPlus6](#) ~~must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction on~~ in all grades will include examples of behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
9. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, and (d) the Pledge of Allegiance, ~~and (e) the voting process~~, [PRESSPlus7](#)
10. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see Board policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
11. In all schools, health education must be stressed, including: [PRESSPlus8](#) (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, ~~proper nutrition, (b) physical fitness, (c) personal health habits, (d) dangers and avoidance of abduction, (d) age- and developmentally~~ appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education, [PRESSPlus9](#) (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education [PRESSPlus10](#) ~~and (f) in grades 6-12, the dangers of fentanyl~~. The Superintendent shall implement a comprehensive health education program in accordance with State law.
12. In all schools, abduction education that addresses the danger of and avoidance of abduction. [PRESSPlus11](#)
13. In grades 9-12, the dangers of allergies must be taught. [PRESSPlus12](#)

14. In grades 9-12, training on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator. [PRESSPlus13](#)
15. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. In grades 6-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals. In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area.
16. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
17. In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
18. In grades 9 through 12, through the 2026-2027 school year, [PRESSPlus14](#) a unit of instruction on media literacy that includes, but is not limited to, ~~all of~~ the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason. Beginning in the fall of 2027, in grades 9 through 12, a unit of instruction on media literacy and Internet safety that includes, but is not limited to, all of the following topics: (a) accessing and evaluating information; (b) creating media; (c) reflecting on media consumption and social responsibility; (d) legal and social penalties for illicit actions online; and (e) reporting illicit content online. [PRESSPlus15](#)
19. In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. Computer science means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
20. In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change.
21. In all schools, instruction as determined by the Superintendent or designee on United States

(U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) ~~beginning in the fall of 2024,~~ the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with [105 ILCS 5/27-20.05](#). In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

22. ~~In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.~~ [PRESSPlus16](#)
23. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, [Q1](#) and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
24. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
25. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
26. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by [105 ILCS 5/2-3.80](#).
27. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
28. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
29. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

[Pub. L. No. 108-447](#), Section 111 of Division J, Consolidated Appropriations Act of 2005.

[Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

[105 ILCS 5/2-3.80](#)(e) and (f), [5/10-20.79](#), [5/10-20.84](#), [5/10-23.13](#), [5/27-3](#), [5/27-3.5](#), [5/27-5](#), [5/27-6](#), [5/27-6.5](#), [5/27-7](#), [5/27-12](#), [5/27-12.1](#), [5/27-13.1](#), [5/27-13.2](#), [5/27-20.05](#), [5/27-20.08](#), [5/27-20.3](#), [5/27-20.4](#), [5/27-20.5](#), [5/27-20.7](#), [5/27-20.8](#), [5/27-21](#), [5/27-22](#), [5/27-23.3](#), [5/27-23.4](#), [5/27-23.7](#), [5/27-23.8](#), [5/27-23.10](#), [5/27-23.11](#), [5/27-23.15](#), [5/27-23.16](#), [5/27-24.1](#), and [5/27-24.2](#) [5/22-110](#), [5/27-105](#), [5/27-110](#), [5/27-115](#), [5/27-210](#), [5/27-215](#), [5/27-245](#), [5/27-250](#), [5/27-255](#), [5/27-260](#), [5/27-305](#), [5/27-310](#), [5/27-315](#), [5/27-405](#), [5/27-410](#) (scheduled for repeal on 7-1-27), [5/27-415](#) (scheduled for repeal on 7-1-27), [5/27-505](#), [5/27-510](#), [5/27-515](#), [5/27-520](#), [5/27-525](#), [5/27-530](#), [5/27-535](#), [5/27-540](#), [5/27-545](#), [5/27-605](#), [5/27-705](#), [5/27-710](#), [5/27-715](#), [5/27-720](#), [5/27-725](#), [5/27-810](#), [5/27-815](#), and [5/27-1050](#). [PRESSPlus17](#)

[105 ILCS 110/3](#), Comprehensive Health Education Program. [PRESSPlus18](#)

[105 ILCS 435/](#), Vocational Education Act.

[625 ILCS 5/6-408.5](#), III. Vehicle Code.

[23 Ill.Admin.Code §§1.420](#), [1.425](#), [1.430](#), and [1.440](#).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:230 (Library Media Program), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

Adopted: March 17, 2025

Questions and Answers:

***Required Question 1. A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. For a resource originally developed by the NJ Commission on Holocaust Education, see www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf.

Does the Board provide instruction studying the causes and effects of the Irish Famine?

- No. (Default)
- Yes. (IASB will add "the Irish Famine" after "the Famine-Genocide in Ukraine," and IASB will add 5/27-1030 to the Legal References.)

PRESSPlus Comments

PRESSPlus 1. Stricken from #1 and added below. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-605, amended by P.A. 104-387, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 3. Drug abuse prevention education is no longer part of the Comprehensive Health Education Program (CHEP) and is therefore listed as a separate item. P.A. 104-391 consolidated drug prevention education related topics into one new section of the School Code, 105 ILCS 5/27-255. **Issue 120, October 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/27-410 (scheduled for repeal on 7-1-27), amended by P.A. 104-399, eff. 1-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 5. Required by 105 ILCS 5/27-405(b), added by P.A. 104-391. Boards locally determine the scope and duration of this unit of instruction. Topics to include in online safety instruction are not mandated, but the following are recommended: (1) safe and responsible use of the Internet, social networking websites, electronic mail, online messaging and posting, and other means of communication on the Internet; (2) recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators; (3) risks of transmitting personal information on the Internet; (4) recognizing and avoiding unsolicited or deceptive communications received online; (5) reporting online harassment, cyber-bullying, and illegal activities and communications on the Internet; (6) the legal penalties and social ramifications for illicit actions taken online, including infringement of copyright laws and the creation and sharing of harmful, defamatory, or sexually explicit content; and (7) the relationship between responsible use of online resources and social-emotional health. *Online safety* means safe practices relating to an individual's or group's use of the Internet, social networking website, electronic mail, online messaging and posting, and other means of communication on the Internet. **Issue 120, October 2025**

PRESSPlus 6. Updated in response to P.A. 104-391, which repealed the requirement to teach character education formerly at 105 ILCS 5/27-12. **Issue 120, October 2025**

PRESSPlus 7. Updated in response to P.A. 104-391, which moved instruction on the voting process to civics education for grades 6, 7, or 8. **Issue 120, October 2025**

PRESSPlus 8. Letters (a) - (i) are required by CHEP. 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 9. 105 ILCS 5/27-815, renumbered by P.A. 104-391, also requires safety instruction in each of grades 1 through 8, equivalent to one class period each week. Neither CHEP nor 105 ILCS 5/27-815 (as it pertains to grades 1-8) define safety education or explain how it differs from the optional safety education that boards can offer under 105 ILCS 5/27-1020, renumbered by P.A. 104-391, though districts could draw from the topics listed in that section. **Issue 120, October 2025**

PRESSPlus 10. Consent education under CHEP is limited to the definition of *consent* under 105 ILCS 5/27-215(a), added by P.A. 104-391; this basic consent instruction is separate from the more extensive, optional consent education under 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391. For more information, see PRESS sample policy 6:60, *Curriculum Content*, at footnote 33, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 11. Required by 105 ILCS 5/27-105, added by P.A. 104-391. The Ill. State Police and Ill. State Board of Education (ISBE) must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480. See www.isbe.net/Documents/Child-Abduction-Prevention.pdf. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 12. Required by 105 ILCS 5/27-245, added by P.A. 104-391. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 13. Required by 105 ILCS 5/27-250, added by P.A. 104-391. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 14. Updated in response to 105 ILCS 5/27-20.08, scheduled to be repealed on 7-1-27 by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 15. 105 ILCS 5/27-405, added by P.A. 104-391, details the requirements for media literacy and Internet safety instruction effective for the 2027-2028 school year. ISBE is required to make available instructional resources and professional development available for the development of a unit of instruction under 105 ILCS 5/27-405, subject to appropriation. Beginning with the 2027-2028 school year, media literacy instruction must also: (1) be age- and developmentally appropriate for each grade level being taught; (2) teach about the harmful physical, emotional, and psychological effects associated with unhealthy use of the Internet and social media; and (3) provide information on resources to report cyberbullying and the illicit online behavior of others. **Issue 120, October 2025**

PRESSPlus 16. Repealed by P.A. 104-391, formerly at 105 ILCS 5/27-3.5. **Issue 120, October 2025**

PRESSPlus 17. Updated in response to P.A. 104-391, renumbering, reorganizing, and repealing citations throughout 105 ILCS 5/27. **Issue 120, October 2025**

PRESSPlus 18. Repealed by P.A. 104-391 and replaced, in part, by 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

6:60 Curriculum Content

Document Status: Draft Update

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, and (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse.  A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) career and technical vocational  education.

Questions and Answers Window

*Question 1.

A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. For a resource originally developed by the NJ Commission on Holocaust Education, see www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf.

Does the Board provide instruction studying the causes and effects of the Irish Famine?

- No. (Default)
- Yes. (IASB will add "the Irish Famine" after "the Famine-Genocide in Ukraine," and IASB will add 5/27-1030 to the Legal References.)

* Required

Save Responses

Document Status: Draft Update

INSTRUCTION

6:260 Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to Governing Board policy 7:15, *Student and Family Privacy Rights*.

Parents/guardians, employees, and community members who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

Parents/guardians, employees, and community members with other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection Form*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Executive Director/Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of ELC's decision.

LEGAL REF.:

[20 U.S.C. §1232h](#), Protection of Pupil Rights Amendment.

[Mahmoud v. Taylor, 145 S.Ct. 2332 \(2025\)](#), [PRESSPlus1](#)

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:230 (Library Media Program), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

Adopted: February 16, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to [Mahmoud v. Taylor, 145 S.Ct. 2332 \(2025\)](#), holding that classroom instruction will likely burden parents' free exercise rights if it requires their children to submit to instruction "that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill." Unless otherwise required by law, it is unclear from Mahmoud whether a district would ever need to give advance notice to all parents/guardians of the use of certain curriculum or instructional materials that could trigger religious objections. Doing so could present discrimination concerns. Given the many unsettled legal issues in this area and the fact-dependent nature of the analysis involved, boards should consult with the board attorney regarding any curriculum objections. **Issue 120, October 2025**

Document Status: Review and Monitoring

INSTRUCTION

6:280 Grading and Promotion

The Executive Director/Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians, which system of reporting may be modified to meet an individual student's needs as specified in his or her individualized education program. A student shall not be promoted solely based upon age or any other social reason, except as provided in the student's individualized education program. Every teacher shall maintain an evaluation record for each student in the teacher's classroom. An ELC administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include: [PRESSPlus1](#)

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.:

[105 ILCS 5/10-20.9a](#), [5/10-21.8](#), and [5/27-27](#).

CROSS REF.: 7:50 (School Admissions and Eligibility for Services)

~~ADOPTED: October 8, 2015~~

Adopted: February 12, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Document Status: Draft Update

INSTRUCTION

6:300 Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-~~22~~605. [PRESSPlus1](#)
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism, ~~and~~ principles of representative government, ~~and~~ proper use ~~and display~~ of the ~~American flag~~ ~~methods of voting, and the Pledge of Allegiance~~. [PRESSPlus2](#)
5. Participating in State assessments that are required for graduation by State law.
6. Filling one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education.

(ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.

A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary to implement this policy.

Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish seven semesters of high school and meet all graduation requirements.

Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

Service Member Diploma

The District will award a diploma to a service member who was killed in action while performing active military duty with the U.S. Armed Forces or an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

LEGAL REF.:

105 ILCS 5/2-3.64a-5, 5/22-27, 5/22-87, 5/27-510~~3~~, 5/27-605~~22~~, and 5/27-615~~22-10~~.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.440](#).

CROSS REF.: 6:30 (Organization of Instruction), 7:50 (School Admissions and Eligibility for Services)

Adopted: March 17, 2025

PRESSPlus Comments

PRESSPlus 1. Renumbered in response to P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-510, added by P.A. 104-391, requiring students to pass an exam on patriotism, principles of representative government, and proper use and display of the American flag, formerly addressed at 105 ILCS 5/27-3, repealed by P.A. 104-391. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College or high school courses offering dual credit at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Tech Prep [Partnership for Careers Program](#) [PRESSPlus1](#)
7. Credit earned in a Vocational Academy

The student must seek approval from the Executive Director/Superintendent or designee to receive graduation credit for any non-District course or experience. The Executive Director/Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Executive Director/Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course. This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

Vocational or technical education. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution(s) and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and

2. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District.

Registered Apprenticeship Program. The Executive Director/Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs. The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s).

A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program if:

1. The registered apprenticeship program meets all criteria contained in State law;
2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District and on its website;
5. The Building Principal approves the substitution(s); and
6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with [Section 27-22 of the School Code](#). The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Executive Director/Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Ongoing participation in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic or extracurricular athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, Exemption from Physical Education.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, School Admissions and Student Transfers To and From Non-District Schools. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under [Section 10-22.20 of the School Code](#), in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the American Council on Education

The provisions in the section Credit for Non-District Experiences, above, apply to the receipt of credit for any non-District course.

LEGAL REF.:

105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115(b), 5/2-3.142, 5/2-3.175, 5/10-22.43a, 5/10-20.62, [5/27-610](#), [5/27-710](#), and [5/27-1035](#) ~~22.3, and 5/27-22.05~~. [PRESSPlus2](#)

[110 ILCS 27/](#), Dual Credit Quality Act.

[23 Ill.Admin.Code §§1.425\(e\), 1.440\(f\), 1.470\(c\), and Part 255](#).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

Adopted: April 17, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/2-3.115, amended by P.A. 104-261, eff. 1-1-26, deleting the provision that required ISBE to encourage programs of academic credit for Tech Prep work-based learning for high school students, and authorizing ISBE to make grants to districts to be used for these programs. **Issue 120, October 2025**

PRESSPlus 2. The Legal References are updated. **Issue 120, October 2025**

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Governing Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound Taps at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.

4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, and information about available community services relevant to such students' needs.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to all school personnel, Board members, and school resource officers on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community-based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. [An approval process for students to attend activities allowed under 105 ILCS 5/10-19.05\(k\), including provisions for making up missed coursework that do not penalize students.](#) [PRESSPlus1](#)
15. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Eligibility for Services*.
16. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Updating

Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its

update.

LEGAL REF.:

105 ILCS [5/10-19.05\(k\)](#), [5/22-92](#), and [5/26-1](#) through [5/26-3](#), [5/26-5](#) through [5/26-16](#), [5/26-18](#), and [5/26A](#).

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [Part 207](#).

CROSS REF.: 5:100 (Staff Development Program), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Eligibility for Services), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Discipline), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

Adopted: July 17, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under 105 ILCS 5/21B. **Issue 120, October 2025**

Document Status: Draft Update - Rewritten

STUDENTS

7:150 Agency and Law Enforcement Requests

Title has been updated. Original Title: Agency and Police Interviews

The District recognizes the right of every student to equal access to a free public education under State and federal law, consistent with Board policy 7:10, *Equal Educational Opportunities*. District administrators and staff stand *in loco parentis* when government agency and law enforcement authority requests occur at school. [PRESSPlus1](#)

Federal and State Law Requirements Regarding Citizenship and Immigration Status in Schools [PRESSPlus2](#)

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity.
2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity.
3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent(s)/guardian(s) from District parental engagement activities or programs.
4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency.
5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to the requirements in 105 ILCS 5/22-105(c)(3). [PRESSPlus3](#)
6. Disclose information related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105 ILCS 5/22-105(c)(3).

State law does not prohibit or restrict the District from sending or receiving information about the citizenship or immigration status of an individual to or from the U.S. Dept. of Homeland Security or any other governmental entity under 8 U.S.C. §§1373 and 1644.

Responding to Agency and Law Enforcement Requests [PRESSPlus4](#)

The Director shall develop procedures to manage requests by government agencies or law enforcement authorities regarding students at school. Procedures will:

1. Recognize individual student rights and privacy.

2. Recognize the potential impact the release of information or an interview may have on an individual student.
3. Minimize potential disruption.
4. Foster a cooperative relationship with government agencies and law enforcement authorities.
5. Maintain discipline and recognize that school employees stand in the relationship of the parents/guardians to the students during the school day.
6. Comply with State law including, but not limited to, ensuring that before a law enforcement agent, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Director or designee will: [PRESSPlus5](#)
 - a. Notify or attempt to notify the student's parent(s)/guardian(s) and document the time and manner in writing;
 - b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
 - c. If practicable, make reasonable efforts to ensure a trained law enforcement officer [PRESSPlus6](#) to promote safe interactions and communications with the student is present during questioning.
7. Manage reviewing and authorizing requests from law enforcement agents attempting to enter a school or school facility, in accordance with the requirements of 105 ILCS 5/22-105(c) (4). [PRESSPlus7](#)

LEGAL REF.:

U.S. Constitution, Amend. IV.

8 U.S.C. §1373 and §1644.

Plyler v. Doe, 457 U.S. 202 (1982).

Ill. Constitution, Art. I, §6.

105 ILCS 5/10-20.64, 5/10-20.68, 5/22-88, 5/22-105, and 5/24-24.

55 ILCS 80/, Children's Advocacy Center Act.

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

720 ILCS 5/31-1 et seq., Interference with Public Officers Act.

725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 2:160 (Board Attorney), 2:260 (Uniform Grievance Procedure), and 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

PRESSPlus Comments

PRESSPlus 1. This policy is renamed and rewritten in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, requiring schools to establish a policy by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement. 105 ILCS 5/22-105(b), added by P.A. 104-288, eff. 1-1-26, defines school as "every public school, school district, and governing body, including a special charter district or charter school, organized under this Code, and its agents, including a contracted party. See the footnotes of this sample policy for more information, available at PRESS Online by logging in at www.iasb.com.

By 7-1-26, schools are also required to develop procedures for reviewing and authorizing requests from *lawenforcement agents* attempting to enter a school or school facility. 105 ILCS 5/22-105(b), added by P.A. 104-288, eff. 1-1-26, defines *lawenforcement agent* as "an agent of federal, State, or local law enforcement authorized with the power to arrest or detain individuals or manage the custody of detained individuals for a law enforcement purpose, including civil immigration enforcement." *Law enforcement agent* does not include a school resource officer as defined in 105 ILCS 5/10-20.68. *Id.* See sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*. **Issue 120, October 2025**

PRESSPlus 2. Required by 105 ILCS 5/22-105(d), added by P.A. 104-288, eff. 1-1-26. **Issue 120, October 2025**

PRESSPlus 3. Districts must also still comply with federal and State laws, e.g., FERPA and the Ill. School Student Records Act, governing the disclosure of student records or information. **Consult the board attorney regarding legal requirements when requests are received from federal law enforcement agencies. Issue 120, October 2025**

PRESSPlus 4. With the exception of items #6 and #7, the listed standards for procedures are at the local school board's discretion and may be omitted. For procedures addressing #1-6, refer to the *Guidelines for Interviews of Students*, published by the Ill. Council of School Attorneys (*ICSA Guidelines*) at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/ in consultation with the board attorney. For procedures addressing the items listed in #7, refer to sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at www.iasb.com, in consultation with the board attorney. Procedures covering item #7 are required by 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, and must be implemented by 7-1-26. **Issue 120, October 2025**

PRESSPlus 5. 105 ILCS 5/22-88. The statute does not specifically assign these duties to a school official, but instead states that "a law enforcement officer, school resource officer, or other school security personnel" must ensure these conditions are met before detaining and questioning a student on school grounds. For ease of implementation, this policy assigns these duties to a school official as they routinely contact parents/guardians and can arrange for the presence of school personnel during an interview. See the *ICSA Guidelines* for further discussion of school officials' responsibilities when law enforcement authorities interview students at school. **Issue 120, October 2025**

PRESSPlus 6. A *trained lawenforcement officer* is someone who: (1) received training in youth investigations approved or certified by his/her law enforcement agency or under 50 ILCS 705/10.22, or (2) is a juvenile police officer per 705 ILCS 405/1-3(17). 105 ILCS 5/22-88(b)(4). **Issue 120,**

October 2025

PRESSPlus 7. 105 ILCS 5/22-105(c)(4), added by P.A. 104-288, eff. 1-1-26, requires a school to develop procedures that: (1) designate authorized personnel at the school and the superintendent's office or school administrative office who may contact the board attorney, (2) require the designated authorized person and board attorney to work together to review requests from law enforcement agents to enter a school or school facility, including under judicial warrants, nonjudicial warrants, and subpoenas, (3) require the designated authorized personnel to monitor or accompany and to document all interactions with law enforcement agents while on the school's premises, and (4) require the designated authorized person to notify and seek consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, if a law enforcement agent requests access to a student for immigration enforcement purposes, unless such access is in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the student's parent/guardian.

Regarding requirement #2 in the paragraph immediately above, ensure that the superintendent's authority to designate others to contact the board attorney aligns with policy 2:160, *Board Attorney*. The superintendent will need to work with the board attorney to create a list of administrators authorized to consult directly with the board attorney if any agency or law enforcement request is received. Factors to consider when drafting this list include: the type of request received, the type of agency or law enforcement unit making the request, whether or not a warrant is presented, and whether or not exigent circumstances are claimed. **Issue 120, October 2025**

Document Status: Draft Update

STUDENTS

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

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Definitions from 105 ILCS 5/22-110~~27-23.7~~ [PRESSPlus1](#)

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Artificial intelligence includes generative artificial intelligence.

Bullying includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;

3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying. [PRESSPlus2](#)

Digital replica means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Unauthorized digital replica means the use of a digital replica of an individual without the consent of the depicted individual.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of bullying as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report

Nondiscrimination Coordinator:

Megan Clarke
 990 Corporate Woods Parkway,
 Vernon Hills, IL 60061
mclarke@elced.org
 224-513-6447

Title IX Coordinator:

Megan Clarke
 990 Corporate Woods Parkway,
 Vernon Hills, IL 60061
mclarke@elced.org
 224-513-6447

Complaint Managers:

Richard Medina
 990 Corporate Woods Parkway,
 Vernon Hills, IL 60061
rmedina@elced.org
 224-513-6122

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the

date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

- b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) bullying, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, Board Policy Development, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;

- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;
- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- i. An updated version of the policy with the amendment/modification date specifying the date of adoption (indicated by month, date, and year) [PRESSPlus3](#) included in the reference portion of the policy;
- ii. If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

- 12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying.
 - b. 2:265, Title IX Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
 - c. 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
 - d. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - e. 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - f. 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - g. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic

(the list of characteristics in 7:20 is the same as the list in this policy).

- h. 7:185, Teen Dating Violence Prohibited. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- i. 7:190, Student Behavior. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- j. 7:310, Restrictions on Publications; Elementary Schools, and 7:315, Restrictions on Publications; High Schools. These policies prohibit students from and provide consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), [5/22-110](#), and [5/24-24](#), and ~~5/27-23.7~~.

[405 ILCS 49](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240, 1.280, and 1.295](#).

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

Adopted: July 17, 2025

PRESSPlus Comments

PRESSPlus 1. All definitions are directly from 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, or any other statutes it incorporates by reference. **Issue 120, October 2025**

PRESSPlus 2. This sentence is required beginning with the 2026-27 school year. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 3. Including the month, date, and year that an updated policy was adopted is required by 23 Ill. Admin.Code §1.295(c)(2). **Issue 120, October 2025**

Document Status: Draft Update

STUDENTS

7:190 Student Discipline

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law.

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing an ELC staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Executive Director/Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to,

conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Executive Director/Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed

two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between ELC and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by [105 ILCS 5/10-20.33](#).

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), Ill. State Board of Education (ISBE) rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and ELC's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Executive Director/Superintendent, and the Executive Director/Superintendent's determination may be modified by the Board on a case-by-case basis. The Executive Director/Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed

firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Executive Director/Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on ~~or around~~ school grounds, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. If the report of (1), above, pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm. [PRESSPlus1](#) In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Executive Director/Superintendent or designee and, if a student is reportedly in possession of a firearm or threatens firearm violence, also any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Executive Director/Superintendent or designee shall immediately notify local law enforcement. The Executive Director/Superintendent or designee shall also report these incidents to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by [105 ILCS 5/10-20.33](#). Teachers may temporarily remove students from a classroom for disruptive behavior.

The Executive Director/Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Executive Director/Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing ELC's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the ELC disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

[20 U.S.C. §7971](#) *et seq.*, Pro-Children Act of 2004.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/22-100](#), [5/22-110](#), [5/24-24](#), [5/26-12](#), [5/27-240](#)~~27-23.7~~, and 5/31-3.

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§1.280](#), [1.285](#).

CROSS REF.: 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and [Law Enforcement Requests](#)~~Police Interviews~~), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:210 (Expulsion Procedures), 7:230 (Misconduct by Students with Disabilities), 7:270 (Administering Medicines to Students), 8:30 (Visitors to and Conduct on School Property)

Adopted: July 17, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174. **Issue 120, October 2025**

Document Status: Draft Update

STUDENTS

7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Executive Director/Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the [School Code Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate ~~105 ILCS 5/2-3.139 and 105 ILCS 5/27-215 7~~(requiring education for students ~~on mental health and illness to develop a sound mind and a healthy body~~). [PRESSPlus1](#)
 - b. For staff, implementation will incorporate Board policy 5:100, Staff Development, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for all ELC staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:

- a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the ELC's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the ELC;
 - c. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - d. 7:50, *School Admissions and Eligibility for Services*, implementing State law requirements related to students who are in foster care;
 - e. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - f. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the ELC's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Executive Director/Superintendent or designee shall attempt to develop a relationship between the ELC and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the ELC Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Executive Director/Superintendent shall inform each school district employee about this policy and ensure its posting on the ELC website. The Executive Director/Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the ELC. Student and staff [PRESSPlus2](#) identification (ID) cards, ELC's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, [5 ILCS 860/](#), Children's Mental Health Act, [405 ILCS 49/](#), Mental 7:290

Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

The ELC, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the ELC, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

[42 U.S.C. § 1201](#) *et seq.*, Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, ~~105 ILCS 5/2-3.139~~, 5/3-14.8, ~~5/10-20.76~~, 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/14-1.01 *et seq.*, 5/14-7.02, ~~and 5/14-7.02b~~, ~~and 5/27-2157~~.

[5 ILCS 860/](#), Student Confidential Reporting Act.

[405 ILCS 49/](#), Children's Mental Health Act.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: January 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-20.81, amended by P.A. 104-264, eff. 1-1-26, requiring districts to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12. **Issue 120, October 2025**

Document Status: Draft Update

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement professionals ~~officers~~ [PRESSPlus1](#) working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement professionals ~~officials~~, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. ELC may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The ELC will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, ELC discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Executive Director/Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act; [34 C.F.R. Part 99](#).

[50 ILCS 205/7](#), Local Records Act.

[105 ILCS 5/10-20.12b](#), [5/10-20.40](#), [5/14-1.01](#) et seq., and [5/26A-30](#).

[105 ILCS 10/](#), Ill. School Student Records Act.

[105 ILCS 85/](#), Student Online Personal Protection Act.

[325 ILCS 17/](#), Children's Privacy Protection and Parental Empowerment Act.

[750 ILCS 5/602.11](#), Ill. Marriage and Dissolution of Marriage Act.

[23 Ill.Admin.Code Parts 226](#) and [375](#).

[Owasso I.S.D. No. I-011 v. Falvo](#), 534 U.S. 426 (2002).

[Chicago Tribune Co. v. Chicago Bd. of Ed.](#), 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:70 (Attendance and Truancy), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: July 17, 2025

PRESSPlus Comments

PRESSPlus 1. Revised in #2 and #3 to match the text of the Illinois School Student Records Act (ISSRA). **Issue 120, October 2025**

Document Status: Draft Update

COMMUNITY RELATIONS

8:30 Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug

consumption is detectible, regardless of when and/or where the use occurred.

10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, Administering Medicines to Students, implementing Ashley's Law.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

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

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

In all cases, the Superintendent, or designee who is a ~~licensed certified~~ [PRESSPlus1](#) employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.:

[20 U.S.C. §7971](#) *et seq.*, Pro-Children Act of 2001.

[Nuding v. Cerro Gordo Community Unit School Dist.](#), 313 Ill. App.3d 344 (4th Dist. 2000).

[105 ILCS 5/10-20.5](#), [10-20.5b](#), [5/10-22.10](#), [5/22-33](#), [5/22-110](#), and [5/24-25](#), and [5/27-23.7\(a\)](#). [PRESSPlus2](#)

[115 ILCS 5/3](#)(c), Ill. Educational Labor Relations Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 705/](#), Cannabis Tax and Regulation Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[720 ILCS 5/11-9.3](#), [5/21-1](#), [5/21-1.2](#), [5/21-3](#), [5/21-5](#), [5/21-5.5](#), [5/21-9](#), and [5/21-11](#).

CROSS REF.: 2:200 (Types of Governing Board Meetings), 2:230 (Public Participation at Governing Board Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 7:190 (Student Discipline), 7:270 (Administering Medicines to Students)

Adopted: March 17, 2025

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

PRESSPlus 2. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**



DATE: 01.22.2026

To: Dr. Megan Clarke, Superintendent & The ELC Board of Education

From: Ann Hofmeier, Director of Human Resources and Talent Acquisition

RE: KickUp!

KickUp!

Pending board approval, Kick Up-Growth will replace Frontline Professional Growth during the 2026-2027 school year. Kick Up-Growth is a modern, user-friendly platform that streamlines staff evaluation into a cohesive system. KickUp-Growth offers a cleaner interface, more intuitive navigation, and real-time data that support better decision-making. This transition will reduce complexity for staff, improve the overall user experience, and provide leaders with more meaningful insights, such as data analysis down to the component level of our evaluation rubrics, making it a strong replacement for Frontline. There is also a cost-benefit for the ELC listed below.

- Frontline Professional Growth → KickUp-Growth:
Annual cost savings: \$751.31, or
Three-year cost savings: \$3,153.93 with a multi-year agreement



Exceptional Learners Collaborative - 3-Year Contract - Growth

Exceptional Learners Collaborative

990 Corporate Woods Parkway, Vernon Hills, IL 60061

Reference: 20251121-140600046

Megan Clarke

mclarke@elced.org

Quote created: November 21, 2025

Quote expires: January 20, 2026

Partnership Manager: Andria Schulte

Email: andria@kickup.co

Ann Hofmeier

ahofmeier@elced.org

Contract Dates: July 1, 2026 – June 30, 2029

Products: Growth

Number of Users: 200

Products & Services

Item & Description	Unit Price	Total
Growth - Evaluations Managing performance evaluation 3% Multi-Year Discount	\$10,000.00 / year	\$9,700.00 / year after 3% discount for 3 years
Set-Up Fee One-Time Implementation Fees	\$2,500.00	\$2,500.00
	Annual subtotal	\$9,700.00 after \$300.00 discount
	One-time subtotal	\$2,500.00
	Total	\$12,200.00

Terms

Core Support:

To ensure your success with the solutions you've selected, the KickUp team will partner you with a dedicated Client Success Manager (CSM), who provides the following ongoing support for the products purchased. For more details about implementation support for each product, you may refer to the [Overview of Software and Services](#).

Growth Core Support

To ensure your success with the solutions you've selected, the KickUp team will partner you with a dedicated Partner Success Manager, who provides the following support.

Planning

- Leads a kickoff meeting to align on goals, strategies and deliverables.
- Tracks progress towards launch and adjusts implementation plans, applying best practices.

Configuration

- Builds your first evaluation cycle and trains you to build out additional cycles, if needed.

Access

- Works with your technical team to set up user information sharing from your staff system of record, along with SAML-based single sign-on, if applicable.
- Helps to configure permissions for leaders and staff.

Training

- Leads group training session(s) for your evaluators – *typically up to 3*.
- Provides additional screencasts and help guides to train other users.

Reports & Sharing

- Configures your first custom report to aggregate data from multiple sources.
- Equips you to build additional reports, if needed.

Ongoing Support

- Maintains regular (monthly or quarterly) touchpoints to support your implementation team.
- Leads up to 3 data tours throughout the year to engage key stakeholders with data.
- Monitors progress towards implementation goals and hosts a partnership review meeting to make mid-year adjustments.

Payments:

KickUp charges its customers an **Annual Software Fee** for access to KickUp's software platform. The Annual Software Fee is determined based on the scope of software used and the number of teachers (full-time equivalent) in a district. For each solution, customers pay the Annual Software Fee at the beginning of each 12-month period during the Initial Term and, if applicable, each Renewal Term.

In addition to the Annual Software Fees, for all new implementations, KickUp charges a standard **Implementation Fee** to enable a successful and collaborative launch process. Any ongoing service or implementation requirements that exceed KickUp's standard services will generate an applicable **Customization Fee**.

Invoice Summary:

Invoices are sent at the start of each annual agreement period, and are due 30 days after the invoice date unless otherwise specified.

Invoice 1

- Invoice Date: 7/1/26
- Due Date: 7/31/26
- Amount: \$12,200.00

Invoice 2

- Invoice Date: 7/1/27
- Due Date: 7/31/27
- Amount: \$9,700.00

Invoice 3

- Invoice Date: 6/30/28
- Due Date: 7/30/28
- Amount: \$9,700.00

Should there be a need to terminate a multi-year agreement prior to its expiration, ELC must provide written notice to KickUp at least 60 days prior to the next annual invoice date, in which case 50% of the next annual invoice balance will be due. If applicable, any subsequent invoices will be cancelled.

General Provisions:

No services will be provided to Exceptional Learners Collaborative prior to KickUp's receipt of a Purchase Order (PO), a signed copy of this Formal Proposal and Quote, or payment of the initial year of Annual Software Fees, the Implementation Fees, and Customization Fees (if any).

This Formal Proposal and Quote is subject in all respects to the terms and conditions contained in the KickUp SaaS Services Agreement (the "SaaS Agreement"). By signing in the space provided below, Exceptional Learners Collaborative hereby acknowledges that it has read and understands, and hereby accepts and agrees to be legally bound by, the terms and conditions contained in each of:

- the [\[SaaS Agreement\]](#)
- the [\[Overview of Software and Services\]](#)

- the [[KickUp Privacy Policy](#)]

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

Megan Clarke
mclarke@elced.org

[sig|req|signer1]

Questions? Contact me



Andria Schulte
andria@kickup.co
+16512727025

KickUp
2093 Philadelphia Pike
2920
Claymont, DE 19703
United States



Memo

To: ELC Governing Board and Executive Board of Directors
From: Jennifer Cox, Director of Business and Operations
CC: Dr. Megan Clarke
Date: January 22, 2026
Re: Business Office Update - December 2025

December 2025 Financial Reports

Key Highlights:

- [Treasurer's Report](#)
- [Revenue and Expense Summary](#)
 - **Overall Revenue:** 45% collected
 - **Overall Expenditure Rate:** 49%
- [Statement of Revenues, Expenditures, and Changes in Fund Balances](#)
- **Monthly Check Runs:**
 - [December - AP](#)
 - [December - Payroll](#)
 - Noteworthy checks greater than \$5,000 include:
 - ****AMAZON**** - General Supplies - \$5,168.88
 - ****NCS PEARSON, INC**** - D103 Assessments Quote - \$20,514.60
 - ****UNC TEACCH CENTER**** - ELC West PD TEACCH - \$9,257.96
 - ****ASPIRE CONSULTING INC**** - ABA Therapy-JG - \$7,753.00
 - ****BUILD CORPS, INC**** - Exhaust fan, Wall Patching, changing table guard rail fix, door sweep - \$8,090.00
 - ****SOLIANT HEALTH**** - O&M M.Gentile - \$6,030.00
 - Noteworthy checks greater than \$25,000 include:
 - ****CORPORATE WOODS ASSOCIATES LLC**** - Rental payment (DEC) - \$33,477.96
 - ****NIHIP**** - Insurance premium (DEC) - \$215,676.41
- [Monthly Statement of Expenditure Report \(by member\)](#): CSBOs are encouraged to contact Mr. Carney with any questions about specific expenditures; he will be happy to assist.
- ***Services Sold:** This report summarizes revenue and related expenses for services provided to non-member districts. After reconciliation, any net profit is allocated to member districts in accordance with established guidelines to ensure a fair distribution.

- ***Non-Member Accounts Receivable**: As of the end of December, year-to-date billing for non-member services totals \$1,250,661.71. Collected amounts totaled \$930,615.13, leaving an A/R balance of \$320,046.58.
- ***Tuition Accounts Receivable**: By the end of December, year-to-date tuition billed was \$1,345,163.49, including \$133,875.00 from ESY 2025. Year-to-date collected amounts totaled \$1,117,741.89, leaving a year-to-date A/R balance of \$227,421.60.

Please don't hesitate to contact us if you have any specific questions or would like more information about these reports.

***Note:** Services Sold, Non-Member A/R, and Tuition A/R are prepared monthly; however, due to the timing of billing cycles relative to Board meeting dates, these figures typically reflect activity from the month before last and will appear one month in arrears.



December 2025 Treasurer's Report

<u>Fund</u>	<u>Beginning Cash</u> <u>Balance 12/01/2025</u>	<u>Revenue Received</u> <u>Jul 2025 - Dec 2025</u>	<u>Less Disbursements</u> <u>Jul 2025 - Dec 2025</u>	<u>Cash Balance</u>
10 Education	\$ 4,059,260	\$ 10,642,603	\$ 9,630,379	\$ 5,071,484
20 Operations & Maintenance	\$ 202,694	\$ -	\$ 334,132	\$ (131,438)
40 Transportation	\$ 64,567	\$ -	\$ 207,411	\$ (142,844)
50 IMRF/Social Security	\$ 198,006	\$ -	\$ 473,833	\$ (275,827)
Grand Total	\$ 4,524,528	\$ 10,642,603	\$ 10,645,755	\$ 4,521,376

Footnote \$609,202 Variance from FY25 Audit

	Less: Outstanding Checks	\$ (111,027)
	Cash Balance	\$ 4,410,348

Restricted Fund Balance

125 Adlai E. Stevenson High School - Terminal Reserve (Held with Old National)	\$ (12,099)
12,099 - FY23 True Up Monies Balance	

Unrestricted Fund Balance

Exceptional Learners Collaborative	\$ 4,398,249
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December 2025 Revenue and Expense Summary

	<u>December 2025</u>	<u>2025-26 YTD Revenue</u>	<u>2025-26 Budget</u>	<u>% of Budget</u>
Revenues				
Evidence Based Funding	\$ 8,686	\$ 43,430	\$ 95,535	45%
Medicaid Admin Outreach	\$ -	\$ 56,101	\$ 72,105	78%
Medicaid Fee For Service	\$ -	\$ -	\$ 46,965	0%
Member Services	\$ 831	\$ 7,682,622	\$ 16,577,637	46%
Non-Member Services	\$ 390,685	\$ 1,216,867	\$ 2,713,834	45%
Non-Voting Member Services	\$ 94,758	\$ 378,379	\$ 881,045	43%
SpEd Tuition - ELC West	\$ 380,947	\$ 1,253,560	\$ 3,051,630	41%
SpEd Transportation State Aid	\$ -	\$ 11,644	\$ 59,709	20%
Operating Revenues	<u>\$ 875,908</u>	<u>\$ 10,642,603</u>	<u>\$ 23,498,460</u>	45%
Expenses				
	<u>December 2025</u>	<u>2025-26 YTD Expenses</u>	<u>2025-26 Budget</u>	<u>% of Budget</u>
Salaries	\$ 1,035,881	\$ 5,487,327	\$ 13,443,391	41%
Employee Benefits	\$ 196,277	\$ 1,403,342	\$ 3,699,626	38%
Purchased Services	\$ 107,033	\$ 558,211	\$ 1,463,945	38%
Supplies & Materials	\$ 42,742	\$ 265,427	\$ 472,325	56%
Building Improvement	\$ -	\$ 27,155	\$ 33,047	82%
Dues/Fees	\$ 4,650	\$ 2,622,506	\$ 2,361,500	111%
Equipment	\$ 91	\$ 281,787	\$ 361,955	78%
Operating Expenses	<u>\$ 1,386,673</u>	<u>\$ 10,645,755</u>	<u>\$ 21,835,789</u>	49%
Net Operating Surplus	<u>\$ (510,766)</u>	<u>\$ (3,152)</u>	<u>\$ 1,662,671</u>	



December 2025 Statement of Revenues, Expenditures, and Changes in Fund Balances

	<u>Fund</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Surplus/Deficit</u>	<u>Ending Balance</u>
10	Education	\$ 4,059,260	\$ 10,642,603	\$ 9,630,379	\$ 1,012,225	\$ 5,071,484
20	Operations & Maintenance	\$ 202,694	\$ -	\$ 334,132	\$ (334,132)	\$ (131,438)
40	Transportation	\$ 64,567	\$ -	\$ 207,411	\$ (207,411)	\$ (142,844)
50	IMRF/Social Security	\$ 198,006	\$ -	\$ 473,833	\$ (473,833)	\$ (275,827)
	Grand Total	\$ 4,524,528	\$ 10,642,603	\$ 10,645,755	\$ (3,152)	\$ 4,521,376

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
ACCURATE BIOMETRICS		395412511	R - Regular	AP 12.05.25 AG	Fingerprinting Services 11/1/25-11/30/25	11/30/2025		260.75
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Fingerprinting Services 11/1/25-11/30/25		10 E 030 1200 3190 32 120000		40.4602%		105.50		
Fingerprinting Services 11/1/25-11/30/25		10 E 010 1200 3190 12 120000		59.5398%		155.25		
Total for ACCURATE BIOMETRICS:							260.75	
AMAZON		11PC-YFY3-R3N9	R - Regular	AP 12.05.25 AG	Laminator Machine-M. Clarke	11/07/2025		2,234.72
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Laminator Machine-M. Clarke		10 E 030 1200 4100 32 120000		100.0000%		2,234.72		
AMAZON		14F7-9FP9-NWJP	R - Regular	AP 12.05.25 AG	General Supplies-M. Clarke	11/07/2025		222.48
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-M. Clarke		10 E 030 1200 4100 32 120000		100.0000%		222.48		
AMAZON		16MH-NKNK-C6CL	R - Regular	AP 12.05.25 AG	PE Equipment-Q. Wertz	11/03/2025		1,128.28
Detail Description		Detail Account		Accounting Percent		Detail Amount		
PE Equipment-Q. Wertz		10 E 030 1200 4100 32 120000		100.0000%		1,128.28		
AMAZON		17F9-NKPX-7NPL	R - Regular	AP 12.05.25 AG	General Supplies-L. Bachrach	10/30/2025		202.19
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Bachrach		10 E 030 1200 4100 32 120000		100.0000%		202.19		
AMAZON		17GK-WKCQ-7X6M	R - Regular	AP 12.05.25 AG	General Supplies-L. Bachrach	10/30/2025		56.77
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Bachrach		10 E 030 1200 4100 32 120000		100.0000%		56.77		

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
AMAZON		17TY-QMNM-GLQM	R - Regular	AP 12.05.25 AG	Tech Supplies-D. Graham	11/05/2025		49.75
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Tech Supplies-D. Graham		10 E 030 1200 4710 32 120000		100.0000%		49.75		
AMAZON		19CK-7HGP-YGYF	R - Regular	AP 12.05.25 AG	General Supplies-Q. Wertz	11/08/2025		44.99
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-Q. Wertz		10 E 030 1200 4100 32 120000		100.0000%		44.99		
AMAZON		19G9-LN3X-9GDQ	R - Regular	AP 12.05.25 AG	General Supplies-L. Bachrach	11/01/2025		325.04
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Bachrach		10 E 030 1200 4100 32 120000		100.0000%		325.04		
AMAZON		1CJF-TCWD-9CLR	R - Regular	AP 12.05.25 AG	General Supplies-J. Paczosa	11/03/2025		51.62
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-J. Paczosa		10 E 030 1200 4100 32 120000		100.0000%		51.62		
AMAZON		1CMJ-HFL1-3KM1	R - Regular	AP 12.05.25 AG	General Supplies-M. Clarke	10/29/2025		65.99
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-M. Clarke		10 E 000 1210 4100 00 120000		100.0000%		65.99		
AMAZON		1FGX-Q4TN-J1GL	R - Regular	AP 12.05.25 AG	General Supplies-E. Pappas	10/29/2025		48.98
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-E. Pappas		10 E 030 1200 4100 32 120000		100.0000%		48.98		
AMAZON		1H79-9NGJ-YPRN	R - Regular	AP 12.05.25 AG	General Supplies-J. Park	10/29/2025		46.85
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-J. Park		10 E 050 1210 4100 00 120000		100.0000%		46.85		

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
AMAZON		1HCM-44VM-91DY	R - Regular	AP 12.05.25 AG	General Supplies-J. Paczosa	11/03/2025		75.08
Detail Description			Detail Account		Accounting Percent		Detail Amount	
General Supplies-J. Paczosa			10 E 030 1200 4100 32 120000		100.0000%		75.08	
AMAZON		1JHG-6GWM-6KND	R - Regular	AP 12.05.25 AG	General Supplies-S. Cone	11/05/2025		48.00
Detail Description			Detail Account		Accounting Percent		Detail Amount	
General Supplies-S. Cone			10 E 000 1210 4100 00 120000		100.0000%		48.00	
AMAZON		1JQK-PKDH-4XJQ	R - Regular	AP 12.05.25 AG	Tech Supplies-D. Graham	10/30/2025		119.68
Detail Description			Detail Account		Accounting Percent		Detail Amount	
Tech Supplies-D. Graham			10 E 020 1200 4710 22 120000		100.0000%		119.68	
AMAZON		1L1N-73JX-M9FL	R - Regular	AP 12.05.25 AG	General Supplies-M. Stanley & K. Evans	10/31/2025		35.12
Detail Description			Detail Account		Accounting Percent		Detail Amount	
General Supplies-M. Stanley & K. Evans			10 E 030 1200 4100 32 120000		100.0000%		35.12	
AMAZON		1L63-L6P1-NTJL	R - Regular	AP 12.05.25 AG	General Supplies-J. Cox	11/07/2025		19.99
Detail Description			Detail Account		Accounting Percent		Detail Amount	
General Supplies-J. Cox			10 E 000 1210 4100 00 120000		100.0000%		19.99	
AMAZON		1Q7R-KWHQ-3MWD	R - Regular	AP 12.05.25 AG	General Supplies-E. Pappas	11/01/2025		107.08
Detail Description			Detail Account		Accounting Percent		Detail Amount	
General Supplies-E. Pappas			10 E 030 1200 4100 32 120000		100.0000%		107.08	
AMAZON		1RC3-KYGL-6MGV	R - Regular	AP 12.05.25 AG	General Supplies-J. Paczosa	10/29/2025		11.98
Detail Description			Detail Account		Accounting Percent		Detail Amount	
General Supplies-J. Paczosa			10 E 030 1200 4100 32 120000		100.0000%		11.98	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
AMAZON		1T7T-3NKF-D191	R - Regular	AP 12.05.25 AG	General Supplies-S. Cone	11/03/2025		23.98
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-S. Cone		10 E 000 1210 4100 00 120000		100.0000%		23.98		
AMAZON		1WYK-PJVW-C9DY	R - Regular	AP 12.05.25 AG	General Supplies-K. Casey	11/06/2025		11.39
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-K. Casey		10 E 020 1200 4100 22 120000		100.0000%		11.39		
AMAZON		1XLP-CVDY-4TVR	R - Regular	AP 12.05.25 AG	Tech Supplies-D. Graham	11/05/2025		44.95
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Tech Supplies-D. Graham		10 E 000 1200 4710 00 120000		100.0000%		44.95		
AMAZON		1YL3-Y4P1-6LHV	R - Regular	AP 12.05.25 AG	General Supplies-E. Pappas	10/29/2025		193.97
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-E. Pappas		10 E 030 1200 4100 32 120000		100.0000%		193.97		
Total for AMAZON:								5,168.88
ARFF, ASHLEY R		EMP REIMB	R - Regular	AP 12.05.25 AG	Mileage reimbursement 9/11/25	11/24/2025		29.26
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Mileage reimbursement 9/11/25		10 E 025 1200 3320 25 120000		100.0000%		29.26		
Total for ARFF, ASHLEY R:								29.26
ASPIRE CONSULTING INC		12218231	R - Regular	AP 12.05.25 AG	ABA Therapy-O. Winber 8/18/25-10/31/25	11/05/2025		3,047.34
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ABA Therapy-O. Winber 8/18/25-10/31/25		10 E 030 1200 3190 32 120000		100.0000%		3,047.34		
Total for ASPIRE CONSULTING INC:								3,047.34

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
AT&T		6356168013	R - Regular	AP 12.05.25 AG	Internet Svcs 11/11/25- 12/10/25	11/11/2025		1,598.49
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Internet Svcs 11/11/25-12/10/25		20 E 000 2540 3410 00 000000		100.0000%		1,598.49		
Total for AT&T:								1,598.49
BP		69527627	R - Regular	AP 12.05.25 AG	Bus Gas 10/25/25-11/24/25	11/25/2025		351.16
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Bus Gas 10/25/25-11/24/25		20 E 030 2540 4640 31 000000		100.0000%		351.16		
Total for BP:								351.16
CINTAS CORPORATION		5303709504	R - Regular	AP 12.05.25 AG	First Aid Supply Refill-ELC	11/19/2025		91.41
Detail Description		Detail Account		Accounting Percent		Detail Amount		
First Aid Supply Refill-ELC		10 E 000 1200 3190 00 120000		100.0000%		91.41		
CINTAS CORPORATION		5303709505	R - Regular	AP 12.05.25 AG	First Aid Supply Refill-ELC West	11/19/2025		135.22
Detail Description		Detail Account		Accounting Percent		Detail Amount		
First Aid Supply Refill-ELC West		10 E 030 1200 3190 32 120000		100.0000%		135.22		
CINTAS CORPORATION		9348723258	R - Regular	AP 12.05.25 AG	ZOLL 3 AED-ELC	11/30/2025		261.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ZOLL 3 AED-Automatic Agreement		10 E 000 1200 3190 00 120000		100.0000%		261.00		
CINTAS CORPORATION		9348723261	R - Regular	AP 12.05.25 AG	Water Cooler Agreements	11/30/2025		99.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Waterbreak Cooler Agreement		10 E 000 1210 4100 00 120000		100.0000%		49.50		
Waterbreak Countertop Cooler Agrmt		10 E 000 1210 4100 00 120000		100.0000%		49.50		

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
CINTAS CORPORATION		9348791372	R - Regular	AP 12.05.25 AG	ZOLL 3 AED-ELC West	11/30/2025		522.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ZOLL 3 AED-Automatic Agreement		10 E 030 1200 3190 32 120000		100.0000%		522.00		
Total for CINTAS CORPORATION:							1,108.63	
CORPORATE WELLNESS PARTNERS LLC		EM002519	R - Regular	AP 12.05.25 AG	School Bus Physical-10 Staff	11/16/2025		1,311.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
School Bus Physical M. Craig, A. Fernandez, K. Graham, M. Groh J. Karagiannis, L. Laughery, A. Mariscal, T. Martinez, E. Masters, C. Ziemba		10 E 020 1200 6400 22 120000		36.6133%		480.00		
School Bus Physical M. Craig, A. Fernandez, K. Graham, M. Groh J. Karagiannis, L. Laughery, A. Mariscal, T. Martinez, E. Masters, C. Ziemba		10 E 030 1200 6400 32 120000		63.3867%		831.00		
Total for CORPORATE WELLNESS PARTNERS LLC:							1,311.00	
ECOLAB		9596063	R - Regular	AP 12.05.25 AG	Pest Svcs November 2025-ELC West	11/21/2025		139.07
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Pest Svcs November 2025-ELC West		20 E 030 2540 3230 31 000000		100.0000%		139.07		
ECOLAB		9596065	R - Regular	AP 12.05.25 AG	Pest Svcs November 2025-ELC	11/21/2025		141.56
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Pest Svcs November 2025-ELC		20 E 000 2540 3230 00 000000		100.0000%		141.56		
Total for ECOLAB:							280.63	
FIRST STUDENT INC		637207	R - Regular	AP 12.05.25 AG	Bus Svcs Rendered 11/18/25 & 11/20/25	12/01/2025		404.70
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Bus Svcs Rendered 11/18/25 & 11/20/25		40 E 030 2550 3310 31 000000		100.0000%		404.70		
Total for FIRST STUDENT INC:							404.70	

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EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
GALLAGHER, ROSINA M		R. Gallagher	R - Regular	AP 12.05.25 AG	Bilingual Psych Evaluation - A. Trujillo & A. Lopez	12/01/2025		3,200.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Bilingual Psych Evaluation -A. Trujillo & A. Lopez		10 E 010 1200 3420 12 120000		100.0000%		3,200.00		
Total for GALLAGHER, ROSINA M:							3,200.00	
GENTILE, MELANIE		EMP REIMB	R - Regular	AP 12.05.25 AG	Mileage reimbursement 10/1/25-10/31/25	12/03/2025		269.71
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Mileage reimbursement 10/1/25-10/31/25		10 E 000 1200 3320 00 120000		100.0000%		269.71		
Total for GENTILE, MELANIE:							465.29	
GENTILE, MELANIE		EMP REIMB	R - Regular	AP 12.05.25 AG	Mileage reimbursement 11/3/25-11/25/25	12/03/2025		195.58
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Mileage reimbursement 11/3/25-11/25/25		10 E 000 1200 3320 00 120000		100.0000%		195.58		
Total for GENTILE, MELANIE:							465.29	
LEMANSKI, KYLE		EMP REIMB	R - Regular	AP 12.05.25 AG	School Bus Test Fees	12/03/2025		9.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
School Bus Test Fees		10 E 030 1200 6400 32 120000		100.0000%		9.00		
Total for LEMANSKI, KYLE:							9.00	
MAKING LEMONADE INC		405	R - Regular	AP 12.05.25 AG	November 2025 Consultation Services	12/01/2025		1,250.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
November 2025 Consultation Services		10 E 000 1200 3190 00 120000		100.0000%		1,250.00		
Total for MAKING LEMONADE INC:							1,250.00	
NCS PEARSON, INC	0002600021	30208600	R - Regular	AP 12.05.25 AG	D96 Assessments Quote #384306	10/17/2025		7,860.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
DAL SCHOOLS COMPLETE FOR SMALL DISTRICTS (DIGITAL)		10 E 010 2230 4000 12 000000		100.0000%		6,700.00		
DAL SCHOOLS PLUS FOR SMALL DISTRICTS (DIGITAL)		10 E 010 2230 4000 12 000000		100.0000%		1,160.00		

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
NCS PEARSON, INC	0002600022	30208607	R - Regular	AP 12.05.25 AG	D125 Assessments Quote #384302	10/17/2025		7,545.60
Detail Description		Detail Account		Accounting Percent		Detail Amount		
DAL SCHOOLS COMPLETE FOR SMALL DISTRICTS (DIGITAL)		10 E 020 2230 4000 22 000000		100.0000%		6,432.00		
DAL SCHOOLS PLUS FOR SMALL DISTRICTS (DIGITAL)		10 E 020 2230 4000 22 000000		100.0000%		1,113.60		
NCS PEARSON, INC	0002600023	30208534	R - Regular	AP 12.05.25 AG	D103 Assessments Quote #384305	10/17/2025		5,109.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
DAL SCHOOLS COMPLETE FOR SMALL DISTRICTS (DIGITAL)		10 E 015 2230 4000 16 000000		100.0000%		4,355.00		
DAL SCHOOLS PLUS FOR SMALL DISTRICTS (DIGITAL)		10 E 015 2230 4000 16 000000		100.0000%		754.00		
Total for NCS PEARSON, INC:							20,514.60	
NETRIX, LLC		INV014165	R - Regular	AP 12.05.25 AG	Network Assessment- Payment 1 of 2	11/21/2025		1,750.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Network Assessment-Payment 1 of 2		10 E 000 1200 3190 00 120000		100.0000%		1,750.00		
Total for NETRIX, LLC:							1,750.00	
SECRETARY OF STATE		SBD PERMIT	S - Single	AP 12.05.25 AG	SBD Renewal-T. Horwitch	12/05/2025		4.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
SBD Renewal-T. Horwitch		10 E 020 1200 6400 22 120000		100.0000%		4.00		
SECRETARY OF STATE		SBD PERMIT	S - Single	AP 12.05.25 AG	SBD Renewal-E. Tiernan	12/05/2025		4.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
SBD Renewal-E. Tiernan		10 E 020 1200 6400 22 120000		100.0000%		4.00		
Total for SECRETARY OF STATE:							8.00	
SOLIANT HEALTH		21323582	R - Regular	AP 12.05.25 AG	O&M M. Gentile 11/17/25- 11/21/25	11/23/2025		3,150.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
O&M M. Gentile 11/17/25-11/21/25		10 E 000 1200 3190 00 120000		100.0000%		3,150.00		

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EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
SOLIANT HEALTH		21326462	R - Regular	AP 12.05.25 AG	O&M M. Gentile 11/24/25 & 11/25/25	11/30/2025		1,260.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
O&M M. Gentile 11/24/25 & 11/25/25		10 E 000 1200 3190 00 120000		100.0000%		1,260.00		
Total for SOLIANT HEALTH:								4,410.00
SUNBELT STAFFING		21322595	R - Regular	AP 12.05.25 AG	Para C. Seghers 11/17/25- 11/21/25	11/23/2025		2,120.40
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Para C. Seghers 11/17/25-11/21/25		10 E 010 1200 3190 12 120000		100.0000%		2,120.40		
Total for SUNBELT STAFFING:								3,200.40
SUNBELT STAFFING		21326442	R - Regular	AP 12.05.25 AG	Para C. Seghers 11/24/25- 11/26/25	11/30/2025		1,080.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Para C. Seghers 11/24/25-11/26/25		10 E 010 1200 3190 12 120000		100.0000%		1,080.00		
Total for SUNBELT STAFFING:								3,200.40
TAYLOR PLUMBING INC		40946	R - Regular	AP 12.05.25 AG	960 Toilet & Sink Water Temperature Repair	11/26/2025		260.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
960 Toilet & Sink Water Temperature Repair		20 E 030 2540 3230 31 000000		100.0000%		260.00		
TAYLOR PLUMBING INC		41035	R - Regular	AP 12.05.25 AG	960 Sink Faucet Repair	12/02/2025		591.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
960 Sink Faucet Repair		20 E 030 2540 3230 31 000000		100.0000%		591.00		
Total for TAYLOR PLUMBING INC:								851.00
UNC TEACCH CENTER		101-803	R - Regular	AP 12.05.25 AG	ELC WEST PD TEACCH 11/6/25-11/7/25	11/11/2025		9,257.96
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ELC WEST PD TEACCH 11/6/25-11/7/25		10 E 030 2210 3100 32 000000		100.0000%		9,257.96		
Total for UNC TEACCH CENTER:								9,257.96

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
VERNON HILLS PARK DISTRICT		Org #903	R - Regular	AP 12.05.25 AG	Lakeview Fitness-October 2025	11/20/2025		72.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Lakeview Fitness-October 2025		10 E 030 1200 6400 32 120000		100.0000%		72.00		
Total for VERNON HILLS PARK DISTRICT:								72.00

REPORT

Total Number of Batch Invoices:	56		58,549.09
Total Number of Open Invoices:	0		0.00
Total Number of History Invoices:	0		0.00
Total Number of Update in Progress Batch Invoices:	0		0.00
Total Number of Update in Progress Batch Reversal Invoices:	0		0.00
Total Number of Reversal History Invoices:	0		0.00
Total Number of Deleted History Invoices:	0		0.00
Total Number of Batch Reversal Invoices:	0		0.00
Total Number of Unsubmitted Invoices:	0		0.00
Total Number of Awaiting for Approval Invoices:	0		0.00
Total Invoices:	56		58,549.09

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
ALLONE HEALTH		PER-IN-107422	R - Regular	AP 12.19.25 AG	Employee Assistance Svcs- December 2025	12/01/2025		416.64
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Employee Assistance Svcs-December 2025		10 E 000 1200 3190 00 120000		100.0000%		416.64		
Total for ALLONE HEALTH:							416.64	
AMAZON		11MF-MDTY-7KWR	R - Regular	AP 12.19.25 AG	General Supplies-M. Bhardwaj	11/13/2025		25.29
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-M. Bhardwaj		10 E 000 1210 4100 00 120000		100.0000%		25.29		
AMAZON		11P1-TLG1-6PXX	R - Regular	AP 12.19.25 AG	General Supplies-S. Cone	11/12/2025		142.58
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-S. Cone		10 E 000 1210 4100 00 120000		100.0000%		142.58		
AMAZON		11P1-TLG1-G6DC	R - Regular	AP 12.19.25 AG	General Supplies-A. Charleston/A. Castellanos/L. Bachrach	11/12/2025		493.08
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-A. Charleston/A. Castellanos/L. Bachrach		10 E 030 1200 4100 32 120000		100.0000%		493.08		
AMAZON		11Y9-QKX6-7MDG	R - Regular	AP 12.19.25 AG	Tech Supplies-N. Walsh	11/18/2025		19.99
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Tech Supplies-N. Walsh		10 E 030 1200 4100 32 120000		100.0000%		19.99		
AMAZON		13PT-1PVK-9WWW	R - Regular	AP 12.19.25 AG	General Supplies-L. Bachrach	11/17/2025		10.70
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Bachrach		10 E 000 1210 4100 00 120000		100.0000%		10.70		
AMAZON		13XC-XH9P-MPC4	R - Regular	AP 12.19.25 AG	General Supplies-P. Eichhorst	11/14/2025		186.27
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-P. Eichhorst		10 E 000 1210 4100 00 120000		100.0000%		186.27		

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EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
AMAZON		171X-R3RF-91GD	R - Regular	AP 12.19.25 AG	General Supplies- K. Graham & S. Krause	11/18/2025		540.15
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies- K. Graham & S. Krause		10 E 030 1200 4100 32 120000		100.0000%		540.15		
AMAZON		19CX-HXND-7P4W	R - Regular	AP 12.19.25 AG	General Supplies-E. Wiechering	11/18/2025		15.07
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-E. Wiechering		10 E 000 1210 4100 00 120000		100.0000%		15.07		
AMAZON		1GNX-GDQN-7KKH	R - Regular	AP 12.19.25 AG	Tech Supplies-D. Graham	11/18/2025		21.84
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Tech Supplies-D. Graham		10 E 030 1200 4100 32 120000		100.0000%		21.84		
AMAZON		1M9L-KNLG-9LM6	R - Regular	AP 12.19.25 AG	General Supplies-A. Hofmeier	11/20/2025		9.98
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-A. Hofmeier		10 E 030 1200 4100 32 120000		100.0000%		9.98		
AMAZON		1MDC-CG44-R3RF	R - Regular	AP 12.19.25 AG	General Supplies-L. Bachrach	11/11/2025		43.69
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Bachrach		10 E 030 1200 4100 32 120000		100.0000%		43.69		
AMAZON		1N3Y-WWYH-MLR1	R - Regular	AP 12.19.25 AG	General Supplies-P. Eichhorst	11/14/2025		80.53
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-P. Eichhorst		10 E 000 1210 4100 00 120000		100.0000%		80.53		
AMAZON		1NPC-CHWD-DNLH	R - Regular	AP 12.19.25 AG	General Supplies-J. Flores	11/25/2025		19.99
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-J. Flores		10 E 000 1210 4100 00 120000		100.0000%		19.99		

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EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
AMAZON		1Q11-1MY3-VNFQ	R - Regular	AP 12.19.25 AG	General Supplies-E. Wiechering	11/21/2025		16.99
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-E. Wiechering		10 E 000 1210 4100 00 120000		100.0000%		16.99		
AMAZON		1VGG-TKXL-4M6K	R - Regular	AP 12.19.25 AG	General Supplies-M. Bhardwaj	11/13/2025		174.02
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-M. Bhardwaj		10 E 000 1210 4100 00 120000		100.0000%		174.02		
AMAZON		1VNJ-C79F-PRCG	R - Regular	AP 12.19.25 AG	General Supplies-L. Bachrach	11/21/2025		148.32
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Bachrach		10 E 030 1200 4100 32 120000		100.0000%		148.32		
AMAZON		1WPV-LCMK-KLRQ	R - Regular	AP 12.19.25 AG	General Supplies-Q. Wertz	11/14/2025		83.76
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-Q. Wertz		10 E 030 1200 4100 32 120000		100.0000%		83.76		
AMAZON		1WTR-QJ7K-CYNC	R - Regular	AP 12.19.25 AG	General Supplies-A. Alon	11/20/2025		41.19
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-A. Alon		10 E 010 1200 4100 12 120000		74.9939%		30.89		
General Supplies-A. Alon		10 E 020 1200 4100 22 120000		25.0061%		10.30		
AMAZON		1XFL-4HPJ-TLJG	R - Regular	AP 12.19.25 AG	General Supplies-L. Nichols	11/21/2025		57.34
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Nichols		10 E 030 1200 4100 32 120000		100.0000%		57.34		
AMAZON		1XWJ-DD3M-QDFW	R - Regular	AP 12.19.25 AG	General Supplies-L. Bachrach	11/11/2025		250.80
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-L. Bachrach		10 E 000 1210 4100 00 120000		100.0000%		250.80		

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EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
AMAZON		1Y7Q-G3T3-CXTK	R - Regular	AP 12.19.25 AG	General Supplies-E. Wiechering	11/25/2025		14.15
Detail Description		Detail Account		Accounting Percent		Detail Amount		
General Supplies-E. Wiechering		10 E 000 1210 4100 00 120000		100.0000%		14.15		
Total for AMAZON:								2,395.73
ASPIRE CONSULTING INC		12466234	R - Regular	AP 12.19.25 AG	ABA Therapy-O. Winber 11/4/25-11/25/25	12/03/2025		1,730.25
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ABA Therapy-O. Winber 11/4/25-11/25/25		10 E 030 1200 3190 32 120000		100.0000%		1,730.25		
ASPIRE CONSULTING INC		12469341	R - Regular	AP 12.19.25 AG	ABA Therapy-J. Gregor 11/3/25-11/25/25	12/03/2025		6,022.75
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ABA Therapy-J. Gregor 11/3/25-11/25/25		10 E 050 1200 3190 50 120000		100.0000%		6,022.75		
Total for ASPIRE CONSULTING INC:								7,753.00
BUILD CORPS, INC		2207	R - Regular	AP 12.19.25 AG	Nurse Room Exhaust Fan Installation at 960	12/04/2025		5,895.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Nurses Room Exhaust Fan Installation at 960		20 E 030 2540 3230 31 000000		100.0000%		5,895.00		
BUILD CORPS, INC		2208	R - Regular	AP 12.19.25 AG	Wall Patching & Repainting Office Area at 960	12/02/2025		1,520.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Wall Patching & Repainting Office Area at 960		20 E 030 2540 3230 31 000000		100.0000%		1,520.00		
BUILD CORPS, INC		2210	R - Regular	AP 12.19.25 AG	Nurses Room Install New Door Sweep at 960	12/11/2025		675.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Nurses Room Install New Door Sweep at 960		20 E 030 2540 3230 31 000000		100.0000%		675.00		
Total for BUILD CORPS, INC:								8,090.00

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EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
CHAMPAIGN-FORD ROE #9-LEARNING TECHNOLOGY CENTER		LTC8288-AR	R - Regular	AP 12.19.25 AG	IETC Conference Registration-D. Graham	12/07/2025		325.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
IETC Conference Registration-D. Graham		10 E 000 2210 3100 00 000000		100.0000%		325.00		
Total for CHAMPAIGN-FORD ROE #9-LEARNING TECHNOLOGY CENTER:							325.00	
COMCAST BUSINESS		001003070191	R - Regular	AP 12.19.25 AG	Internet Svcs 12/01/25- 12/31/25	12/01/2025		1,619.79
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Internet Svcs 12/01/25-12/31/25		20 E 030 2540 3410 31 000000		100.0000%		1,619.79		
Total for COMCAST BUSINESS:							1,619.79	
COMED		3124832222	S - Single	AP 12.19.25 AG	990 Svcs Rendered 11/4/25-12/4/25	12/05/2025		274.90
Detail Description		Detail Account		Accounting Percent		Detail Amount		
990 Svcs Rendered 11/4/25-12/4/25		20 E 000 2540 4660 00 000000		100.0000%		274.90		
COMED		6111932000	S - Single	AP 12.19.25 AG	990 Svcs Rendered 11/4/25-12/4/25	12/08/2025		615.12
Detail Description		Detail Account		Accounting Percent		Detail Amount		
990 Svcs Rendered 11/4/25-12/4/25		20 E 000 2540 4660 00 000000		100.0000%		615.12		
COMED		6673711222	S - Single	AP 12.19.25 AG	960 Svcs Rendered 11/4/25-12/4/25	12/08/2025		957.10
Detail Description		Detail Account		Accounting Percent		Detail Amount		
960 Svcs Rendered 11/4/25-12/4/25		20 E 030 2540 4660 31 000000		100.0000%		957.10		
Total for COMED:							1,847.12	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
CORPORATE WELLNESS PARTNERS LLC		EM002577	R - Regular	AP 12.19.25 AG	School Bus Physical-1 Staff	11/30/2025		120.00
Detail Description		Detail Account			Accounting Percent		Detail Amount	
School Bus Physical J. Lantvit		10 E 020 1200 6400 22 120000			100.0000%		120.00	
Total for CORPORATE WELLNESS PARTNERS LLC:							120.00	
CORPORATE WOODS ASSOCIATES LLC		800-960CWP-CU	S - Single	AP 12.19.25 AG	December Monthly Rent 960CWP	12/01/2025		14,775.45
Detail Description		Detail Account			Accounting Percent		Detail Amount	
December Monthly Rent 960CWP		20 E 030 2540 3250 31 000000			100.0000%		14,775.45	
Total for CORPORATE WOODS ASSOCIATES LLC:							33,477.96	
CORPORATE WOODS ASSOCIATES LLC		800-984990-CU	S - Single	AP 12.19.25 AG	December Monthly Rent 984-990CWP	12/01/2025		18,702.51
Detail Description		Detail Account			Accounting Percent		Detail Amount	
December Monthly Rent 984-990CWP		20 E 000 2540 3250 00 000000			100.0000%		18,496.78	
Van Vlissingen & CO WO 44972		20 E 000 2540 3230 00 000000			100.0000%		205.73	
Total for CORPORATE WOODS ASSOCIATES LLC:							33,477.96	
CRISIS PREVENTION INSTITUTE		NAIN-203623	R - Regular	AP 12.19.25 AG	Membership-J. DeBoy 12/05/25-12/04/26	12/05/2025		200.00
Detail Description		Detail Account			Accounting Percent		Detail Amount	
Membership-J. DeBoy 12/05/25-12/04/26		10 E 030 1200 6400 32 120000			100.0000%		200.00	
Total for CRISIS PREVENTION INSTITUTE:							200.00	
FATHEREE, JOSEPH		J. FATHEREE	R - Regular	AP 12.19.25 AG	AI PD Services-Travel Expenses	12/19/2025		458.08
Detail Description		Detail Account			Accounting Percent		Detail Amount	
AI PD Services Two Nights Hotel Reimbursement		10 E 000 2210 3100 00 000000			100.0000%		458.08	
Total for FATHEREE, JOSEPH:							458.08	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
FINE, LAURA P		EMP REIMB	R - Regular	AP 12.19.25 AG	TASH Conference 12/3/25-12/6/25	12/08/2025		287.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
TASH Conference 12/3/25-12/6/25		10 E 020 2210 3100 22 000000		100.0000%		287.00		
Total for FINE, LAURA P:							287.00	
GRAHAM, DAVID M		EMP REIMB	R - Regular	AP 12.19.25 AG	IETC Conference 11/14/25	11/25/2025		200.89
Detail Description		Detail Account		Accounting Percent		Detail Amount		
IETC Conference 11/14/25		10 E 000 2210 3100 00 000000		100.0000%		200.89		
Total for GRAHAM, DAVID M:							200.89	
LANGUAGE LINE SERVICES, INC		11788936	R - Regular	AP 12.19.25 AG	Over-the phone Interpretation-Nov 2025	11/30/2025		114.04
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Over-the phone Interpretation-Nov 2025		10 E 030 1200 3420 32 120000		28.6040%		32.62		
Over-the phone Interpretation-Nov 2025		10 E 010 1200 3420 12 120000		53.5426%		61.06		
Over-the phone Interpretation-Nov 2025		10 E 020 1200 3420 22 120000		17.8534%		20.36		
Total for LANGUAGE LINE SERVICES, INC:							114.04	
LAUSA, PINKY		EMP REIMB	R - Regular	AP 12.19.25 AG	MSN Tuition 9/29/25- 12/07/25	12/17/2025		1,200.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
MSN Tuition 9/29/25-12/07/25		10 E 020 1200 6400 22 120000		30.0000%		360.00		
MSN Tuition 9/29/25-12/07/25		10 E 030 1200 6400 32 120000		30.0000%		360.00		
MSN Tuition 9/29/25-12/07/25		10 E 010 1200 6400 12 120000		30.0000%		360.00		
MSN Tuition 9/29/25-12/07/25		10 E 050 1200 6400 50 120000		10.0000%		120.00		
Total for LAUSA, PINKY:							1,200.00	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
NETRIX, LLC		INV014335	R - Regular	AP 12.19.25 AG	Network Assessment- Payment 2 of 2	12/05/2025		1,750.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Network Assessment-Payment 1 of 2		10 E 000 1200 3190 00 120000		100.0000%		1,750.00		
Total for NETRIX, LLC:								1,750.00
NIHIP		Dec 2025	R - Regular	AP 12.19.25 AG	Insurance December 2025	11/25/2025		215,676.41
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Insurance December 2025		10 E 030 1200 2300 30 120000		100.0000%		215,676.41		
Total for NIHIP:								215,676.41
NORTH SHORE GAS		5739411527	S - Single	AP 12.19.25 AG	990 Svcs Rendered 11/10/25-12/11/25	12/12/2025		673.03
Detail Description		Detail Account		Accounting Percent		Detail Amount		
990 Svcs Rendered 11/10/25-12/11/25		20 E 000 2540 4650 00 000000		100.0000%		673.03		
Total for NORTH SHORE GAS:								1,458.99
OAKTREE PRODUCTS, INC	0002600027	2015040	R - Regular	AP 12.19.25 AG	Audiology Supplies Quote #0734895	12/08/2025		117.97
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Power One MF Batteries, size 312		10 E 000 1200 7500 00 120000		100.0000%		102.00		
Straight Probe Tip for the LED Ear Light & Led Lenser		10 E 000 1200 7500 00 120000		100.0000%		1.80		
Freight		10 E 000 1200 7500 00 120000		100.0000%		14.17		
Total for OAKTREE PRODUCTS, INC:								117.97

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
RELAYHUB LLC		21-13115	R - Regular	AP 12.19.25 AG	Svcs Rendered Q2 2025	11/30/2025		181.71
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Svcs Rendered Q2 2025		10 E 000 1200 3190 00 120000		100.0000%		181.71		
Total for RELAYHUB LLC:							181.71	
ROBBINS SCHWARTZ		1033855	R - Regular	AP 12.19.25 AG	Legal Services-Personnel	11/30/2025		2,960.07
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Legal Services-Personnel		10 E 000 1210 3180 00 120000		100.0000%		2,960.07		
ROBBINS SCHWARTZ		1033856	R - Regular	AP 12.19.25 AG	Legal Services-Students	11/30/2025		77.50
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Legal Services-Students		10 E 000 1210 3180 00 120000		100.0000%		77.50		
ROBBINS SCHWARTZ		1033857	R - Regular	AP 12.19.25 AG	Legal Services-Commercial Contracts	11/30/2025		1,163.75
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Legal Services-Commercial Contracts		10 E 000 1210 3180 00 120000		100.0000%		1,163.75		
ROBBINS SCHWARTZ		1033858	R - Regular	AP 12.19.25 AG	Legal Services-FOIA Requests	11/30/2025		230.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Legal Services-FOIA Requests		10 E 000 1210 3180 00 120000		100.0000%		230.00		
Total for ROBBINS SCHWARTZ:							4,431.32	
SECRETARY OF STATE		SBD PERMIT	S - Single	AP 12.19.25 AG	SBD Renewal-M. Sanchez	12/19/2025		4.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
SBD Renewal-M. Sanchez		10 E 020 1200 6400 22 120000		100.0000%		4.00		
Total for SECRETARY OF STATE:							4.00	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
SEEGER, ALLIE M		EMP REIMB	R - Regular	AP 12.19.25 AG	ASHA Membership Dues	12/16/2025		75.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ASHA Membership Dues Through 12/31/26		10 E 000 1200 6400 00 120000		100.0000%		75.00		
Total for SEEGER, ALLIE M:							75.00	
SHUMAN, THERESA		INV Holiday Party	R - Regular	AP 12.19.25 AG	Cookies for Holiday Party	12/17/2025		475.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Cookies for Holiday Party		10 E 000 2560 3150 00 000000		100.0000%		475.00		
Total for SHUMAN, THERESA:							475.00	
SOLIANT HEALTH		21332530	R - Regular	AP 12.19.25 AG	O&M M. Gentile 12/1/25-12/5/25	12/07/2025		2,925.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
O&M M. Gentile 12/1/25-12/5/25		10 E 000 1200 3190 00 120000		100.0000%		2,925.00		
SOLIANT HEALTH		21338503	R - Regular	AP 12.19.25 AG	O&M M. Gentile 12/8/25-12/12/25	12/14/2025		3,105.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
O&M M. Gentile 12/8/25-12/12/25		10 E 000 1200 3190 00 120000		100.0000%		3,105.00		
Total for SOLIANT HEALTH:							6,030.00	
SUNBELT STAFFING		21331483	R - Regular	AP 12.19.25 AG	Para C. Seghers 12/1/25-12/5/25	12/07/2025		1,590.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Para C. Seghers 12/1/25-12/5/25		10 E 010 1200 3190 12 120000		100.0000%		1,590.00		
SUNBELT STAFFING		21337546	R - Regular	AP 12.19.25 AG	Para C. Seghers 12/8/25-12/12/25	12/14/2025		2,170.80
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Para C. Seghers 12/8/25-12/12/25		10 E 010 1200 3190 12 120000		100.0000%		2,170.80		
Total for SUNBELT STAFFING:							3,760.80	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
VERNON HILLS PARK DISTRICT		Org #903	R - Regular	AP 12.19.25 AG	Lakeview Fitness-November 2025	12/16/2025		132.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Lakeview Fitness-November 2025		10 E 030 1200 6400 32 120000		100.0000%		132.00		
Total for VERNON HILLS PARK DISTRICT:							132.00	
WASTE MANAGEMENT SERVICES		8049566-2008-7	R - Regular	AP 12.19.25 AG	ELC 990 Svcs 12/1/25-12/31/25	12/03/2025		922.05
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ELC 990 Svcs 12/1/25-12/31/25		20 E 000 2540 3700 00 000000		100.0000%		922.05		
WASTE MANAGEMENT SERVICES		8050026-2008-8	R - Regular	AP 12.19.25 AG	ELC 960 Svcs 12/1/25-12/31/25	12/03/2025		812.42
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ELC 960 Svcs 12/1/25-12/31/25		20 E 030 2540 3710 31 000000		100.0000%		812.42		
Total for WASTE MANAGEMENT SERVICES:							1,734.47	
WESTONE		90180630	R - Regular	AP 12.19.25 AG	Earmolds for ELC West Student	12/05/2025		167.88
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Earmolds for ELC West Student		10 E 030 1200 7500 32 120000		100.0000%		167.88		
Total for WESTONE:							167.88	
YELLOWFOLDER		20216194	R - Regular	AP 12.19.25 AG	Annual Online Services 1/1/26-12/31/26	12/01/2025		2,803.20
Detail Description		Detail Account		Accounting Percent		Detail Amount		
Annual Online Services 1/1/26-12/31/26		10 E 000 1200 4700 00 120000		100.0000%		2,803.20		
Total for YELLOWFOLDER:							2,803.20	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

<u>Vendor</u>	<u>PO Number</u>	<u>Invoice Number</u>	<u>Payment Type</u>	<u>Batch</u>	<u>Description</u>	<u>Invoice Date</u>	<u>Check Number</u>	<u>Amount</u>
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REPORT

Total Number of Batch Invoices:	63	297,304.00
Total Number of Open Invoices:	0	0.00
Total Number of History Invoices:	0	0.00
Total Number of Update in Progress Batch Invoices:	0	0.00
Total Number of Update in Progress Batch Reversal Invoices:	0	0.00
Total Number of Reversal History Invoices:	0	0.00
Total Number of Deleted History Invoices:	0	0.00
Total Number of Batch Reversal Invoices:	0	0.00
Total Number of Unsubmitted Invoices:	0	0.00
Total Number of Awaiting for Approval Invoices:	0	0.00
Total Invoices:	63	297,304.00

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
ELC for EMPLOYEE BENEFITS CORPORATION		DCFSA.12052025.D	W - Wire	ZPAY	DCFSA - Dependent Care FSA for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		1,326.60
Detail Description		Detail Account			Accounting Percent		Detail Amount	
DCFSA - Dependent Care FSA for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4020 0000 00 000000			100.0000%		1,326.60	
ELC for EMPLOYEE BENEFITS CORPORATION		HCFSA.12052025.D	W - Wire	ZPAY	HCFSA - Health Care FSA for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		4,631.14
Detail Description		Detail Account			Accounting Percent		Detail Amount	
HCFSA - Health Care FSA for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4590 0000 00 000000			100.0000%		4,631.14	
Total for ELC for EMPLOYEE BENEFITS CORPORATION:								5,957.74
EQUITABLE EQUI-VEST		EQB.12052025.B	W - Wire	ZPAY	EQB - Equitable 403B Benefit for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		99.21
Detail Description		Detail Account			Accounting Percent		Detail Amount	
EQB - Equitable 403B Benefit for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4550 0000 00 000000			100.0000%		99.21	
EQUITABLE EQUI-VEST		EQD.12052025.D	W - Wire	ZPAY	EQD - Equitable 403B for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		6,727.09
Detail Description		Detail Account			Accounting Percent		Detail Amount	
EQD - Equitable 403B for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4550 0000 00 000000			100.0000%		6,727.09	
EQUITABLE EQUI-VEST		EQROTH.12052025.D	W - Wire	ZPAY	EQROTH - Equitable ROTH for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		600.00
Detail Description		Detail Account			Accounting Percent		Detail Amount	
EQROTH - Equitable ROTH for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4550 0000 00 000000			100.0000%		600.00	
Total for EQUITABLE EQUI-VEST:								7,426.30

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
EXCEPTIONAL LEARNERS COLLABORATIVE		ADDE.12052025.D	R - Regular	ZPAY	ADDE - AD&D - Employee for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		95.55
Detail Description		Detail Account			Accounting Percent		Detail Amount	
ADDE - AD&D - Employee for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000			100.0000%		95.55	
EXCEPTIONAL LEARNERS COLLABORATIVE		ADDS.12052025.D	R - Regular	ZPAY	ADDS - AD&D - Spouse for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		7.65
Detail Description		Detail Account			Accounting Percent		Detail Amount	
ADDS - AD&D - Spouse for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000			100.0000%		7.65	
EXCEPTIONAL LEARNERS COLLABORATIVE		BAHMOFAM.	R - Regular	ZPAY	BAHMOFAM - Blue Advantage HMO Family for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		21,788.36
Detail Description		Detail Account			Accounting Percent		Detail Amount	
BAHMOFAM - Blue Advantage HMO Family for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000			100.0000%		21,788.36	
EXCEPTIONAL LEARNERS COLLABORATIVE		BAHMOFAM.	R - Regular	ZPAY	BAHMOFAM - Blue Advantage HMO Family for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		3,167.33
Detail Description		Detail Account			Accounting Percent		Detail Amount	
BAHMOFAM - Blue Advantage HMO Family for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000			100.0000%		3,167.33	
EXCEPTIONAL LEARNERS COLLABORATIVE		BAHMOSGL.	R - Regular	ZPAY	BAHMOSGL - Blue Advantage HMO Single for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		18,952.70
Detail Description		Detail Account			Accounting Percent		Detail Amount	
BAHMOSGL - Blue Advantage HMO Single for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000			100.0000%		18,952.70	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
EXCEPTIONAL LEARNERS COLLABORATIVE		BAHMOSGL.	R - Regular	ZPAY	BAHMOSGL - Blue Advantage HMO Single for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		79.30
Detail Description		Detail Account		Accounting Percent		Detail Amount		
BAHMOSGL - Blue Advantage HMO Single for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		79.30		
EXCEPTIONAL LEARNERS COLLABORATIVE		BCOPPOFA.	R - Regular	ZPAY	BCOPPOFA - BCO PPO 750 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		20,199.87
Detail Description		Detail Account		Accounting Percent		Detail Amount		
BCOPPOFA - BCO PPO 750 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		20,199.87		
EXCEPTIONAL LEARNERS COLLABORATIVE		BCOPPOFA.	R - Regular	ZPAY	BCOPPOFA - BCO PPO 750 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		3,700.44
Detail Description		Detail Account		Accounting Percent		Detail Amount		
BCOPPOFA - BCO PPO 750 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		3,700.44		
EXCEPTIONAL LEARNERS COLLABORATIVE		BCOPPOSG.	R - Regular	ZPAY	BCOPPOSG - BCO PPO 750 Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		6,763.71
Detail Description		Detail Account		Accounting Percent		Detail Amount		
BCOPPOSG - BCO PPO 750 Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		6,763.71		
EXCEPTIONAL LEARNERS COLLABORATIVE		BCOPPOSG.	R - Regular	ZPAY	BCOPPOSG - BCO PPO 750 Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		3,353.25
Detail Description		Detail Account		Accounting Percent		Detail Amount		
BCOPPOSG - BCO PPO 750 Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		3,353.25		

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
EXCEPTIONAL LEARNERS COLLABORATIVE		BPIPERDI.12052025.	R - Regular	ZPAY	BPIPERDI - Board Paid Insurance Per Diem for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		488.48
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		BPIPERDI - Board Paid Insurance Per Diem for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		488.48
EXCEPTIONAL LEARNERS COLLABORATIVE		DENFAMB.12052025.	R - Regular	ZPAY	DENFAMB - Dental Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		741.18
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		DENFAMB - Dental Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		741.18
EXCEPTIONAL LEARNERS COLLABORATIVE		DENFAMD.12052025.	R - Regular	ZPAY	DENFAMD - Dental Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		2,088.78
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		DENFAMD - Dental Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		2,088.78
EXCEPTIONAL LEARNERS COLLABORATIVE		DENGLB.12052025.	R - Regular	ZPAY	DENGLB - Dental Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		22.89
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		DENGLB - Dental Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		22.89
EXCEPTIONAL LEARNERS COLLABORATIVE		DENGLD.12052025.	R - Regular	ZPAY	DENGLD - Dental Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		1,579.41
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		DENGLD - Dental Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		1,579.41

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
EXCEPTIONAL LEARNERS COLLABORATIVE		HMO30FAM.	R - Regular	ZPAY	HMO30FAM - HMO 30 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		11,026.74
Detail Description		Detail Account		Accounting Percent		Detail Amount		
HMO30FAM - HMO 30 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		11,026.74		
EXCEPTIONAL LEARNERS COLLABORATIVE		HMO30FAM.	R - Regular	ZPAY	HMO30FAM - HMO 30 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		1,277.73
Detail Description		Detail Account		Accounting Percent		Detail Amount		
HMO30FAM - HMO 30 Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		1,277.73		
EXCEPTIONAL LEARNERS COLLABORATIVE		HMO30SGL.	R - Regular	ZPAY	HMO30SGL - HMO 30 Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		9,401.48
Detail Description		Detail Account		Accounting Percent		Detail Amount		
HMO30SGL - HMO 30 Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		9,401.48		
EXCEPTIONAL LEARNERS COLLABORATIVE		SLCH.12052025.D	R - Regular	ZPAY	SLCH - Supp Life - Children for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		18.75
Detail Description		Detail Account		Accounting Percent		Detail Amount		
SLCH - Supp Life - Children for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		18.75		
EXCEPTIONAL LEARNERS COLLABORATIVE		SLEE.12052025.D	R - Regular	ZPAY	SLEE - Supp Life - Employee for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		354.25
Detail Description		Detail Account		Accounting Percent		Detail Amount		
SLEE - Supp Life - Employee for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4560 0000 00 000000		100.0000%		354.25		

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
EXCEPTIONAL LEARNERS COLLABORATIVE		SLSP.12052025.D	R - Regular	ZPAY	SLSP - Supp Life - Spouse for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		48.55
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		SLSP - Supp Life - Spouse for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		48.55
EXCEPTIONAL LEARNERS COLLABORATIVE		VISFAM.12052025.B	R - Regular	ZPAY	VISFAM - Vision Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		11.16
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		VISFAM - Vision Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		11.16
EXCEPTIONAL LEARNERS COLLABORATIVE		VISFAM.12052025.D	R - Regular	ZPAY	VISFAM - Vision Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		435.24
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		VISFAM - Vision Family Coverage for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		435.24
EXCEPTIONAL LEARNERS COLLABORATIVE		VISSGL.12052025.D	R - Regular	ZPAY	VISSGL - Vision Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		226.29
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		VISSGL - Vision Single Coverage for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		226.29
EXCEPTIONAL LEARNERS COLLABORATIVE		XLFB.12052025.B	R - Regular	ZPAY	XLFB - Life & ADD Ins for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		353.40
		Detail Description			Detail Account	Accounting Percent		Detail Amount
		XLFB - Life & ADD Ins for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4560 0000 00 000000	100.0000%		353.40
Total for EXCEPTIONAL LEARNERS COLLABORATIVE:								106,182.49

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
IRS - FICA		SSB.12052025.B	W - Wire	ZPAY	SSB - Employer Social Security for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		17,855.70
Detail Description		Detail Account			Accounting Percent		Detail Amount	
SSB - Employer Social Security for 6L BI-WEEKLY PAYROLL 12.05.25		50 L 000 4570 0000 00 000000			100.0000%		17,855.70	
IRS - FICA		SSD.12052025.D	W - Wire	ZPAY	SSD - Employee Social Security for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		17,855.70
Detail Description		Detail Account			Accounting Percent		Detail Amount	
SSD - Employee Social Security for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4570 0000 00 000000			100.0000%		17,855.70	
Total for IRS - FICA:								35,711.40
IRS - MEDICARE		MEDB.12052025.B	W - Wire	ZPAY	MEDB - Employer Medicare for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		7,197.66
Detail Description		Detail Account			Accounting Percent		Detail Amount	
MEDB - Employer Medicare for 6L BI-WEEKLY PAYROLL 12.05.25		50 L 000 4580 0000 00 000000			100.0000%		7,197.66	
IRS - MEDICARE		MEDD.12052025.D	W - Wire	ZPAY	MEDD - Employee Medicare for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		7,276.06
Detail Description		Detail Account			Accounting Percent		Detail Amount	
MEDD - Employee Medicare for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4580 0000 00 000000			100.0000%		7,276.06	
Total for IRS - MEDICARE:								14,473.72
IRS - TAX WITH		FED.12052025.D	W - Wire	ZPAY	FED - Federal Tax for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		39,401.39
Detail Description		Detail Account			Accounting Percent		Detail Amount	
FED - Federal Tax for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4520 0000 00 000000			100.0000%		39,401.39	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
IRS - TAX WITH		FEDA.12052025.D	W - Wire	ZPAY	FEDA - Federal Tax Addtl Amt for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		3,028.78
Detail Description		Detail Account			Accounting Percent		Detail Amount	
FEDA - Federal Tax Addtl Amt for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4520 0000 00 000000			100.0000%		3,028.78	
Total for IRS - TAX WITH:							42,430.17	
PlanMember		EQPLAN.12052025.D	W - Wire	ZPAY	EQPLAN - Plan Member 403B for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		4,495.00
Detail Description		Detail Account			Accounting Percent		Detail Amount	
EQPLAN - Plan Member 403B for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4550 0000 00 000000			100.0000%		4,495.00	
Total for PlanMember:							4,701.29	
STATE OF IL DEPT OF REVENUE		IL.12052025.D	W - Wire	ZPAY	IL - Illinois State Tax for 6L BI-WEEKLY PAYROLL 12. 05.25	12/05/2025		21,135.75
Detail Description		Detail Account			Accounting Percent		Detail Amount	
IL - Illinois State Tax for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4530 0000 00 000000			100.0000%		21,135.75	
Total for STATE OF IL DEPT OF REVENUE:							21,465.75	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
THIS		THISB.12052025.B	W - Wire	ZPAY	THISB - THIS Benefit for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		1,103.98
Detail Description		Detail Account		Accounting Percent		Detail Amount		
THISB - THIS Benefit for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000		100.0000%		1,103.98		
THIS		THISBAMT.12052025.	W - Wire	ZPAY	THISBAMT - THIS Benefit Amount for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		3.45
Detail Description		Detail Account		Accounting Percent		Detail Amount		
THISBAMT - THIS Benefit Amount for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000		100.0000%		3.45		
THIS		THISD.12052025.D	W - Wire	ZPAY	THISD - THIS Deduction for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		1,482.96
Detail Description		Detail Account		Accounting Percent		Detail Amount		
THISD - THIS Deduction for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000		100.0000%		1,482.96		
THIS		THISDAMT.12052025.	W - Wire	ZPAY	THISDAMT - THIS Deduction Amount for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		4.63
Detail Description		Detail Account		Accounting Percent		Detail Amount		
THISDAMT - THIS Deduction Amount for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000		100.0000%		4.63		
THIS		THSB12.12052025.B	W - Wire	ZPAY	THSB12 - THIS Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		375.47
Detail Description		Detail Account		Accounting Percent		Detail Amount		
THSB12 - THIS Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000		100.0000%		375.47		
THIS		THSEE12.12052025.B	W - Wire	ZPAY	THSEE12 - THIS EE Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		504.48
Detail Description		Detail Account		Accounting Percent		Detail Amount		
THSEE12 - THIS EE Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000		100.0000%		504.48		
Total for THIS:								3,474.97

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
TRS		TRSB.12052025.B	W - Wire	ZPAY	TRSB - TRS Benefit for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		955.71
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSB - TRS Benefit for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000			100.0000%		955.71	
TRS		TRSB12.12052025.B	W - Wire	ZPAY	TRSB12 - TRS Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		325.04
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSB12 - TRS Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000			100.0000%		325.04	
TRS		TRSBAMT.12052025.	W - Wire	ZPAY	TRSBAMT - TRS Benefit Amount for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		2.98
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSBAMT - TRS Benefit Amount for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000			100.0000%		2.98	
TRS		TRSD.12052025.D	W - Wire	ZPAY	TRSD - TRS Deduction for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		14,829.64
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSD - TRS Deduction for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000			100.0000%		14,829.64	
TRS		TRSDAMT.12052025.	W - Wire	ZPAY	TRSDAMT - TRS Deduction Amount for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		46.29
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSDAMT - TRS Deduction Amount for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000			100.0000%		46.29	
TRS		TRSEE12.12052025.B	W - Wire	ZPAY	TRSEE12 - TRS EE Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		5,044.26
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSEE12 - TRS EE Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4510 0000 00 000000			100.0000%		5,044.26	
Total for TRS:								21,203.92

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
VOYA INSTITUTIONAL TRUST COMPANY		SSP.12052025.D	W - Wire	ZPAY	SSP - SSP Pretax for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		2,785.00
		Detail Description	Detail Account		Accounting Percent			Detail Amount
		SSP - SSP Pretax for 6L BI-WEEKLY PAYROLL 12.05.25	10 L 000 4510 0000 00 000000		100.0000%			2,785.00
VOYA INSTITUTIONAL TRUST COMPANY		SSPP.12052025.D	W - Wire	ZPAY	SSPP - SSPP Pretax Pct for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		770.86
		Detail Description	Detail Account		Accounting Percent			Detail Amount
		SSPP - SSPP Pretax Pct for 6L BI-WEEKLY PAYROLL 12.05.25	10 L 000 4510 0000 00 000000		100.0000%			770.86
							Total for VOYA INSTITUTIONAL TRUST COMPANY:	3,555.86

REPORT

Total Number of Batch Invoices:	0		0.00
Total Number of Open Invoices:	54		266,583.61
Total Number of History Invoices:	0		0.00
Total Number of Update in Progress Batch Invoices:	0		0.00
Total Number of Update in Progress Batch Reversal Invoices:	0		0.00
Total Number of Reversal History Invoices:	0		0.00
Total Number of Deleted History Invoices:	0		0.00
Total Number of Batch Reversal Invoices:	0		0.00
Total Number of Unsubmitted Invoices:	0		0.00
Total Number of Awaiting for Approval Invoices:	0		0.00
Total Invoices:	54		266,583.61

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount	
EXCEPTIONAL LEARNERS COLLABORATIVE		BAHMOSGL.	R - Regular	ZPAY	BAHMOSGL - Blue Advantage HMO Single for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		793.00	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		BAHMOSGL - Blue Advantage HMO Single for 6M BI-WEEKLY PAYROLL 12.19.25			10 L 000 4560 0000 00 000000			100.0000%	793.00
EXCEPTIONAL LEARNERS COLLABORATIVE		DENSGLD.12192025.	R - Regular	ZPAY	DENSGLD - Dental Single Coverage for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		45.78	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		DENSGLD - Dental Single Coverage for 6M BI-WEEKLY PAYROLL 12.19.25			10 L 000 4560 0000 00 000000			100.0000%	45.78
EXCEPTIONAL LEARNERS COLLABORATIVE		VISSGL.12192025.D	R - Regular	ZPAY	VISSGL - Vision Single Coverage for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		7.94	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		VISSGL - Vision Single Coverage for 6M BI-WEEKLY PAYROLL 12.19.25			10 L 000 4560 0000 00 000000			100.0000%	7.94
EXCEPTIONAL LEARNERS COLLABORATIVE		XLFB.12192025.B	R - Regular	ZPAY	XLFB - Life & ADD Ins for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		7.60	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		XLFB - Life & ADD Ins for 6M BI-WEEKLY PAYROLL 12.19.25			10 L 000 4560 0000 00 000000			100.0000%	7.60
Total for EXCEPTIONAL LEARNERS COLLABORATIVE:								854.32	
IMRF		IMREE12.12052025.B	W - Wire	ZMONTH	IMREE12 - IMRF EE Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		725.54	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		IMREE12 - IMRF EE Benefit 12mo for 6L BI-WEEKLY PAYROLL 12.05.25			50 L 000 4540 0000 00 000000			100.0000%	725.54

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
IMRF		IMREE12.12192025.B	W - Wire	ZMONTH	IMREE12 - IMRF EE Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		725.54
Detail Description			Detail Account			Accounting Percent		Detail Amount
IMREE12 - IMRF EE Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25			50 L 000 4540 0000 00 000000			100.0000%		725.54
IMRF		IMRFB.12052025.B	W - Wire	ZMONTH	IMRFB - IMRF Employer Contribution for 6L BI- WEEKLY PAYROLL 12.05. 25	12/05/2025		18,584.65
Detail Description			Detail Account			Accounting Percent		Detail Amount
IMRFB - IMRF Employer Contribution for 6L BI-WEEKLY PAYROLL 12.05.25			50 L 000 4540 0000 00 000000			100.0000%		18,584.65
IMRF		IMRFB.12192025.B	W - Wire	ZMONTH	IMRFB - IMRF Employer Contribution for 6M BI- WEEKLY PAYROLL 12.19. 25	12/19/2025		18,501.25
Detail Description			Detail Account			Accounting Percent		Detail Amount
IMRFB - IMRF Employer Contribution for 6M BI-WEEKLY PAYROLL 12.19.25			50 L 000 4540 0000 00 000000			100.0000%		18,501.25
IMRF		IMRFD.12052025.D	W - Wire	ZMONTH	IMRFD - IMRF Deduction for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		12,810.65
Detail Description			Detail Account			Accounting Percent		Detail Amount
IMRFD - IMRF Deduction for 6L BI-WEEKLY PAYROLL 12.05. 25			10 L 000 4540 0000 00 000000			100.0000%		12,810.65
IMRF		IMRFD.12192025.D	W - Wire	ZMONTH	IMRFD - IMRF Deduction for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		12,750.01
Detail Description			Detail Account			Accounting Percent		Detail Amount
IMRFD - IMRF Deduction for 6M BI-WEEKLY PAYROLL 12.19. 25			10 L 000 4540 0000 00 000000			100.0000%		12,750.01

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount	
IMRF		IMRFX.12052025.D	W - Wire	ZMONTH	IMRFX - IMRF Voluntary Deduction for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		1,963.47	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		IMRFX - IMRF Voluntary Deduction for 6L BI-WEEKLY PAYROLL 12.05.25			10 L 000 4540 0000 00 000000			100.0000%	1,963.47
IMRF		IMRFX.12192025.D	W - Wire	ZMONTH	IMRFX - IMRF Voluntary Deduction for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		1,988.87	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		IMRFX - IMRF Voluntary Deduction for 6M BI-WEEKLY PAYROLL 12.19.25			10 L 000 4540 0000 00 000000			100.0000%	1,988.87
Total for IMRF:								68,049.98	
IRS - FICA		SSB.12192025.B	W - Wire	ZPAY	SSB - Employer Social Security for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		18,587.86	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		SSB - Employer Social Security for 6M BI-WEEKLY PAYROLL 12.19.25			50 L 000 4570 0000 00 000000			100.0000%	18,587.86
IRS - FICA		SSD.12192025.D	W - Wire	ZPAY	SSD - Employee Social Security for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		18,587.86	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		SSD - Employee Social Security for 6M BI-WEEKLY PAYROLL 12.19.25			10 L 000 4570 0000 00 000000			100.0000%	18,587.86
Total for IRS - FICA:								37,175.72	
IRS - MEDICARE		MEDB.12192025.B	W - Wire	ZPAY	MEDB - Employer Medicare for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		7,545.09	
		Detail Description			Detail Account			Accounting Percent	Detail Amount
		MEDB - Employer Medicare for 6M BI-WEEKLY PAYROLL 12.19.25			50 L 000 4580 0000 00 000000			100.0000%	7,545.09

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
IRS - MEDICARE		MEDD.12192025.D	W - Wire	ZPAY	MEDD - Employee Medicare for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		7,623.39
Detail Description		Detail Account		Accounting Percent		Detail Amount		
MEDD - Employee Medicare for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4580 0000 00 000000		100.0000%		7,623.39		
Total for IRS - MEDICARE:							15,168.48	
IRS - TAX WITH		FED.12192025.D	W - Wire	ZPAY	FED - Federal Tax for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		45,378.31
Detail Description		Detail Account		Accounting Percent		Detail Amount		
FED - Federal Tax for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4520 0000 00 000000		100.0000%		45,378.31		
IRS - TAX WITH		FEDA.12192025.D	W - Wire	ZPAY	FEDA - Federal Tax Addtl Amt for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		2,978.78
Detail Description		Detail Account		Accounting Percent		Detail Amount		
FEDA - Federal Tax Addtl Amt for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4520 0000 00 000000		100.0000%		2,978.78		
Total for IRS - TAX WITH:							48,357.09	
STATE OF IL DEPT OF REVENUE		IL.12192025.D	W - Wire	ZPAY	IL - Illinois State Tax for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		22,820.21
Detail Description		Detail Account		Accounting Percent		Detail Amount		
IL - Illinois State Tax for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4530 0000 00 000000		100.0000%		22,820.21		
STATE OF IL DEPT OF REVENUE		ILTXA.12192025.D	W - Wire	ZPAY	ILTXA - IL State Tax Addtl Amt for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		280.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
ILTXA - IL State Tax Addtl Amt for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4530 0000 00 000000		100.0000%		280.00		
Total for STATE OF IL DEPT OF REVENUE:							23,100.21	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
THIS		THISB.12192025.B	W - Wire	ZPAY	THISB - THIS Benefit for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		1,139.33
Detail Description		Detail Account			Accounting Percent		Detail Amount	
THISB - THIS Benefit for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		1,139.33	
THIS		THISBAMT.12192025.	W - Wire	ZPAY	THISBAMT - THIS Benefit Amount for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		4.77
Detail Description		Detail Account			Accounting Percent		Detail Amount	
THISBAMT - THIS Benefit Amount for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		4.77	
THIS		THISD.12192025.D	W - Wire	ZPAY	THISD - THIS Deduction for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		1,530.49
Detail Description		Detail Account			Accounting Percent		Detail Amount	
THISD - THIS Deduction for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		1,530.49	
THIS		THISDAMT.12192025.	W - Wire	ZPAY	THISDAMT - THIS Deduction Amount for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		6.41
Detail Description		Detail Account			Accounting Percent		Detail Amount	
THISDAMT - THIS Deduction Amount for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		6.41	
THIS		THSB12.12192025.B	W - Wire	ZPAY	THSB12 - THIS Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		374.74
Detail Description		Detail Account			Accounting Percent		Detail Amount	
THSB12 - THIS Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		374.74	
THIS		THSEE12.12192025.B	W - Wire	ZPAY	THSEE12 - THIS EE Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		503.50
Detail Description		Detail Account			Accounting Percent		Detail Amount	
THSEE12 - THIS EE Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		503.50	
Total for THIS:								3,559.24

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
TRS		TRSB.12192025.B	W - Wire	ZPAY	TRSB - TRS Benefit for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		986.32
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSB - TRS Benefit for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		986.32	
TRS		TRSB12.12192025.B	W - Wire	ZPAY	TRSB12 - TRS Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		324.41
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSB12 - TRS Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		324.41	
TRS		TRSBAMT.12192025.	W - Wire	ZPAY	TRSBAMT - TRS Benefit Amount for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		4.14
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSBAMT - TRS Benefit Amount for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		4.14	
TRS		TRSD.12192025.D	W - Wire	ZPAY	TRSD - TRS Deduction for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		15,304.85
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSD - TRS Deduction for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		15,304.85	
TRS		TRSDAMT.12192025.	W - Wire	ZPAY	TRSDAMT - TRS Deduction Amount for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		64.15
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSDAMT - TRS Deduction Amount for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		64.15	
TRS		TRSEE12.12192025.B	W - Wire	ZPAY	TRSEE12 - TRS EE Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		5,034.45
Detail Description		Detail Account			Accounting Percent		Detail Amount	
TRSEE12 - TRS EE Benefit 12mo for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000			100.0000%		5,034.45	
Total for TRS:								21,718.32

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
VOYA INSTITUTIONAL TRUST COMPANY		SSP.12192025.D	W - Wire	ZPAY	SSP - SSP Pretax for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		1,923.00
Detail Description		Detail Account		Accounting Percent		Detail Amount		
SSP - SSP Pretax for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000		100.0000%		1,923.00		
VOYA INSTITUTIONAL TRUST COMPANY		SSPP.12192025.D	W - Wire	ZPAY	SSPP - SSPP Pretax Pct for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		770.86
Detail Description		Detail Account		Accounting Percent		Detail Amount		
SSPP - SSPP Pretax Pct for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4510 0000 00 000000		100.0000%		770.86		
Total for VOYA INSTITUTIONAL TRUST COMPANY:							2,693.86	
WISCONSIN DEPT OF REVENUE		WITAX.12052025.D	W - Wire	ZMONTH	WITAX - WI State Tax for 6L BI-WEEKLY PAYROLL 12.05.25	12/05/2025		438.16
Detail Description		Detail Account		Accounting Percent		Detail Amount		
WITAX - WI State Tax for 6L BI-WEEKLY PAYROLL 12.05.25		10 L 000 4530 0000 00 000000		100.0000%		438.16		
WISCONSIN DEPT OF REVENUE		WITAX.12192025.D	W - Wire	ZMONTH	WITAX - WI State Tax for 6M BI-WEEKLY PAYROLL 12.19.25	12/19/2025		524.64
Detail Description		Detail Account		Accounting Percent		Detail Amount		
WITAX - WI State Tax for 6M BI-WEEKLY PAYROLL 12.19.25		10 L 000 4530 0000 00 000000		100.0000%		524.64		
Total for WISCONSIN DEPT OF REVENUE:							962.80	

Invoice Listing

EXCEPTIONAL LEARNERS COLLABORATIVE

Vendor	PO Number	Invoice Number	Payment Type	Batch	Description	Invoice Date	Check Number	Amount
REPORT								
Total Number of Batch Invoices:			0					0.00
Total Number of Open Invoices:			36					221,640.02
Total Number of History Invoices:			0					0.00
Total Number of Update in Progress Batch Invoices:			0					0.00
Total Number of Update in Progress Batch Reversal Invoices:			0					0.00
Total Number of Reversal History Invoices:			0					0.00
Total Number of Deleted History Invoices:			0					0.00
Total Number of Batch Reversal Invoices:			0					0.00
Total Number of Unsubmitted Invoices:			0					0.00
Total Number of Awaiting for Approval Invoices:			0					0.00
Total Invoices:			36					221,640.02

Overhead Statement of Expenditures

Fiscal Year: 2025-2026
 Month: December
 Fiscal Year Has Usage: Yes

EXCEPTIONAL LEARNERS COLLABORATIVE

Account Number	Account Description	Selected FY Revised	Monthly Activity -	YTD Activity - Current Yr.	Percent of Budget Remaining to Date
3000 - Purchased Services					
10 E 000 2210 3100 00 000000	Prof Developement - Overhead	100,000.00	3,249.25	50,998.32	49.00
10 E 000 2560 3150 00 000000	Food - Overhead	40,000.00	3,158.51	20,505.29	48.74
10 E 000 2520 3170 00 000000	Audit/Financial Services - Overhead	12,500.00	0.00	2,500.00	80.00
10 E 000 1210 3180 00 120000	Legal Services - Overhead	20,000.00	4,431.32	11,405.07	42.97
10 E 000 1200 3190 00 120000	Purchased Services - Overhead	35,000.00	16,140.76	72,320.99	-106.63
10 E 000 1200 3320 00 120000	Travel Sped Admin - Overhead	29,582.00	465.29	923.02	98.44
10 E 000 1200 3420 00 120000	Translation Services - Overhead	4,000.00	0.00	0.00	100.00
10 E 000 2360 3800 00 000000	Workers Comp - Overhead	48,000.00	0.00	0.00	100.00
10 E 000 2360 3830 00 000000	Property Liability Insurance -	35,000.00	0.00	0.00	100.00
10 E 000 ---- 3----		324,082.00	27,445.13	158,652.69	
4000 - Supplies and Materials					
10 E 000 2230 4000 00 000000	Testing Materials - Overhead	6,000.00	278.40	3,363.28	43.95
10 E 000 1210 4100 00 120000	General Supplies - Overhead	65,000.00	1,695.94	23,061.29	64.52
10 E 000 1200 4700 00 120000	Software - Overhead	130,000.00	4,272.99	78,840.18	39.35
10 E 000 1200 4710 00 120000	Technology Supplies - Overhead	16,750.00	678.75	4,824.21	71.20
10 E 000 ---- 4----		217,750.00	6,926.08	110,088.96	
6000 - Revenue Paid Back to Members					
10 E 000 1200 6400 00 120000	Dues & Fees - Overhead	30,000.00	1,275.00	13,037.54	56.54
10 E 000 ---- 6----		30,000.00	1,275.00	13,037.54	
7000 - Non-Captialized Equipment					
10 E 000 1200 7400 00 120000	New Equipment - Overhead	90,000.00	0.00	21,658.67	75.93
10 E 000 1200 7500 00 120000	Audiology Equipment - Overhead	42,000.00	-77.11	29,120.22	30.67
10 E 000 ---- 7----		132,000.00	-77.11	50,778.89	
3000 - Purchased Services					
20 E 000 2540 3200 00 000000	Sodexo Professional Services -	36,000.00	0.00	0.00	100.00
20 E 000 2540 3230 00 000000	Repair & Maintenance - Overhead	34,280.00	1,867.29	18,035.31	47.39
20 E 000 2540 3250 00 000000	Rent - Overhead	230,000.00	18,496.78	114,730.68	50.12
20 E 000 2540 3400 00 000000	Communication - Overhead	23,000.00	0.00	7,199.69	68.70
20 E 000 2540 3410 00 000000	Internet Services - Overhead	20,000.00	1,598.49	9,578.94	52.11
20 E 000 2540 3700 00 000000	Garbage/Waste Removal - Overhead	9,000.00	922.05	4,986.49	44.59
20 E 000 ---- 3----		352,280.00	22,884.61	154,531.11	

Overhead Statement of Expenditures

Fiscal Year: 2025-2026
 Month: December
 Fiscal Year Has Usage: Yes

EXCEPTIONAL LEARNERS COLLABORATIVE

Account Number	Account Description	Selected FY Revised	Monthly Activity -	YTD Activity - Current Yr.	Percent of Budget Remaining to Date
4000 - Supplies and Materials					
20 E 000 2540 4650 00 000000	Natural Gas - Overhead	6,000.00	673.03	1,191.16	80.15
20 E 000 2540 4660 00 000000	Electricity - Overhead	15,000.00	890.02	7,217.09	51.89
20 E 000 ---- 4--- -- -----		21,000.00	1,563.05	8,408.25	
Account Monthly Activity Grand Totals:		1,077,112.00	60,016.76	495,497.44	

District 96 Statement of Expenditures

Fiscal Year: 2025-2026
 Month: December
 Fiscal Year Has Usage: Yes

EXCEPTIONAL LEARNERS COLLABORATIVE

Account Number	Account Description	Selected FY Revised	Monthly Activity -	YTD Activity - Current Yr.	Percent of Budget Remaining to Date
3000 - Purchased Services					
10 E 010 2210 3100 12 000000	Professional Development - D96	25,000.00	1,898.24	2,768.99	88.92
10 E 010 2560 3150 12 000000	Food - D96	3,500.00	0.00	58.59	98.33
10 E 010 2310 3180 12 000000	Legal Services - D96	2,000.00	0.00	0.00	100.00
10 E 010 1200 3190 12 120000	Purchased Services (SPED) - D96	76,000.00	7,116.45	31,745.10	58.23
10 E 010 1200 3320 11 120000	Travel - D96	2,615.00	0.00	0.00	100.00
10 E 010 1200 3420 12 120000	Translation Services - D96	20,000.00	3,261.06	8,952.32	55.24
10 E 010 ---- 3--- -- -----		125,615.00	12,275.75	43,525.00	
4000 - Supplies and Materials					
10 E 010 2230 4000 12 000000	Testing Materials - D96	14,000.00	8,068.95	9,648.07	31.09
10 E 010 1200 4100 12 120000	Gen Supplies - D96	6,200.00	30.89	1,313.04	78.82
10 E 010 1200 4700 12 120000	Software - D96	6,000.00	0.00	5,816.00	3.07
10 E 010 1200 4710 12 120000	Technology Supplies - D96	1,000.00	0.00	0.00	100.00
10 E 010 ---- 4--- -- -----		27,200.00	8,099.84	16,777.11	
6000 - Revenue Paid Back to Members					
10 E 010 1200 6400 12 120000	Dues - D96	3,000.00	360.00	3,073.72	-2.46
10 E 010 ---- 6--- -- -----		3,000.00	360.00	3,073.72	
7000 - Non-Capitalized Equipment					
10 E 010 1200 7500 12 120000	Audiology Equipment - D96	1,000.00	0.00	98.94	90.11
10 E 010 ---- 7--- -- -----		1,000.00	0.00	98.94	
Account Monthly Activity Grand Totals:		156,815.00	20,735.59	63,474.77	

District 103 Statement of Expenditures

Fiscal Year: 2025-2026
 Month: December
 Fiscal Year Has Usage: Yes

EXCEPTIONAL LEARNERS COLLABORATIVE

Account Number	Account Description	Selected FY Revised	Monthly Activity -	YTD Activity - Current Yr.	Percent of Budget Remaining to Date
3000 - Purchased Services					
10 E 015 2210 3100 16 000000	Professional Development - D103	10,000.00	0.00	0.00	100.00
10 E 015 2310 3180 16 000000	Legal Services - D103	1,000.00	0.00	0.00	100.00
10 E 015 1200 3190 16 120000	Purchased Services (SPED) - D103	45,000.00	0.00	0.00	100.00
10 E 015 1200 3320 15 120000	Travel - D103	100.00	0.00	0.00	100.00
10 E 015 1200 3420 16 120000	Translation Services - D103	1,000.00	0.00	0.00	100.00
10 E 015 ---- 3--- -- -----		57,100.00	0.00	0.00	
4000 - Supplies and Materials					
10 E 015 2230 4000 16 000000	Testing Materials - D103	5,000.00	5,109.00	5,109.00	-2.18
10 E 015 1200 4100 16 120000	Gen Supplies - D103	250.00	0.00	0.00	100.00
10 E 015 1200 4700 16 120000	Software - D103	5,500.00	0.00	4,340.80	21.08
10 E 015 1200 4710 16 120000	Technology Supplies - D103	1,000.00	0.00	0.00	100.00
10 E 015 ---- 4--- -- -----		11,750.00	5,109.00	9,449.80	
6000 - Revenue Paid Back to Members					
10 E 015 1200 6400 16 120000	Dues - D103	250.00	0.00	68.01	72.80
10 E 015 ---- 6--- -- -----		250.00	0.00	68.01	
7000 - Non-Capitalized Equipment					
10 E 015 1200 7500 16 120000	Audiology Equipment - D103	500.00	0.00	0.00	100.00
10 E 015 ---- 7--- -- -----		500.00	0.00	0.00	
Account Monthly Activity Grand Totals:		69,600.00	5,109.00	9,517.81	

District 125 Statement of Expenditures

Fiscal Year: 2025-2026
 Month: December
 Fiscal Year Has Usage: Yes

EXCEPTIONAL LEARNERS COLLABORATIVE

Account Number	Account Description	Selected FY Revised	Monthly Activity -	YTD Activity - Current Yr.	Percent of Budget Remaining to Date
3000 - Purchased Services					
10 E 020 2210 3100 22 000000	Professional Development - D125	37,000.00	1,957.01	6,791.05	81.65
10 E 020 2560 3150 22 000000	Food - D125	5,000.00	0.00	0.00	100.00
10 E 020 2310 3180 22 000000	Legal Services - D125	5,000.00	0.00	0.00	100.00
10 E 020 1200 3190 22 120000	Purchased Services (SPED) - D125	120,000.00	0.00	103.50	99.91
10 E 020 1200 3320 21 120000	Travel - D125	2,630.00	0.00	34.72	99.34
10 E 020 1200 3420 22 120000	Translation Services - D125	10,000.00	20.36	2,372.70	76.27
10 E 020 ---- 3--- -- -----		179,630.00	1,977.37	9,301.97	
4000 - Supplies and Materials					
10 E 020 2230 4000 22 000000	Testing Materials - D125	16,500.00	8,933.28	11,790.78	28.54
10 E 020 1200 4100 22 120000	Gen Supplies - D125	9,000.00	21.69	1,573.53	82.52
10 E 020 1200 4700 22 120000	Software - D125	8,500.00	0.00	1,481.40	82.57
10 E 020 2220 4700 22 000000	Curriculum - D125	0.00	0.00	2,177.97	100.00
10 E 020 1200 4710 22 120000	Technology Supplies - D125	1,000.00	119.68	896.03	10.40
10 E 020 ---- 4--- -- -----		35,000.00	9,074.65	17,919.71	
6000 - Revenue Paid Back to Members					
10 E 020 1200 6400 22 120000	Dues - D125	16,000.00	1,011.95	13,052.67	18.42
10 E 020 ---- 6--- -- -----		16,000.00	1,011.95	13,052.67	
7000 - Non-Capitalized Equipment					
10 E 020 1200 7500 22 120000	Audiology Equipment - D125	2,000.00	0.00	0.00	100.00
10 E 020 ---- 7--- -- -----		2,000.00	0.00	0.00	
Account Monthly Activity Grand Totals:		232,630.00	12,063.97	40,274.35	

ELC West Statement of Expenditures

Fiscal Year: 2025-2026
 Month: December
 Fiscal Year Has Usage: Yes

EXCEPTIONAL LEARNERS COLLABORATIVE

Account Number	Account Description	Selected FY Revised	Monthly Activity -	YTD Activity - Current Yr.	Percent of Budget Remaining to Date
3000 - Purchased Services					
10 E 030 2210 3100 32 000000	Professional Development - ELC West	50,000.00	9,257.96	31,742.54	36.51
10 E 030 2560 3150 32 000000	Food - ELC West	5,000.00	1,273.01	3,527.35	29.45
10 E 030 2310 3180 32 000000	Legal Services -ELC West	2,000.00	0.00	0.00	100.00
10 E 030 1200 3190 32 120000	Purchased Services (SPED) - ELC	30,000.00	5,540.31	11,049.19	63.17
10 E 030 1200 3320 31 120000	Travel - ELC West	1,500.00	0.00	0.00	100.00
10 E 030 1200 3420 32 120000	Translation Services - ELC West	2,000.00	32.62	427.56	78.62
10 E 030 ---- 3--- -- -----		90,500.00	16,103.90	46,746.64	
4000 - Supplies and Materials					
10 E 030 2230 4000 32 000000	Testing Materials - ELC West	2,500.00	0.00	30.00	98.80
10 E 030 1200 4100 32 120000	General Supplies - ELC West	75,000.00	7,702.54	36,808.49	50.92
10 E 030 1200 4700 32 120000	Software - ELC West	28,300.00	0.00	27,669.27	2.23
10 E 030 2220 4700 31 000000	Curriculum - ELC West	20,500.00	1,604.93	23,897.65	-16.57
10 E 030 1200 4710 32 120000	Technology Supplies - ELC West	7,300.00	409.70	2,258.11	69.07
10 E 030 ---- 4--- -- -----		133,600.00	9,717.17	90,663.52	
6000 - Revenue Paid Back to Members					
10 E 030 1200 6400 32 120000	Dues - ELC West	2,000.00	1,604.00	3,052.00	-52.60
10 E 030 ---- 6--- -- -----		2,000.00	1,604.00	3,052.00	
7000 - Non-Captialized Equipment					
10 E 030 1200 7400 32 120000	New Equipment - ELC West	22,155.00	0.00	28,793.78	-29.97
10 E 030 1200 7500 32 120000	Audiology Equipment - ELC West	0.00	167.88	167.88	100.00
10 E 030 ---- 7--- -- -----		22,155.00	167.88	28,961.66	
3000 - Purchased Services					
20 E 030 2540 3200 31 000000	Sodexo Professional Services - ELC	36,000.00	0.00	0.00	100.00
20 E 030 2540 3230 31 000000	Repair & Maintenance - ELC West	43,560.00	8,024.73	24,975.02	42.67
20 E 030 2540 3250 31 000000	Rent - ELC West	180,000.00	14,775.45	90,246.40	49.86
20 E 030 2540 3400 31 000000	Communication - ELC West	9,203.00	0.00	6,255.05	32.03
20 E 030 2540 3410 31 000000	Internet Services - ELC West	19,500.00	1,619.79	9,444.84	51.56
20 E 030 2540 3710 31 000000	Garbage/Waste Removal - ELC West	9,000.00	812.42	5,183.29	42.41
20 E 030 ---- 3--- -- -----		297,263.00	25,232.39	136,104.60	
4000 - Supplies and Materials					
20 E 030 2540 4640 31 000000	Gasoline - MFSAB ELC West	2,750.00	351.16	807.83	70.62

ELC West Statement of Expenditures

Fiscal Year: 2025-2026
 Month: December
 Fiscal Year Has Usage: Yes

EXCEPTIONAL LEARNERS COLLABORATIVE

Account Number	Account Description	Selected FY Revised	Monthly Activity -	YTD Activity - Current Yr.	Percent of Budget Remaining to Date
4000 - Supplies and Materials					
20 E 030 2540 4650 31 000000	Natural Gas - ELC West	5,500.00	785.96	1,365.17	75.18
20 E 030 2540 4660 31 000000	Electricity - ELC West	10,500.00	957.10	5,759.81	45.14
20 E 030 ---- 4--- -- -----		18,750.00	2,094.22	7,932.81	
5000 - Capital Outlay					
20 E 030 2540 5300 31 000000	Building Improvement - ELC West	33,047.00	0.00	27,155.00	17.83
20 E 030 ---- 5--- -- -----		33,047.00	0.00	27,155.00	
3000 - Purchased Services					
40 E 030 2550 3310 31 000000	Student Transportation - ELC West	25,000.00	404.70	5,463.45	78.15
40 E 030 ---- 3--- -- -----		25,000.00	404.70	5,463.45	
7000 - Non-Captialized Equipment					
40 E 030 2550 7000 31 000000	Transportation - ELC West	204,300.00	0.00	201,948.00	1.15
40 E 030 ---- 7--- -- -----		204,300.00	0.00	201,948.00	
Account Monthly Activity Grand Totals:		826,615.00	55,324.26	548,027.68	

Services Sold to Nonmember Districts
District Contractual - Revenue / Expenses / Profit
(July 2025-June 2026)

REVENUE

Base Services Sold Revenue Allocation	July Services Revenue	August Services Revenue	September Services Revenue	October Services Revenue	November Services Revenue	December Services Revenue	January Services Revenue	February Services Revenue	March Services Revenue	April Services Revenue	May Services Revenue	June Services Revenue	Total Services Revenue
Base	0.00	71,299.17	76,277.35	81,001.53	73,882.22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	302,460.27
D96	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D125	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D103	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	71,299.17	76,277.35	81,001.53	73,882.22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	302,460.27

EXPENSES BY DISTRICT

Base Services Expenses Allocation	July Services Expenses	August Services Expenses	September Services Expenses	October Services Expenses	November Services Expenses	December Services Expenses	January Services Expenses	February Services Expenses	March Services Expenses	April Services Expenses	May Services Expenses	June Services Expenses	Total Services Expenses
Base Salary and Benefits	0.00	48,859.16	50,501.20	52,627.50	50,173.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	202,161.77
D96	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D125	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D103	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	48,859.16	50,501.20	52,627.50	50,173.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	202,161.77

PROFIT

Base Profit Allocation to Member Districts*	July Services Profit	August Services Profit	September Services Profit	October Services Profit	November Services Profit	December Services Profit	January Services Profit	February Services Profit	March Services Profit	April Services Profit	May Services Profit	June Services Profit	Total Base Profit
D96 (19.12%)	0.00	4,290.53	4,928.40	5,425.11	4,533.03	0.00	0.00	0.00	0.00	0.00	0.00	0.00	19,177.07
D125 (79.46%)	0.00	17,830.83	20,481.73	22,546.00	18,838.62	0.00	0.00	0.00	0.00	0.00	0.00	0.00	79,697.19
D103 (1.42%)	0.00	318.65	366.02	402.91	336.66	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,424.24
Total	0.00	22,440.01	25,776.15	28,374.03	23,708.31	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100,298.50

*Estimated Profit Distribution based on Estimated Pre-Bill 2025/2026 Summary

Services Sold to Nonmember Districts (July 2025-June 2026)						Last Updated: 1/7/2026										11/31/2025
School District	July Services Billed	August Services Billed	September Services Billed	October Services Billed	November Services Billed	December Services Billed	January Services Billed	February Services Billed	March Services Billed	April Services Billed	May Services Billed	June Services Billed	Total Services Billed	Outstanding A/R	YTD Services Est Cost	
Antioch School District 34		13,589.53	13,589.53	13,589.53	13,589.53								54,358.12	13,589.53	40,402.32	
Big Hollow School District 38		4,358.42	4,419.07	4,358.42	4,358.42								17,494.33	0.00	11,662.91	
Deerfield School District 109		13,921.79	15,320.69	18,565.15	14,677.65								62,485.28	0.00	40,157.96	
Fremont School District 79		8,463.00	8,463.00	8,463.00	8,463.00								33,852.00	8,463.00	22,398.60	
Gavin School District 37		988.33	1,110.88	882.10	1,281.38								4,262.69	1,281.38	2,811.46	
Glenbrook High School District 225		14,673.32	14,673.32	14,673.32	14,673.32								58,693.28	0.00	39,863.99	
Grant Community High School District 124		201.62	451.38	928.34	525.11								2,106.45	525.11	1,404.34	
Lake Villa School District 41		12,237.00	10,647.00	10,647.00	10,647.00								44,178.00	10,647.00	33,385.14	
Lake Zurich School District 95		2,480.40	1,735.50	2,177.50	1,728.60								8,122.00	1,728.60	5,441.39	
Mundelein Elementary School District 75		19,683.30	19,683.30	19,683.30	19,683.30								78,733.20	19,683.30	51,329.12	
Mundelein High School District 120		1,016.60	1,775.80	1,775.80	1,382.50								5,950.70	1,382.50	3,897.51	
North Chicago School District 187	442.75	83,775.79	84,294.73	83,945.98	84,124.54								336,583.79	84,124.54	234,701.60	
North Shore School District 112		71,840.05	71,840.05	71,840.05	71,840.05								287,360.20	71,840.05	183,091.88	
Oak Grove School District 68		1,040.00	2,502.50	1,809.60	708.30								6,060.40	708.30	4,015.93	
Palatine Community Consolidated School District 15		7,507.50	7,507.50	7,507.50	7,507.50								30,030.00	7,507.50	19,351.56	
Township High School District 113		3,877.00	5,390.13	5,783.81	5,248.14								20,299.08	0.00	10,068.29	
Wauconda Community Unit School District 118	472.00	48,936.00	49,114.50	50,126.00	49,451.27								198,099.77	98,565.77	147,256.14	
Warren Township School District 121		139.23	366.88	981.75	504.56								1,992.42	0.00	1,506.60	
Total Services Billed per Month	914.75	308,728.88	312,885.76	317,738.15	310,394.17	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,250,661.71	320,046.58	852,746.74	

YTD Services Billed - YTD Services Est Cost = **397,914.97**

Services Sold to Non-Voting Member District (July 2025-June 2026)	July Services Billed	August Services Billed	September Services Billed	October Services Billed	November Services Billed	December Services Billed	January Services Billed	February Services Billed	March Services Billed	April Services Billed	May Services Billed	June Services Billed	Total Services Billed	Outstanding A/R
Fox Lake School District 114		93,103.06	94,597.58	94,758.32	93,765.70								376,224.66	93,765.70

TOTALS: \$1,626,886.37 \$413,812.28

ELC West Tuition 2025-2026 (FY26)

Last Updated: 1/5/26

Start Date	School District	Monthly Payment	Total Amount	Tuition Only Balance Due	FY25 ESY Billed	Tuition 1 Billed Sep	Tuition 2 Billed Oct	Tuition 3 Billed Nov	Tuition 4 Billed Dec	Tuition 5 Billed Jan	Tuition 6 Billed Feb	Tuition 7 Billed Mar	Tuition 8 Billed Apr	Tuition 9 Billed May	Tuition 10 Billed Jun	Total FY26 Tuition Billed	Outstanding A/R
8/11/2025	North Chicago School District 187	8,660.80	86,608.00	51,964.80	8,925.00	8,660.80	8,660.80	8,660.80	8,660.80							34,643.20	8,660.80
8/11/2025	Mundelein High School District 120	9,964.30	99,643.00	59,785.80	8,925.00	9,964.30	9,964.30	9,964.30	9,964.30							39,857.20	19,928.60
8/11/2025	Grant Community High School District 124	14,045.00	140,450.00	84,270.00	8,925.00	14,045.00	14,045.00	14,045.00	14,045.00							56,180.00	28,090.00
8/11/2025	Warren Township High School District 121	9,964.30	99,643.00	59,785.80		9,964.30	9,964.30	9,964.30	9,964.30							39,857.20	29,892.90
8/11/2025	Grayslake High School District 127	9,964.30	99,643.00	59,785.80	8,925.00	9,964.30	9,964.30	9,964.30	9,964.30							39,857.20	19,928.60
8/11/2025	North Chicago School District 187	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	14,590.60
8/11/2025	Lake Forest High School District 115	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	14,590.60
8/11/2025	Warren Township High School District 121	8,660.80	86,608.00	51,964.80	8,925.00	8,660.80	8,660.80	8,660.80	8,660.80							34,643.20	25,982.40
8/11/2025	Grant Community High School District 124	14,045.00	140,450.00	84,270.00		14,045.00	14,045.00	14,045.00	14,045.00							56,180.00	28,090.00
8/11/2025	Grayslake High School District 127	9,964.30	99,643.00	59,785.80		9,964.30	9,964.30	9,964.30	9,964.30							39,857.20	19,928.60
8/11/2025	Grayslake High School District 127	14,590.60	145,906.00	87,543.60		14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	29,181.20
8/11/2025	Grayslake High School District 127	14,590.60	145,906.00	87,543.60		14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	29,181.20
8/11/2025	Grant Community High School District 124	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	29,181.20
8/11/2025	Lincolnshire-Prairie View School District 103	12,687.50	126,875.00	76,125.00		12,687.50	12,687.50	12,687.50	12,687.50							50,750.00	12,687.50
8/11/2025	Grayslake High School District 127	14,590.60	145,906.00	87,543.60		14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	29,181.20
8/11/2025	Glenbrook High School District 225	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	14,590.60
8/11/2025	Warren Township High School District 121	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	43,771.80
8/11/2025	Warren Township High School District 121	19,590.60	39,400.09	0.00		19,590.60	19,590.60	218.89	0.00							39,400.09	19,809.49
8/11/2025	Warren Township High School District 121	14,590.60	145,906.00	87,543.60		14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	43,771.80
8/11/2025	Grayslake High School District 127	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	29,181.20
8/11/2025	North Chicago School District 187	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	14,590.60
8/11/2025	Warren Township High School District 121	9,964.30	99,643.00	59,785.80	8,925.00	9,964.30	9,964.30	9,964.30	9,964.30							39,857.20	29,892.90
8/11/2025	McHenry High School District 156	14,590.60	145,906.00	87,543.60	8,925.00	14,590.60	14,590.60	14,590.60	14,590.60							58,362.40	14,590.60
8/11/2025	Warren Township High School District 121	9,964.30	99,643.00	59,785.80	8,925.00	9,964.30	9,964.30	9,964.30	9,964.30							39,857.20	29,892.90
		312,562.70	2,969,121.09	1,757,832.60	133,875.00	312,562.70	312,562.70	293,190.99	292,972.10							1,211,288.49	579,187.29

**MINUTES OF THE REGULAR MEETING OF THE EXCEPTIONAL LEARNERS
COLLABORATIVE BOARD OF EDUCATION, LAKE COUNTY, ILLINOIS, HELD THURSDAY
DECEMBER 18, 2025, AT 8:30 A.M. IN THE EXCEPTIONAL LEARNERS COLLABORATIVE
TRAINING ROOM, VERNON HILLS, ILLINOIS.**

CALL TO ORDER AND ROLL CALL

President Neault called the meeting to order at 8:30 A.M. On roll call, Ms. Neault, Mr. Burns, and Ms. Peterson answered. Also in attendance were Superintendent Sheridan, Superintendent Dr. Clarke, Assistant Superintendent of Teaching, Learning, and Professional Growth Bhardwaj, Director of Human Resources and Talent Acquisition Hofmeier, Superintendent Warren, Treasurer Carney, Director of Business and Operations Cox, and Recording Secretary Cone.

Absent: Superintendent Twadell.

APPROVAL OF BOARD POLICY DRAFT UPDATES

Ms. Peterson moved, seconded by Mr. Burns that the Board of Education adopt the recommended Board Policy Updates from PRESS Plus Board Policy Issue 120, as presented. By voice vote, the motion carried unanimously.

APPROVAL OF BOARD POLICY DRAFT UPDATES (FIRST READING)

The Board of Education was presented with a first reading from PRESS Plus Board Policy Issue 120 Updates. The Board will take final action at its next regular meeting.

RED ROVER CONTRACT

Ms. Peterson moved, seconded by Mr. Burns that the Board of Education approve the Red Rover Rover Contract, as presented. On roll call, Ms. Peterson, Mr. Burns, and Ms. Neault voted aye. The motion carried unanimously.

FOIA REQUESTS

The Board of Education was presented with one request under the Freedom of Information Act (FOIA) and the status of the District's response.

CONSENT AGENDA ITEMS

Ms. Peterson moved, seconded by Mr. Burns that the Board of Education approve the Consent Agenda Items, as presented. On roll call, Ms. Neault, Mr. Burns, and Ms. Peterson voted aye. The motion carried unanimously.

- 1) Approve the Special Meeting Minutes and Regular Meeting Minutes of November 20, 2025.
- 2) Accept the resignation of the following individual as noted in the Agenda Booklet of December 18, 2025, for Robert Ray, Paraprofessional; as presented.
- 3) Approve the appointments/transfers/reassignments of the following individuals as noted in the Agenda Booklet of December 18, 2025, for Freyda Reninger, Paraprofessional; Ashley McMillen, Paraprofessional; Sarai Pabon, Paraprofessional; as presented.

4) Approval of Bills.

5) Approval of Financial Statement.

EXECUTIVE SESSION

Ms. Peterson moved, seconded by Mr. Burns that the Board of Education adjourn to executive session to discuss the appointment, employment, compensation, discipline, performance or dismissal of a specific employee and/or matters related to potential litigation. On roll call, Ms. Neault, Mr. Burns, and Ms. Peterson voted aye. The motion carried unanimously. (9:08 AM)

RETURN TO REGULAR SESSION

Ms. Peterson moved, seconded by Mr. Burns that the Board of Education return to regular session. On roll call, Ms. Neault, Mr. Burns, and Ms. Peterson voted aye. The motion carried unanimously. (9:57 AM)

ADJOURNMENT

Ms. Peterson moved, seconded by Mr. Burns that the meeting be adjourned. By voice vote, the motion carried unanimously. (10:05 A.M.)

SECRETARY

PRESIDENT

**MINUTES OF THE SPECIAL MEETING OF THE EXCEPTIONAL LEARNERS
COLLABORATIVE BOARD OF EDUCATION, LAKE COUNTY, ILLINOIS, HELD THURSDAY
DECEMBER 18, 2025, AT 8:00 A.M. IN THE EXCEPTIONAL LEARNERS COLLABORATIVE
TRAINING ROOM, VERNON HILLS, ILLINOIS.**

CALL TO ORDER AND ROLL CALL

President Neault called the meeting to order at 8:02 A.M. On roll call, Ms. Neault, Mr. Burns, and Ms. Peterson answered. Also in attendance was Superintendent Dr. Clarke.

Absent: None

DISCUSSION TOPIC

- a. BOARD OF EDUCATION INFORMATION

EXECUTIVE SESSION

Ms. Peterson moved, seconded by Mr. Burns that the Board of Education adjourn to executive session to discuss the appointment, employment, compensation, discipline, performance or dismissal of a specific employee and/or matters related to potential litigation. On roll call, Ms. Neault, Mr. Burns, and Ms. Peterson voted aye. The motion carried unanimously. (8:03 AM)

ADJOURNMENT

Ms. Peterson moved, seconded by Mr. Burns that the meeting be adjourned. By voice vote, the motion carried unanimously. (8:26 A.M.)

SECRETARY

PRESIDENT



To: Tim Sproles
From: Ann Hofmeier, Director of Human Resources and Talent Acquisition
CC: Alli Mixon, Asst. Director of ELC West
Megan Clarke, Superintendent
Mary Bhardwaj, Assistant Superintendent

Date: 1.09.26

Subject: Round of Applause!

Dear Tim,

Congratulations! Alli Mixon has recognized you with a **Round of Applause** for the exceptional work you do each day. Here is the feedback she shared.

We sincerely appreciate the outstanding work and professionalism consistently demonstrated by Tim Sproles.

He remains extremely calm in escalated situations and can redirect behaviors in a positive, respectful, and caring manner. His steady presence helps create a sense of safety and trust for students, even during challenging moments.

Tim is also highly flexible and always willing to support any staff member or step in to work with a wide range of students. His openness to helping wherever needed reflects a true team-oriented mindset and a deep commitment to our school community. Additionally, he builds strong connections and meaningful rapport with each student he works with. Students respond positively to him, and his ability to form relationships plays an important role in supporting both their social-emotional growth and overall success.

We are grateful for his dedication, adaptability, and the calm, compassionate approach he brings to his work each day. His contributions make a meaningful difference for our students and staff alike.

Tim, we are so lucky to have you at the ELC!

With appreciation,

Ann Hofmeier

Ann Hofmeier, Director Of Human Resources and Talent Acquisition



To: Dana Jamison
From: Ann Hofmeier, Director of Human Resources and Talent Acquisition
CC: Kristen Bordonaro, Director of Specialized Programs, District 118
Megan Clarke, Superintendent
Mary Bhardwaj, Assistant Superintendent
Ricky Medina, Coordinator of Special Education

Date: 1.09.26

Subject: Round of Applause!

Dear Dana,

Congratulations! Kristen Bordonaro has recognized you with a **Round of Applause** for the exceptional work you do each day. Here is the feedback she shared.

Dana is truly a tremendous asset to our team, and her impact can be seen across students and staff. Her leadership, collaboration, and ability to bring teams together create a strong foundation for meaningful work. She consistently goes above and beyond, not only in her dedication to supporting students but also in her guidance, support, and empowerment of the team.

Because of Dana's expertise, students are demonstrating higher levels of growth, teams are implementing stronger, more consistent language strategies, and students' language skills have increased significantly. Her ability to translate expertise into practical, usable strategies has strengthened instruction and improved outcomes for our learners.

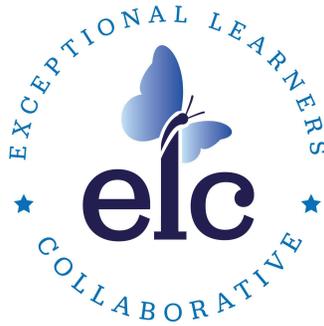
Dana leads with both knowledge and heart, and her influence makes a lasting difference. We are incredibly grateful for her commitment, her collaboration, and the positive impact she continues to have on students and staff alike. Thank you, Dana, for all that you do!

Dana, we are so lucky to have you at the ELC!

With appreciation,

Ann Hofmeier

Ann Hofmeier, Director Of Human Resources and Talent Acquisition



To: Dr. Megan Sowle
From: Ann Hofmeier, Director of Human Resources and Talent Acquisition
CC: Angela Grossnickle, Fiscal Service Manager
Megan Clarke, Superintendent
Mary Bhardwaj, Assistant Superintendent
Date: 1.09.26
Subject: Round of Applause!

Dear Megan,

Congratulations! Angela Grossnickle has recognized you with a **Round of Applause** for the exceptional work you do each day. Here is the feedback she shared.

I have noticed that Megan consistently demonstrates patience and kindness when working with students and families during hearing screenings and audiological evaluations. Her calm, respectful approach helps families feel supported and confident throughout the process.

She collaborates effectively with colleagues and shows strong initiative in her role as the Job Alike Leader for the Deaf and Hard of Hearing Team. Her leadership and willingness to take responsibility contribute positively to team cohesion and overall service delivery.

Megan maintains a high level of organization, particularly in managing equipment inventory, warranties, and service plans. She is budget-conscious and thoughtful when ordering new equipment and supplies, ensuring resources are used responsibly and efficiently.

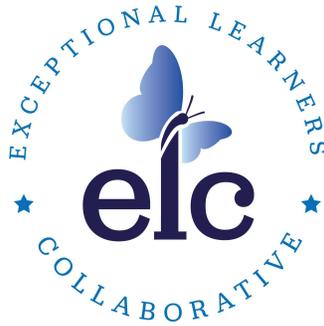
Her attention to detail is evident in her accurate and thorough completion of Non-Member Billing, which supports compliance and smooth operational processes. In addition, she brings a consistently positive attitude to her work and is reliable and dependable in meeting responsibilities and deadlines.

Megan, we are so lucky to have you at the ELC!

With appreciation,

Ann Hofmeier

Ann Hofmeier, Director Of Human Resources and Talent Acquisition



To: Jane Park
From: Ann Hofmeier, Director of Human Resources and Talent Acquisition
CC: Kristen Bordonaro, Director of Specialized Programs, District 118
Megan Clarke, Superintendent
Mary Bhardwaj, Assistant Superintendent
Ricky Medina, Coordinator of Special Education

Date: 1.09.26

Subject: Round of Applause!

Dear Jane,

Congratulations! Kristen Bordonaro has recognized you with a **Round of Applause** for the exceptional work you do each day. Here is the feedback she shared.

Jane has stepped into a student population she had not previously worked with and has embraced the challenge with enthusiasm, flexibility, and a genuine commitment to learning and growth. From day one, she has gone above and beyond expectations in supporting our PreK students, bringing confidence, care, and professionalism into every interaction.

Jane consistently delivers thoughtful, fun, and creative lessons that are developmentally appropriate and highly engaging for our youngest learners. She has a natural ability to connect with children, creating a warm and welcoming environment where students feel safe, supported, and excited to learn. Her intentional focus on building strong social-emotional skills has already had a meaningful and visible impact, laying a strong foundation for future success.

We are incredibly grateful for Jane's dedication, positive energy, and willingness to step outside her comfort zone in service of our students. Her work reflects the very best of our team, and we are so fortunate to have her supporting our PreK community.

Jane, we are so lucky to have you at the ELC!

With appreciation,

Ann Hofmeier

Ann Hofmeier, Director Of Human Resources and Talent Acquisition



To: Beth Dostal
From: Ann Hofmeier, Director of Human Resources and Talent Acquisition
CC: Joanna Robbins, Asst. Director of Programs and Services
Megan Clarke, Superintendent
Mary Bhardwaj, Assistant Superintendent
Date: 1.16.26
Subject: Round of Applause!

Dear Beth,

Congratulations! Joanna Robbins has recognized you with a **Round of Applause** for the exceptional work you do each day. Here is the feedback she shared.

I am sharing my sincere appreciation for the impact Beth has on the SHS Related Services Team. She is truly the glue of the team. She is proactive and thoughtful in her collaboration with colleagues, families, and students, and her creativity and follow-through make a meaningful difference in our daily work. Beth consistently goes above and beyond to support others, offering mentorship, positivity, and steady guidance that strengthens both our professional practice and our relationships.

Because of her leadership and commitment, the SHS Related Services Team is stronger, more connected, and more effective. Thank you, Beth, for all that you do and for the care and professionalism you bring to your role every day.

Beth, the ELC is truly lucky to have you. Thank you for all that you do!

With appreciation,

Ann Hofmeier

Ann Hofmeier, Director Of Human Resources and Talent Acquisition



2026 LEGAL UPDATE
RECENT CASE LAW AND LEGISLATION
PRACTICAL GUIDE FOR A LEGALLY COMPLIANT IEPS

Exceptional Learners Collaborative
January 5, 2026
Presented by: Jennifer M. Deutch





OUR AGENDA

- Case Law Update
- Legislation Update
- Legally Compliant IEPs
- Mandated Reporter



CASE LAW UPDATE



U.S. SUPREME COURT RULES ON OPT-OUTS



U.S. SUPREME COURT RULES ON OPT-OUTS

- In *Mahmoud v. Taylor*, the U.S. Supreme Court ruled that a Maryland school district violated parents' right to free exercise of religion under the First Amendment when it implemented a policy that prohibited parents from opting their children out of classroom instruction involving LGBTQ-themed storybooks
 - At issue before the Court was whether compelling students to participate in instruction on gender and sexuality against their parents' religious convictions and without notice or opportunity to opt out violated their First Amendment right to the free exercise of their religion



U.S. SUPREME COURT RULES ON OPT-OUTS

- The Court found that the school district's decision to deny opt-outs placed an unconstitutional burden on the parents' religious freedom, emphasizing that the Constitution protects parents' rights to direct their children's religious development
 - The school district's policy to both withhold notice of use of the LGBTQ-themed books in the school's curriculum and further deny the parents' ability to opt their children out of the curriculum for any reason substantially interfered with the parents' ability to guide their children's religious development
 - The Court emphasized that although schools have a compelling interest in maintaining an undisrupted educational environment, the school district's stated justification for the policy—that it was needed to address student absenteeism, classroom disruption, administrative burden, and potential stigmatization of individuals represented in the books—was not "narrowly tailored" to achieve those interests, as required when applying "strict scrutiny" to determine if a law is unconstitutional



U.S. SUPREME COURT RULES ON OPT-OUTS

Practical Tips

- Review school district curriculum and instructional material notice and opt-out policies and procedures. Proactively understand your process for responding to parent opt-out requests and curriculum challenges
- Considering the decision in *Mahmoud*, be prepared for more opt-out requests. Avoid the “knee-jerk” reaction of “no” – do not just deny an opt-out request from a parent/guardian regarding a particular curricular topic or from using certain instructional materials. Consider all opt-out requests on a case-by-case basis
- Remember parents/guardians may request to inspect any instructional materials used as part of their child’s educational curriculum



COURT LOWERS LEGAL STANDARD FOR SCHOOL DISTRICT LIABILITY IN DISABILITY CASES



COURT LOWERS LEGAL STANDARD FOR SCHOOL DISTRICT LIABILITY IN DISABILITY CASES

- In *A. J. T. by & through A. T. v. Osseo Area Sch., Indep. Sch. Dist. No. 279*, in a unanimous decision, the U.S. Supreme Court ruled that students bringing claims related to their education under the Americans with Disabilities Act and the Rehabilitation Act of 1973 are no longer required to meet a higher legal standard than in discrimination cases outside of the educational setting
- The Court held that the lower standard—deliberate indifference—applies for claims of disability discrimination in schools under the ADA and the Rehabilitation Act



COURT LOWERS LEGAL STANDARD FOR SCHOOL DISTRICT LIABILITY IN DISABILITY CASES

- A student with a severe form of epilepsy experienced seizures so frequently in the morning it prohibited her from attending school before noon. The student could receive instruction and related services between noon and 6:00 p.m. due to her increased alertness at that time of day. The student's previous school district arranged her instruction around this window of time, following the recommendations of the student's private providers in managing her medical needs
- When the family later relocated, the new school district refused to educate the student during this later window of time, reducing the amount of instruction and services she received compared to her non-disabled peers



COURT LOWERS LEGAL STANDARD FOR SCHOOL DISTRICT LIABILITY IN DISABILITY CASES

- The parents initially filed for due process alleging a violation of the student's right to receive a FAPE and prevailed in their IDEA claims against the school district. Contemporaneously, the parents sought monetary damages (not available under IDEA), alleging the school district discriminated against their student in violation of the ADA and Rehabilitation Act based on her disability
- The U.S. Supreme Court found the plaintiffs need only meet the lower legal standard of "deliberate indifference" to demonstrate liability and obtain compensatory damages under the ADA and the Rehabilitation Act, and , as a result, this lower legal standard of "deliberate indifference" also should apply to claims based on educational services for students in the elementary and secondary education setting



COURT LOWERS LEGAL STANDARD FOR SCHOOL DISTRICT LIABILITY IN DISABILITY CASES

- From the Court's written opinion: "Schoolchildren bringing ADA and Rehabilitation Act claims related to their education are not required to make a heightened showing of 'bad faith or gross misjudgment' but instead are subject to the same standards that apply in other disability discrimination contexts"
- In lowering the legal standard for claims of disability discrimination to "deliberate indifference," this decision materially increases school districts' litigation risk. School districts now must be able to demonstrate that, in the face of accommodation requests that are burdensome for school districts, they carefully considered the student's request and did not act with "deliberate indifference" in denying the accommodation. In Illinois, some courts have opined parents could meet this standard in special education disputes, opening school districts to increased risk when navigating programming disputes



COURT LOWERS LEGAL STANDARD FOR SCHOOL DISTRICT LIABILITY IN DISABILITY CASES

Practical Tips

- Fully and fairly consider parents' requests for accommodations – even when the request may seem, at first blush, wholly unreasonable and burdensome
- If the accommodation requests are related to a student's medical diagnoses and needs, request release to discuss the accommodation with the parents' private providers, and schedule IEP/Section 504 meetings to address the requests and make determinations related to the student's programming
- Litigation risk for school districts continues to increase. Carefully consider litigation against sympathetic plaintiffs, as courts and juries may be more likely to find for disabled students and their families notwithstanding a school district's efforts to accommodate even the most disabled students



TRANSGENDER STUDENT FACILITIES USE REVISITED



TRANSGENDER STUDENT FACILITIES USE REVISITED

- On June 12, 2025, the Seventh Circuit affirmed its previous decisions upholding a transgender student's right to use the school bathroom consistent with the student's gender identity. The Seventh Circuit upheld a preliminary injunction by a Wisconsin federal district court in *D.P. by A.B. v. Mukwonago Area Sch. Dist.*, 140 F.4th 826 (7th Cir. 2025), against a school district from enforcing its policy requiring students to use the bathroom corresponding with their biological sex assigned at birth
- On June 30, 2025, the Seventh Circuit *sua sponte* (i.e., on its own accord) vacated its earlier opinion and granted a panel rehearing to consider whether the court should overrule its own precedent in *Whitaker v. Kenosha Unified School District No. 1 Board of Education* and *A.C. v. Metropolitan School District of Martinsville* in light of the U.S. Supreme Court's decision in *United States v. Skrametti* (holding that Tennessee's law prohibiting certain medical treatments for transgender minors is not subject to heightened scrutiny under the Equal Protection Clause of the Fourteenth Amendment)



TRANSGENDER STUDENT FACILITIES USE REVISITED

- D.P., a transgender girl, was a fifth-grade student who used the girls' bathroom. After receiving complaints from other parents regarding her use of the girls' bathroom, the school informed D.P. and her parents that she could use either the boys' bathroom or the gender-neutral bathroom, but not the girls' bathroom, in accordance with school district policy. During summer school, the district began monitoring D.P.'s bathroom use, ultimately removing her from class and notifying her parents of the policy violation when she continued to use the girls' bathroom. The school board then adopted a policy requiring students to use the bathroom that aligns with a student's sex assigned at birth, with exceptions made on a case-by-case basis
- After the school board failed to rescind its policy and allow D.P. to use the bathroom that is consistent with her gender identity at D.P.'s request, the family sued the school district, challenging the policy as violating D.P.'s rights under Title IX and the Equal Protection Clause. D.P. successfully obtained a preliminary injunction against the school district from a Wisconsin federal district court, which prohibited the school district from enforcing the policy until a decision on the merits could be rendered. The school district appealed to the Seventh Circuit



TRANSGENDER STUDENT FACILITIES USE REVISITED

- The school district argued that *Whitaker* and *Martinsville* (which reaffirmed *Whitaker*) are distinguishable from this case, or alternatively, should be overruled. The Seventh Circuit did not find the “slight differences” (e.g., plaintiffs’ ages or medical conditions) between the cases to be sufficient to overcome the federal district court judge’s issuance of the preliminary injunction. The Seventh Circuit also declined to overrule *Whitaker* and *Martinsville* given that this case also was an appeal from a preliminary injunction entered against a school district in lawsuits brought by transgender students who challenged school policies prohibiting them from using bathrooms consistent with their gender identity. In each, the Seventh Circuit found that the student was likely to succeed on their Title IX and Equal Protection claims because the school district's transgender bathroom policy was a form of unlawful sex discrimination
- In its decision issued on June 12, 2025, the Seventh Circuit upheld the preliminary injunction on mostly procedural grounds and declined to revisit its precedential decisions in *Whitaker* or *Martinsville*. Yet, the court recognized the “circuit split” and indicated that other circuit court decisions may be “closer to the mark” for how courts should evaluate transgender student facility access cases, and specifically cited to the Eleventh Circuit’s decision in *Adams v. St. Johns County School Board* (holding the school district’s bathroom policy that students must use the bathroom consistent with the sex assigned at birth or the gender-neutral bathroom was not unconstitutional because it protected privacy interests and did not discriminate against transgender students)



TRANSGENDER STUDENT FACILITIES USE REVISITED

- Later that same month, on June 30, 2025, the Seventh Circuit vacated its earlier opinion and granted a panel rehearing to consider whether the court should overrule its own precedent in *Whitaker and Martinsville*, in light of the U.S. Supreme Court’s decision in *Skrametti*. However, in August 2025, D.P. filed a motion in the Wisconsin federal district court to dissolve the preliminary injunction at issue (which allowed her to continue to use the girls’ bathroom while the case was pending). D.P. explained that she “no longer needs or desires the protection afforded by the injunction – (although she maintained her demand for money damages from past discrimination). The school district opposed D.P.’s motion, seeking to keep the injunction in place to preserve the Seventh Circuit’s appellate jurisdiction. The Wisconsin federal district court ordered the preliminary injunction dissolved. As a result, on August 26, 2025, the Seventh Circuit dismissed the appeal for lack of jurisdiction
- Over the last several years, issues regarding transgender students and their right to access school facilities, participate in athletics consistent with their gender identity, and be provided other gender-affirming supports in schools—and whether parent notification and consent should be required or prohibited by law or school district policy—have dominated the public debate and resulted in a myriad of litigation across the country



TRANSGENDER STUDENT FACILITIES USE REVISITED

- Even though the U.S. Supreme Court previously declined to resolve the issue of facilities access when it denied review of *Martinsville*, the Court may be more open to review given the continuing “split” in the federal circuit courts over the scope of the word “sex” under Title IX – specifically, does “sex” encompass gender identity and sexual orientation (including a recent transgender bathroom access case in the Fourth Circuit as well) and following its decision in *Skrmetti* this past term. In addition, the Court is expected to hear two cases this upcoming term involving state laws banning transgender athlete girls and women from competing in school sports consistent with their gender identify (*Little v. Hecox* from Idaho and *West Virginia v. B.P.J.* from West Virginia)
- In addition, at the federal level, the 2024 Title IX regulations, which prohibited discrimination on the basis of sex including on the basis of sexual orientation, gender identity, sex characteristics, sex stereotypes, and pregnancy and related conditions, were vacated and the 2020 Title IX regulations were reinstated. (See the Title IX article in the Students/Special Education section of this book.) Also, the Trump administration issued an Executive Order (“Keeping Men Out of Women’s Sports”) specifying that only biological women and girls may participate in women’s and girls’ sports or access the women’s and girls’ locker facilities. The Executive Order threatens suspension of federal funding for school districts failing to comply with it. The Executive Order, however, is limited to access to women’s and girls’ sports and locker facilities



TRANSGENDER STUDENT FACILITIES USE REVISITED

- For now, the law in Illinois remains the same regarding transgender students' access to gender-affirming facilities given the Seventh Circuit's decisions in *Whitaker* and *Martinsville*—although these decisions may not remain on solid ground following the Seventh Circuit's decision to rehear *Mukwonago*, even though that appeal is now dismissed. Additionally, under Illinois law, transgender students retain legal protections under the Illinois Human Rights Act, which prohibits discrimination on the basis of gender identity. The Illinois State Board of Education's Non-binding Regulatory Guidance, Supporting Transgender, Nonbinary and Gender Nonconforming Students also supports facility access and gender-affirming supports in school for transgender students
- School districts must consider each individual situation based on their specific facts and in light of the complex and rapidly changing law in this area. It is important, however, for Illinois school districts to keep in mind that legal protections remain in place for transgender students notwithstanding the above developments at the federal court level



TRANSGENDER STUDENT FACILITIES USE REVISITED

- Practical Tips.
 - For now, *Whitaker* and *Martinsville* are the controlling federal cases in the Seventh Circuit. In both decisions, the court found that the school districts' refusal to provide transgender students access to the facilities that align with their gender identity was likely a violation of Title IX. As a result, consult legal counsel in navigating transgender student requests for access to facilities moving forward
 - Litigation regarding parent notification and consent for supporting transgender students in schools are still moving through courts nationwide. Generally, courts are supporting parents' rights to make these decisions for their children until students reach the age of majority. Work with legal counsel and your student services teams if a student is requesting gender-affirming supports in schools, and parents disagree with the child's requests



FREE SPEECH AND STUDENT DRESS



FREE SPEECH AND STUDENT DRESS

- In *C.S. v. McCrumb*, the U.S. Court of Appeals for the Sixth Circuit affirmed the lower court's decision allowing school district administrators to prohibit an elementary student from wearing a hat depicting a weapon which said "Come and Take It"
- A few months prior, many students transferred to the district from another nearby district after an extremely deadly school shooting
- The parents of C.S. filed a lawsuit arguing that school administrators violated C.S.'s First Amendment rights when they asked C.S. to remove the hat, which the parents claimed constituted free speech



FREE SPEECH AND STUDENT DRESS

- The Sixth Circuit reiterated the longstanding standard from the U.S. Supreme Court, *Tinker v. Des Moines* and held that when determining whether student speech could present a substantial disruption to the school, it is proper for school administrators to consider the “special characteristics of the school environment”
- In doing so, the Sixth Circuit distinguished this case from a recent Wisconsin case, where a federal district held that a school district’s actions in preventing a student from wearing a t-shirt depicting guns violated the First Amendment. In *N.J. and A.L v. Sonnabend and Bestor*, the students expressing discomfort with the student’s shirt in that case arose from a generalized fear of school shootings. In C.S., the students at issue directly experienced a school shooting at their previous district. In addition, the Sixth Circuit also considered the young age of the students in elementary school and suggested that the hat could potentially be permissible in a high school setting.



FREE SPEECH AND STUDENT DRESS

- In *L.M. v. Town of Middleborough, Massachusetts*, a middle-school student (L.M.) wore a shirt depicting the phrase “THERE ARE ONLY TWO GENDERS” and then a shirt containing the same phrase but with tape with the word “CENSORED” covering the “ONLY TWO.” School administrators required L.M. to remove these shirts pursuant to the district’s dress code policy preventing students from wearing clothing with messages of hate speech. L.M.’s parent filed a lawsuit arguing that district administrators violated the First Amendment when they prevented L.M. from wearing the shirts
- The First Circuit affirmed dismissal of the suit and held that the district did not violate L.M.’s First Amendment rights. The court held that the district could “reasonably forecast” that permitting L.M. to wear the shirts would cause a substantial disruption to school activities



FREE SPEECH AND STUDENT DRESS

- Specifically, the First Circuit found that it was reasonable for the district to conclude that the shirts' messages would demean students who were transgender or gender nonconforming in the same way that it could impact students for other parts of their personal identity (e.g., race, sex, religion, and sexual orientation). Additionally, the First Circuit held that, in considering the LGBTQ+ population in the school and their struggles, the messages from the shirts would so negatively impact "the psychology of young students with the demeaned gender identities that it would 'poison the educational atmosphere' and result in declines in those students' academic performance and increases in their absences from school"



FREE SPEECH AND STUDENT DRESS

Why Are These Cases Important?

- The cases affirm that school districts may prohibit students from wearing clothing that depicts certain messages if the messages could reasonably be forecasted to disrupt school operations
- The determinations are very fact-specific; here, they were based on the negative impact on certain students or based on special circumstances existing at the school
- The cases highlight the importance of factoring in the age and development of the student at issue when making determinations on whether certain messages constitute protected free speech under the First Amendment



FREE SPEECH AND STUDENT DRESS

- Practical Tips
 - As public bodies, school districts are subject to the requirements of the First Amendment free speech clause and should be mindful about denying student expression based on content or viewpoint. Consult with legal counsel prior to disciplining a student for possibly protected speech, including consequences for any expressions/statements on clothing or student belongings
 - School districts should review their policies and/or practices regarding the student dress code and any impermissible implications on freedom of speech and expression



STUDENT CLUBS AND THE FIRST AMENDMENT



STUDENT CLUBS AND THE FIRST AMENDMENT

E.D. v. Noblesville Sch. Dist., 2025 WL 2355989 (7th Cir. Aug. 14, 2025)

- On August 14, 2025, the U.S. Court of Appeals for the Seventh Circuit (the federal appellate court that has jurisdiction over Illinois) ruled that an Indiana school district did not violate a high school student's First Amendment right or the Equal Access Act when it temporarily suspended the student's pro-life student club and rejected the use of a proposed flyer promoting the club



STUDENT CLUBS AND THE FIRST AMENDMENT

- An Indiana public high school student received approval from her school to form a pro-life student club to educate her peers on abortion and promote pro-life events. Shortly after formation of the club, the student emailed two template flyers she had obtained from Students for Life of America (“SFLA”), a national pro-life organization, to the assistant principal of the high school seeking approval to display in the school. The proposed flyers had the headline “Pro-Life Students, It’s Time to Meet Up!” followed by images of young protestors holding signs reading “Defund Planned Parenthood” and “I Am the Pro-Life Generation.” The assistant principal responded that the flyers should include only the name of the club and the time, date, and location of the meeting and not include the pictures. The student initially agreed to revise the flyers accordingly
- However, a few days later, the student’s mother scheduled a meeting with the dean of students to revisit the school’s rejection of the proposed flyers. Following the meeting, the dean of students spoke with the principal, who suspended the pro-life student club as an approved student interest club on the grounds that the student’s effort to revisit the flyer issue was an “attempt at insubordination led by an outside adult advocating with the student” and that he was “no longer confident that the club was student-driven.” The principal added that he was not accepting new club applications at the time due to a “revamp” of the process, but that the student could reapply in January. The student resubmitted her application and the club was reinstated in January 2022



STUDENT CLUBS AND THE FIRST AMENDMENT

- The student filed a lawsuit against the school district and school officials, alleging that the rejection of the student club flyers and suspension of the club's status violated her First Amendment rights and the Equal Access Act. The district court ruled in favor of the school district and the student appealed
- On appeal, the Seventh Circuit unanimously affirmed the lower court's decision, ruling that the district did not violate the student's First Amendment rights when it rejected the proposed flyers because the district's restriction on political content in posted flyers was reasonably related to legitimate pedagogical concerns. In reaching its decision, the Seventh Circuit relied on the U.S. Supreme Court's landmark decision in *Hazelwood School District v. Kuhlmeier*, which held that a high school paper published by students in a journalism class did not qualify as a "public forum," so that school officials retained the right to impose reasonable restrictions on student speech in the paper. In line with *Hazelwood*, the flyers did not constitute a "public forum"



STUDENT CLUBS AND THE FIRST AMENDMENT

- The Seventh Circuit further ruled that the district did not violate the student's First Amendment rights to freedom of speech and association when it suspended the status of the club because the administration applied generally applicable rules requiring student-interest clubs to be entirely student-led and student-run and the suspension of the club was unrelated to student's anti-abortion viewpoint
- Although students do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate, this decision illustrates a school district's authority to regulate student speech and expression, so long as the regulation is conducted in a consistent, neutral, and conduct-related manner



STUDENT CLUBS AND THE FIRST AMENDMENT

Practical Tips

- Adopt content-neutral standards for student clubs and apply them consistently across all student-led organizations, regardless of the content of the speech
- Create clear written policies specifying what is/is not permitted in flyers, newsletters, etc. and apply those policies consistently to all student-led organizations
- When choosing to restrict speech contained in a flyer or other posting, be sure to document all concerns in writing justifying the rationale for restricting the speech



ENSURING SUCCESS IN SCHOOL LAW



ENSURING SUCCESS IN SCHOOL LAW

- The Ensuring Success in School Law (“ESS Law”), Public Act 102-0466, was signed into law in August 2021 and went into effect July 1, 2025
- The ESS Law creates a new article in the Illinois School Code: Article 26A, Children and Students Who Are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence. 105 ILCS 5/26A. Article 26A requires school districts to have policies, procedures, and resources in place to ensure that students who are parents, expectant parents, or victims of domestic or sexual violence (“Article 26A Students”) are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma



ENSURING SUCCESS IN SCHOOL LAW

- The ESS Law establishes expectations for how schools must accommodate students so they can stay in school, stay safe, succeed academically, and complete their education. The protected groups include students who are:
 - Parents
 - Expectant parents
 - Victims of domestic violence, or
 - Victims of sexual violence
- The approach is to be survivor-centered and rooted in trauma-informed responses to support all students who are survivors of domestic or sexual violence, regardless of whether the perpetrator is school-related or not; and to support students who are parenting or pregnant, even though legal protections and supports already existed for these students in schools



ENSURING SUCCESS IN SCHOOL LAW

- Additional Legal Requirements

- During a suspension review hearing or expulsion hearing, students may disclose any factor to be considered in mitigation
- Home instruction be available for students unable to attend school because of pregnancy-related conditions (previously pregnancy), the fulfillment of parenting obligations related to the health of the child, or health or safety concerns arising from domestic or sexual violence
- Valid causes for student absence now includes- attendance at a verified medical or therapeutic appointment, appointment with a victim services provider, the fulfillment of a parenting responsibility, and addressing circumstances resulting from domestic or sexual violence
- A student's temporary records shall include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence



ENSURING SUCCESS IN SCHOOL LAW

- In addition to the new requirements in Article 26A, the ESS Law makes changes to several other existing parts of the School Code, including but not limited to, absences, home instruction, residency, student discipline, student support services, and student records



ENSURING SUCCESS IN SCHOOL LAW

New Roles

- The ESS Law requires two new roles:
 - At least one staff member in each school building must be identified and trained as a Resource Person for Article 26A Students; and
 - At least one staff member designated as the Complaint Resolver to resolve complaints of alleged violations of Article 26A



ENSURING SUCCESS IN SCHOOL LAW

Other ESS Law Requirements Impacting Other Laws

- While schools and districts historically have provided supports and accommodations for pregnant and parenting students, as well as victims of domestic or sexual violence, the ESS Law now specifically extends and broadens certain supports to Article 26A Students



RTO UPDATE (AGAIN)



RTO UPDATE

- Last year, we reported that the ISBE regulations on the use of isolated time out, time out, and physical restraint (“RTO”) were amended again, effective May 29, 2024. 23 Ill. Admin. Code 1.285. ISBE explained that when implementing the 2022 RTO regulation changes, in response Public Act 102-0339 (eff. August 13, 2021), it identified a need for additional updates to better align the ISBE RTO regulations with the regulations of other state agencies and with practice in the field
- Since then, school districts still have questions about “what does and does not” constitute physical restraint, time out, or isolated time out and the reporting requirements to ISBE. In addition, a bill (SB 1943) was introduced in the Illinois General Assembly in early 2025 that would have further amended the Illinois School Code provisions concerning RTO, but it did not make it out of the Senate Education Committee



RTO UPDATE

- On March 25, 2025, ISBE issued, in its Weekly Message, a “policy clarification” regarding RTO. ISBE explained that it was “clarify[ing] some commonplace interactions that do not constitute and do not need to be reported as restraint or seclusion”
- The March 25, 2025, ISBE Policy Clarification on RTO states as follows:
 - Blocking a student’s egress from a classroom to prevent elopement is not considered isolated time out or time out when other students are present in the classroom. However, if all other students have been removed and egress is blocked, it is considered a time out



RTO UPDATE

- The use of brief squeezes, joint compression, or proprioceptive exercises—as recommended by an occupational therapist, physical therapist, school psychologist, or social worker—to assist a student in regulating their body is not considered physical restraint. However, as a best practice, this information should be included in a student’s Individualized Education Program (“IEP”) or 504 Plan to ensure consistency and appropriate implementation
- Momentary physical touch to a student’s extremities, such as a tap on the shoulder to redirect attention, is not considered a physical restraint and should be used in a manner that respects the student’s comfort and personal boundaries
- Momentary physical touch intended to comfort a student in distress, such as a brief hug (when age-appropriate) or a pat on the back, is not considered a physical restraint but should only be used if the student welcomes the interaction and in a manner that respects the student’s comfort and personal boundaries



RTO UPDATE

- A momentary period of physical restriction may be used in various situations and is not considered a physical restraint per current law. A momentary period of physical restriction is defined as direct person-to-person contact that is momentary, involves limited force, and is solely intended to prevent a student from completing an act that could result in physical harm to themselves or others or cause property damage. See 105 ILCS 5/10-20.33(b)
- An effort by a school staff member to prevent or break up a physical fight on school grounds that is momentary and otherwise meets the above criteria is not a physical restraint and does not need to be reported. However, when staff use holds to pull students away from a fight, this constitutes physical restraint. The restraint may be wholly appropriate, but it must still be reported. For additional clarification on what qualifies as a momentary period of physical restriction versus a reportable restraint, a free training module is available on the Center for Intensive Behavior Supports website: [Fighting—Momentary Periods of Physical Restriction](#)



RTO UPDATE

What Does This Change Mean For School Districts and Cooperatives?

- In sum, ISBE's stated policy clarifications help to clarify common situations that arise in schools related to isolated staff managing student behavior and whether certain physical contact and blocking of a student's egress from a classroom constitutes a reportable RTO
- What is not clear is how much weight this "policy clarification" from ISBE will be given, including by ISBE's own Wellness and Student Care Department when investigating an RTO State Complaint, because it does not constitute a formal change in the regulations. At best, the Superintendent's March 2025 Weekly Message can be relied upon as non-regulatory guidance



RTO UPDATE

Practical Tips.

- Ensure staff responsible for implementing or supervising isolated time out, time out, and physical restraint are all trained in an ISBE-approved behavior management system (e.g., CPI) and the training occurs every school year for the requisite number of hours (i.e., 8 hours annually)
- When in doubt, report a potential RTO – whether it was “permissible” or not – to parents and to ISBE
- Train staff on the required RTO documentation, notice, and meeting requirements and timelines when an isolated time out, time out, or physical restraint intervention is used. (We have a model checklist and model forms for supporting districts and schools to comply with the requirements)
- For students where staff are frequently utilizing these restrictive interventions, IEP teams should remember their LRE obligations and convene IEP meetings to discuss the student’s programming, placement, and services, regardless of whether a meeting is technically required



RETURN OF THE 2020 TITLE IX REGULATIONS



RETURN OF THE 2020 TITLE IX REGULATIONS

What Has Changed

- On January 9, 2025, a federal district court in Kentucky vacated the 2024 Title IX Regulations. Unlike an injunction, which blocks enforcement, the court's decision to vacate the 2024 Title IX Regulations resulted in rescission of the 2024 regulations and reinstatement of the 2020 regulations (34 C.F.R. Part 106, eff. Aug. 14, 2020) were reinstated and are in effect. Elementary and secondary schools (and post-secondary institutions) that are recipients of federal funding must follow the 2020 Title IX Regulations to address complaints of sexual harassment



RETURN OF THE 2020 TITLE IX REGULATIONS

- On January 31, 2025, the U.S. Department of Education Office for Civil Rights issued a Dear Colleague Letter on enforcement of the 2020 Title IX Regulations. The letter reiterated that the 2024 Title IX Regulations were no longer in effect and that the 2020 Title IX Regulations would be enforced. OCR issued an updated version of the Dear Colleague Letter on February 4, 2025, which replaced and superseded the January 31 letter. Notably, the February 4, 2025, Dear Colleague Letter clarified that for schools that had pending Title IX investigations under the 2024 Title IX Regulations when the letter was issued, the schools should immediately reevaluate them to ensure consistency with the requirements of the 2020 Title IX Regulations. As such, any Title IX investigation pending at that time should have been converted to the grievance process under the 2020 Title IX Regulations. Moreover, new Title IX sexual harassment complaints should be responded to consistent with 2020 Title IX Regulations regardless of when the alleged conduct occurred



RETURN OF THE 2020 TITLE IX REGULATIONS

What Does This Change Mean For School Districts and Cooperatives?

- More than five years later, the 2020 Title IX regulations continue to signify a major change to the way school districts respond to allegations of sexual harassment under Title IX. The most notable difference between the 2020 and 2024 regulations is the scope of the allegations addressed by the Title IX grievance process. The 2020 regulations only address allegations of sexual harassment; the 2024 regulations broadly encompassed all allegations of sex-based discrimination, including allegations of harassment based on a student's gender identity or sexual orientation. Now, school districts must ensure they follow the prescriptive 2020 Title IX grievance process in responding to sexual harassment complaints. Allegations of harassment based on other sex-based discrimination claims should be investigated and addressed under another applicable Board Policy, not under Title IX
- School districts need to adopt updated policies and procedures in line with the 2020 Title IX regulations. For school districts that subscribe to the IASB PRESS policy service, the April 2025 issue included an updated Title IX policy and administrative procedures, as well as updates to several other policies and administrative procedures, to implement the changes required by the shift back to the 2020 Title IX regulations



RETURN OF THE 2020 TITLE IX REGULATIONS

Practical Tips.

- School districts must ensure all school district employees, and especially those who will serve as Title IX Coordinators, Investigators, Decision-Makers, and the Appeal Body, receive the required training in accordance with the 2020 Title IX regulations. As a reminder, the 2020 regulations do not provide for a single investigator and Decision-Maker model – another distinct change from the 2024 regulations. Under the 2020 regulations, the district must designate two trained employees to serve as the Investigator and Initial Decision-Maker in the grievance process
- Post updated policies and procedures on the school district's website, and provide notice to students, parents/guardians, employees, applicants for employment, and all unions in handbooks and other methods of communication. Give notice to the same groups of the name and contact information for the Title IX Coordinator(s) and post it on the school district's website
- Post all Title IX training materials on the school district's website; if the district does not have a website, have the training materials available for members of the public to inspect



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Prospective Waivers in Special Education Settlements

- The new law address prospective waivers in mediation agreements, resolution session agreements, and settlement agreements in special education matters. While a prospective waiver as a condition of settlement is explicitly allowed, the prospective waiver must be limited as follows: (1) the legal right or claim being waived is related only to the student who is the subject of the mediation, resolution meeting, or settlement negotiations; (2) the legal right or claim being waived is related to the claims raised in the complaint being settled; and (3) the prospective waiver is for a reasonable duration not to exceed the duration of the mediation agreement, resolution agreement, or settlement agreement



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Independent Educational Evaluation (“IEE”) Timelines

- The new law amends the School Code to increase the number of days a school district has to initiate an impartial due process hearing—from 5 days to 7 school days—after receipt of a written request by a parent/guardian for an independent educational evaluation at public expense (“IEE”) to show the district’s evaluation is appropriate. As a reminder, parents/guardians may submit a written request for an IEE for their child to the superintendent or district special education director



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

IEP Meeting Notification of Conference Additions

- Effective Jan. 1, 2026, school districts must give notice to parents/guardians of their right to be accompanied to an IEP meeting. Specifically, the notice must inform parents/guardians of their “right to invite other individuals to the meeting to assist the parent or guardian, including individuals who have knowledge or special expertise regarding the child, and advocates for the parent, guardian, or child.” Importantly, the notice also must include a request that the parent/guardian inform the school prior to the meeting if the parent/guardian plans to bring other individuals with them to the meeting so arrangements can be made to accommodate the additional participants
- School districts are also now required to distribute to parents/guardians written informational materials about the facilitated IEP process and how to request IEP facilitation. ISBE is to develop the informational materials to be distributed. The materials must be distributed to parents/guardians using the same methods to send other documents and information related to an IEP meeting (e.g., mail, email, secure document portal)



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Transition Planning for Students with IEPs

- The new law requires that, by the school year in which a student with an IEP turns 16, the transition planning process must include discussions with the student's IEP team regarding the student's graduation status and the implications of high school graduation on continuing special education services. The transition planning process must include informing the student, the student's parent/guardian, and the student's designated representative if the student has delegated his/her rights, that (i) graduation with a regular high school diploma terminates the student's eligibility for a free appropriate public education ("FAPE") under the federal IDEA and (ii) under Section 14-1.02, the student can continue to receive IEP services until the end of the school year in which the student turns 22 when appropriate to meet the student's IEP goals



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Translation and Interpretation of IEP Documents

- ISBE adopted amendments to the Transitional Bilingual Education regulations, effective July 1, 2025. The amendments align the regulations with federal laws and regulations, including the Individuals with Disabilities Education Act, Section 504, civil rights laws, and federal guidance regarding translation and interpretation of IEPs and other special education documents into the languages used by a student's parents/guardians
- Instead of requiring non-English speaking parents to request translations, school districts are now required to provide translations unless the parents/guardians decline
- Additional amendments add references to Section 504 plans; for example, to clarify that school districts must ensure accommodations in a student's IEP or 504 plan are afforded to the students in the administration of screening instruments or procedures, including the English language proficiency assessment. Other amendments include requiring the State Superintendent to approve a district's federally required plans for moving students out of transitional bilingual programs when they achieve English proficiency, or after 3 consecutive years; and clarifying provisions related to parent advisory committees



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Ticketing and Fining Students Prohibited

- Effective Aug. 20, 2025, the law now prohibits law enforcement from issuing tickets and citations to students for violating school rules or local municipal ordinances as a school-based disciplinary consequence
- “[a] student must not be issued a monetary fine, fee, ticket, or citation as a school-based disciplinary consequence or for a municipal code violation on school grounds during school hours or while taking school transportation by any person”
- The law now explicitly prohibits local public entities, school resource officers (SROs), and peace officers from issuing a truant, chronic truant, or truant minor a fine or a fee as punishment for truancy



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

- Schools still may involve law enforcement in serious student misconduct matters, and students still may be criminally charged when the misconduct occurs on school grounds, during the school day or while on school transportation. In addition, traffic violations that occur on school grounds may still be enforced by local law enforcement



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Student Fee and Fine Waivers

- The law amends the School Code to add that fee and fine waivers for eligible students apply not only to textbooks but also instructional materials. In addition, the Act specifically incorporates a provision prohibiting school districts from discriminating against, punishing, or penalizing a student, regardless of whether the student has obtained a fee/fine waiver, in any way because of an unpaid balance on the student's school account or because the student's parent/guardian is unable to pay the required fees or fines for the loss of school property. The amendment makes clear that this prohibition includes, but is not limited to, the lowering of grades, exclusion from any curricular or extracurricular program, or withholding student records, grades, transcripts, or diploma. Any person who violates this prohibition is guilty of a petty offense



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Mental Health Screening

- Public Act 104-0032 (eff. Jan. 1, 2026) requires school districts, beginning with the 2027-2028 school year, to offer mental health screenings to students in grades 3 through 12 at least once per school year. However, this new requirement only takes effect if the State of Illinois has a screening tool available at no cost to districts. A district may apply for an extension of the 2027-2028 implementation deadline if the district meets criteria established by ISBE
- ISBE also must develop resource materials for school districts, including model procedures and guidance on implementing universal mental health screening in schools. The model procedures must include the option to opt-out, confidentiality and privacy considerations, communication with families and communities about the use of mental health screenings, data sharing, and storage of mental health screening results and plans for follow-up and linkage to resources after screenings. The guidance must include (1) mental health screening tools available for school districts to use with students and (2) associated training for school personnel



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Bullying Law Updates

- Public Act 104-0338 (eff. July 1, 2026) amends the School Code provisions regarding bullying to add “posting or distributing sexually explicit images” as a form of “bullying” under the statute. The Act further amends the definition of “cyberbullying” to include, beginning with the 2026-2027 school year, “the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying in [Section 27-23.7(a)].” A “digital replica” is commonly referred to as a “deep fake” and is otherwise defined by the Illinois Digital Voice and Likeness Protection Act as “a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.” School districts’ bullying policies must be updated to include these changes to the definitions of bullying and cyberbullying



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

Student Records - Summary of Performance

- Public Act 104-0356 (eff. Jan 1, 2026) amends the Illinois School Student Records Act (“ISSRA”) to include as a Student Permanent Record the summary of performance for a student who is eligible for special education and related services pursuant to IDEA. The Act further amends Section 2(e) of ISSRA to define the summary of performance to be included in a student’s permanent record and, importantly, limitations on its disclosure pursuant to ISSRA and when it may not be excluded from a student’s permanent record: “A summary of performance shall be substantially similar to the summary of performance form developed by [ISBE]. Any summary of performance maintained as part of a Student Permanent Record shall be kept confidential and not be disclosed except as authorized by [Sections 6(a)(1) and 6(a)(14) of ISSRA]. A summary of performance may be excluded from a Student Permanent Record if, after being notified in writing that (i) school districts do not keep special education records beyond 5 years and (ii) if a summary of performance record is not kept in a student’s permanent file, the student may not have the documentation necessary to qualify for State or federal benefits in the future, the student and parents or guardians consent in writing to the exclusion of a summary of performance.” Id.
- Section 6(a) of ISSRA prohibits the release of a student’s school student records except as enumerated. Relevant to the inclusion of a student’s summary of performance as a Student Permanent Record and its limitations as set forth above, Section 6(a)(1) allows for the release of a student’s summary of performance to a parent or student or person specifically designated as a representative by a parent. 105 ILCS 10/6(a)(1). Additionally, new Section 6(a)(14) allows for the release of a student’s summary of performance to the Department of Human Services for the sole purpose of assessing or evaluating the student’s eligibility for Medicaid waiver benefits consistent with the rules adopted by the Department of Human Services



RECENT STUDENTS AND SPECIAL EDUCATION LEGISLATION AND REGULATIONS

MHDDCA & Special Education Records

- Public Act 104-0263 (eff. Jan. 1, 2026) amends the Illinois Mental Health and Developmental Disabilities Confidentiality Act (“MHDDCA”) regarding who is entitled, upon request, to inspect and copy records (in full or in part) of a recipient of mental health or developmental disabilities services. Specifically, the parent/guardian of a minor, regardless of the minor’s age, may request to inspect and copy a recipient’s records “if the minor is involved in special education services under Section 14-1.11 of the School Code, and only for the purpose of inspecting and copying a record of the specific mental health or developmental services that the parent/guardian consented to on the recipient’s behalf for special education services.” The Act further provides that the designated representative of a student over the age of 18 who remains eligible for special education and related services also is permitted to inspect or copy a record for specific services that a parent/guardian consented to on the recipient’s behalf for special education services. *Id.*



LEGALLY COMPLIANT IEPS



FEDERAL STANDARD FOR FAPE

- U.S. Supreme Court Decision in Endrew Summary:
- Question before the Supreme Court:
 - What is the level of educational benefit that school districts must confer on children with disabilities to provide them with the free appropriate public education guaranteed by the IDEA?
- Held that “to meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances”
- The Court states that, “The adequacy of a given IEP turns on the unique circumstances of the child for whom it was created”



FEDERAL STANDARD FOR FAPE

- Key Takeaways
- FAPE means more than merely providing “some benefit, as opposed to none”
- FAPE requires that school districts assess the unique circumstances of each student, and tailor each student’s IEP to ensure that the student will make progress in light of his or her own unique circumstances
- School officials are vested with responsibility for decisions of critical importance to the life of a disabled child; courts will not second guess that decision



FEDERAL STANDARD FOR FAPE

- School districts are legally obligated to provide a student with an educational program that addresses all of her identified areas of need in the least restrictive environment
- A student is provided with a free appropriate public education when a student's educational program is "appropriately ambitious in light of his circumstances"



PLAN GLOBALLY AND KNOW CURRENT PERFORMANCE

- Keys for Success
 - Focus on big picture and be diligent about the details – it is beyond goal writing
 - We need to ensure baselines are established prior to goal writing and directly linked to the goals
 - Collaboration among team members prior to and through out process

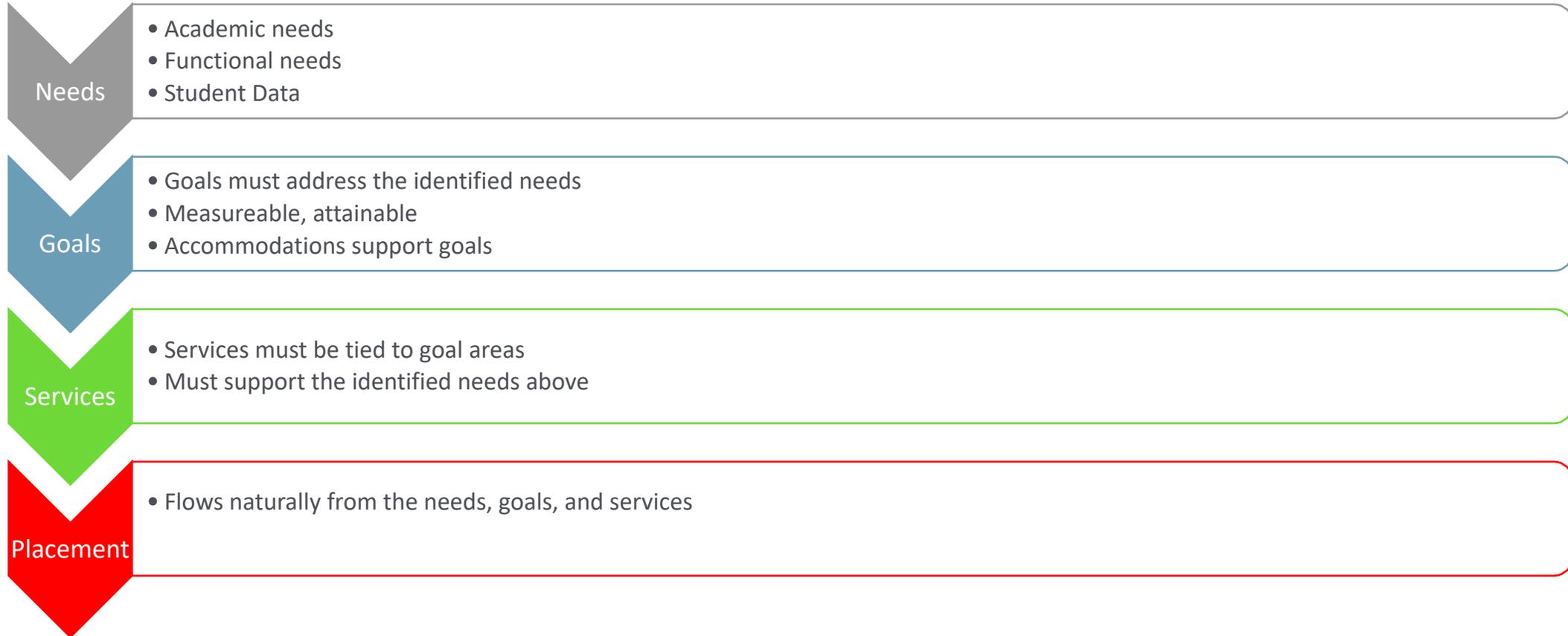


PRACTICAL TIP

- Always avoid a placement-based discussion at an IEP meeting



A NEEDS-BASED DISCUSSION





IDENTIFYING NEEDS

- Define student need based on the evaluation in plain English
- Do not read your evaluation
- Reconcile District evaluation with any private evaluations
- Provide to parents ahead of time
- Plan for planning
- If needs are not well defined, consider opening domains



IDENTIFYING NEEDS

- Educator input is essential:
 - Needs
 - Progress
 - Response to strategies
 - Comparisons to peer level performance
 - Information and data should be current and tell the story of the student



GOALS

- Goals direct the delivery of services provided with the target of ensuring progress in areas identified by the IEP team as areas of need

■ ■ ■ ■ GOAL WRITING STARTS WITH THE PLAAFPS AND PLOPS

- “PLOP” is the basis from which goals will be drafted
- Must be measurable
- Provide clear understanding of necessary adult support



IEP GOALS

- Goal Structure
 - Logical extension of last year's goals
 - Increase one variable at a time to demonstrate growth
 - Benchmarks v. objectives
 - Reliable and practical progress monitoring



IEP GOALS

- SMART Goals
 - S – specific - what skill is being addressed
 - M – measurable – what improvement is expected
 - A – adult support – what adult support will be added
 - R – realistic and relevant – what makes sense for the student as a learner
 - T – time realistic and limited – what timeline is required to meet goal expectation



IEP GOALS

- Ideas on goal writing:
- Reading
- Site Word goal
- Read 40 out of 50 kindergarten site words with 80% accuracy
- Read 75 out of 100 1st grade site words with 80% accuracy
- Fluency
- Read 40 words per minute with less than 5 errors on a 1st grade passage



IEP GOALS

- Functional
- Time on Task
- Demonstrate on task behavior for 3 minutes with one adult cue
- Demonstrate on task behavior for 5 minutes with one adult cue or no adult cue
- Time in Expected Location
- Stay in expected location (i.e., seat, table, etc.) for 5 minutes, 10 minutes, 15 minutes



IEP GOALS

- Math
- Functional- identify coins, identify value of coins. Start with identifying coins, then add with like coins, add with unlike coins
- Academic- operations, place value



ACCOMMODATIONS AND MODIFICATIONS

- Be specific
- Identify class/setting
- Be thoughtful
 - Avoid laundry lists
 - What makes sense for the specific learner



ACCOMMODATIONS AND MODIFICATIONS

- Specify classes to which modifications apply
- Don't use "as needed"
- Examples:
 - Extended Time: On in-class assignments? Homework? In all Classes? How much time?
 - Modification of Assignments: All assignments? How will they be modified?
 - Scribe: Include a method for the student to generate work product in some other format, e.g., talk-to-text software, keyboarding, etc.



ACCOMMODATIONS AND MODIFICATIONS

- Must evolve over time
- Must account for all adult support provided to the student – eg. para support



ACCOMMODATIONS

- Address assistive technology- must now be considered for EVERY student as part of the IEP process to ensure FAPE
- Per IDEA, an assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability
- Per IDEA, an assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device



ACCOMMODATIONS FOR EMERGENCIES & DRILLS

- If a student needs accommodation during emergencies, including natural disasters or an active shooter situation, that accommodation must be taken into account when developing the student's IEP or 504 Plan
- When considering to exempt a student from a walk-through lockdown drill, the administrator and school support personnel must include the student's IEP team or Section 504 team in the decision



SERVICES

- Services must be directly tied to the goals and provided at an amount and within an appropriate service model to support the goals
- The amount of time designated must be a product of the amount of time needed and linked to the goal – not based on schedule or typical minutes
- Minutes should be designated as
 - direct or consult
 - in special education or in regular education



SERVICES

- Special Education and Related Service Delivery
 - Clearly state:
 - Service delivery method, e.g., in-class/pull out
 - Placement of service, general education or special education
 - Number of minutes the student will receive the service
 - Frequency of the service
 - State a start and end date of the service
 - Consult is to the staff – Direct is to the student



RELATED SERVICES

- Link related service to goals or specific supports
- Identify personnel to be utilized (e.g., SLP, OT, PT) but not individuals
- Specify amount and delivery schedule (e.g., 30 mpw)
- Specify location (e.g., classroom, therapy room)
- Remember to equalize minutes to avoid double counting



RELATED SERVICES

- If service is to be discontinued, make sure there is a current assessment (formal or informal) on which decision is based
- Related services are about needs not a particular eligibility category



BEHAVIOR PLANS

- Behavior Intervention Plans
 - Behavioral needs warrant; not just aggression
 - Behavior is a manifestation of disability
 - Actions could lead to suspension or expulsion
- BIP is the natural product of a Functional Behavior Analysis
- Should be reviewed and revised at least annually



ERASE

- ERASE Process
 - E – Explain: What is the target behavior?
 - R – Reason: What is the reason for the student’s behavior?
 - A – Appropriate: What is the replacement behavior?
 - S – Support: What supports will be put in place?
 - E – Evaluate: Is the student’s behavior changing?



FUNCTIONAL BEHAVIORAL ASSESSMENT -IN GENERAL

- FBAs should be used as an evaluation tool whenever a student's behaviors are "impeding his or her access to education or interfering with the learning of others"
 - Not just for "bad" behaviors
- Typically, when conducting an FBA, a behavior intervention expert conducts observations, collects data, and assesses the student
- Require informed, written consent
 - Domain form



FBA: WHEN AND WHY

- Data from the FBA is the key to development of the Behavior Intervention Plan as well as to developing goals in support of the BIP in the student's IEP
- An FBA **must** be conducted when a student eligible for an IEP or 504 plan is:
 - Suspended in excess of 10 cumulative days;
 - Recommended for expulsion; or
 - Placed in a 45-day interim alternative educational placement (IAES)



FBA: WHEN AND WHY

- An FBA **must** be conducted for a student eligible for an IEP or 504 plan when:
 - A manifestation determination review is conducted and results in a finding of relatedness to the student's disability
 - During the development of the IEP, the team finds the child's behavior impedes his own learning or the learning of others



FBA: DEVELOPMENT

- FBAs are used to determine what function the student's behavior serves
 - Determines whether behavior is a result of a skill deficit or performance deficit
 - Identifies the function of the behavior so the IEP or 504 team can determine what replacement skills need to be taught
 - Is developed through observation, interviews, and data collection



FBA: DATA COLLECTION

- Components of FBA data collection include:
 - Student strengths
 - An objective description of the behavior, including frequency, duration, and intensity
 - The places/situations where the behavior is present and where it is not (*i.e.*, setting)



FBA: DATA COLLECTION

- Components of FBA data collection include:
 - Events that happen right before the behavior (*i.e.*, antecedents)
 - Events that happen right after the behavior (*i.e.*, consequences)
 - Description of other variables that may affect the behavior (*i.e.*, medication, conditions, sleep, diet, schedule, social factors)
 - Hypothesis of the function of the behavior



BIP: WHEN AND WHY

- Teaches replacement behaviors for problem behavior
- Modifies the environment/situations that contribute to the problem behavior
- Teaches other skills which increase the likelihood of the student demonstrating the appropriate behavior
- Does not address punishments; instead focuses on positive reinforcement
- Makes clear what “restrictive interventions” are available



BIP: WHAT TO INCLUDE

Student strengths

Target behavior: skill deficit or performance deficit

Hypothesis of behavior function – include FBA data

Prior interventions

Replacement behaviors

Description of how the environment or circumstances that trigger the target behavior can be adjusted



BIP: WHAT TO INCLUDE

Changes required in instruction/curriculum

Additional positive supports

Motivators and/or rewards

Restrictive disciplinary measures (include documentation and timelines)

Crisis plan (*i.e.*, CPI)

Data collection procedures and methods

Coordination with caregivers



BIP: RESTRICTIVE INTERVENTIONS

- If the BIP includes use of physical restraint, time out, or isolated time out as interventions, use of these interventions must follow ISBE's regulations
- Pursuant to *School Code*, schools must begin taking steps to decrease and eventually phase out the use of physical restraint, isolated time out, and time out



BIP: PRACTICAL TIPS

- Consider non-instructional contexts where BIP may be implemented
- Focus on positive interventions, not just negative consequences
- Include negative consequences as needed
- Think through the implications of the BIP - implementation, data collection, etc.
- Avoid boilerplate language - don't copy and paste



BIP: PRACTICAL TIPS

- Include IEP goal(s) tied to the behaviors targeted in the BIP
- Review at least annually
- Consider whether a crisis plan is necessary; do not limit the team's ability to use CPI strategies or out-of-school exclusion
- Do not include plans and consequences that the team cannot follow through with
- Make sure the BIP is written so it can be understood and implemented easily by all team members



MOBLEY V. LABORATORY CHARTER SCHOOL (E.D. PENNSYLVANIA, 2025)

- A third grader with an emotional disturbance, ADHD, PTSD, and ODD began fighting and eloping at school. The school conducted an evaluation, including an attempt at cognitive and academic achievement testing, as well as a BASC-3. The District did not conduct an FBA
- The student's first IEP relied solely on single BASC-3 score to identify his disability and create his programming, without an FBA and failed to consider his outside diagnoses
- The District Court affirmed the Hearing Officer's decision that the school's failure to provide an FBA and develop a BIP resulted in a denial of FAPE



W.A. V. PANAMA-BUENA VISTA UNION SCHOOL DISTRICT (E.D. CALIFORNIA, 2024)

- An elementary school student with autism and ADHD engaged in escalating verbal and physical abuse of classmates and teachers. The student engaged in physical assaults of peers, ramming his desk into other desks, slapping a student and head-butting a teacher, grabbing and twisting another student's hand, and flipping chairs and desks
- The District conduct an FBA, determining the function of the student's behavior was access to a preferred item/activity/person. The parent then requested an IEE, asserting that the FBA conducted by the school district lacked the data and analysis to address his physical aggression appropriately
- The District Court upheld the ALJ's findings that the FBA was a thorough and reliable assessment and the student was not entitled to an IEE at public expense. Specifically, the court found the FBA contained a records review, history of the student's behavior and interventions, five observations of the student, and interviews by the District's psychologist



W.A. V. PANAMA-BUENA VISTA UNION SCHOOL DISTRICT (E.D. CALIFORNIA, 2024)

- The FBA contained “appropriate and sufficient qualitative data point including frequency of behavior over time, [included] a chart summarizing the ABC data, and [] appropriately hypothesized the target behavior’s function”
- There is no “required” format for an FBA – instead, the FBA should include the history of the target behavior and collect data on antecedents and consequences, a hypothesized function of the behavior, and a frequency of the behavior



*R.K. V. NEW YORK CITY DEPARTMENT OF EDUCATION,
694 F.3D 167 (2D CIR. 2012)*

- Kindergartener with autism was not given an FBA and BIP because the student's behavior was not unusual for a student with autism and the teacher did not think a BIP was necessary
- The 2nd Circuit affirmed the decision of the District Court, which held that a classroom teacher cannot develop a BIP. An FBA and BIP must be developed by an IEP team and was required because the student's behaviors interfered with and impeded the student's learning.



C.F. V. NEW YORK CITY DEPARTMENT OF EDUCATION, (2ND CIR. 2014)

- A six-year-old with autism had a very general BIP without an FBA
- The BIP was “vague based on standards of the field” and did not match the student’s target behaviors
- Because of the poorly written BIP and lack of FBA, the IEP team made an ill-informed decision about the student’s placement
- This procedural deficiency led to the District paying the student’s private school tuition



G.T. V. CAMPBELL COUNTY BOARD OF ED. (E.D. KENTUCKY, 2022)

This case centers on a 14-year-old student with Down Syndrome with significant delays in communication, social skills, and adaptive living skills

For the majority of his tenure in the school district, the student received his instruction and services in a self-contained, instructional classroom with a special education teacher and three paraprofessionals

While his IEP provided for mainstreaming opportunities during the school day, the student became easily overwhelmed during these general education classes, often walking to the door and eloping from class

As a result, the IEP team slowly decreased his time in general education



G.T. V. CAMPBELL COUNTY BOARD OF ED. (E.D. KENTUCKY, 2022)

The parents objected to the additional time in special education, noting that the student's difficulties in general education stemmed from the frequent transitions between the general education and special education classrooms

The parents ultimately filed for due process, arguing the student did not spend enough time in a general education setting because the school did not provide him with adequate support; that the student enjoyed spending time with non-disabled peers; and that the school district was required to prove that time spent in general classrooms provided no benefit to the student academically or functionally, but the school district failed to do so



G.T. V. CAMPBELL COUNTY BOARD OF ED. (E.D. KENTUCKY, 2022)

The court found the student's IEP "struck a proper balance between general and special education settings given his circumstances"

The court further rejected the parents' argument that the student could not successfully mainstream into the regular classroom because the school did not provide a behavioral intervention plan. Instead, the school team's data indicated that 83% of the time the student had no behavioral issues across all settings

Instead, the student's inability to adapt to the regular classroom, even with accommodations, stemmed not from behavior issues, but from the noise and distractions of the classroom and the student's inability to understand instructions



G.T. V. CAMPBELL COUNTY BOARD OF ED. (E.D. KENTUCKY, 2022)

Finally, the court held the school team could not implement the student's IEP – small group instruction, frequent staff check-ins for comprehension – in a general education setting due to the student's documented distractibility

“If education in a special classroom is superior to the regular classroom, the court should ask whether the services that make the special classroom superior could be feasibly provided in the regular classroom”



CRISIS PLANS

- Planned responses to crisis are always better than in the moment reactions
- Given the needs of the student what supports are required. Document them



LAST COMES PLACEMENT

- Only After...
 - Needs
 - Goals
 - Accommodations
 - Services

Should an IEP team discuss placement



PLACEMENT AND LRE

- Placement discussion should be rich and detailed
- Focus on needs and required services, accommodations to meet needs. It is the last question – not the driver of the discussion
 - Describe how the student's disability affects participation and progress
 - Discuss and document the amount, location and manner of service delivery appropriate for the student, as well as any potential adverse effects
 - Consider least restrictive options first
 - Continuum of special education services



PLACEMENT

- Program names are not a placement
- Placement is not location



PLACEMENT

- Non-academic settings:
 - Ensure participation with non-disabled peers to the maximum extent appropriate to the needs of that child
 - Ensure child has appropriate supplementary aids and services for the child to participate in non-academic settings



OTHER CONSIDERATIONS

- IEP Extras
 - Transition plan (Age 14.5)
 - State and local assessments – be specific
 - ESY – be specific and always consider
 - Communication plan – if needed
 - Transportation plans- focus on student need and qualify what is required for safe transport to/from school. Parent can decline. Qualify based on need not use.



PLANNED MISSED SCHOOLING

- Students are leaving school for therapies – ABA and otherwise, at higher rates
- Address the reduction of instructional minutes
 - Adjust goals and service minutes
 - Determine if enrollment is impacted



PAPERWORK

- Provide a copy of the IEP to the parent
- Proper form for consent of initial placement and wavier of 10 days
- Document date services are to begin
- Provide copy of current procedural safeguards notice to parents at least once a year
- Document receipt

■ ■ ■ ■ IEP TEAM MEMBER'S ROLES AND RESPONSIBILITIES

- If you are on the Notification of Conference, you must be at the meeting
 - Staff appropriately – do not under or over staff
- The legally required IEP team members are:
 - A general education teacher
 - A special education teacher
 - The LEA representative
 - Any other individual who has knowledge of the student



WHAT IS THE IEP TEAM MEMBER'S ROLE?

- Identify needs –
 - Define student need based on the evaluation in plain English
 - Do not read your evaluation
 - Reconcile District evaluation with any private evaluations
 - Provide to parents ahead of time
 - Plan for planning



WHAT IS THE IEP TEAM MEMBER'S ROLE?

- Educator input is essential:
 - Needs
 - Progress
 - Response to strategies
 - Comparisons to peer level performance

■ ■ ■ ■ WHAT ARE THE RESPONSIBILITIES OF THE IEP TEAM MEMBERS?

- Meet with other team members regularly
- Work collaboratively with other team members
- Own the relationship



LEADERSHIP AT THE IEP TEAM TABLE

- Key Tips
 - The LEA needs to take a role in facilitation and organization and communication
 - Each team member must own his/her role and actively participate
 - Team members must articulate the reconciliation of the private provider's identified needs and recommendations with the school-based needs and recommendations



LEADERSHIP AT THE IEP TABLE

- The general education teacher should feel empowered to share two key pieces of information:
 - Peer comparatives
 - Student performance in general education setting



DEALING WITH DISAGREEMENT

- Parents and the school are not always on the same page with respect to the educational planning of students
- Use the additional notes page to account for the disagreement and support the IEP team decision



DEALING WITH DISAGREEMENT

- Managing Difficult Cases – Best Practices
 - Make sure the documentation reflects the actual amount of services
 - Make sure the IEP reflects all the student's needs
 - Create avenues for the parents to feel heard and address concerns
 - Consider opening domains
 - Think long term



MANAGING DISAGREEMENT

- Parent Concerns
 - Full consideration
 - Reach a decision
 - Understand the liability risk of acquiescing to the parent's request when the request is counter to the District's recommendation
 - Note discussion and resolution



TIPS FOR PREPARATION

- Prepare an agenda
- Consider pre-meeting with staff members
- Review current IEP goals
 - If not met, be able to explain why
- Consider connecting with the parent prior to the IEP meeting to gain insight to any concerns or specific areas of need identified by the family



DRAFTS AND THE 3 DAY RULE

- Effective August 23, 2019
 - Districts must make greater effort to involve parents in the IEP process
 - Three school days prior to an IEP meeting, must send any data and draft paperwork home to parent
 - Does not include service minutes/placement page
 - Send documents in draft form



EVALUATIONS

- District Evaluations – Initial or Reevaluations
 - Domain forms should be a complete representation of what will be evaluated in order to obtain informed parental consent
 - Be broad—do not list specific testing instruments/methodologists



TIMELINES FOR EVALUATIONS

- Initial Evaluation
 - Either parent or district may initiate request
 - Must be completed within 60 school days of receiving written parental consent
- “Screenings” are not evaluations
 - Parental consent not required



TIMELINES FOR EVALUATIONS

- Reevaluations
 - Consider if:
 - There is disagreement regarding the student's (continued) need for services
 - There is disagreement regarding the student's current performance
 - Do not need to be "full" evaluations – particular domains can be opened
 - Do not re-set the 3 year tri annual when only partial domains are opened No more frequently than once per year
 - At least every three years



PRIVATE EVALUATIONS

- Must respond with date to consider results within 10 calendar days
- When parents provide the IEP team with a private evaluation, request consent to speak with the evaluator prior to the IEP meeting
- For students with medical needs, obtain accurate and up-to-date information on student's prescriptions, if any, as well as dosage and frequency of the medication
- Attach copy to IEP, document consideration in additional notes



ATTORNEYS AT MEETINGS

- On February 17, 2016, OSEP issued a letter stating that IDEA does not require the parent to inform the District if he or she intends to be accompanied by an attorney
- If the parent, without previously notifying the District, shows up to an IEP meeting with an attorney, the District must hold the IEP meeting regardless of whether or not the District or has legal representation
- It is only permissible for the District to reschedule the meeting if the parent agrees, and so long as rescheduling does not result in a delay or denial of FAPE



MEETING MANAGEMENT

- Video or teleconferencing permitted with mutual consent
- Audio recording permitted with mutual assent
 - All team members must agree
 - District should also maintain a recording
- District may convene IEP meeting without parent if:
 - Phone logs of attempted contacts;
 - Copies of correspondence to parent; and
 - Record of visits made to parents
 - Look for: 3 documented attempts



PARENTAL CONSENT

- Required for:
 - Initial evaluation
 - Initiate special education and related services
 - Reevaluation
- Parental consent is NOT required before:
 - Reviewing existing data as part of evaluation/reevaluation; or
 - Administering test or other evaluation administered to all children



PARENTAL CONSENT

- If parent refuses consent or fails to respond to request for consent, district may file due process to conduct evaluation or reevaluation
 - District not in violation of IDEA if it does not pursue the evaluation
 - District not in violation of obligation to provide FAPE
 - District not required to convene IEP meetings or develop IEP
 - Student not entitled to additional safeguards if disciplined
 - Document the denial



REVOCACTION OF CONSENT

- Parent may revoke consent at any time, including during an evaluation or after services have begun
- Parent may revocation in writing or orally. If oral, the district has 5 days to provide written confirmation.
- Once a parent revokes consent:
 - Stop services
 - Do not have to remove references to special education



WRAPPING UP

- Concluding Items
 - Reach a consensus
 - Document any need for follow up and person charged with task
 - Document meeting end time



ENSURING STUDENTS OBTAIN FAPE



GOOD PROGRESS MONITORING

- Solid data collection
- Ensure the benchmark updates mirror the goal
- Adjust service delivery in quality, quantity, and method if the student is not obtaining the goal



DATA COLLECTION IS KEY FOR SUCCESS

- Reflect performance base – it needs to tell the story of how the student is performing
- Data needs to include multiple data points for integrity
- Data needs to be consistent in what is measured



FULLY IMPLEMENT THE IEP

- Ensure all goals are being worked on
- Ensure all accommodations are being implemented across all identified settings
- Deliver minutes with fidelity



EXCEPTIONS TO FULL DELIVERY OF MINUTES

- The student is absent on the day of service
- There is no school during the week during which the student is to receive services



MAKE UP MINUTES

- If there is no school on one day (in a week in which school is in session) in which the student is to receive services



HOW SHOULD MINUTES BE MADE UP?

- Minutes should be made up as soon as possible after they are missed
- Minutes may be made up over time:
 - Adding additional minutes to regularly scheduled sessions
 - Scheduling additional sessions
 - Doubling up group sessions
- Document, Document, Document



IMPLEMENTATION RESPONSIBILITIES OF THE IEP TEAM MEMBERS

- Review and understand each student's IEP, including goals, accommodations, and BIP
- Monitor IEP goal progress, as applicable
- Implement any goals or general education accommodations



FIVE KEY PRACTICES TO A SUCCESSFUL IEP MEETING

- Have a solid understanding of the student's current level of performance
- Be prepared and professional
- Document well
- Make decisions. Do not leave the meeting with "recommendations" for placement or goals
- Do what you say you will do and document what you did



MANDATED REPORTING



WHAT IS THE LAW?

- Abused and Neglected Child Reporting Act (“ANCRA”)
- Defines the Department of Children and Family Services’ intake and investigation of child abuse and neglect reports
- Establishes who are mandated reporters
- Defines what their obligations are
- Defines “abused child” and “neglected child”
- Defines what their training requirements are
 - Within one year of initial employment and at least every 5 years thereafter



THE BASICS: WHO

- Mandated Reporters include all school personnel:
 - Administrators
 - Superintendent
 - Teachers
 - Principals (and Assistant Principals)
 - School Counselors
 - School Nurses
 - School Social Workers
 - Teacher's Aide
 - Truant Officer
 - School Psychologist
 - Secretary



THE BASICS: WHERE

- Where should a Mandated Reporter make a report of suspected child abuse and/or neglect?
- Illinois Child Abuse Hotline
- 1-800-25-ABUSE (1-800-252-2873)
- All Rights Reserved



THE BASICS: WHEN

- When should a Mandated Reporter report an incident?
 - Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe” that a child known to them in their professional or official capacity may be an abused or neglected child.
- When in doubt...REPORT



THE BASICS: WHAT IS CHILD ABUSE?

- Mistreatment of a child under the age of 18
- Alleged perpetrator is
 - A parent, caretaker, someone living in their home, any person responsible for the child's welfare at the time of the alleged abuse or neglect, or someone who came to know the child through an official capacity or position of trust
- Mistreatment must cause injury or put the child at risk of physical injury
 - Child abuse can be physical (such as burns or broken bones), sexual (such as fondling or incest), or emotional



THE BASICS: WHAT IS CHILD NEGLECT?

- Failure to provide adequate supervision, food, clothing, shelter, or other basics for a child
- Not providing necessary medical treatment
- Abandonment without a proper plan of care



THE BASICS: WHY

- DCFS receives, investigates, and acts upon a report of child abuse or neglect every 5 minutes, child sex abuse every 2 hours, and a child death by abuse or neglect every half day
- Up to 80% of child abuse and neglect goes unreported



CONSEQUENCES MANDATED REPORTERS FACE

- Failure to report, when reporting is required, is a crime:
 - Misdemeanor (1st violation)
 - Class 4 Felony (second or subsequent violation)
 - Penalties by regulatory boards that govern your professional practice area



DO CONFIDENTIALITY RULES APPLY?

- Privileged communication between a professional and a client is NOT grounds for failure to report
 - Social Workers
 - School Psychologists
- IT DOES NOT MATTER WHO YOU ARE OR YOUR ROLE



DISTRICT "PASSES" TEACHER ALONG

- Facts:
 - Two students from Urbana School District were molested by teacher Jon White
 - Students alleged Jon White's former employer - McLean County Unit District No. 5 and its employees - knew White had abused students in McLean County, but failed to notify the Department of Children and Family Services of Urbana of the abuse
 - Students sought damages for willful and wanton charges



DISTRICT “PASSES” TEACHER ALONG

- Appellate court says YES
 - Unit 5 employees knew of White’s sexual abuse in their District and it was reasonably foreseeable he’d do it again. They had a duty to prevent such abuse
- Illinois Supreme Court:
 - Unit 5 had a duty to certify his employment record on departure



PRINCIPAL'S FAILURE TO REPORT

- Facts:
 - Victims were 9 female elementary students
 - Teacher allegedly sexually abused them
 - Complaint alleges principal violated Title IX because:
 - Principal knew of or should have known of teacher's conduct
 - Principal failed to take sufficient action to stop the abuse



PRINCIPAL'S FAILURE TO REPORT

- Holding of Seventh Circuit:
 - District settled with 8 out of the 9 girls
 - G.G., 9th girl, received compensatory and punitive damages because...
 - District found guilty of “turning a blind eye to warning signs that the teacher (Sperlik) was abusing his students”



TEACHER'S FAILURE TO REPORT

- Facts:
 - Principal and kindergarten teacher charged by Kane County State's Attorney in October 2018 with misdemeanor after failing to report suspected child abuse
 - Teacher had reasonable cause to suspect possible child abuse over a three-day period
 - Had reason to know that another teacher was sexually abusing the student
 - Jury found teacher guilty in September 2019



FOUR HOURS IS TOO LONG

- Facts:
 - Victim was a 16-year-old student, G.G., who informed the Assistant Principal she had been raped by a fellow student in a bathroom at the school
 - The Assistant Principal immediately reported this to the Principal, Christopher Smith:
 - Assistant Principal reviewed security video footage
 - Assistant Principal requested a handwritten statement from victim
 - Assistant Principal contacted Youth Opportunity Center where G.G. resided by court order



FOUR HOURS IS TOO LONG

- Facts cont'd:
 - Smith questioned the alleged perpetrator, who denied the allegations and was allowed to return to class and then home
 - Athletic Director searched both the victim and alleged perpetrator's lockers
 - Smith conducted interviews of candidates for open positions
 - At the end of the day, Smith finally contacted the Assistant Superintendent who directed him to contact Department of Child Services immediately
 - At no point though, did anyone from the District contact the police department (3-5 SROs on campus)



FOUR HOURS IS TOO LONG

- Holding:
 - The Indiana Supreme Court first found the statutory requirement to “immediately” report child abuse conveys a strong sense of urgency to fulfill the duty to report
 - Therefore, four hours was not “immediate”
 - “Smith dawdled, delayed, and did seemingly everything he could to not contact DCFS or the police”



FALSE OR MISLEADING REPORTS

Facts:

- Intellectually disabled student
- During 2009-2010 school year, teachers began documenting instances in which the student stated that her father touched her in her private areas, showered with her, and sometimes licked her face
- Subsequently, Parents raised concerns regarding the student's IEP and her social interactions with peers during IEP meetings



FALSE OR MISLEADING REPORTS

Facts cont'd

- In the fall 2011, school administrator reported this to the local children services organization
- Teachers disputed much of what the administrators stated in the child abuse report



FALSE OR MISLEADING REPORTS

Facts cont'd:

- Parents filed Section 1983 claim alleging First Amendment retaliation against administrators and others
- Administrator raised “qualified immunity” argument
- Administrator stated she was a mandated reporter, and Parents had to prove report was *materially false*



FALSE OR MISLEADING REPORTS

Sixth Circuit Holding:

- Even if the abuse report was not *materially false* and there was sufficient evidence to support child abuse, the Parent's claim is actionable if the child abuse reporter made the child abuse report, in part, *due to retaliation against the parents*



PROTECTIONS FOR MANDATED REPORTERS

- State law protects your identity
- Immunity from legal liability for reports made in *good faith*



QUESTIONS?



Jennifer M. Deutch ▪ jdeutsch@hlerk.com



*This is intended solely to provide information to the school community.
It is not legal advice or a substitute for legal counsel.
It is intended as advertising but not as a solicitation of an attorney/client relationship.*

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Eisenhammer Rodick & Kohn

www.hlerk.com  [@hodgesloizzi](https://twitter.com/hodgesloizzi)

Interoception, The 8th Sense: The Science of How we Each Uniquely Feel



Dates: January 5 & February 5, 2026

Presented by: Kelly J Mahler OTD, OTR/L
www.kelly-mahler.com

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About Kelly

- Mom to 2 teenage girls, Liv & Maddie
- Mom to 2 Corgis named Caty & Otis Tortellini
- OTP for 24 years



Image credit: Big thanks to Hope!

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About Kelly

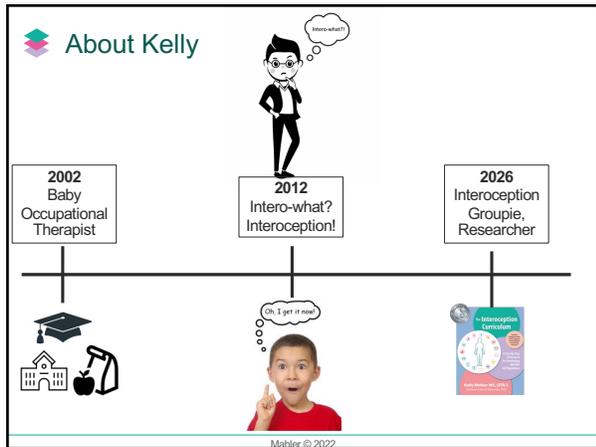


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4



5

The slide is titled "Interoception" and features a pink lightbulb icon. The main text asks: "Where are you at in your interoception journey?"

- I'm brand new to topic
- I know a little. Not using it with clients yet
- I'm all in and have been using it with clients.
- Other

6

Feeling your Feels:
3 Important Points

7

ONE:
Predictions
and Content
Preview

- The nature of this topic may **invite you to reflect upon your inner body** experience.
- We will also **briefly discuss trauma** and the significant impact it can have on the interoceptive system.
- Please **participate in these sessions** in a way that meets **your comfort level**.

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TWO:
Your inner
experience is
always correct
and valid.

- There are **no wrong interoception experiences**. We all have very different inner experiences.
- It is okay to **not know how you feel**.
- It is okay to **not want to feel**.

9

+

o

THREE:
Interoception
is an everyone
thing.

- Important **not only** for our clients, but for ourselves.

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What is Interoception?

11

What is Interoception?

The Receptors in the Body + The Insula in the Brain = Emotions/Body Needs

<p>Receptors in the Body:</p> <ul style="list-style-type: none"> Eyes Brain Heart Lungs Stomach Intestines Bladder Uterus Testes Penis Rectum Anal Blow Sex Skull Brain Heart Lungs Stomach Intestines Bladder Uterus Testes Penis Rectum Anal Blow Sex 	<p>Insula: The Brain's Interoception Center</p>	<table border="1"> <tr> <th colspan="3">Homeostatic Emotions</th> <th colspan="3">Affective Emotions</th> </tr> <tr> <td>Hunger</td> <td>Fatigue</td> <td>Thirst</td> <td>Excitement</td> <td>Distraction</td> <td></td> </tr> <tr> <td>Sensory Overload</td> <td>Pain</td> <td></td> <td>Joy</td> <td>Frustration</td> <td>Contentment</td> </tr> <tr> <td>Stress</td> <td>Body Temperature</td> <td></td> <td>Fear</td> <td>Safety</td> <td>Sadness</td> </tr> <tr> <td>Physical Exertion</td> <td>Sleepiness</td> <td></td> <td>Love</td> <td>Focus</td> <td>Anxiety</td> </tr> <tr> <td>Need for the Bathroom</td> <td></td> <td></td> <td>Boredom</td> <td>Energized</td> <td></td> </tr> </table>	Homeostatic Emotions			Affective Emotions			Hunger	Fatigue	Thirst	Excitement	Distraction		Sensory Overload	Pain		Joy	Frustration	Contentment	Stress	Body Temperature		Fear	Safety	Sadness	Physical Exertion	Sleepiness		Love	Focus	Anxiety	Need for the Bathroom			Boredom	Energized	
Homeostatic Emotions			Affective Emotions																																			
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Stress	Body Temperature		Fear	Safety	Sadness																																	
Physical Exertion	Sleepiness		Love	Focus	Anxiety																																	
Need for the Bathroom			Boredom	Energized																																		

Interoception gives us information regarding **how our body feels & what it needs for regulation.**

Craig, 2002; Critchley et al., 2004

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What is Interoception?

The Receptors in the Body + The Insula in the Brain = Emotions/Body Needs

Homeostatic Emotions			Affective Emotions		
Hunger	Fatness	Thirst	Excitement	Distraction	Disappointment
Sensory Overload	Pain	Joy	Frustration	Calmness	Stress
Illness	Body Temperature	Fear	Safety	Sadness	Anger
Physical Exertion	Sleepiness	Love	Focus	Anxiety	
Need for the Bathroom		Boredom	Ecstasy		

Interoception gives us information regarding **how our body feels & what it needs for regulation.**

Craig, 2002; Critchley et al., 2004
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The History of Interoception Science

1906 | Sir Charles Sherrington | Dr. Bud Craig | 2002

www.Wikipedia.org (images)

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The History of Interoception Science

4,954 results Page 1

1949 2024

There are now nearly 5000 papers on interoception.
The output over the last 4 years is more than the previous 59

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The Future of Interoception Science

**National Institutes of Health:
Declares Interoception as a Research Domain of Priority**

Participating Organization(s)	National Institutes of Health (NIH)
Components of Participating Organizations	<ul style="list-style-type: none"> National Center for Complementary and Integrative Health (NCCIH) National Eye Institute (NEI) National Institute on Aging (NIA) National Institute on Alcohol Abuse and Alcoholism (NIAAA) National Institute of Biomedical Imaging and Bioengineering (NIBIB) Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) National Institute of Dental and Craniofacial Research (NIDCR) National Institute on Drug Abuse (NIDA) National Institute of Environmental Health Sciences (NIEHS) National Institute of Mental Health (NIMH) National Institute of Neurological Disorders and Stroke (NINDS) National Institute of Nursing Research (NINR) National Center for Advancing Translational Sciences (NCATS)

All applications to this funding opportunity announcement should fall within the mission of the Institutes/Centers. The following NIH Offices may co-fund applications assigned to these Institutes/Centers.
Office of Behavioral and Social Sciences Research (OBSSR)

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**Feeling your Feels:
The Practical Side of Interoception**

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How do your hands feel?

HANDS AND FINGERS

Press your hands firmly together for 10 seconds. How does that make your hands feel?

MY HANDS CAN FEEL

COLD	WARM	TIGHT	LOOSE
NUMB	ITCHY	PAINFUL	CLEAN
FAST	SLOW	SORE	WANT TO REST
SOMETHING ELSE	I DON'T KNOW		

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Interoception Activity Cards Body Check Ring

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Interoceptive Awareness (IA)

BODY	1. NOTICE body signals
EMOTION	2. CONNECT body signals to the 'emotion'
ACTION	3. REGULATE body signals with an action

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WE ALL HAVE UNIQUE INTEROCEPTION EXPERIENCES!

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BODY
EMOTION
ACTION

CHLOE
FEET PACING,
VOICE LOUD &
FAST
ANXIOUS
SENSORY
BREAK

KELLY
TIGHT CHEST
FOGGY BRAIN
ANXIOUS
WALK
TALK IT OUT

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BODY				
EMOTION	HUNGRY	SLEEPY	EXCITED	FRUSTRATED
ACTION				

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 The Development of IA

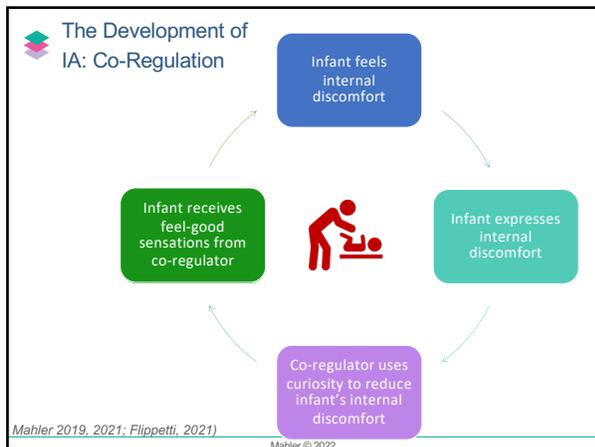
IA is present at birth:



(Mahler, 2015; Craig 2002; Damasio, 1994)

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The Development of IA

Build the IA Bridge From Co-Regulation to Self-Regulation

CO-REGULATION
A process where we NEED OTHERS to help identify and manage our bodily and emotional needs.

INTEROCEPTIVE AWARENESS
The process of noticing, connecting and regulating bodily sensations

SELF-REGULATION
A process where we INDEPENDENTLY identify and manage our bodily and emotional needs.

*Independent Toileting
*Ask for a break
*Identify emotions
*Seek out a coping strategy
*Request food/drink
*Communicate pain

www.kelly-mahler.com

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**Feelings your Feels:
A Breakdown in IA**



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IA Breakdowns

X 1. NOTICE body signals

E X IN 2. CONNECT body signals to the 'emotion'

X 3. REGULATE body signals with an action

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IA Breakdowns

X	1. NOTICE body signals
E X IN	2. CONNECT body signals to the 'emotion'
X ↓	3. REGULATE body signals with an action

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A Breakdown in IA: Noticing Body Signals

Muted

- Body signals go completely unnoticed
- Or body signals noticed only when they are intense

INTENSE

- Body signals are overpowering, distracting
- Many body signals noticed all at once

(Endow, 2010; Mahler, 2019; Miller, Anzalone, Lane, Cermak, Osten, 2007)
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IA Breakdown in IA: Noticing Body Signals

Anxiety

Hunger/Need for Food

Physical Exertion/Need for Rest

Need to Urinate

Pain

INTENSE

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 **A Breakdown in IA: Noticing Body Signals**

BODY 1. NOTICE body signals

A Breakdown in Noticing: Unreliable, missing or noisy body signals.

"Before working on interoception, my anxiety seemed to come out of nowhere. I didn't feel it coming. All of a sudden, I would be overcome with anxiety-- screaming, shaking, crying. And then people would say things to me like "make a smart choice" or "use your words". Don't you think I would if I could?!"

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 **A Breakdown in IA: Connecting Body Signals**

EMOTION 2. CONNECT body signals to the 'emotion'

A Breakdown in Connecting: Confusion over meaning of body signals

"My son constantly said his stomach hurt and would ask for food. We just thought he was a big eater, and his pediatrician said it was fine because his weight was okay, but he never seemed content after eating. After learning about interoception I started to wonder if he was misinterpreting his 'hurt stomach', so we began gently exploring other possibilities like anxiety, need to poop, etc. It turns out that the feeling he got in his stomach was often a sign that the world was 'too loud' which helped us offer additional strategies like headphones or heading to a quiet spot together.

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 **A Breakdown in IA: Regulating Body Signals**

ACTION 3. REGULATE body signals with an action

A Breakdown in Regulating: You know how you feel, but missed valuable opportunities to learn what is regulating.

"When someone would tell me to take a break, I had no idea what to do during the break. I had no idea what things helped me feel good. Calm was just a word that had no meaning to me—that word had no meaning in my body. So, I would just sit there or even worse refuse the break and the staff would get mad at me."

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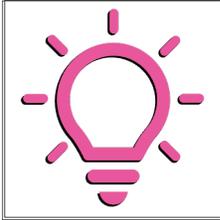
Signs of IA Breakdowns
(not exhaustive nor prescriptive)

Homeostatic Examples:	Affective Examples:
<ul style="list-style-type: none"> ✓ Bowel/bladder differences ✓ Not seeking out food/drink ✓ High frequency eating ✓ Intense/muted response to illness ✓ Intense/muted response to injury ✓ Sleep difficulties ✓ Intense/muted response to body temperature 	<ul style="list-style-type: none"> ✓ Not seeking out 'coping strategies' ✓ Emotions seem to go from 1-100 in a split second ✓ Difficulty identifying/sharing feelings ✓ Can't identify 'what is wrong' ✓ Unhealthy attempts of changing body feels (e.g., self harm, addiction, etc.) ✓ Memorize programs and strategies but can't use them "in the moment"

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IA Breakdowns



How many of you have observed one or more of these clues in a client(s)?

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IA Breakdowns: Where do they come from?

Organic	Lived Experience
<ul style="list-style-type: none"> • From birth • Part of a person's neurology 	<ul style="list-style-type: none"> • Societal Messaging • Early Life Trauma • Internal Dismissals • Compliance Approaches • Emotion "Teaching" <ul style="list-style-type: none"> • Emotion Labeling • Emotions "Should" Feel • Neuronormative Language

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Lived Experiences that Can Derail IA

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IA Breakdowns: Where do they come from?

Organic	Lived Experience
<ul style="list-style-type: none"> • From birth • Part of a person's neurology 	<ul style="list-style-type: none"> • Societal Messaging • Early Life Trauma • Internal Dismissals • Compliance Approaches • Emotion "Teaching" <ul style="list-style-type: none"> • Emotion Labeling • Emotions "Should" Feel • Neuronormative Language

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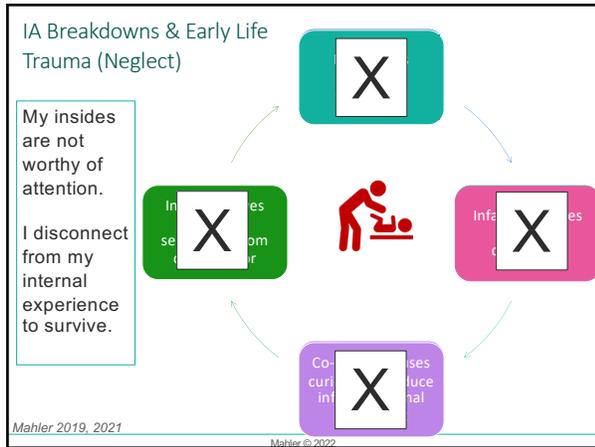
IA Breakdowns: Societal Messaging

There are 'anti-body-listening' or dismissive messages all around us:

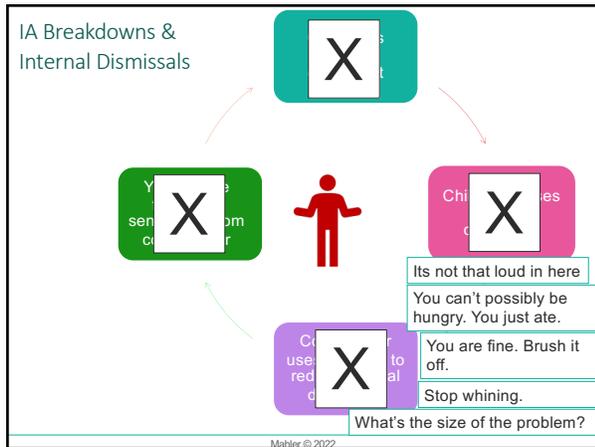
- *No pain, no gain*
- *What doesn't kill you makes you stronger*
- *You can sleep when you're dead*
- *Stop overreacting*
- *It's not that big of a deal*
- *Mind over matter*

What is an anti-body listening message that's been said to you?

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IA Breakdowns & Compliance

What if you are struggling to do math every day ("oof! You have BIG escape/avoidance behaviors"!) so I withheld your Feel-Good Activity to help motivate you do to it?

<p>FIRST</p> <p>SOLVE: $k - z^3 = x^3 + y^3 =$ $(x + y)(x^2 - xy + y^2)$</p>	<p>THEN</p> 
---	--

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IA Breakdowns & Compliance

Aversive Experiences=

- The sound and feel of hands rubbing across blankets and sheets
- One of YOURS?



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IA Breakdowns & Compliance

Consider Interoception: What if you were required to complete work, follow routines, etc in the constant presence of your aversion?

- What would be your internal experience?
- What might you look like on the outside to others?



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IA Breakdowns & Compliance

Since you have these “problem behaviors”, we will write you a social narrative on how/why it is important to do your work AND we will offer you a token system to help motivate you to do the work.

How will this impact your internal/external experience?

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IA Breakdowns & Compliance

Do you need to clip down?
[ignore them, this is attention seeking]
What kind of thoughts is that giving others?
Remember what you are working for

FIRST THEN

SOLVE

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IA Breakdowns & Compliance

Learning to mask and disregard body signals

My natural coping strategies

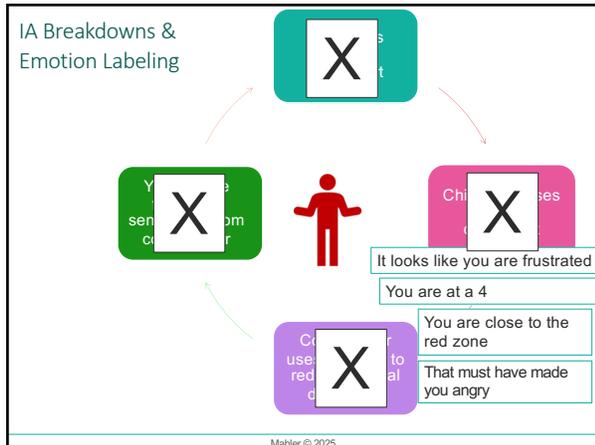
- Sit on floor or on knees
- Click my tongue
- Rhyme words
- Jump, rock, spin, fidget, climb
- Flap my hands/arms
- Line up objects
- Smell my skin

Until I stopped because of teasing and because well meaning adults said I looked “retarded, different, like a baby, silly, etc.”

www.kimclarity.com

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IA Breakdowns & Emotions "Should" Feel

There is no single footprint of an emotion.

Teaching the way an emotion "should" feel is based on outdated information

It can lead to extreme inner confusion if the way it is being 'taught' is not a match for your own unique experience

Angry is when your fists are tight, your voice is loud and your skin is hot

Hungry is a growling stomach

Anxiety is a red zone, high arousal feeling

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IA Breakdowns & Neuronormative Language

When you are encouraged to translate your inner experience with a narrow set of sensation and/or emotion words and they are not a match for your experience, you might begin to doubt that you can identify and describe the way that you feel

<https://www.amazon.com/ZOCO-Emotional-Scale-Poster-Awareness/dp/B0CQT92KGN>

EMOTIONAL THERMOMETER?

5 FURIOUS
I am enraged! I need help now.

4 ANGRY
I am annoyed/frustrated. I may need support soon.

3 SAD
I feel down. I need to talk to someone I trust.

2 WORRIED
I feel concerned. I can talk to someone I trust.

1 WORRY
I feel pretty good. I can handle things on my own.

0 GREAT!
I feel happy, content, and calm.

ALL EMOTIONS ARE GREAT!

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 IA Breakdowns & Neuronormative Language

Intellectualizing emotions

“Thoughts are not feelings” is something patients who heavily intellectualize their emotions tend to hear from their therapists.

Take, for example, this exchange I had with a therapist many years ago:

Me: Yet another friend of mine is struggling with suicide ideation and depression.

Therapist: And how do you feel about that?

Devon Price, author of Unmasking Autism

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 IA Breakdowns & Neuronormative Language

Intellectualizing emotions (continued)

Me: It feels like there is nothing I can do to protect people or to help people get better.

Therapist: That's a thought, not a feeling.

If my therapist's goal was to help me connect with my emotions, she could not have done a worse job. Rather than hearing my anguish, she disapprovingly corrected me. This made me trust her less and made me feel that how I emote was somehow “wrong” in her view.

Devon Price, author of Unmasking Autism

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 IA Breakdowns & Neuronormative Language

Words, but not from a tradition emotion word list

“...How did you feel when no one would let you sit with them on the school bus?”

"I felt like jumping out of the bus window and running screaming back home."

"That isn't a feeling."

It should be obvious that I was "sad" and "afraid". Those words are too vague and didn't convey the enormity of the indecision and panic that was overcoming me. No one would let me sit down, there weren't any empty seats left, and the bus driver was yelling at me for not sitting down.

Mindsigh, www.wrongplanet.net

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Lived Experiences that Can Derail IA
WHAT CAN WE DO????

- Societal Messaging
- Trauma
- Internal Dismissals
- Compliance Approaches
- Emotion “Teaching”
 - Emotion Labeling
 - Emotions “Should” Feel
 - Neuronormative Language



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IA Shift Strategies



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IA Shift Strategies: What are They?

Strategies that seek to SHIFT common lived experiences that often derail IA

Can we achieve more body affirming classrooms so that when we offer strategies to help students notice and understand their own unique body signals they don't get as many mixed messages?

- Societal Messaging
- Trauma
- Internal Dismissals
- Compliance Approaches
- Emotion “Teaching”
 - Emotion Labeling
 - Emotions “Should” Feel
 - Neuronormative Language

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IA Shift Strategies: Overall Themes

- **Curiosity**
 - Seek to understand each unique internal experiences
- **Validation**
 - Validate inner experiences even when they are different than what we expect

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IA Shift Strategies: Reflect on the Approach



Getting curious does not mean you 'condone' the behavior or find it 'desirable'!

It just means you want to find a solution that considers their internal experience

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IA Shift Strategies: Reflect on the Approach

When We Talk About 'Less Compliance'

We are *not* suggesting a "free for all," "mass chaos," or that students can "get out of work."

We *are* talking about helping children and adults learn:

- *Their inner experience is valuable and will be believed*
- *How to help their body feel safe and regulated so they can take on challenges*
- *That learning can be modified—not avoided—so all can engage successfully.*

- Free BLOG (website)
- Free Community Discussion (YouTube Channel)
- Free Booklet (forthcoming-email list/SM)



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IA Shift Strategies: Reflect on the Approach

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The Key Differences Between Compliance-Based and Interoception-Based Approaches	
Compliance-Based	Interoception-Based
Focuses on controlling behavior	Focuses on deeply understanding behavior sources
Blame is on the child (how can the child change the oppositional, defiant, attention seeking, avoidant behavior?)	Ownership is on the adult (how can I change my behavior to be a better support?)
Assumes to know the why based on observable behavior	Seeks to determine the "why" via inner curiosity
Forces child to mask or hide inner experience to comply	Validates and supports the child's unique inner experience
Use of external forms of motivation	Builds internal motivation thru self-understanding
Rooted in a power hierarchy (please me to earn your reward)	Rooted in safe relationships (do well because you feel safe with me)
Forms conditional self-worth (good behavior=good child)	Creates unconditional self-worth (your feelings are valid)
May see immediate results to the detriment of mental health	Gradual results with long term positive mental & physical health

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IA Shift Strategies

- ♥ Reflect on the Approach
- ♥ Set Fair Regulation Expectations
- ♥ Caregiver Education
- ♥ Validate Early Interoception Expressions
- ♥ Sometimes Co-Regulation is Everything
- ♥ Model your IA Process
- ♥ Replace Emotion Labeling with Curiosity
- ♥ Ditch the Should Feels
- ♥ Explore various ways of translating the inner

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IA Shift Strategies: Set Fair Regulation Expectations

Build the IA Bridge From Co-Regulation to Self-Regulation



CO-REGULATION
A process where we NEED OTHERS to help identify and manage our bodily and emotional needs.

INTEROCEPTIVE AWARENESS
The process of noticing, connecting and regulating bodily sensations

SELF-REGULATION
A process where we INDEPENDENTLY identify and manage our bodily and emotional needs.

- *Use the toilet
- *Ask for a break
- *Identify emotions
- *Seek out a coping strategy
- *Request food/drink
- *Communicate pain

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IA Shift Strategies: Caregiver Education

Explore Interoception Science

- *What is interoception?*
- *How does it influence function?*
- *Breeds more empathetic responding*
- *Over-rides the compliance narrative*
- *Builds Caregiver IA????*



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IA Shift Strategies: Caregiver Education

Emerging research highlights the important influence that maternal IA has on:

- Body satisfaction & attachment during pregnancy (Stafford et al., 2024)
- Attunement to infant signals (Montirosso et al., 2022, 2020; Engelhard et al., 2021; Harshaw 2008)
- Maternal emotion regulation & mental well being during the postpartum period (Engelhard et al., 2021)
- Attachment Style (Oldroyd et al., 2019)
- Lower child somatic problems at six years (Abraham et. al, 2019)
- Higher levels of emotion regulation, social initiative, cooperation, self-control in 3rd grade, even after controlling for child gender/ethnicity and family income (MacCormack et. al, 2019)

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IA Shift Strategies: Caregiver Education

Ongoing Study to Support IA Development in Parents AND their Young Children. Is there a need?



Participants:

- n=175 parents of children ages 2-5

Measures:

- Parental Interoceptive Awareness: Brief MAIA-2
- Child Emotion Regulation: Emotion Dysregulation Inventory—Young Child (EDI-YC)



Results:
Parents who were more attuned to their own body signals had children who were less dysregulated.

Future Implications
Family-centered programming can:

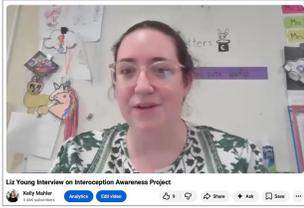
- Support parents and children in noticing their own body cues.
- Strengthen emotion regulation foundations through shared interoceptive experiences.



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IA Shift Strategies: Caregiver Education



Liz Young OTD

Methods: 1 hour webinar on interoception for parent and teachers. Gave pre/post measures of interoception and feelings of closeness

Results: Statistically significant gains in adult IA and reported feelings of closeness with the children in their care (despite no direct contact with the OT!)

Link: <https://www.youtube.com/watch?v=gzxVBsHs0Bk&t=6s>

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IA Shift Strategies: Validate All Interoception Expressions

- Carefully watch for expressions of inner feels.
- Respond with curiosity and validation:

- Let's keep going?
- I want more?
- My body likes this?
- Stop?
- No more?

SAMPLE CARD-Full Version to Support Adult Modeling

My Body Feels Comfortable!	My Body Feels Uncomfortable!
<p>Communication Signals to Look For:</p> <ul style="list-style-type: none"> Slowed body movement Quieter/Loose Body Slowed breathing Lower pitch of voice Decreased distress vocalizations Increased eye contact/attention to you Using comfort scripts Putting pressure on own body Reaching for offered sensory tool Any action indicating "more" of a sensation Any action indicating "don't stop" a sensation Placing caregiver's hands on body for pressure Verbal approximations Gross head nod Use of any AAC indicating continuation 	<p>Communication Signals to Look For:</p> <ul style="list-style-type: none"> Burrowing head Covering ears Grinding teeth Biting Hitting Head banging Pushing hands/feet away Pushing someone away Hair pulling Boiling/leaving space Screaming Crying Seeking quiet space Turning head/body away Shut down Stomping feet Gragging Putting away Using distress scripts Removing clothing Loss of words/vocalizations Taunting body part that is injured

- Watch to see if you get it right. If you don't.....

In collaboration with: Anna Vander Haeghe (Anna V OT)

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IA Shift Strategies: Validate All Interoception Expressions

Apologizing can be very validating!

- I'm sorry! I got that wrong!
- Oops! Wrong guess!
- I'm sorry! Let's try again!
- I got that wrong! I'm trying to figure out what you need.

Making a guess and getting it wrong is still way more validating than compliance!!!!

Repairing Statements for Adults:

- I'm sorry.	- Oops, I got that wrong. Let's try again!	- Oops, Not It! Let's figure this out together
- Oops! Nope, that's not it.	- I'm sorry, I don't understand. Show me.	- Oops, NOT comfortable!
- I'm sorry, wrong word.	- I guessed wrong!	-

In collaboration with: Anna Vander Haeghe (Anna V OT)

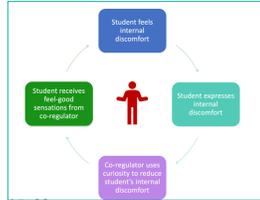
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IA Shift Strategies: Co-Regulation is Everything

Co-Regulation is Skill Building!!!

- Your insides are important
- Let's figure this out together
- Guess, test, update



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IA Shift Strategies: Co-Regulation is Everything

When you are just so stumped, ask the experts of lived experience!

FB: Ask Me, I'm an AAC User



FB: Ask Me, I'm Autistic



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IA Shift Strategies: Model Your IA Process

Talk out loud about your own IA. Model your body-emotion-action process.

BODY	NOTICE <u>body</u> signals	My head is pounding from all of the noise.
EMOTION	CONNECT body signals to the ' <u>emotion</u> '	Ouch. I'm overwhelmed
ACTION	REGULATE body signals with an <u>action</u>	I need my headphones.

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IA Shift Strategies: Model Your IA Process

Talk out loud about your own IA. Model your body-emotion-action process.

Notice a Body Signal	Regulate the Body Signal with an Action
My hands feel sticky.	I'm going to wash them.
My fingers feel restless.	I need to squeeze something.
My stomach is growling.	I'm going to grab a snack.
I feel a flutter in my belly.	I need a moment to pause.
My brain feels foggy.	I'm going to get a drink of water.
My head hurts.	I need to turn the lights down.
That sound is sharp in my ears.	I'm going to step away.
This music is comforting to my body.	I'm going to keep it on.

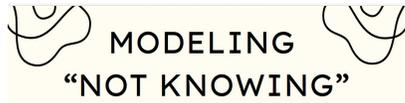
Adult Guide to Interoception Modeling

FREEBIE: www.kelly-mahler.com

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IA Shift Strategies: Model Your IA Process



Sometimes the most powerful thing we can model is not knowing how our body feels or what it might need. You don't have to have all the answers. In fact, modeling uncertainty can provide reassurance that interoception isn't always easy—and that's completely valid.

When you're not quite sure how your body feels—or you notice a signal but don't know what it means or what to do about it—you can try saying things like:

- "I don't know what my body needs right now, but something feels off."

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IA Shift Strategies: Replace Labeling with Curiosity

I wonder statements:

- o I wonder _____ (how your body feels; what is going on for you; what you notice inside; what your body needs)

Non-judgementally talk about what you see their body doing:

- o I see you reaching for more. Do you like this? Does it feel comfortable?
- o I see your body doing this (imitate). Does it need something?

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IA Shift Strategies: Replace Labeling with Curiosity

Model with curiosity follow up:

- o I notice ____ in my body. Is it same or different for you?

Use a variety of communication options:

- o Draw/color what you notice in your body
- o Point to where you notice a feeling in your body
- o Pick a color crayon/snack/activity that matches how your body feels right now

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IA Shift Strategies: Replace Labeling with Curiosity

Expose to Emotion Words, just not in the context of labeling theirs:

- o The character felt sad when their favorite toy broke. I wonder if you would feel the same or different if your favorite toy broke.
- o I am so excited to go to recess with you.

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IA Shift Strategies: Replace Emotion Labeling with Curiosity

Changes are Okay

Sometimes there are changes in my day



I don't like changes. I feel mad or frustrated.



Sometimes I don't want to listen to the changes.



Changes happen sometimes and I need to listen. It's no big deal. I can say, "I'm frustrated by this change!"



If I have good behavior during changes, it will be easier. Soon we will get back to our regular schedule.



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IA Shift Strategies: Ditch the "Should Feels"

Is your stomach growling?
Are you hungry?

Sad is a blue zone emotion

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IA Shift Strategies: Ditch the "Should Feels"

Start at the body signal level:

Provide safe and validating opportunities for students to connect to their own unique body signals

Outside	Inside
1. Hands & Fingers	10. Muscles
2. Feet & Toes	11. Lungs
3. Mouth	12. Heart
4. Eyes	13. Brain & Head
5. Ears	14. Stomach
6. Nose	15. Bladder
7. Voice	
8. Cheeks	
9. Skin	

BODY
EMOTION
ACTION

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IA Shift Strategies: Explore various ways of translating the inner experience

Red	Blue	Green
Gray	Pink	Yellow
White	Black	Brown
Purple	Orange	Multicolor

COOL	WARM	TIGHT	LOOSE
HEAVY	LIGHT	RELAXED	CLAMP
FAST	SLOW	SORE	WANT TO HIT
NOTHING ELSE	IDONT KNOW		

Earthquakey	Sunny	Drizzley	Stormy
Windy	Snowy	Rainbowy	Cloudy
Hot	Cold	Tornadoey	Foggy

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IA Shift Strategies: Explore various ways of translating the inner experience

Body-Emotion-Action

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Reflection Activity

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IA Shift Strategies

- ♥ Reflect on the Approach
- ♥ Set Fair Regulation Expectations
- ♥ Caregiver Education
- ♥ Validate Early Interoception Expressions
- ♥ Sometimes Co-Regulation is Everything
- ♥ Model your IA Process
- ♥ Replace Emotion Labeling with Curiosity
- ♥ Ditch the Should Feels
- ♥ Explore various ways of translating the inner

Choose an IA Shift Strategy – Select at least one strategy that feels meaningful in your context. (It could be something new, or one you already use but want to expand.)

Reflect on your choice – Why did you pick this strategy?

Develop a plan – Consider how you will implement this strategy:

- How will you introduce it to your client(s)?
- When, where, and how often will you use it?
- Will you involve others (family, teachers, peers)? If so, who and how?

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**IA Builders:
Body-Emotion-Action Connections**

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What are IA Builders?

Currently the only evidence-based intervention shown to enhance IA is Body Mindfulness

Noticing the way your body feels in the present moment

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The *Established* Evidence

Why traditional body mindfulness may not work:

- Too abstract
- Requires a certain degree of cognition and attention
- Assumes a safe relationship with your internal sensations

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 You Try: Experiment 1

How does your body feel right now?

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 You Try: Experiment 2

Squeeze your hands in a fist for 10 seconds. How do your hands feel while you are squeezing?

MY HANDS CAN FEEL			
 COLD	 WARM	 TIGHT	 LOOSE
 WET	 DRY	 FUZZY	 CLIMY
 FAST	 SLOW	 SORE	 WANT TO HIT
 SOME THING ELSE	 I DON'T KNOW		

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 Which was easier? Why?

Experiment 1

How does your body feel right now?

Experiment 2

Squeeze your hands in a fist for 10 seconds. How do your hands feel while you are squeezing?

MY HANDS CAN FEEL			
 COLD	 WARM	 TIGHT	 LOOSE
 WET	 DRY	 FUZZY	 CLIMY
 FAST	 SLOW	 SORE	 WANT TO HIT
 SOME THING ELSE	 I DON'T KNOW		

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What are IA Builders?

IA Builders: Adapted forms of Body Mindfulness

- Chunked into 1 body part
- Evoked a stronger sensation that draws attention
- Learning while experiencing
- Visual & Language Supports
- Playful
- Feeling, but out of the context of emotions

Squeeze your hands in a fist for 10 seconds. How do your hands feel while you are squeezing?

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The Interoception Curriculum

www.kelly-mahler.com

Section 1: Body
Lessons 1-16
Lessons to nurture **NOTICING** body signals in a concrete and slow method

Section 2: Emotion
Lessons 17-20
Lessons to **CONNECT** body signals to emotion

Section 3: Action
Lessons 21-25
Lessons to explore a variety of feel-good actions that help **REGULATE** body signals

BODY EMOTION ACTION

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Interoception Curriculum: Downloadable Materials

Body Part	Noticed	Connected	Regulated
Hand and Fingers			
Eye			
Nose			
Tongue			
Ear			
Leg			
Butt			
Finger			
Tooth			
Foot			
Skin			
Hair			
Nail			
Wrist to Right			
Wrist to Left			
Spine & Neck			
Foot Left			
Foot Right			

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Section 1: Body



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Section 1: BODY

Pick one body part.

 <p>Outside</p> <ol style="list-style-type: none"> 1. Hands & Fingers 2. Feet & Toes 3. Mouth 4. Eyes 5. Ears 6. Nose 7. Voice 8. Cheeks 9. Skin 	 <p>Inside</p> <ol style="list-style-type: none"> 10. Muscles 11. Lungs 12. Heart 13. Brain & Head 14. Stomach 15. Bladder
---	--

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IA Builder: Descriptor Menu

A Visual & Language Support:
Learner Created:

- Brainstorm with learner
- Accept all answers
- Action words can be included (e.g., flappy, want to hit, want to throw)



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IA Builder: Descriptor Menu

A Visual & Language Support:
Coach Created:

DESCRIPTOR MENU

Hands and Fingers

Hands and fingers can feel many different ways.
 Here are a few words that describe what I might feel. I can use these words to use my senses.

Body Part	My Hands and Fingers can Feel		
Hands and Fingers	Still	Wiggly	Fidgety
	Clonched	Tight	Loose
	Warm	Hot	Soapy
	Cold	Prickly	Fresh
	Soft	Wet	Clean
	Dry	Itchy	Bumpy
	Fast	Slow	Hard to breathe
	Shaky		

PRE-READER DESCRIPTOR MENU

MY HANDS CAN FEEL:

Cold	Warm	Tight
Loose	Bumpy	Fast
Slow	Soapy	Dry
Wet	Clean	Itchy
Soft	Hard	Shaky
Prickly	Smooth	Steady

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IA Builder: Descriptor Menu

My Eyes can Feel:

- Heavy
- Open
- Itchy
- Sore
- Wet

Lungs

- dead
- tickly
- tired
- coughing
- full of ashes + tar
- fine
- sore
- How full of air

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IA Builder: Descriptor Menu

My Feet Feel

Wet or Sweaty	Hot	Moving/wiggly
Tight/squeezing	Cold	Still
Sore/hurt		

How does my stomach feel?

Feels Comfortable	Feels Uncomfortable
👍	👎

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IA Builder: Descriptor Menu

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IA Builder: Focus Area Experiments

Activities that playfully evoke a stronger sensation in a specific body part to give practice:

1. **Noticing** how that body part feels
2. **Describing** how that body part feels

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IA Builder: Focus Area Experiments

FOCUS AREA EXPERIMENTS
HANDS AND FINGERS

Experiment	Makes My Hands and Fingers Feel
Put your hands in warm water for 15 seconds.	
Put your hands in cold water for 15 seconds.	
Shake your hands fast for 15 seconds.	
Smear lotion on your hands, but do not fully rub into skin for 10 seconds.	
Wipe or wash the lotion off of your skin.	
Blow on the back of your hand.	
Hold an ice cube or ice pack in your hands for 10 seconds.	
Make a fist and hold it for 15 seconds.	
Clap your hands firmly five times.	
Keep your hands as still as a statue for 30 seconds.	

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IA Builder: Focus Area Experiments

Step 1: Noticing how that body part feels

- *I wonder how your hand feels right now.*
- *What do you notice in your hands?*
- *What is going on in your hands right now.*
- *My hand feels _____. I wonder if it is same or different for you.*




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IA Builder: Focus Area Experiments

Step 2: Describing how that body part feels

- *Spoken*
- *Drawing/Coloring*
- *GIFs*
- *Images/Clips*
- *Songs*
- *Descriptor Menu*
- *High Tech*
- *Gestures*





Earthquake	Sunny	Drizzle	Stormy
Windy	Snowy	Rainbow	Cloudy
Hot	Cold	Tornado	Foggy

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IA Builder: Focus Area Experiments

Describing Tips:

- Offer several communication options
- Model communication options
- Record the student doing the experiment and then playback to give processing time and practice describing
- Presume Competence




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Breakout Activity: Do & Learn Mock Interception Group

**During the lesson:
Explicit Instruction**

1. Descriptor Menu
2. Focus Area Experiments

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Descriptor Menu

BRAINSTORM FUN:

The different way your feet can feel?

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Focus Area Experiments

Experiment	Makes My Feet and Toes Feel											
Hold an ice cube or ice pack on your foot for five seconds.												
Curl and squeeze your toes for 10 seconds.												
Brush your foot with a feather, cotton ball or tissue 10 times.												
Pace back and forth 10 times.												
March in place with 20 heavy steps.												
Put a heat pack on your foot for 15 seconds.												
Jump in place 10 times.												
Keep your feet on the floor as still as a statue for 30 seconds.												
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Experiment</th> <th style="width: 30%;">Makes My Feet and Toes Feel</th> </tr> </thead> <tbody> <tr> <td>Rub your feet back and forth on the floor 10 times.</td> <td></td> </tr> <tr> <td>Cross your legs and shake the top foot back and forth really fast for 10 seconds.</td> <td></td> </tr> <tr> <td>Put a wet paper towel on your foot for 15 seconds.</td> <td></td> </tr> <tr> <td>Dry your foot with a paper towel.</td> <td></td> </tr> </tbody> </table>	Experiment	Makes My Feet and Toes Feel	Rub your feet back and forth on the floor 10 times.		Cross your legs and shake the top foot back and forth really fast for 10 seconds.		Put a wet paper towel on your foot for 15 seconds.		Dry your foot with a paper towel.	
Experiment	Makes My Feet and Toes Feel											
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Cross your legs and shake the top foot back and forth really fast for 10 seconds.												
Put a wet paper towel on your foot for 15 seconds.												
Dry your foot with a paper towel.												

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Reflection: Mock Interoception Group

1. What went well?
2. What would you do differently?
3. What surprised you?
4. How would you adapt for your clients?

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IA Builder: Focus Area Experiments

Interoception-Informed Responding:

- Invite participation (never a demand)
- Encourage curiosity
- Offer during periods of regulation (when the person feels safe in their body and environment)




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IA Builder: Focus Area Experiments

Interoception-Informed Responding:

- Watch for all forms of a response (pushing away, refusing, not wanting to stop)
- Validate all responses, even when it is against what you might expect
- Provide various forms of communication




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IA Builder: Focus Area Experiments

Notes:

Interoception: How does your hand feel when you are holding the ice cube?

Tactile: How does the ice cube feel?

Interoception: How do your ears feel when we listen to this song?

Auditory: Does this song sound slow or fast?




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IA Builder: Focus Area Experiments

For the “I don’t knows”, “fines”, “goods”, “calms”:

- Are they on a quest to give a “right” or “correct” answer? Anything outside of “calm/good”:
 - is ‘naughty’,
 - won’t earn you a token/reward,
 - won’t get access to your preferred activity
 - won’t get you out of the break space until you appear this way
 - will get you ignored
 - is full of shame
- Have they had their attempts at expressing the way their body feels:
 - Dismissed
 - Ignored
- Consider how much undoing is needed in these scenarios!

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IA Builder: Focus Area Experiments

Interoception Curriculum DMs

Interoception Yoga Cards

Interoception Exercise Cards

Interoception Activity Cards



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IA Builder: Focus Area Experiments

Consider experiments: props vs. no props

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IA Builder: Focus Area Experiments

Find Everyday Moments

Free: www.kelly-mahler.com

HANDS							
going outside in hot/cold weather	Eating finger foods	Playing with toys	clapping	Playing in snow/can	washing hands	hanging on monkey bars	climbing on playground equipment
Using a computer or handheld	writing/sign on paper	Typing	washing shoes	holding a worksheet/disk	Catching a ball	Carrying a heavy load	putting on hand lotion

FEET							
in the bath/shower	walking/rolling feet on carpet	walking/rolling feet in grass	walking on a sidewalk	standing on one foot	kicking a ball	Jumping on a trampoline	climbing on playground equipment
going outside in hot/cold weather	Relaxing on the couch in chair	Putting on socks/shoes	taking off socks/shoes	Churning a foot tickle	White jumping at active play	Carrying a heavy load	putting lotion on feet

MOUTH							
brushing teeth	taking a sip of liquid	taking a sip of water	Eating a meal	Gargling with mouthwash	Chewing gum	blowing bubbles	blowing up a balloon
Eating a crunchy snack	Eating soup	Eating a chewy snack	putting on Chapstick	Eating a popsicle	humming/singing	Whispering/whispering	sucking on ice cube

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IA Builder: Focus Area Experiments

Free: www.kelly-mahler.com

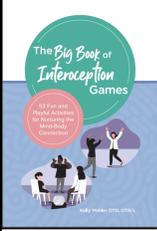
For Families:

- Pick 1 Body Part of Focus
- Invite all caregivers to talk out loud about the way that body part feels during daily activities

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IA Builder: Focus Area Experiments
Interception Games




INTERCEPTION QUESTIONS

Notice

- How do your arms feel frozen in that position right now?
- How does your head feel right now?
- How do your muscles feel after dancing around and now freezing in position?
- I wonder if your heart feels fast or slow right now.

Connect

- You said your arms feel like sticks. Is that comfortable or uncomfortable for you?
- You said your ears feel buzzy. Is that ever a clue to one of your emotions?
- I wonder if your body feels comfortable or uncomfortable right now after dancing.

Regulate

- You said your ears feel "too much." Can we do something to change the way they feel?
- My lungs feel fast after the game. What can I do to change the way my lungs feel?

QUICK TIP

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IA Builder: Focus Area Experiments
Existing Session Activities

- Hands
- Ears
- Eyes
- Heart



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IA Builder: Focus Area Experiments
Existing Session Activities

How does your body feel on the swing?

- Different speeds
- Different positions
- Different swings
- Zoom in on one body part-how do your hands feel? Eyes? Feet? Stomach?
- Teach concept of comfortable vs uncomfortable (more or stop; thumbs up or thumbs down)
- What can you do on the swing to change the way your body feels right now?



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122

IA Builder: Focus Area Experiments
Client Created



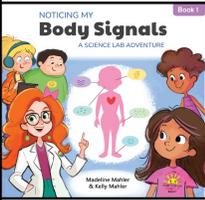
Bionicle Experiments

- push sword into palm
- rub wings on back of hand
- push leg up with finger
- toss and catch

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123

IA Builder: Focus Area Experiments
New Book!



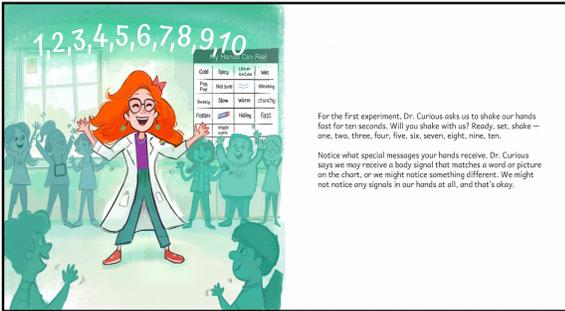
So Much More than a Kids' Book!

- A 78-page interactive interoception experience
- Designed to help kids (and the adults who love them) notice and explore their inner body signals
- Read in small parts. Pause often.
- Each page invites curiosity and reflection.
- Add to the plot as you go!

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124

Inside the Story- Focus Area Experiments



1,2,3,4,5,6,7,8,9,10

M. Curious Can Feel

Color	Shape	Texture	Taste	Smell
Red	Square	Soft	Sweet	Floral
Blue	Circle	Hard	Sour	Woody
Green	Triangle	Smooth	Salty	Earthy
Yellow	Hexagon	Bumpy	Bitter	Spicy
Pink	Octagon	Crunchy	Sour	Fresh
White	Star	Soft	Sweet	Floral
Black	Circle	Hard	Sour	Woody
Grey	Triangle	Smooth	Salty	Earthy
Light Blue	Hexagon	Bumpy	Bitter	Spicy
Light Green	Octagon	Crunchy	Sour	Fresh

For the first experiment, Dr. Curious asks us to shake our hands fast for ten seconds. Will you shake with us? Ready, set, shake – one, two, three, four, five, six, seven, eight, nine, ten.

Notice what special messages your hands receive. Dr. Curious says we may receive a body signal that matches a word or picture on the chart, or we might notice something different. We might not notice any signals in our hands at all, and that's okay.

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**Inside the Story-
Focus Area Experiments**

Now it's time to share. Each of our bodies feels so different.
My hands feel tingly. Claire's are breezy. Todd doesn't know how his hands feel, and Jo's hands are warm. One friend draws a picture of pink squiggly lines, and another says they don't feel anything at all in their hands.

Dr. Curious tells us it's great we all have different experiences. There are no wrong answers in her lab — we can even say "I don't know." Whatever we notice is the right answer for us.

How do your hands feel when you shake them? What signals do you notice in your hands?

Cold	Spicy	Bumpy	Wet
Hot	Hot wet	Hot dry	Shiny
Sticky	Slimy	Warm	Crunchy
Flaky	Waxy	Tingly	Soft
Itchy	Windy	Stinky	Crusty
Shiny	Sticky	Cold	

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**IA Builder: Focus Area Experiments-
ADVANCED**

MOUTH

Hold your mouth open wide for 20 seconds, breathing through your mouth. How does your mouth feel when held wide open?

Adaptations:

- How does their mouth feel? How big/intense/strong is that feeling?
- Do not specify body part-Where do they feel it? And what to they feel?

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**IA Builder: Focus Area Experiments &
Descriptor Menu**

How to Fit into Your Work?

- As a warm-up or concluding activity: 1-2 experiments
- As a chunk of your session
- Push interoception into existing activities: Use activity that you are already using as an experiment(s)-swing one week we will notice hands, next week our feet, and so on
- Push existing activities into interoception: ask them to create a descriptor menu by cutting, coloring, writing; invite them to write/color/draw how their body feels after an experiment

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Section 1: BODY

Teach about body parts!!!!: Use Manipulatives, Models, Drawings, Body Parts Cut-Outs, Video Clips

Photo credit: Anna Vander Haeghe
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IA Builder: IA on the Fly

PRE-BEGINNER
Statements where the caregiver labels their own inner body signals.
"My hand feel warm when you hold it."
"My stomach is growling before lunch."

BEGINNER
Statements that provide observations and prompt attention.
"I see your hands are wiggly. Look at your hands. Do you see them wiggling?"
"Your hands feel sweaty. Put your hand right here. Do you feel the sweat?"

INTERMEDIATE
Questions that call attention to a specific body part and provide choices for response.
"Are your hands wiggling or still?"
"Are your hands sweaty or dry?"
"Are your hands cold or warm?"

ADVANCED
Questions that call attention to a specific body part and require students to provide a response without choice options.
"How do your hands feel right now?"

PROFICIENT
Questions that call attention to the entire body
"How does your entire body feel right now?"

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IA Builder: IA on the Fly

PRE-BEGINNER Level PROMPTS
Statements where the caregiver labels their inner body experience.

- "My hand feels warm right now."
- "My eyes feel so sore from the bright lights."
- "My stomach is growling. I must need food."
- "Eww. This makes my body feel uncomfortable"
- "No thank you. My body feels yucky."
- "AAAAHHH my muscles feel so soft when you hug me. Can I have more?"

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 **IA Builder: IA on The Fly**

Beginner Level Prompts: Providing observations and inviting attention.

- I see you have goosebumps on your arm. Feel them with your hand. Can you feel the little bumps on your skin? Can you see them?
- I see your hands moving like this. I wonder if you notice that too.
- When I put my hand on your chest, I can feel your heart beating. Put your hand here. Can you feel it beating against your hand?
- I see you pushing this away. I wonder if it makes your body feel uncomfortable. Let's push it away together (model phrase when pushing away "no thank you" "please stop")

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 **IA Builder: IA on The Fly**

Intermediate Level Prompts: Questions/statements that invite attention to a certain body part and provide choices for response

- Is your heart beating slow or fast right now? Or something else.
- I wonder if your heart is beating slow or fast right now.
- Does your skin feel cool or hot or something else?
- How does your voice sound right now? Loud or soft? Or something else?
- I wonder if your nose feel runny or dry?

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 **IA Builder: IA on The Fly**

Advanced Level Prompts: Questions/statements that invite attention to specific body parts and invite response without choice options.

- How do your eyes feel right now?
- I wonder how your eyes feel right now.
- What does your voice sound like right now?
- How does your stomach feel right now?
- I wonder how your nose feels right now.

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IA Builder: IA on The Fly

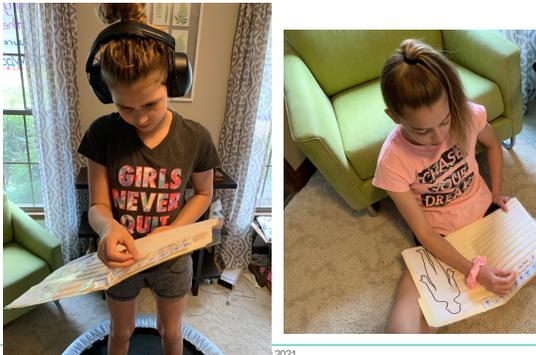
Proficient Level Prompts: Questions that call attention to the entire body

- How does your body feel right now?
- What are 3 sensations (feelings in your body) you notice right now?

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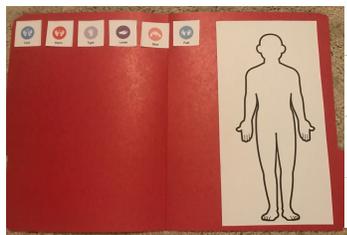
IA Builder: Body Check Chart Daily Practice



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137

IA Builder: Body Check Chart File Folder Version



Mahler © 2021

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IA Builder: Body Check Chart
Life-sized Version

Anna Vander Haeghe, Alberta, Canada

Mahler © 2021

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IA Builder: Body Check Chart
Paper Body Check

Body Part	How I Feel					
Hands and Fingers 	Itch	Itchy	Fragile	Clenched	Tight	Loose
	Warm	Hot	Sweaty	Cold	Floppy	Fined
	Sore	Messy	Clean	Want to hit/throw		Shaky
	Dry	Wet	Squeezing	Fast	Slow	
Feet and Toes 	Itch	Wiggly	Foggy	Curled	Tight	Loose
	Warm	Hot	Sweaty	Cold	Steady	Fluctuating
	Jumping	Dirty	Clean	Dirty	Clean	Sore
	Wet	Dry	Fast	Slow	Ticky	
Mouth 	Want to run away	Want to lick				
	Dry	Heavy	Loose	Cold	Warm	Chapped
	Sore	Too much	Tight	Loose	Full	Empty
	Clenched	Messy	Clean	Want to bite or chew		
Eyes 	Focused	Distracted	Blurry	Squinty	Itchy	Crying
	Wet	Dry	Itchy	Burning	Stinging	Too much
	Tearry	Light	Heavy	Tight	Loose	Wide
	Sore					
Ears 	Focused	Distracted	Sensitive	Too much	Sore	Itchy
	Blat off	Full	Muffled	Head quiet		
Nose 	Runny	Stuffy	Ticky	Itchy	Burning	Dry
	Cold	Warm	Sore	Tight	Too much	

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IA Builder: Focus Area Experiments + Body Check Chart

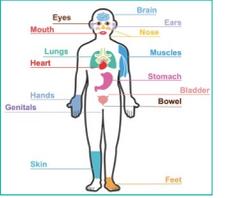
Experiments: How does your body feel during math when you _____?

- *Sit on a ball
- *Sit on a chair with Theraband
- *Stand on balance board
- *Chew Gum
- *Headphones on
- *Headphones off
- *Use lamp (overhead lights off)
- *Put blinds up
- *Put blinds down
- *Keep shoes on
- *Take shoes off

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IA Builder: Focus Area Experiments + Body Check Chart

How do your ears feel? Your body?
 *Putting on headphones on for the first time
 *Wearing headphones in various environments (math class, grocery store, work, etc.)

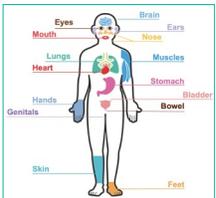




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IA Builder: Focus Area Experiments + Body Check Chart

Experiments: How does your body feel before and after a break?



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IA Builder: Focus Area Experiments + Body Check Chart

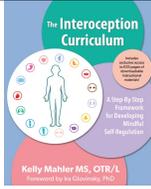


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Section 1: BODY

The Fantastic Four **IA Builders**

1. Descriptor Menu
2. Focus Area Experiments
3. Body Check Chart
4. IA on the Fly



Outside

1. Hands & Fingers
2. Feet & Toes
3. Mouth
4. Eyes
5. Ears
6. Nose
7. Voice
8. Cheeks
9. Skin

Inside

10. Muscles
11. Lungs
12. Heart
13. Brain & Head
14. Stomach
15. Bladder

A predictable learning structure used in each lesson

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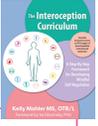
146

Section 2: Emotion



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Section 2: EMOTION
Lesson Overview



LESSON 17 My Body Signals are Clues to My Emotions

LESSON 18 Each Emotion has Different Body Signals

LESSON 19 What's the Cause of My Body Signals

LESSON 20 Creating My Body-Emotion Chart

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IA Builder: Body Math

*Read and Play:
My Body
Signals are
Clues to My
Emotions:
Quick Story &
Game*

**BODY SIGNALS ARE CLUES TO MY EMOTIONS:
A QUICK STORY AND GAME**

GAME CARDS

Heavy eyes	+	Heavy muscles	=			
Dry mouth	+	Dry throat	=			
Jumping feet	+	Fast heart	+	Loud voice	=	
Burning eyes	+	Stuffy nose	+	Nauseous stomach	=	
Tight muscles	+	Shut off voice	+	Tight muscles	=	

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IA Builder: Body Math

*Your body signals
are clues to your
emotions*

Burning eyes	+	Stuffy nose	+	Nauseous stomach	=	
Jumping feet	+	Fast heart	+	Loud voice	=	

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IA Builder: Body Math

Photo credit: Anna Vander Haeghe

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IA Builder: Focus Area Experiments

FOCUS AREA EXPERIMENTS

MY BODY SIGNALS ARE CLUES TO MY EMOTIONS

	Experiment	Makes My Body Feel	When My Body Feels Like This, What Emotion(s) Could It Be?
	Squeeze your hand in a fist and hold for 15 seconds.		
	Hold your eyes wide open without blinking for 15 seconds.		
	Answer rapid-fire questions asked by an adult.		
	Listen to a repetitive sound for 60 seconds.		

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IA Builder: Focus Area Experiments

MOUTH



Hold your mouth open wide for 20 seconds, breathing through your mouth. How does your mouth feel when held wide open?

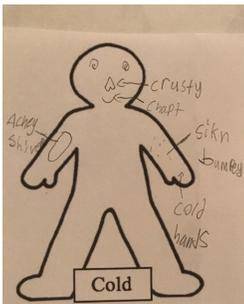
- What do you notice?
- Have you ever noticed this body signal before?
- When?
- What did it mean?

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IA Builder: Body-Emotion Charts

Your body signals are clues to your emotions

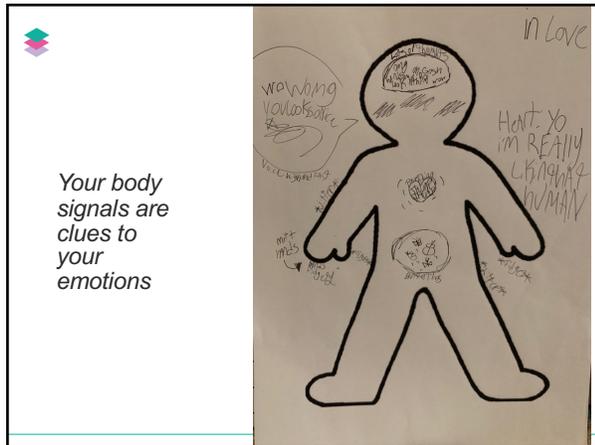


Cold

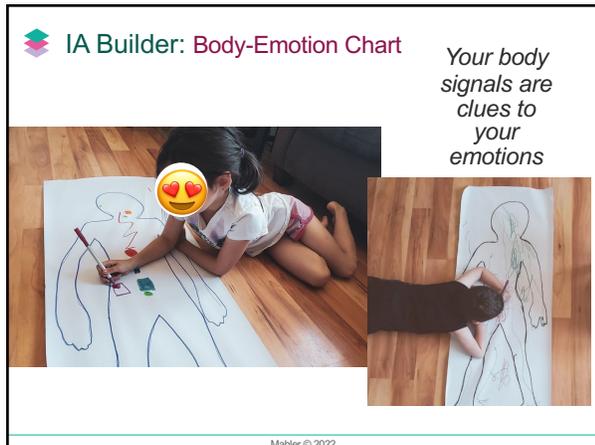


Thirsty

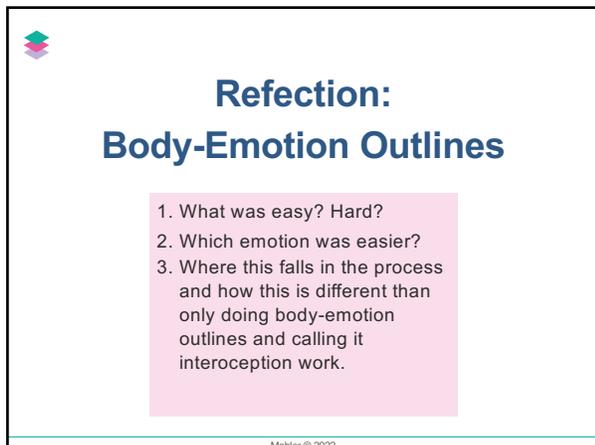
154



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IA Builder: Body-Emotion Charts

Your body signals are clues to your emotions

Body (what it feels like inside)	Emotion (what I am feeling)
<ul style="list-style-type: none"> • Feet- Want to run away • Skin- Zaps all over • Ears- Extreme Pain 	Sensory Overwhelm
<ul style="list-style-type: none"> • Brain-stuck • Voice-shut-off • Feet-Pacing 	Frustrated

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IA Builder: Body-Emotion Charts

MISUNDERSTOOD

What it feels like How it affects me	<ul style="list-style-type: none"> • I feel stuck & unable to move • I will eventually shutdown
What it may look like But is often not	<ul style="list-style-type: none"> • Arguing • Bossy • Insisting on my way • Defiance
How others can tell	<ul style="list-style-type: none"> • Repeat the same thing but in several way • Change in voice tone-may yell, stutter, or become silent • Tense my body and close my fists or wave my arms • Become wound up and bolt away

Credit: www.kimclairry.com

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IA Builder: Body-Emotion Cognitive Connections

Kim's IA awareness keychain

A keychain with cards of either a physical symptom or action urge. Cards contain questions or strategies to help deduce the emotion and action to take.

BODY	Symptom: Tummy Hurting	
EMOTION	<p>I may be</p> <ul style="list-style-type: none"> <u>Hungry</u>- When did I eat last? <u>Sick</u>- Are my bowel habits different? <u>Menstruation</u>- About to start my period <u>Gassy</u>- What did I eat last? <u>Anxious</u>- What am I thinking about and what is going on in my environment? 	
ACTION	<p>I may need to</p> <ul style="list-style-type: none"> -eat -take meds -do relaxation techniques -Use calming sensory strategies 	

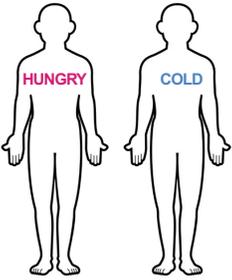
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IA Builder: Body-Emotion Outlines

Tip: it is generally easy to

1. Start with emotions such as: *Hungry, Thirsty, Full, Hot, Cold, Sleepy, Need to Pee/Poop*
2. Then move to emotions such as: *Anxious, Mad, Excited, Calm, Sad.*

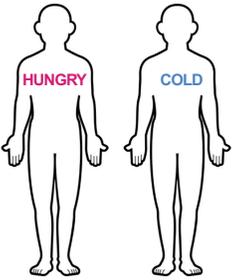


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IA Builder: Body-Emotion Outlines

- Guide the learner via a structured approach using the Body Check Chart or Descriptor Menu.
- Work from top to bottom stopping at several body parts



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Section 3: Action



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The Interoception Curriculum
www.kelly-mahler.com

Section 1: Body
Lessons 1-16

Build the learner's ability to **NOTICE** body signals in a concrete and slow method

Section 2: Emotion
Lessons 17-20

Guide the learner to **CONNECT** body signals to emotion

Section 3: Action
Lessons 21-25

Guide the learner to find a variety of feel-good actions that help the learner **REGULATE**

BODY EMOTION ACTION

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Section 3: ACTION
Lesson Overview

LESSON 21 My Body Can Feel Comfortable, My Body Can Feel Uncomfortable

LESSON 22 I Can Change The Way My Body Feels

LESSON 23 I Can Change The Way My Body Feels When It Is Uncomfortable

LESSON 24 Discovering New Feel-good Actions

LESSON 25 Make My Own Feel-good Menu

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IA Builder: Focus Area Experiments

I can change the way my body feels

FOCUS AREA EXPERIMENTS

I CAN CHANGE THE WAY MY BODY FEELS

How does my body feel before the experiment?	Experiment	How does my body feel after the experiment?	Did I change the way my body feels?
My eyes feel	Look at a bright flashlight for one second	My eyes feel	Yes No
The skin on my arm feels	Place the skin on your arm with water	The skin on my arm feels	Yes No
My mouth feels	Drink one-cold water	My mouth feels	Yes No
My nose feels	Take a deep breath in while pinching one nostril shut.	My nose feels	Yes No
My chest feels	Blow as if you are blowing out a candle for as long as possible	My chest feels	Yes No

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IA Builder: Focus Area Experiments

MOUTH

Hold your mouth open wide for 20 seconds, breathing through your mouth. How does your mouth feel when held wide open?

- What do you notice?
- Now can you change the way your mouth feels?

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IA Builder: Focus Area Experiments

MOUTH

Hold your mouth open wide for 20 seconds, breathing through your mouth. How does your mouth feel when held wide open?

- Have you ever noticed this body signal before? When? What did it mean?
- If you noticed this feeling again, what would you do?
 - If you noticed during class?
 - If you noticed in it the grocery store?

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IA Builder: Body-Emotion-Action Chart

Body, Emotion, Action Chart
(sample)

My **BODY** Feels

EMOTION: COLD

My Feel-Good **ACTIONS:**

_____ Put on a Jacket _____

_____ Wrap in a blanket _____

_____ Ask someone to turn up the heat _____

_____ Go inside _____

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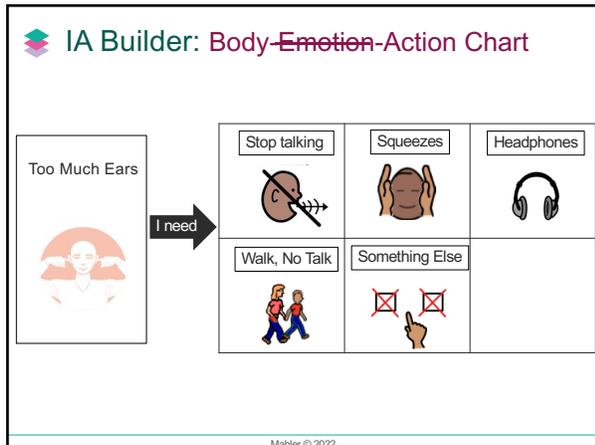
171

IA Builder: Body-Emotion-Action Chart

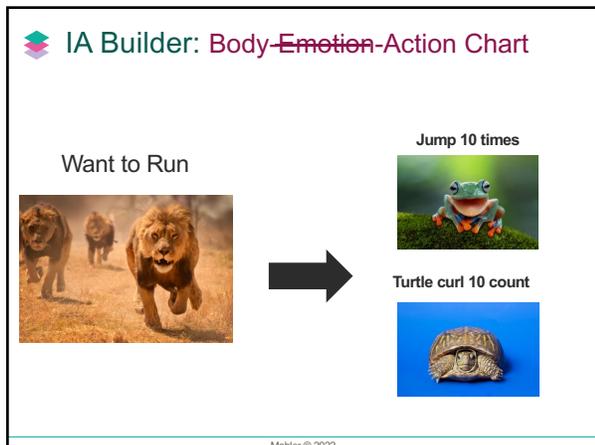
Body (what it feels like inside)	Emotion (what I am feeling)	Action (what helps me feel more comfortable)
<ul style="list-style-type: none"> Feet- Want to run away Skin- Zaps all over Ears- Extreme Pain 	Sensory Overwhelm	Me: <ul style="list-style-type: none"> Go somewhere quiet Put on headphones Deep pressure menu What I need from others: <ul style="list-style-type: none"> Quiet support (stay close, but shhhhh) Put headphones close to me Be patient

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IA Builder: Individual Feel-Good Menus
Exploring even more Focus Area Experiments.
Does this make my body feel comfortable?

Individual Feel-Good Menu Themes

Movement	Kindness	Repetitive
Deep Pressure	Active	Sound and Ears
Vision and Eyes	Touch and Skin	Taste and Mouth
Smell and Nose	Breathing	Get Creative
Favorite Activities	Social	Get Organized
*Vagus Nerve	*Pain Regulation	

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IA Builder: Individual Feel-Good Menus
More Focus Area Experiments
Does this make my body feel comfortable?

Menu Themes

Movement	Kindness	Repetitive
Deep Pressure	Active	Sound and Ears
Vision and Eyes	Touch and Skin	Taste and Mouth
Smell and Nose	Breathing	Get Creative
Favorite Activities	Social	Get Organized

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IA Builder: Individual Feel-Good Menus
More Focus Area Experiments
Does this make my body feel comfortable?

INDIVIDUAL FEEL-GOOD MENUS
SOUND MENU

Experiment	Does This Action Make My Body Feel Good?
Listen to a favorite song for one minute.	Yes No
Listen to a slow song for one minute.	Yes No
Listen to a fast song for one minute.	Yes No
Put cotton balls or earplugs in your ears for one minute.	Yes No
Listen to white noise for one minute.	Yes No
Other:	Yes No
Other:	Yes No
Other:	Yes No

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IA Builder: Individual Feel-Good Menus
Exploring even more Focus Area Experiments.
Does this make my body feel comfortable?

INDIVIDUAL FEEL-GOOD MENUS REPETITIVE MENU		
Experiment	Does This Action Make My Body Feel Good?	
Pace back and forth following the same walking pattern for one minute. Silently count your legs back and forth.	Yes	No
Look around the room and count all of the squares or square items that you see for one minute.	Yes	No
Hold your palm face down on a table or your lap. Tap your thumb on the table or your lap and count "1." Then tap your next finger on the table or your lap and count "2." Continue tapping and counting the rest of your fingers all the way to "5." Repeat. Do this for one minute.	Yes	No
Sort objects for one minute (for example, sort crayons by color or length).	Yes	No
Other	Yes	No
Other	Yes	No
Other	Yes	No

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IA Builder: Individual Feel-Good Menus
Exploring even more Focus Area Experiments.
Does this make my body feel comfortable?

INDIVIDUAL FEEL-GOOD MENUS VISION MENU		
Experiment	Does This Action Make My Body Feel Good?	
With an adult, search YouTube for "calming screensaver" and select one that you like. Watch it for one minute.	Yes	No
Dim the lights and relax for one minute.	Yes	No
Do a word search puzzle for one minute.	Yes	No
Look at pictures of your favorite things or people for one minute.	Yes	No
Look at your favorite toy for one minute.	Yes	No
Watch a fidget spinner or top spin for one minute.	Yes	No
Other	Yes	No
Other	Yes	No
Other	Yes	No

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IA Builder: Master Feel-Good Menu

MI's Feel Good Menu

	Brown Monkey Cuddles
	Mom/Dad/Dog Hug
	Color/Draw/Paint
	Ball Roll
	Walk my Dog
	TV
	Record Books
	Noise-Cancelling Headphones

MASTER FEEL-GOOD MENU

PROACTIVE FEEL-GOOD BREAKS

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 IA Builder: Master Feel-Good Menu

 Piggie	 Jump	 Squeezies	 Turtle
 Lap Pad	 Wrap	 Swing	 Ice Pack
 Headphones	 Book	 Something Else	

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Putting it All Together:
Breakout Activity



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 What will this look for you?

- How will you braid it into what you already do?
- Where will the work happen?
- What students will be involved?
- How often will the work be implemented?
- Who will lead and/or contribute to the work?
- Ideas on framework of implementation (e.g., one body part a week; experiments 2x/day, etc.).
- Ideas on how to embed into existing curricula/routines?

How will you spread awareness to colleagues?

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183

Evidence supporting the Interoception Curriculum

The slide features a central diagram of a human silhouette with various colored icons (heart, stomach, nose, mouth, etc.) around it, representing different internal sensations. The background is split into green and white sections.

184

The Interoception Curriculum: Direct Evidence

Year 1:
n=8 children with autism; school-based

ABSTRACT
The ability to notice internal sensations such as tense muscles, a rumbling stomach, or heavy eyelids and translate these internal sensations into emotional meaning, such as anger, hunger, and fatigue is an important skill called interoceptive awareness. Deficits in interoception have been discovered within many conditions including autism spectrum disorders (ASD), obesity, depression, trauma, and others. The purpose of this study was to examine the effectiveness of a condensed, 8-week intervention based on *The Interoception Curriculum: A Guide to Developing Mindful Self-Regulator (IC)* in children with ASD. Given the novelty of this intervention topic, an intentionally small pilot study was completed with eight autistic students, ages 6–13 years, enrolled in self-contained autism support classrooms. A significant increase in scores on an interoception measure were found as a result of the intervention. Interoception is hypothesized in the research as being foundational for emotional regulation and occupational performance. Therefore, these preliminary findings provide support for future, larger studies that examine the effectiveness of interoception-based interventions, such as the IC.

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KEYWORDS
Autism spectrum disorder; sensory processing; interoception; occupational awareness; school-based; occupational therapy; emotional regulation

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Taylor & Francis
Taylor & Francis Group
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The Interoception Curriculum: Direct Evidence

Year 2:
n=9 children with mixed diagnoses; school-based

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The slide includes a photograph of three young women smiling together outdoors.

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The Interception Curriculum: Direct Evidence



Year 3: n=150+ children with mixed diagnoses; school-based & outpatient 17 sites; 4 countries



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The Interception Curriculum: Direct Evidence



Year 3: n=99 children with mixed diagnoses; school-based & outpatient



- The participants in this study experienced statistically significant gains in IA and emotional regulation after only 8 weeks of The Interception Curriculum!!!
- ASD n=54; other n=53

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The Interception Curriculum: Direct Evidence



Year 4: n=99 children with mixed diagnoses; school-based & outpatient



- The participants in this study experienced statistically significant gains in IA and emotional regulation after only 8 weeks of The Interception Curriculum!!!
- ASD n=54; other n=53

Utah State College Occupational Therapy Interception Research Class of 2022 MSOT

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The Interoception Curriculum: Direct Evidence



Year 4: n=69 children with mixed diagnoses; school-based & outpatient



- Participants reported IA challenges, BUT the caregivers (both educators and parents) did not score the children as having the same level of IA concerns, despite reporting significant concerns regarding the child's behavior.
- This statistically significant mismatch, improved after an 8-week use of The Interoception Curriculum, resulting in a statically significant match at the end.

Elizabethan Collier Occupational Therapy Interoception Researcher Class of 2020 MSOT

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The Interoception Curriculum: Direct Evidence



Year 5: n=17 children with ASD in a school-based setting Full 25 lesson Curriculum



- The participants in this study experienced statistically significant gains in IA & Emotion Regulation
- Additionally, reported statistically significant gains in the following: Eating/Feeding, Thirst Pain/Healthcare Management, Emotional Response & Emotional Awareness

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The Interoception Curriculum: Direct Evidence

Year 6: n=650 adults (n=158 autistic) Relationship between anxiety & interoception

- Statistically significant interoception differences between autistic and non-autistics
- Statistically significant relationship between interoception & anxiety in autistic people (both muted & intense)



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The Interoception Curriculum: Direct Evidence

Year 6: n=10 autistic adults
8-week online program

- The participants in this study experienced statistically significant gains in IA, Anxiety, Alexithymia & Quality of Life

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The Interoception Curriculum: Direct Evidence

Year 6: n=10 autistic adults
8 week online program

- 80% said 8 weeks was a good length
- 90% said the hands on experiments used during the sessions were helpful
- 100% said instructor-to-participant ratio during sessions was a good balance
 - "I think it was great to have so many instructors - it decreased pressure on participants to answer/talk in the moment which can be difficult"
 - "The OT students did a great job of getting discussion flowing when the participants were hesitant; so glad they did, because there was so much great discussion once the "floodgates" would open, which often meant a member of the OT team opening that gate.;)"

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The Interoception Curriculum: Direct Evidence

Year 7: n=72 OTs
Do OTs know about and use interoception in practice?

- 100% responded that interoception influences their clients' participation in at least one occupational area.
- Most common occupational areas were toileting, feeding, and emotional regulation
- However, 45% never or rarely use interoception-based intervention

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 **The Interoception Curriculum: Direct Evidence**

Other

- Nurturing IA for Emotional Regulation in Parents and their Preschool-Aged Children
- Toileting
- Traumatic Brain Injury
- Adult Chronic Pain Clinic
- Whole School Use (Tier 1)

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Conclusion



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 **THANK YOU!!**

FOR MORE INFORMATION:

- Free resources:** www.kelly-mahler.com
- Facebook:**
 - Group: Interoception: The Eighth Sensory System (private content)
 - Page: Kelly Mahler (sharable content)
- Join our mailing list:** www.kelly-mahler.com



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