

AGENDA

Pearl City Community Unit School District #200
Pearl City, IL 61062

Wednesday, May 17, 2023
6:30 P.M. – High School Library

Public access to this meeting will be in-person at the Pearl City JH/HS Library. Individuals wishing to speak during public forum may make their public comment during the public comment section in-person at the regular scheduled meeting.

- A. Call to Order
- B. Roll Call of Members
- C. Approval of the Agenda
- D. Recognition of Guests & Public Comment
- E. Consent Agenda
 - 1. Approval of the Meeting Minutes from the April 19, 2023 Regular School Board Meeting
 - 2. Approval of Bills and Payroll through May 12, 2023
 - 3. Approval of Courses for Teachers
 - a. Lexi Collins, Kim Lorig, Judy Robinson, & Janet Rauch
- F. Communications
- G. New Business
 - 1. Approval of Dual Credit Memorandum of Understanding with HCC – Potential Action Item
 - 2. Information on Curriculum Timeline – Informational Item
 - 3. Approval of the Fine Arts Curriculum – Potential Action Item
 - 4. Approval for International School District Spanish Trip – Potential Action Item
 - 5. Approval of renewing E-Learning Plan & Set Public Hearing – Potential Action Item
 - 6. Approval of Contract Agreement with GSF for Custodial Service – Potential Action Item
 - 7. Approval of the following new and amended policies: 2:110- Qualifications and term of Board Members; 3:40- Superintendent; 4:60-Purchases and Contracts; 5:30- Hiring Process and Criteria; 5:90- Abused and Neglected Child Reporting; 5:125- Personal Technology and Social Media- 5:150- Personal Records; 5:170- Copyright; 5:260 Student teachers; 6:135- Accelerated Placement Program; 6:230- Library Media Program; 8:20- Community Use of School Facilities- Potential Action Items
- H. Closed Session
 - 1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity 5 ILCS 120/2(c)(1), amended by P.A. 99-646.
 - 2. Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2 (c)(11).
- I. Possible Items for Approval after Closed Session
 - 1. Approval of the non-renewal of Paraprofessional for 2023-2024 – Potential Action Item
 - 2. Approval of resignation of Girls JV Basketball Coach – Potential Action Item
 - 3. Approval of resignation of HS Social Science Teacher- Potential Action Item
 - 4. Approval of extra-curricular volunteers – Potential Action Item
 - 5. Approval of Asst. HS Football Coach – Potential Action Item

J. Adjourn

***Copies of the agenda and public documents can be picked up at the District Administrative Office at 100 S. Summit St, Pearl City, IL 61062 during its regular business hours.

BOARD OF EDUCATION DISTRICT #200
REGULAR BOARD MEETING

April 19, 2023

Mr. Bremmer, President, called the regular board meeting to order at 6:30 p.m. Roll call found the following members present: Mr. Crackenberger, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey and Mrs. Tessendorf. Also present were Superintendent Schiffman, Secondary Principal Ben Asche, Elementary Principal Brent Chrisman, and Milena Teske. Mr. Johnson arrived at 6:42 pm.

Mrs. Tessendorf motioned to approve the agenda. Mrs. Sheffey seconded the motion, which passed unanimously.

The board recognized guests and public comments were allowed. No comments were made.

Mr. Crackenberger motioned to approve the consent agenda. Mr. Pauley seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey, and Mrs. Tessendorf.

Mrs. Tessendorf motioned to approve the 2023-2024 Coach's Handbook. Mr. Pauley seconded the motion, which passed unanimously.

Mrs. Sheffey motioned to approve the 2023-2024 Non-Certified Handbook. Mrs. Tessendorf seconded the motion, which passed unanimously.

Mr. Pauley motioned to approve the 2023-2024 Certified Staff Handbook. Mr. Crackenberger seconded the motion, which passed unanimously.

Mrs. Sheffey motioned to approve the following summer hours starting on June 1st.

- a. Administrators – 4 X 10 hour days & no work on Friday
- b. Administrative Assts. – 4 X 10 hour days & no work on Friday
- c. Custodians/Maintenance – 4 X 10 hour days & no work on Friday
- d. Bookkeeper – varies by the week due to payroll & other finance deadlines

Mrs. Tessendorf seconded the motion, which passed unanimously.

Mrs. Tessendorf motioned to approve the Milk bids from Prairie Farms for 2023-2024. Mrs. Sheffey seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey, and Mrs. Tessendorf.

Mr. Johnson motioned to approve the Custodial bids from Rocket Industrial & The Home Depot Pro for 2023-2024. Mr. Pauley seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Mr. Johnson, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey, and Mrs. Tessendorf.

Mrs. Sheffey motioned to approve the resignation of Tyler Oakley as Asst. Football Coach. Mrs. Tessendorf seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Mr. Johnson, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey, and Mrs. Tessendorf.

Mr. Johnson motioned to approve Sarah Boyer & Josee Pickard as JH Volleyball coaches & Jordy McPeck as JV Volleyball Coach for 2023-2024. Mr. Pauley seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Mr. Johnson, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey, and Mrs. Tessendorf.

Mr. Pauley motioned to approve the FMLA for Kylie Kempel from August 16th – October 10th, 2023. Mrs. Tessendorf seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Mr. Johnson, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey, and Mrs. Tessendorf.

Mrs. Sheffey motioned to approve Megan Spahr, Adrian Kostallari, & Dale Gullickson as Summer School Teachers & Paraprofessionals. Mr. Johnson seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Mr. Johnson, Mrs. Keltner, Mr. Pauley, Mrs. Sheffey, and Mrs. Tessendorf.

Mr. Johnson motioned to approve the resignation of Kevin Kohl as Bus Driver at the end of this school year. Mr. Pauley seconded the motion, which passed unanimously.

The board held a first reading of the following new and amended policies: 2:110- Qualifications and term of Board Members; 3:40- Superintendent; 4:60-Purchases and Contracts; 5:30- Hiring Process and Criteria; 5:90- Abused and Neglected Child Reporting; 5:125- Personal Technology and Social Media- 5:150- Personal Records; 5:170- Copyright; 5:260 Student teachers; 6:135-Accelerated Placement Program; 6:230- Library Media Program; 8:20- Community Use of School Facilities.

Seating of New Board Members & Organizing of the School Board:

The Board acknowledged outgoing board members Scott Johnson & Nicole Sheffey, both served for eight years on the school board.

The Board reviewed the official results of the election

Mrs. Tessendorf motioned to approve the election results and seating of new board members: Jace Kempel, Tim Pauley, & Tracy Downs, all serving a 4 year term expiring in 2027. Mr. Pauley seconded the motion, which passed unanimously.

Mr. Johnson motioned to approve Dr. Schiffman as President Pro Tem. Mrs. Sheffey seconded the motion, which passed unanimously.

Mrs. Sheffey motioned to adjourn the current School Board. Mr. Crackenberger seconded the motion, which passed unanimously.

The new board was seated. Roll call found the following members present: Mr. Bremmer, Mr. Crackenberger, Ms. Downs, Mrs. Keltner, Mr. Kempel, Mr. Pauley, and Mrs. Tessendorf.

The School Board Members renewed their School Board Member Oath.

Mr. Pauley nominated Mr. Bremmer for School Board President. Mrs. Tessendorf seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Ms. Downs, Mrs. Keltner, Mr. Kempel, Mr. Pauley, and Mrs. Tessendorf.

Mrs. Keltner nominated Mrs. Tessendorf for School Board Vice-President. Mr. Pauley seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Ms. Downs, Mrs. Keltner, Mr. Kempel, Mr. Pauley, and Mrs. Tessendorf.

Mr. Crackenberger nominated Mrs. Keltner for School Board Secretary. Ms. Downs seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Ms. Downs, Mr. Kempel, Mr. Pauley, and Mrs. Tessendorf.

Mr. Pauley nominated Mrs. Keltner for the Pearl City School Board Education Foundation Non-Voting Representative. Mr. Kempel seconded the motion, which passed unanimously.

Mr. Pauley nominated Mrs. Tessendorf for the Pearl City School Board IASB Governing Board Representative. Ms. Downs seconded the motion, which passed unanimously.

Mr. Crackenberger motioned to approve Mike Smith as the Pearl City Board Treasurer. Mrs. Tessendorf seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Ms. Downs, Mrs. Keltner, Mr. Kempel, Mr. Pauley, and Mrs. Tessendorf.

Mr. Pauley motioned to approve Janis Sheffey as Pearl City School Board Recording Secretary. Mr. Kempel seconded the motion. Voting aye was: Mr. Bremmer, Mr. Crackenberger, Ms. Downs, Mrs. Keltner, Mr. Kempel, Mr. Pauley, and Mrs. Tessendorf.

Ms. Downs motioned to approve the school board meeting time to be the third Wednesday of each month at 6:30 p.m. in the High School IMC. Mrs. Tessendorf seconded the motion, which passed unanimously.

The board set the following committees:

Building & Grounds: Mr. Crackenberger and Mr. Kempel

Communication: Mrs. Keltner and Mrs. Tessendorf

Finance: Ms. Downs and Mr. Pauley

Joint Coop Committee: Mr. Bremmer and Mr. Kempel

Policy: Mr. Pauley and Mrs. Tessendorf

Mr. Crackenberger motioned to approve the current agenda format. Ms. Downs seconded the motion, which passed unanimously.

Mrs. Tessendorf motioned to adjourn the meeting at 7:11 p.m. Mr. Kempel seconded the motion, which passed unanimously.

Respectfully submitted,

Nikki Keltner, Board Secretary

Chad Bremmer, Board President

Professional Course Pre-Approval & Reimbursement

Teacher requesting Course Approval Janet Rauch

Date of Request 5-10-23

Tuition Reimbursement

The Board shall pay up to three hundred (300) dollars per credit hour tuition, limited to six (6) hours for each year of the contract. This program will commence upon a teacher reaching tenured status. To receive the increase, the teacher shall make a written request and receive written approval/disapproval prior to the official start of a class to be used for salary advancement. Requests are to be submitted to the Superintendent's Office on forms available from the District office. Work shall be in a program leading to a degree or in the teaching area of the proposed additional teaching area or of a significant value to the district of professional advancement of significance to the district.

☒ I am requesting course approval and reimbursement at the rate of \$300/hour – See Above

☐ I am requesting course approval only

Subject (s) and requested hours for approval

1. Hours 2 Subject/Course Stateline Summer Institute 2023
(2 grad. credits) June 5-8

2. Hours _____ Subject/Course _____

_____ Course and Salary Reimbursement or Course only was approved by the School Board

_____ Course and Salary Reimbursement or Course only was denied by the School Board

Reason for Denial _____

Date Approved _____

Superintendent's Signature _____

Professional Course Pre-Approval & Reimbursement

Teacher requesting Course Approval Judy Robinson

Date of Request 05-08-23

Tuition Reimbursement

The Board shall pay up to three hundred (300) dollars per credit hour tuition, limited to six (6) hours for each year of the contract. This program will commence upon a teacher reaching tenured status. To receive the increase, the teacher shall make a written request and receive written approval/disapproval prior to the official start of a class to be used for salary advancement. Requests are to be submitted to the Superintendent's Office on forms available from the District office. Work shall be in a program leading to a degree or in the teaching area of the proposed additional teaching area or of a significant value to the district of professional advancement of significance to the district.

☒ I am requesting course approval and reimbursement at the rate of \$300/hour – See Above

☐ I am requesting course approval only

Subject (s) and requested hours for approval

1. Hours 3 Subject/Course Refocus and Recharge : Strategies for Finding Balance in Teaching

2. Hours _____ Subject/Course _____

_____ Course and Salary Reimbursement or Course only was approved by the School Board

_____ Course and Salary Reimbursement or Course only was denied by the School Board

Reason for Denial _____

Date Approved _____

Superintendent's Signature _____

Appendix C

Professional Course Pre-Approval & Reimbursement

Teacher requesting Course Approval Lexie Collins

Date of Request 4/24/2023

Tuition Reimbursement

The Board shall pay up to three hundred (300) dollars per credit hour tuition, limited to six (6) hours for each year of the contract. This program will commence upon a teacher reaching tenured status. To receive the increase, the teacher shall make a written request and receive written approval/disapproval prior to the official start of a class to be used for salary advancement. Requests are to be submitted to the Superintendent's Office on forms available from the District office. Work shall be in a program leading to a degree or in the teaching area of the proposed additional teaching area or of a significant value to the district of professional advancement of significance to the district.

 I am requesting course approval and reimbursement at the rate of \$300/hour – See Above

✓ I am requesting course approval only

** I am also requesting salary advancement after courses are finished this summer, with the 9 hours from last summer and the 9 hours here, that puts me at +18 hours above a bachelor's degree.*

Subject (s) and requested hours for approval

1. Hours 3 Subject/Course KNR 419 - Contemporary Curriculums in PE

Hours 3 Course KNR 428 - Contemporary Topics in PE

2. Hours 3 Subject/Course KNR 423 - Sociocultural Perspectives in PE

 Course and Salary Reimbursement or Course only was approved by the School Board

 Course and Salary Reimbursement or Course only was denied by the School Board

Reason for Denial

Date Approved

Superintendent's Signature

Professional Course Pre-Approval & Reimbursement

Teacher requesting Course Approval Long

Date of Request 4/27/23

Tuition Reimbursement

The Board shall pay up to three hundred (300) dollars per credit hour tuition, limited to six (6) hours for each year of the contract. This program will commence upon a teacher reaching tenured status. To receive the increase, the teacher shall make a written request and receive written approval/disapproval prior to the official start of a class to be used for salary advancement. Requests are to be submitted to the Superintendent's Office on forms available from the District office. Work shall be in a program leading to a degree or in the teaching area of the proposed additional teaching area or of a significant value to the district of professional advancement of significance to the district.

☒ I am requesting course approval and reimbursement at the rate of \$300/hour – See Above

☐ I am requesting course approval only

Subject (s) and requested hours for approval

1. Hours 1 Subject/Course Recognize child abuse/Trauma

Lindenwood University ECH 101

2. Hours _____ Subject/Course _____

_____ Course and Salary Reimbursement or Course only was approved by the School Board

_____ Course and Salary Reimbursement or Course only was denied by the School Board

Reason for Denial _____

Date Approved _____

Superintendent's Signature _____

Dual Credit Memorandum of Understanding between Highland Community College and Pearl City School District

This Memorandum of Understanding ("MOU" or "Agreement") is entered into this 1st day of August, 2023 between Pearl City School District ("School District"), located at 100 Summit Street, Pearl City, IL 61062 and Highland Community College, located at 2998 W Pearl City Rd, Freeport, Illinois 61032 (collectively, the "Parties").

WHEREAS, School District and Highland Community College working together would like to offer high school students enrolled in School District an opportunity to receive dual high school and college level credit; and

WHEREAS, the Parties desire to enter into this MOU or Agreement to facilitate the transition of students from secondary coursework into Highland Community College; and

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

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

1. School District and Highland Community College will, each school year, make available to eligible students participating in the agreed upon "dual credit courses," as listed on the Dual Credit Proposal which is attached hereto and incorporated herein. Decisions on what specific courses will be available in any given school year will be made on or before August 1, 2023 and made available to students within School District.
2. All dual credit courses shall be taught by qualified School District Instructors ("School District Dual Credit Instructors") or Highland Community College Instructors during the academic year. Highland Community College's faculty credential qualifications to teach require submitting a Highland Community College Dual Credit Course Similarities form and the Highland Community College Instructor Information Form, current resume, and an original copy of all official college transcripts to the Highland Community College Coordinator of Dual Credit/Outreach.
3. All dual credit courses shall be taught at the School District's campuses or at Highland Community College or delivered through alternative delivery methods.
4. Establish a collaborative process and criteria by which a school district and a community college district shall work to ensure that individual students with disabilities have access to dual credit courses, provided that those students are able to meet the criteria for entry into a dual credit course, and communicate about a student's progress. Qualified students shall have access to the supplementary aids and accommodations included in the student's individualized education program under Article 14 of the School Code or Section 504 plan under the federal Rehabilitation Act of 1973 while the student is accessing a dual credit course on a high school campus, in accordance with established practices at the high school for providing these services. A student who accesses a dual credit course on a community college campus shall have access to supplementary aids and accommodations provided in the partnership agreement, including access to the community college's disability services.

5. It is further agreed upon by the Parties that School District, on an annual basis, will:
- a. Verify that School District Dual Credit Instructors submit an updated syllabus and learning outcomes for their dual credit course(s);
 - b. Be responsible for collaborating with Highland Community College Coordinator of Dual Credit/Outreach to submit completed student enrollment forms and the attached Dual Credit/Dual Enrollment Agreement;
 - c. Work with the Highland Community College Coordinator of Dual Credit/Outreach to ensure that participating students meet the College's placement requirements necessary for each class, which may include English, reading, and/or mathematics, prior to registering for a class, if applicable;
 - d. Ensure that participating students meet the course prerequisite or co-requisite eligibility requirements, as applicable;
 - e. Upon request, send Highland Community College an initial roster, by August 1st for the fall semester and January 15th for the spring semester;
 - f. Ensure that School District Dual Credit Instructors follow Highland Community College's master course syllabus or other College-approved syllabi. Identified Highland Community College learning outcomes will be utilized for each course along with appropriate textbooks as agreed upon by School District and Highland Community College;
 - g. If School District chooses to utilize textbooks from Highland Community College Bookstore, they need to contact the bookstore by the timelines established by Highland.
 - h. Be responsible for School District Dual Credit Instructors submitting a final course syllabus to the Highland Community College Coordinator of Dual Credit/Outreach by August 1st for the fall semester and January 15th for the spring semester;
 - i. Allow the appropriate Highland Community College Academic Dean, Highland Community College faculty member, or College designee access to complete a classroom observation which will be shared with the School District Dual Credit Instructor. This evaluation shall be limited to the course and the ability of the instructor to deliver quality, rigorous college credit coursework. This evaluation shall not be utilized as part of any school district instructor's performance evaluation under Article 24A of the School Code;
 - j. Require all School District Dual Credit Instructors to complete the following steps in accordance with the Highland Community College academic calendar as outlined in Appendix A which is attached hereto and incorporated herein: a midterm grading roster and final grading roster as required by Highland Community College's Enrollment Services office by the specified deadlines for that semester;
 - k. Distribute on the first day of class a course syllabus to each student registered in a dual credit section;

- l. Ensure that unqualified students (those students who do not meet all the course eligibility prerequisites) are not allowed to enroll in the same section with qualified students. All students in the dual credit section must meet Highland Community College prerequisites;
- m. Participate in Highland Community College's periodic assessment of student learning activities;
- n. School District Dual Credit Instructors must be qualified to deliver dual credit instruction in compliance with ICCB and the Higher Learning Commission ("HLC").
- o. In the event of an extended leave by the approved instructor, the substitute assigned to the specific course(s), must be approved by HCC to maintain the receipt of Dual Credit.
- p. Provide associated instructional costs such as instructional materials and supplies, as needed.
- q. If the School District cannot provide instructional coverage and Highland Community College has capacity, at their cost, a separate agreement will need to be drafted to outline the responsibility for expenses associated with their proposed instructional delivery of the dual credit course at the School District.
- r. Ensure that all authorizations needed for the sharing of information about a participating student, which may be required under FERPA or the Student Records Act, are obtained from students participating in the dual credit program. Students will sign FERPA release on student enrollment form to authorize the release and exchange of grades between Highland Community College and School District. Students will also sign FERPA release to authorize Accuplacer test scores and/or qualification status for college-level courses between Highland Community College and School.
- s. Highland Community College is authorized to administer surveys, as appropriate to the minor status of the student, and utilize other data collection methods in dual credit classes for the purposes of reporting to federal, state, and grant agencies and for the assessment of programs and services.

6. It is agreed by the Parties that Highland Community College will:

- a. Provide courses from Illinois Community College Board ("ICCB") approved programs;
- b. Provide the School District with copies of official college credit course syllabi which contain course descriptions, prerequisites, learning outcomes, course requirements, and methods of evaluation for courses referenced in the Dual Credit Proposal;
- c. Review the resume and transcripts of any School District Dual Credit Instructor recommended by the School District to teach a dual credit course to ensure compliance with Highland Community College qualification to teach requirements;
- d. Identify the appropriate Academic Administrator or a content faculty member to serve as a contact and resource to the School District Dual Credit Instructor;
- e. Conduct periodic classroom observations following college-approved forms and processes, and share observations with the School District Dual Credit Instructor and District Administration;
- f. Provide the School District with all appropriate forms including, but not limited to, a copy of the academic calendar, enrollment forms, certified class lists, and final grade reports;

- g. Provide appropriate placement testing to participating students, as required;
- h. Award appropriate college credit and record student grades on a permanent college transcript which will be maintained by Highland Community College;
- i. In instances when a Highland Community College instructor is teaching the course, Highland will provide the School District with the final grade for each participating student at the end of the semester;
- j. Review this MOU annually for accuracy; and

7. Modifications to this agreement may be mutually agreed upon by the Parties and effective once in writing and signed by the parties. Such modifications will not jeopardize credit for the students currently enrolled in courses covered under this agreement.

8. *This Agreement may be terminated by mutual agreement of the parties upon 30 days' notice if a party is in breach and has failed to cure after being given notice by the non-breaching party. The Agreement shall continue, from year to year, absent formal notice from a Party of intent to non-renew given at least 60 days prior to the annual renewal.*

9. This agreement will be in effect for the 2023-2024 school year.

High School Superintendent Date

Highland Community College President Date

Board of Education Date

Highland Community College Board of Trustees Date

Appendix A

Dual Credit Roster & Grading Procedures

1. High School Dual Credit Instructor sends signed and dated summary class list from their ROAR account to HCC by the College's posted summary class list date. HCC makes class list adjustments based on the submitted summary class list.
2. High School Dual Credit Instructor will enter midterm grades electronically into their ROAR account by the HCC's posted midterm grading deadline. HCC will make any necessary class list adjustments.
3. High School Dual Credit Instructor will send any "Withdrawal" forms to HCC. The Withdraw form can be a Student or an Instructor Initiated form. Forms must be submitted by the posted HCC's Withdrawal deadline. HCC will make adjustments to the class list.
4. High School Dual Credit Instructors will enter final grades electronically into their ROAR account by HCC posted final grading deadline.



HIGHLAND COMMUNITY COLLEGE

HIGHLAND COMMUNITY COLLEGE
DUAL CREDIT AGREEMENT WITH

Pearl City High School

2022-2023 School Year

STATEMENT OF INTENT FOR 'NOT FOR PAYMENT' CAREER & TECHNICAL EDUCATION COURSES

The purpose of this Dual Credit Agreement is to provide a mechanism which, under the guidelines and directives of the Illinois Community College Board, will allow high school students to enroll in and attend college course(s) at Highland Community College or their home school, thereby simultaneously earning high school and college credits at no charge to the school or student. Teachers will be responsible for all necessary paperwork including but not limited to mid-term and final grade reports.

Pearl City High School course		Highland Community College course	CRN/Section
Agri-Business Management (Gallagher)	is equivalent to	AGOC 124 – Agribusiness	6760 KDQ
Tech Math (Hamilton)	is equivalent to	MATH 111 – Technical Math	3736 KDQ
Career Exploration and Work Skills (Maurer)	is equivalent to	OCED 250 – Workplace Preparation	3768 DQK 3767 KDQ
Accounting (Maurer)	is equivalent to	ACCT 102 – Fundamentals of Bookkeeping	6759 KDQ

PARTICIPATING INSTITUTIONS

We, the undersigned representatives of the listed institutions, agree to the terms of this Dual Credit Agreement.

HIGHLAND COMMUNITY COLLEGE

SCHOOL DISTRICT

(President)

(Superintendent/Principal)

(Date)

(Date)

If you have questions concerning the courses listed above, please contact Sam Schaible at sam.schaible@highland.edu.

Curriculum Review Cycle/ Timeline 2023-2024

Goal: To develop clear, consistent, coherent, and articulated curriculums that are implemented uniformly and equitably across all schools. These curriculums will be driven by the new standards, and will reflect the skills and habits of mind needed for 21st century learners to be globally competitive. The ultimate goal is to develop an instructional system/curriculum that reflects the needs of 21st Century Learners, to ensure that students are College and Career Ready and therefore prepared to compete globally.

● Curriculum/Subject Area reviews are a *2 year process* which includes developing a team (teachers and admin) that will study a specific subject area. Curriculum reviews are led and facilitated by the District Administration. Subject areas will be under review every 3-5 years *in an effort to stay current with the latest research and educational trends as it relates to the subject area.* **The committee will:**

- Review and study new national standards & instructional philosophy/shifts & professional learning on instructional philosophy/ shifts
- Research, identify, create and or develop curriculums (i.e. standards, pedagogy, assessment, instructional materials).
- Review student learning data and determine effectiveness of current program
- Conduct Gap Analysis of what the school district has in place as it relates to instructional materials specific to the subject area
- Conduct research on instructional materials/programs
- Pilot programs from educational publishing groups (ie. Discovery, Pearson, McGraw Hill, TCI, marriage of resources) and instructional materials and data collection
- Adoption of curriculum/program & instructional materials by BOE and identification of professional learning plan, and communication plan with staff and stakeholder groups
- Full implementation of updated curriculum and instructional materials at beginning of school year
- Monitor and evaluate: Implementation and monitoring involves using quantitative and qualitative data to measure the effectiveness of the curriculums/programs. i.e. MAP, teacher, student surveys, parent surveys, etc.
- Ensure new curriculum is implemented uniformly and with fidelity, by monitoring within buildings.

Review Timeline

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Elementary						
Math	Monitor	Monitor	Monitor	Exploratory	Review	Review
ELA	Exploratory	Review	Implement	Monitor	Monitor	Monitor
World Language	Exploratory	Exploratory	Review	Implement	Monitor	Monitor
Social Science	Exploratory	Review	Implement	Monitor	Monitor	Monitor
Science	Monitor	Exploratory	Review	Implement	Monitor	Monitor
Art (K-6)	Monitor	Monitor	Monitor	Exploratory /Review	Implement	Monitor
Music	Monitor	Monitor	Monitor	Exploratory /Review	Implement	Monitor
PE/Health	Exploratory	Exploratory	Implement	Monitor	Monitor	Monitor
21st Cent. Learning	Review	Implement	Monitor	Implement	Monitor	Monitor

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Junior High						
Math	Monitor	Monitor	Monitor	Exploratory	Exploratory	Review
ELA	Exploratory	Review	Implement	Monitor	Monitor	Monitor
World Language	Exploratory	Exploratory	Review	Implement	Monitor	Monitor
Social Science	Exploratory	Review	Implement	Monitor	Monitor	Monitor
Science	Monitor	Exploratory	Review	Implement	Monitor	Monitor
Art (K-6)	Monitor	Monitor	Monitor	Exploratory /Review	Implement	Monitor
Music	Monitor	Monitor	Monitor	Exploratory /Review	Implement	Monitor
PE/Health	Exploratory	Exploratory	Implement	Monitor	Monitor	Monitor
21st Cent. Learning	Review	Implement	Monitor	Implement	Monitor	Monitor
Agriculture	Monitor	Exploratory	Review	Implement	Monitor	Monitor
Business	Exploratory /Review	Implement	Monitor	Monitor	Monitor	Exploratory

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
High School						
Math	Monitor	Monitor	Monitor	Exploratory	Exploratory	Review
ELA	Exploratory	Review	Implement	Monitor	Monitor	Monitor
World Language	Exploratory	Exploratory	Review	Implement	Monitor	Monitor
Social Science	Exploratory	Review	Implement	Monitor	Monitor	Monitor
Science	Monitor	Exploratory	Review	Implement	Monitor	Monitor
Art (K-6)	Monitor	Monitor	Monitor	Exploratory /Review	Implement	Monitor
Music	Monitor	Monitor	Monitor	Exploratory /Review	Implement	Monitor
PE/Health	Exploratory	Exploratory	Implement	Monitor	Monitor	Monitor
21st Cent. Learning	Review	Implement	Monitor	Implement	Monitor	Monitor
Agriculture	Monitor	Exploratory	Review	Implement	Monitor	Monitor
Business	Exploratory /Review	Implement	Monitor	Monitor	Monitor	Exploratory

Review and Research (Exploratory) and Development Committee

- Form a committee for content area to be reviewed
- Research best practices and contact experts with the best reputations in the state and/or country
- Review of current curriculum documents
 - curriculum mapping/scope and sequence
- Curriculum inventory of materials
- Assessment of staff development
- Feedback from staff, parents and students of current curriculum
- Review of standardized assessment data
- Review of district assessment data
- Analysis of the interrelationship between the area and other content areas

Major tasks of the Curriculum Review - 1-2 years (Review)

- Establish vision and goals of program
- Review evaluation data and conclusions of current program with the committee
- Review and study new national standards & instructional philosophy & professional learning on instructional shifts
- Identify and or develop curriculum (i.e. standards, pedagogy, assessment, instructional materials) to reflect balanced framework
- Conduct Gap Analysis of what the school district has in place as it relates to instructional materials
- Research instructional materials/programs
- Pilot programs from publishers (ie. Discovery, Pearson, McGraw Hill, TCI, marriage of resources), instructional materials and data collection

Initial Curriculum and Program Implementation - 2-3 years (Review)

- Pilot programs at the end of year 1 with timeline of recommendation going to Board of Education at the beginning of Year 2 OR
- Pilot programs in year 2 with recommendation going to Board of Education at the end of Year 2
- Review evaluation data and conclusions of Pilot Programs
- Create Professional Learning Plan for Initial implementation
- Schedule all professional learning for the following year including built in PLC collaboration time
- Create Communication Plan
- Make recommendation to Board of Education for new curriculum resources
- Order all resources
- Schedule professional learning for Implementation

Curriculum Implementation

- Prior to beginning of Academic Year provide teachers and support staff with professional learning necessary for successful implementation.
- Provide ongoing support throughout the academic year
- Monitor implementation at each building
- Monitor implementation in every classroom
- Review quarterly evaluation data and conclusions
- Provide real-time professional learning as needed
- Review end of the year evaluation data and conclusions
- Provide end of the year content area collaboration to review data and conclusions
- Based on input gathered throughout the year, some revisions to curriculum may be needed.
- Continue monitoring resources/materials and place additional orders (increase staff, student, etc)
- Schedule Professional Learning based on end of the year results

Curriculum Monitoring

- Provide Professional Learning for new teachers/staff
- Provide Professional Learning for all teachers based on previous years results
- Monitor Year 2 implementation at each building
- Monitor Year 2 implementation in every classroom
- Review quarterly evaluation data and conclusions
- Provide real-time professional learning as needed
- Review end of the year evaluation data and conclusions
- Provide end of the year content area collaboration to review data and conclusions
- Based on input gathered throughout the year, some revisions to curriculum may be needed.
- Continue monitoring resources/materials and place additional orders (increase staff, student, etc)
- Schedule Professional Learning based on end of the year results

High School – Beginning Art & Advanced Art

Some resources could also be used for junior high

Davis – Exploring Visual Design

Features:

- Captivating images of fine art, architecture, and nature highlight each element and principle.
- In-depth profiles of artists and artworks.
- Informative interviews with artists and designers.
- Exemplary student artworks.
- Studio activities that promote collaboration and self-expression.
- Chapter organizers tailor instruction to your schedule.
- Handbook and resources

Ancillaries:

Free with an eBook class set

- Teacher edition eBook – 1 license
- Davis Art Images Subscription
- Portfolios
- Lessons
- Teacher Resource Package (digital)
- SchoolArts magazine (print and digital subscriptions)

Cost:

eBooks Class Sets

- 2 years & 30 student accounts – \$798.95 978-1-64164-261-3
- 4 years & 30 student accounts – \$1,331.95 978-1-61528-768-0
- **6 years & 30 student accounts - \$1,941.95 978-1-61528-716-1**
- 8 years & 30 student accounts - \$2,188.95 978-1-61528-803-8

Student Book (print) - $\$72.95 \times 2 = \145.90

Teacher Edition (print) – \$103.95

Total cost = \$2,191.80

<https://www.davisart.com/>

800-533-2847

Resource for K-12 classes

The Art of Education University

Flex Curriculum

- K-12 Curriculum
- Standards-aligned Curriculum Platform
- Lesson Plans
- Animated Videos
- Resources & Artist Bios
- Assessments
- New Content Monthly

\$49/month = \$588 per year

<https://theartofeducation.edu/flex/>

I am making a curriculum request for the materials listed below. Everything listed below is a yearly subscription. Music play and Essential elements are online curriculums that align with the national music standards. Both programs have a scope and sequence for the year. They are online and interactive. I have tried both of these programs on a trial. The kids really have enjoyed the new material and I have found it helpful filling in holes in my curriculum. Music K-8 is a magazine that I subscribe to yearly that I use for concert music for elementary concerts.

K-6 General Music

Music play - online interactive subscription \$174 a year

Essential Elements- online interactive subscription \$295 yearly

Music K-8 Concert Music \$110 yearly

I also included a subscription to sight singing factory. This is an interactive program that teaches kids how to sight read. Many choir kids want to learn by just listening and repeating. This program forces kids to learn how to read music and be more self-sufficient.

5-12 Choir

Sight Singing Factory \$35 a year

Total Cost: \$614

Music Appreciation Curriculum Proposal

Matthew Milam - Instructor

- 1) Set of 15 beginning guitar books.

-Hal Leonard Guitar Method, Second Edition – Complete Edition

ISBN # 9780881881394

Price per book \$19.99 x 15 (classroom set) = \$299.85

*Our largest unit in Music Appreciation is a beginning guitar unit. The students will not only learn to play simple single note melodies, but also beginning chords, and play along melodies.

Standards met:

Illinois Arts Learning Standard - Music Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.

National Association for Music Education - Performing standard: Select varied musical works to present based on interest, knowledge, technical skill, and context.

- 2) Set of Recordings spanning the history of western music up to present.

- Norton Recorded Anthology of Western Music

ISBN: 978-0-393-93694-0

Price for set of recordings (DVD) = \$62.50

*This set of audio recordings will be instrumental in playing recordings for student learning. This will help with the scope of western music, and how it has changed over time. These recordings will also help with identifying key genres and what makes it unique.

Standards met:

Illinois Arts Learning Standard - Music Anchor Standard 7: Perceive and analyze artistic work.

National Association for Music Education - Analyze Standard: Analyze the structure and context of varied musical works and their implications for performance.



EDUCATIONAL
TOURS

International Travel Program Proposal

Pearl City School / Ms. Sarah Boyer



Costa Rica and Panama - Summer 2024

eftours.com/CPA

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's contained in this document

Pg. 2	Safety
Pg. 4	Liability protection
Pg. 6	Affordability
Pg. 7	Educational value
Pg. 8	Itinerary specifics
Pg. 8	Cost and payment options
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Pg. 10	Sample meals
Pg. 11	Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

***For specific information on EF's response to COVID-19, visit [eftours.com/covid](https://www.eftours.com/covid)**

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response

Team – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team

Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

Tour Consultant – This itinerary expert is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to offering fundraising advice and creating long-term travel programs for your school community. They work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveler Support – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe.

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

COVID Care Promise

Provided to all groups

If your child is diagnosed with COVID-19 while on tour, we will coordinate and facilitate support services and logistics including translation services, connections with local health care providers, communication with family, and flights home at no additional cost.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Global Travel Protection Plan Plus

Available to all travelers

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Donation pages – Each student has access to their own unique and customizable donation page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by their Early Enrollment Discount Deadline can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Grow more confident and independent
- Understand new people, places, and cultures
- Discover more about themselves

To learn more about EF's educational philosophy, visit

<https://www.eftours.com/our-story/educational-approach>

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$215.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$285/\$450) through Southern New Hampshire University.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

Full proposed travel date range: May 31-June 16, 2024

Requested travel dates: June 4-12, 2024

Price details

Price valid until 5/17/2023

STUDENT	ADULT
\$3,489 or \$283/ 12 mos	\$4,149 or \$338/ 12 mos
Program Price	\$3,589
Early Enrollment Discount	-\$100

For every 6 paying travelers, 1 chaperone travels free.

Sample Budget

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

City Hotels

For an additional cost, groups have the option to stay at City Hotels for the entirety of their tour. City Hotels are held to the same standard as our Standard Hotels, with the added benefit that they are located within walking distance of city centers, providing greater accessibility and flexibility.

Here are some examples of hotels students might stay in on tour:

Holiday Inn Express Panama Distrito Financiero | Panama City

www.ihg.com/holidayinnexpress/hotels/us/en/panama/pcyex

The Holiday Inn Express Panama Distrito Financiero is located in the heart of Panama City's business area, offering travelers both convenience and comfort. Each room has a TV, private bathroom, and air conditioning. Enjoy access to the hotel's fitness center and panoramic outdoor pool, and take advantage of complimentary Wi-Fi in the lounge area.

Hotel Boyeros | Guanacaste

www.hotelmangaby.com

Hotel Boyeros is a family-owned hotel in Guanacaste, just 15 minutes away from the Daniel Oduber Airport. The hotel features two swimming pools and its 70 rooms are equipped with TV, air conditioning, and free Wi-Fi. For those looking for a glimpse of local life, guests are within walking distance from restaurants and shops in the center of Liberia.

Hotel Lacas Tacotal | Arenal Region

<https://www.tacotal.com>

At the Hotel Lavas Tacotal, the natural landscape of Costa Rica takes center stage! Lounge poolside while enjoying spectacular views of the Arenal Volcano or explore the beautiful flower gardens woven amongst the wooden bungalows. Each cabin is equipped with air conditioning, Wi-Fi, coffee maker, and TV.

Sample meals

Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of local dishes travelers may try at the destination

that your teacher has chosen, but please note that meals can vary from tour to tour.

On tour, breakfast generally is simple and will be at the hotel; it could be plated or buffet-style.

Lunch typically is your chance to make culinary discoveries of your own. **Dinners** will be a mix of familiar dishes and local specialties. All meals will be a mix of familiar dishes and local specialties all served from a pre-set group menu.



Costa Rica: Sample Meals

Rice and beans, fried sweet plantains, chicken/meat, steamed vegetables

Panama: Sample Meals

Rice and chicken, fried fish with fried plantains, salad, pasta



PEARL CITY C.U.S.D. #200

100 S. Summit

Pearl City, Illinois 61062

815-443-2715

Fax - 815-443-2237

www.pcwolves.net

DR MICHAEL SCHIFFMAN
Superintendent

MR BEN ASCHE
JH/HS Principal

MR BRENT CHRISMAN
Elementary Principal

*Pearl City School District 200
E-Learning Plan (Emergency or Severe Weather Days)
2022-2023; 2023-2024; 2024-2025*

Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day:

During e-learning students must be provided work from the teachers they were assigned to see on the missed day from multiple subject areas that equate to no more than 5 hours of participation.

Administration will post an attendance link on the parent and student Skyward email account that includes a form to track student attendance. The work will be assigned to the students on the emergency day and will be due to be submitted back to the teacher or staff member. Students will have up to five days to complete the assignments once coming back to school. Teachers may assign multiple day's work if the district is in need of being closed for known extended time.

On an e-learning day the teachers shall be scheduled to work from 8:30-1:30. Teachers shall be available for technology support or if a student has a question regarding an assignment.

Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program.

Elementary Students K-1

Elementary students may not take their chromebook home. Therefore, the elementary teachers will be putting together research based assignments that the students can do while school is closed. Teachers will also be able to place information for students on their website pages and parent skyward addresses and be able to access the information at home. The assignments will focus on Reading and Math. Special Ed. teachers will create assignments based on the goals of their students.

Elementary Students 2-6

The school district will allow the 2-6 grade students to take their chromebook home during the school closure. Teachers will be able to upload assignments to Google Classroom on a regular basis. Teachers may also place multiple assignments on the Google Classroom so students are prepared ahead of time. SPED teachers will work with students on their individual goals. Teachers may also send assignments home with the students the previous evening, so students can do the work on the chromebook.

Junior High

The school district will allow the Junior High students to take their chromebook home during the school closure. Teachers will be able to download assignments on Google Classroom on a regular basis. Teachers may also place multiple assignments on the Google Classroom so students are prepared ahead of time. SPED teachers will work with students on their individual goals. Teachers may also send assignments home with the students the previous evening, so students can do the work on the chromebook.

High School Students

The school district allows HS students to take chromebooks home. Therefore, teachers will place assignments on Google Classroom. Teachers will be able to download assignments on Google Classroom on a regular basis. Teachers may also place multiple assignments on the Google Classroom so students are prepared ahead of time and in case they do not have access to the internet.

Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology.

If there is no internet access or if poor weather and power outages create issues for internet connections staff will work with the student/parent to make arrangements for an opportunity for the work to be completed at a later date. Parents should reach out to the school to make arrangements or to let people know they do not have internet access.

Ensure appropriate opportunities for students with special needs

Students with special needs will have assignments modified or provided based on their IEP goals from their Special Education teacher or related service provider. Therefore, specialists should also provide guidance to students when appropriate.

Monitor and verify each student's electronic participation

Tracking student attendance is a state requirement in order to count this as a school day and not make this up at the end of the year. Administration will post an attendance link on the parent and student Skyward email account that includes a form to track your attendance.

All work will be posted on the district website or Google Classroom by 9:00am on the e-learning day. The work will need to be completed and turned in either electronically or in paper form to verify the student's participation on the e-learning day.

Address the extent to which student participation is within the student's control as to the time, pace, and means of learning

Student participation will vary based on the grade level and age of the student

Provide effective notice to students and their parents or guardians of the use of particular days for e-learning

Communication will go to parents explaining our e-learning plan for the year and it will be posted on our website. Parents will also be notified through an all call message about using e-learning plan day during an emergency or severe weather day.

Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program

All teachers have been assigned a laptop or chromebook for use at school and at home. Teachers will be available for support from 8:30-1:30pm

General Expectations

In general, student work on a remote learning day will be based upon research informed instructional practices. Some examples of research informed instructional practices appropriate for remote learning include, but are not limited to:

1. Setting Objectives
2. Reinforcing Effort/Providing Recognition and Feedback
3. Cues, Questions & Advance Organizers

4. Nonlinguistic Representations (Graphic Organizers)
5. Summarizing & Note Taking
6. Identifying Similarities and Differences
7. Generating & Testing Hypotheses
8. Homework for later grades with minimal parental involvement with a clear purpose
9. [Scaffolding Instruction](#)
10. Student practice
11. Individualized Instruction
12. Inquiry-Based Teaching
13. Concept Mapping
14. Reciprocal Teaching
15. Promoting student metacognition
16. Teacher clarity (learning goals, expectations, content delivery, assessment results, etc.)
17. Setting goals or objectives
18. Higher-level questioning
19. Learning feedback that is detailed and specific
20. [The Directed Reading-Thinking Activity](#)
21. Question-Answer Relationship
22. KWL Chart
23. Comparison Matrix
24. Anticipation Guides
25. Response Notebooks
26. Student Reflection
27. Use of software programming vetted and approved for usage by Pearl City School District

One of the best pieces of advice offered from other states is to not overwhelm students with work on these days. Students will not be expected to complete the equivalent of classwork time and additional homework in our traditional school day during a remote learning day. The law requires 5 clock hours of instruction and appropriate learning opportunities for all students' needs. Student work should be relevant, meaningful, and manageable for them. Should a circumstance, such as a power outage or lack of internet access at their home prohibit a student from completing an assignment(s), that student will be given adequate time to make up the assignment *without penalty* once school resumes. If it is known in advance that a student does not have access to the internet or required technology to complete the work, a non-electronic method of completing the work, if available, should be provided to the student. All students will have five (5) school days to submit any expected work on a remote learning day for full credit.

Proposal

Prepared for

Pearl City CUSD 200

May 4, 2023

ATTN: Mike Schiffman, Ed.D
Superintendent

Pearl City School District 200
100 S. Summit Ave.
Pearl City, IL 61062



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1. MAINTENANCE SERVICE CONTRACT

GSF USA, INC. CLEANING AGREEMENT

This Agreement between GSF USA, INC., Illinois (Contractor) and PEARL CITY SCHOOL DISTRICT 200 (Customer) for and in consideration and covenants contained herein it is agreed as follows:

This Agreement is made this 4th day of May 2023, by and between *Contractor* and *Customer*.

RECITALS

WHEREAS, *Contractor* is engaged in the business of providing cleaning services in the Greater Chicago Area

WHEREAS, *Customer* and *Contractor* desire to contract for the provision of certain cleaning services, products and/or equipment by *Contractor* upon the terms and conditions set forth in this *Agreement*;

WHEREAS, such cleaning services, products and/or equipment are to be provided by the Contractor at the following location: , 100 S. Summit Ave., Pearl City, IL 61062 (hereinafter the "Location").

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein and other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree as follows:

1. Recitals. The recitals are a material part of this *Agreement* and are hereby incorporated herein by reference.
2. Engagement. *Customer* hereby engages *Contractor* and *Contractor* hereby accepts such engagement upon the terms and conditions set forth herein.
3. Term. The term of this *Agreement* shall be for one year beginning on the ____ day of _____ 2023, and shall be automatically renewed from year-to-year unless the terms and conditions are renegotiated at the request of either party. Increases due to Union wage increases will be adjusted in the monthly billing. Notwithstanding and foregoing, either party may terminate this *Agreement* upon thirty (30) days written notice to the other.
4. Services of Contractor. The services, products and/or equipment to be provided by *Contractor* are identified in the schedules and specifications attached hereto as Exhibit A (hereinafter the "*Services*"). *Contractor* shall provide such *Services* on schedule and in a workmanship-like manner except as prevented by acts of God, fire, accidents, labor disputes, or by restrictions imposed by *Customer* or any governmental agency.
5. Additional Services. If *Customer* desires *Contractor* to provide additional services, products and/or equipment at the *Location* beyond the scope of the *Services* identified in Exhibit A, including services, products and/or equipment as a result of construction, substantial remodeling, or large scale rearranging of furniture or fixtures, *Customer* shall discuss such desire with *Contractor* and the parties shall mutually agree as to whether, and on what terms, the additional services, products and/or equipment shall be provided.

C L E A N I N G & S U P P O R T S E R V I C E S



6. Holidays. *Contractor* will recognize New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. If any of these holidays fall on the Saturday or Sunday, the *Contractor* will notify *Customer* as to when the *Contractor* will observe the holiday (i.e. either on a Monday or Friday of a regular scheduled work week).

7. Compensation to Contractor. The compensation to be paid by *Customer* to *Contractor* for the *Services* is set forth in Exhibit B. The compensation to be paid by *Customer* to *Contractor* for additional services, products and/or equipment provided, shall be at mutually agreed upon rates.

8. Payment Terms. *Contractor* shall submit an invoice to *Customer* by the end of each monthly billing cycle for the amount of compensation owed to *Contractor* for the period covered by the billing cycle. *Customer* shall pay each invoice in full within thirty (30) days from invoice date. Interest will accrue on all invoices that are not paid in full within thirty (30) days of the date of the invoice at the rate of eighteen percent (18%) per annum.

Customer's failure to pay each invoice in full within thirty (30) days of the date of the invoice shall be a breach of this *Agreement* and shall entitle *Contractor* to discontinue the *Services* and to immediately terminate this *Agreement*.

9. Unoccupied Space. This section only applies if the compensation to be paid by *Customer* to *Contractor*, as described in Section 7, is based on the number of occupied square feet at the *Location*. The parties recognize that the number of occupied square feet at the *Location* may change from time to time during the term of this *Agreement* and that such changes, whether increases or decreases, may affect the compensation to be paid by *Customer* to *Contractor*. *Customer* shall provide *Contractor* with sufficient advance written notice of such changes, and *Contractor's* compensation shall be adjusted accordingly during the next monthly billing cycle following the date such notice is received by *Contractor*.

Customer understands and agrees that in the event of a decrease in the number of occupied square feet at the *Location*, *Contractor* shall only adjust its compensation prospectively and shall not adjust its compensation retroactively for such a decrease. Therefore, time is of the essence when providing the notice described in this section.

10. Insurance. *Contractor* shall maintain workers' compensation, bodily injury and property damage liability insurance for the term of this *Agreement* and shall submit certificates of insurance upon request of *Customer*.

11. Non-Solicitation. *Contractor* and *Customer* each agree that they will not hire, employ or engage any individual employed by the other during the term of this *Agreement* and for a period of one-hundred and eighty (180) days thereafter, without the prior written consent of the other.

12. Escalation. *Customer* agrees that the compensation set forth in Exhibit B is subject to escalation by reason of increases in the State or Federal Minimum Wage Law.

13. Storage Area. *Customer* shall provide *Contractor* with a storage area which is adequate in size for *Contractor's* materials and equipment. Such storage area shall be provided with lock and other protection to secure it against unauthorized entry. *Customer* also shall provide *Contractor* with trash disposal facilities which are adequate to meet *Contractor's* needs and which are conveniently located to the working areas in the *Location*.



14. **Indemnification.** *Contractor* shall defend, indemnify and hold *Customer* harmless from and against all claims, liability, costs, or expenses for any injury or death to any person or damage to any property whatsoever arising out of or in any way relating to any act or omission of *Contractor* at *Contractor's* sole expense.

Customer shall defend, indemnify and hold *Contractor* harmless from and against all claims, liability, costs, or expenses for any injury or death to any person or damage to any property whatsoever rising out of or in any way relating to any act or omission of *Customer* at *Customer's* sole expense.

15. **Remedies.** In the event of a breach of any provision of this *Agreement* by *Customer*, *Contractor* shall be entitled to damages and reasonable attorney's fees incurred in the enforcement of said provision.

Contractor's remedies herein provided shall not be construed as exclusive of any remedy provided by law and failure of *Contractor* to exercise any remedy at any time shall not operate as a waiver of the right of *Contractor* to exercise any remedy from the same or subsequent default at any time thereafter.

16. **Notices.** Any notices required or permitted to be given under this *Agreement* shall be in writing and sent by certified mail to the other party's principal place of business.

17. **Assignment.** All of the rights, benefits, duties, liabilities and obligations of the parties shall inure to the benefit of and be binding upon the parties' respective successors and assigns.

18. **Miscellaneous.** No provision of this *Agreement* shall be modified, waived, or discharged unless such waiver, modification or discharge is agreed to in writing signed by parties hereto. No agreements or representations, oral or otherwise, express or implied, with respect to the subject matter of this *Agreement* have been made by either party which are not set forth expressly in this *Agreement*.

19. **Governing Law.** This *Agreement* shall be interpreted, enforced and governed in accordance with the laws of the State of Indiana, regardless of the place of execution or performance of this *Agreement*. The parties agree that Indiana courts shall have jurisdiction over any disputes arising out of or related to this *Agreement*.

IN WITNESS WHEREOF, the parties have executed this *Agreement* as of the date and year first above written.

GSF USA, INC.

PEARL CITY SCHOOL DISTRICT 200

By: _____
David Jackosn
General Manager

By: _____
Mike Schiffman, Ed.D
Superintendent

C L E A N I N G & S U P P O R T S E R V I C E S



1.1. Exhibit A OPERATIONAL SPECIFICATIONS & SCHEDULES

For:
Pearl City School District 200
100 S. Summit Ave.
Pearl City, IL 61062

GSF's commitment to quality of services begins as soon as the agreement is signed.

The following duties are to be performed Five days per week excluding six major holidays, unless otherwise noted. All consumables i.e. paper products, soaps; plastic bags, etc. are to be supplied by the client.
Custodial Duties- 2:30-11:00_pm (1/2 hour lunch and 2 15 minute breaks)

CLEANING AREAS

- Kitchen- Trash, sweep and mop.
- Main Office- Trash, bathroom, carpets
- HS Rooms- Dry mop, wipe desktops as needed, trash
- Clean and resupply Bathrooms
- Vacuum and sweep carpets and hallway floor and gym floor
- Clean Locker room and bathrooms
- Clean Bathroom in cafeteria
- Dry Mop and wipe down tables in Art Room
- Dry mop small gym floor
- Sweep areas of weight room empty trash
- Check outside restrooms

GAME NIGHTS

- Set up Concession stand
- Clean bleachers after game
- Sweep gym floor
- Help take down score table etc.
- Take down concession stand
- Check and clean locker rooms
- Clean and check outside restrooms

AT THE END OF THE NIGHT

- Check all HI/HS doors
- Check all lower level windows
- Turn off all lights.

C L E A N I N G & S U P P O R T S E R V I C E S



1.2. Exhibit B Pricing Summary

For:
Pearl City School District 200
100 S. Summit Ave.
Pearl City, IL 61062

INCLUSIONS

- Statewide Background Checks
- Trained Personnel
- Uniforms
- Audits
- Trained Supervision
- Applicable Insurance Coverage

EXCLUSIONS

- Outside Maintenance
- Money Collection From Sanitary Napkin Dispensers
- Money Collection From Vending Machines
- Personal Effects
- Hazardous Waste Removal
- Rest Room Supplies (paper towels, tissue, hand soap, and sanitary napkins) and Trash Liners.
- Cleaning Supplies (i.e., cleaners, glass cleaner and etc.)
- Cleaning Equipment (i.e., vacuum cleaners, floor machines and etc.)

MONTHLY COST

FOR 5 DAYS A WEEK SERVICE

\$4,150.00

HOURLY RATE FOR ADDITIONAL HOURS OUTSIDE THE CONTRACTED HOURS

\$35.94

C L E A N I N G & S U P P O R T S E R V I C E S

Revisions to Policies, Administrative Procedures, and Exhibits

Certain PRM materials in a PRESS Issue may be labeled in the PRESS Bundles, Revision Table and Committee Worksheets with one or more of the following categories:

NEW: This material is brand new to the PRM.

RENUMBERED: This material has been assigned a new number within the PRM, usually due to the addition of NEW material.

RENAMED: The title of the material has been amended.

REWRITTEN: The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED: Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the PRM. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes. This category is new beginning with PRESS Issue 111.

Number and Title	Revision Descriptions	
2:110, Qualifications, Term, and Duties of Board Officers	The policy, Legal References, Cross References, and footnote 10 are updated in response to 105 ILCS 5/22-94, amended by P.A. 102-702, eff. 7-1-23, requiring a sexual misconduct related employment history review (EHR) to be initiated prior to hiring an applicant that will have direct contact with children or students. Other continuous improvement updates are made to the Legal References and footnotes.	<input type="checkbox"/>
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to 23 Ill.Admin.Code 207.20(b), requiring districts to post their attendance and truancy policies on their websites (if any), and for continuous improvement.	<input type="checkbox"/>
3:40, Superintendent	The policy is updated with a minor style change. Footnote 3 is updated in response to 105 ILCS 5/10-21.9(e-5), amended by P.A. 102-702, eff. 7-1-23, mandating a superintendent to notify the State Superintendent of Education and applicable regional superintendent of schools of any license holder believed to have committed sexual misconduct. Weblinks in the footnotes are also updated.	<input type="checkbox"/>
3:40-E, Checklist for Superintendent Employment Contract Negotiation Process	The exhibit is updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring a board to conduct an EHR when they hire an employee who will have direct contact with children or students, including a superintendent, and for continuous improvement.	<input type="checkbox"/>
4:60, Purchases and Contracts	The Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students. The footnotes are also updated in response to 105 ILCS 5/10-20.21, amended by P.A. 102-1101, exempting food services contracts from the State law bidding procedure for contracts in excess of \$25,000, provided certain criteria are met, and for continuous improvement. A Cross Reference to 5:90, <i>Abused and Neglected Child Reporting</i> , is added.	<input type="checkbox"/>
4:60-AP1, Purchases	The procedure is updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students, and for continuous improvement.	<input type="checkbox"/>
4:60-AP2, Third Party Non-Instructional Contracts	The procedure is unchanged.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — continued

4:60-AP3, Criminal History Records Check of Contractor Employees	<p>The procedure is updated in response to:</p> <ol style="list-style-type: none"> 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students; 105 ILCS 5/10-21.9(c), amended by P.A. 102-552, adding homicide offenses to the list of offenses barring individuals from school district employment; and Continuous improvement. 	<input type="checkbox"/>
4:60-AP4, Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees	NEW. The procedure is created in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring contractors to perform EHRs of contractor employees who will have direct contact with children or students.	<input type="checkbox"/>
4:60-AP45, Federal and State Award Procurement Procedures	RENUMBERED. The procedure is renumbered in response to the creation of NEW 4:60-AP4, <i>Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees</i> . The procedure is also updated in response to Ill. Criminal Code of 2012, 720 ILCS 5/33E-9, amended by P.A. 102-1119, raising the threshold for when a board or designee must approve change orders at or above \$1025,000, and for continuous improvement.	<input type="checkbox"/>
4:60-AP45, E1, Internal Procedures for Procurement Transactions	RENUMBERED. The procedure is renumbered in response to the creation of NEW 4:60-AP4, <i>Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees</i> . Minor style changes are also made to the procedure.	<input type="checkbox"/>
5:30, Hiring Process and Criteria	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring districts to initiate an EHR prior to hiring an applicant who will have direct contact with children or students. Other continuous improvement updates are made in the policy and footnotes.	<input type="checkbox"/>
5:30-AP2, Investigations	The procedure is updated in response to 105 ILCS 5/10-21.9, amended by P.A. 102-702, eff. 7-1-23, requiring the superintendent to notify the State Superintendent of Education and applicable regional superintendent of schools of any license holder believed to have committed sexual misconduct; and for continuous improvement.	<input type="checkbox"/>
5:30-AP3, Sexual Misconduct Related Employment History Review (EHR)	NEW. The procedure is created in response to 105 ILCS 5/22-94, added by P.A. 102-702, eff. 7-1-23, requiring districts to initiate an EHR prior to hiring an applicant who will have direct contact with children or students.	<input type="checkbox"/>
5:30-AP3, E, EHR Letter to Applicant's Current/Former Employer	NEW. This exhibit is created for the reason stated in 5:30-AP3, <i>Sexual Misconduct Related Employment History Review (EHR)</i> , above.	<input type="checkbox"/>
5:90, Abused and Neglected Child Reporting	<p>The policy, Legal References, Cross References, and footnotes are updated in response to:</p> <ol style="list-style-type: none"> 105 ILCS 5/22-85.10, added by P.A. 102-702, eff. 7-1-23, requiring districts to develop procedures to notify the parents/guardians of a student with whom a district employee, agent, or contractor is alleged to have engaged in sexual misconduct; 105 ILCS 5/10-21.9(e-5), amended by P.A. 102-702, eff. 7-1-23, requiring superintendents to notify the State Superintendent of Education and applicable regional superintendent when there is reasonable cause to believe a license holder committed sexual misconduct as defined in 105 ILCS 5/22-85.5(c); and Continuous improvement. <p>New footnote 2 explains distinctions between conduct prohibited by the Abused and Neglected Child Reporting Act, the Ill. Criminal Code of 2012, and the School Code. A Cross Reference to 4:60, <i>Purchases and Contracts</i>, is added.</p>	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

5:90-AP1, Coordination with Children's Advocacy Center	RENUMBERED. The procedure is updated for continuous improvement and renumbered in response to the creation of NEW 5:90-AP2, <i>Parent/Guardian Notification of Sexual Misconduct</i> .	<input type="checkbox"/>
5:90-AP2, Parent/Guardian Notification of Sexual Misconduct	NEW. The procedure is created in response to 105 ILCS 5/22-85.10, added by P.A. 102-702, eff. 7-1-23, requiring districts to develop procedures to notify the parents/guardians of a student with whom a district employee, agent, or contractor is alleged to have engaged in sexual misconduct.	<input type="checkbox"/>
5:125, Personal Technology and Social Media; Usage and Conduct	The policy and footnotes are updated for continuous improvement. Footnote 1 is updated in response to 105 ILCS 5/21B-75, amended by P.A. 102-702, eff. 7-1-23, permitting the State Superintendent of Education to suspend or revoke any license, endorsement, or approval for sexual misconduct.	<input type="checkbox"/>
5:150, Personnel Records	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/22-94(e), added by P.A. 102-702, eff. 7-1-23, requiring a district to maintain as part of an employee's personnel file a form including EHR information. The footnotes are also updated in response to: <ol style="list-style-type: none"> 1. Personnel Record Review Act (PRRA), 820 ILCS 40/8, amended by P.A. 102-702, eff. 7-1-23, requiring a district to share information related to an incident of sexual misconduct with a third party, even if the record is more than four years old; and 2. Continuous improvement. 	<input type="checkbox"/>
5:150-AP, Personnel Records	The procedure is updated for the reasons stated in 5:150, <i>Personnel Records</i> , above.	<input type="checkbox"/>
5:170, Copyright	The policy is unchanged. A minor style change is made to Legal References. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>
5:260, Student Teachers	The policy, Legal References and footnotes are updated in response to continuous improvement updates. Additionally, footnote 2 is updated in response to 105 ILCS 5/22-94, amended by P.A. 102-702, eff. 7-1-23, requiring district employees and contractors to undergo an EHR when they will have direct contact with children or students.	<input type="checkbox"/>
6:135, Accelerated Placement Program	The policy and footnote 10 are updated in response to ISBE's <i>Accelerated Placement Act FAQ</i> (September 2022). Continuous improvement updates are also made to the footnotes.	<input type="checkbox"/>
6:135-AP, Accelerated Placement Program Procedures	The procedure is updated for continuous improvement. Footnote 15 is updated in response to ISBE's <i>Accelerated Placement Act FAQ</i> (September 2022).	<input type="checkbox"/>
6:230, Library Media Program	The policy and footnotes are updated in response to subscriber and Ill. Council of School Attorneys member feedback regarding management of library book challenges.	<input type="checkbox"/>
6:230-AP, Responding to Complaints About Library Media Resources	NEW. The procedure is created for the reason stated in 6:230, <i>Library Media Program</i> , above.	<input type="checkbox"/>
6:230-AP, E, Library Media Resource Objection Form	NEW. The exhibit is created for the reason stated in 6:230, <i>Library Media Program</i> , above.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:180-AP1, E1, Resource Guide for Bullying Prevention	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E2, Be a Hero by Reporting Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E3, Memo to Staff Regarding Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E4, Memo to Parents/Guardians Regarding Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E5, Report Form for Bullying	The exhibit is unchanged.	<input type="checkbox"/>
7:180-AP1, E6, Interview Form for Bullying Investigation	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:180-AP1, E7, Response to Bullying	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:185-E, Memo to Parents/Guardians Regarding Teen Dating Violence	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:190-AP1, Student Handbook - Hazing Prohibited	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:190-AP6, Guidelines for Investigating Sexting Allegations	REFORMATTED. The procedure is updated in response to 105 ILCS 5/21B-75, amended by P.A. 102-702, eff. 7-1-23, allowing the State Superintendent of Education to suspend or revoke a license, endorsement, or approval for sexual misconduct; and for continuous improvement.	<input type="checkbox"/>
8:20, Community Use of School Facilities	The Legal References, Cross References, and footnotes are updated in response to a five-year review.	<input type="checkbox"/>

PRESS Issue 111 Trivia

177 PRM pages • 45,885 words • 42 PRM materials