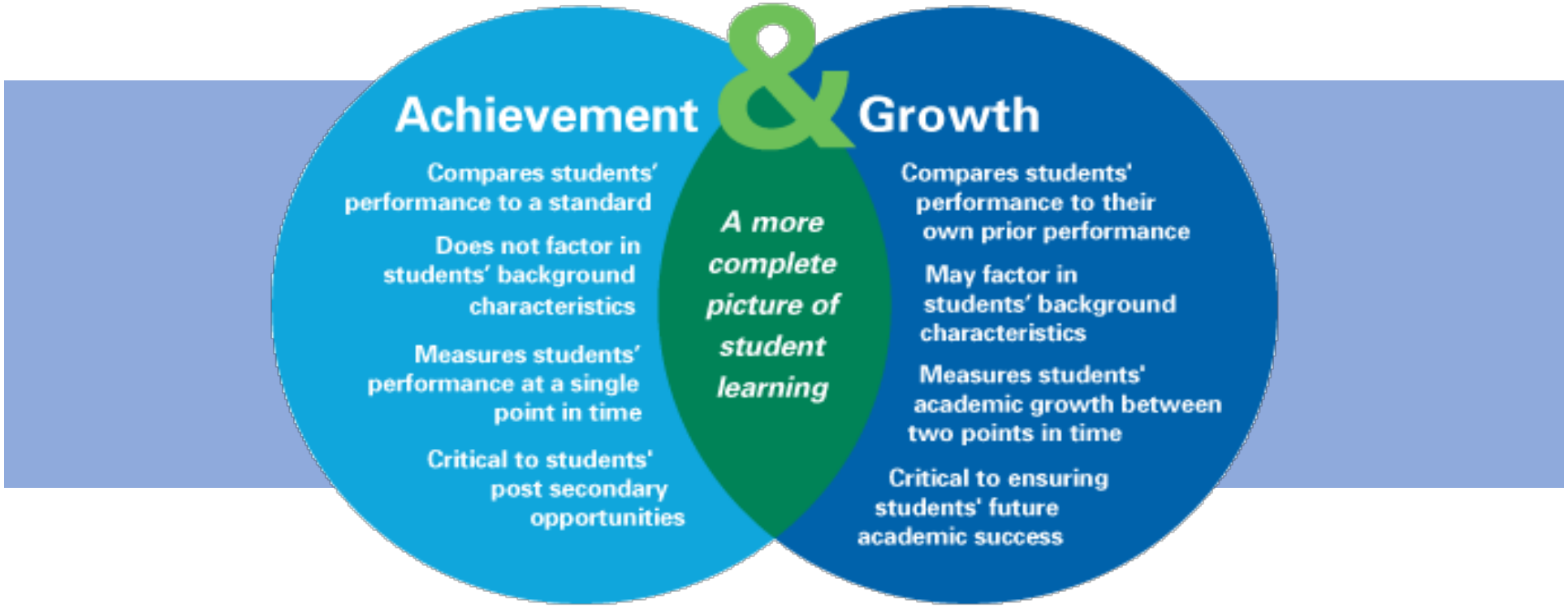
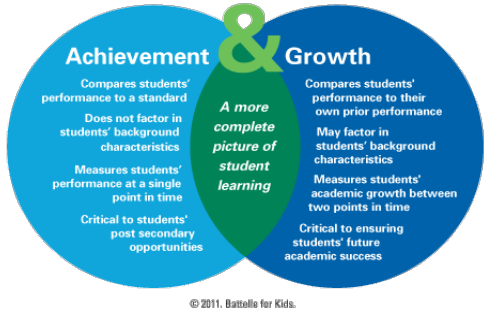
Board Planning for 2019-20

Focus on Student Growth Year 2



© 2011. Battelle for Kids.

Accountability landscape



Board Policy 6:340 – Student Testing and Assessment Program
Board Policy 6:130 – Program for the Gifted
Board Policy 6:60 – Curriculum Content

ESSA

- Percentage of Gr. 3 students reading at/above grade level
- Percentage of Gr. 5 students meeting/exceeding expectations in math

STATE

- Percentage of students meeting/exceeding proficiency standards in math, ELA, science
- Gr. 8 students successfully completing Algebra

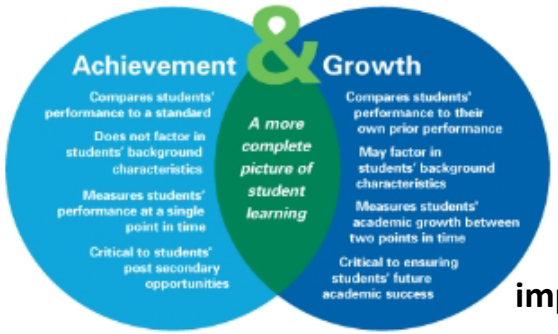
DISTRICT

- Percentage of students meeting NWEA math, ELA growth targets
- Percentage of students accessing accelerated programming

Our plan to increase growth in student learning drives use of financial and human resources

Plan for Student Achievement

2011-12 through 2019-20



Detailed implementation

Board of Education Goals

District Improvement Plan

Year 9

Curricular Consistency
continued focus

Instructional Supports
continued focus

65% certified staff

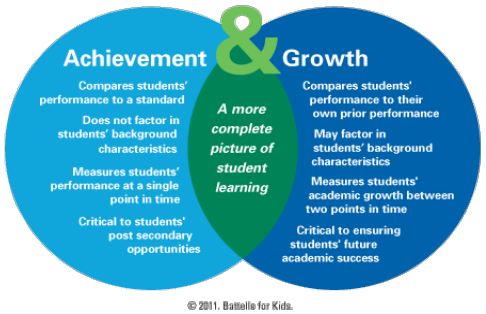
Student Growth
continued focus

35% certified staff

Whole Child
continued focus

Transformative Technology Integration
Year 3

After a thorough review of instructional elements utilized in local elementary districts, the following are <u>common</u> in our plan for increased student growth:



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Instructional support – coordinators/coaches, tightly followed scope and sequence, common assessments, standards-aligned instruction and reporting

Assessment & grading guidelines

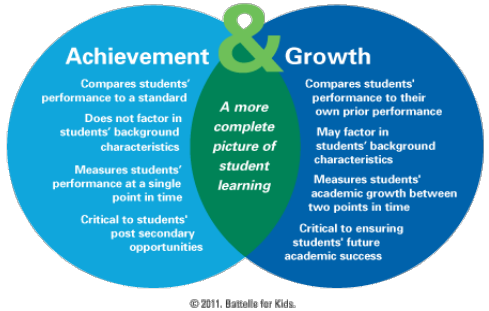
Accelerated programming

Attendance centers – provide for grade level collaboration; currently in place in our K, Gr. 5&6, and Gr. 7&8 levels - *upcoming Goal 4 discussion*

PLCs – daily teacher collaboration time built into the school day - *FY20 discussion*

Board Goal 1:

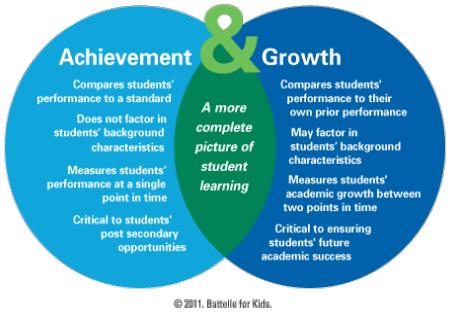
Plan to increase student growth, achievement



Board Policy 6:340 – Student Testing and Assessment Program
Board Policy 6:130 – Program for the Gifted
Board Policy 6:60 – Curriculum Content

- Ensure curriculum and assessments align to standards
- Utilize RIT data to pinpoint what students have learned and what students are ready to learn
- Clearly monitor actual student learning via separation of grades from academic behaviors
- Add additional rigor in ELA, math instruction

Monitoring effectiveness of plan: “next grade readiness” analytics



Board Policy 4:10 – Fiscal and Business Management

Reviewing PMA’s 5Lab **student achievement/performance analytics** with LW210 on Feb. 11 to support Board Goal setting and monitoring of **“next grade readiness”** for a more efficient transition from K to 8 to high school.

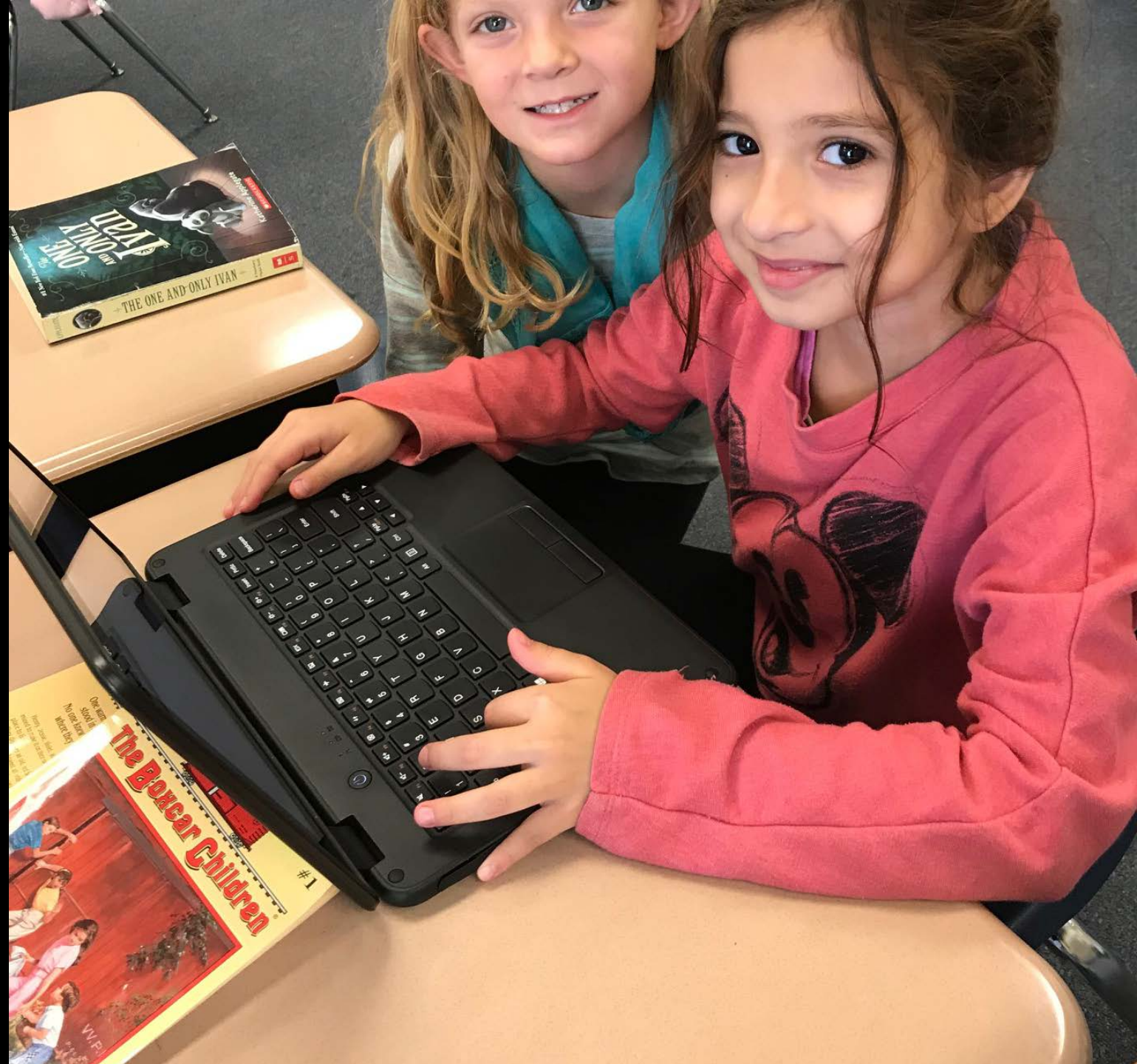
- Analyze academic growth rates and standardized testing benchmarks to develop SMART goals for **Board Goal 1**.
- Analyze behavioral benchmarks, social and emotional learning competencies, and application of the growth mindset to help students persevere through the challenges of high school (+ beyond) as the framework for SMART goals for **Board Goal 2**.

Handout #1

Student Growth

Winter Progress Report on Goals 1&2 at February Board Meeting

Teacher Reflection Survey results at February Board Meeting



Summit Hill D161's Roadmap to Improvement of Student Learning

We Believe

- Learning is a priority
- Learning is a process
- Learning, rather than grades, will be emphasized with a focus on improving student growth
- Promote continuity and consistency across District 161
- Growth Mindset – skills and intelligence can grow and develop

Standards Mindset

- Focus areas:
  - Learning
  - Standards
  - Evidence
- We will explore options for reporting student growth toward the standards to provide greater detail about student learning and stronger communication with families
- We are tentatively set to begin in 2019-20 school year revising K standards-based reporting system and begin building Gr. 1 and Gr. 2 standards-based reporting systems.

A&G Guidelines

- Best Teaching Practices
  - Remove behaviors to monitor learning
  - Equal grade weights
  - Ability to reassess to promote learning for skill mastery
  - Reflection on assessment noted in Danielson professional practice

Assessment Design

- Clarify learning targets and focus standards
- Year-long training to align assessments to the appropriate DOK level of standards
- Develop item specification tables to ensure common assessment questions are used within departments and grade levels

Time

- Anticipate average class size reduction in Grades K-8.
- Building in time during remaining in-services this school year for grade level and department meetings for teacher teams to work together on assessment design.
- Building in time to meet monthly during half-day in-services and Institutes in 2019-20 school year.

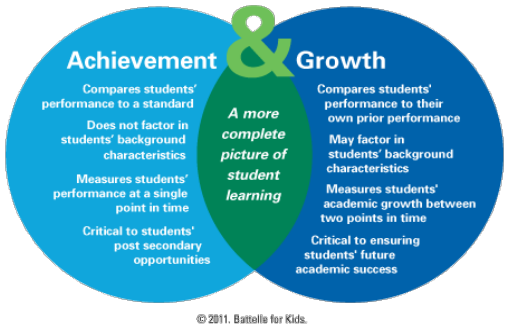
Traditional Grading Scale

New Grading Scale

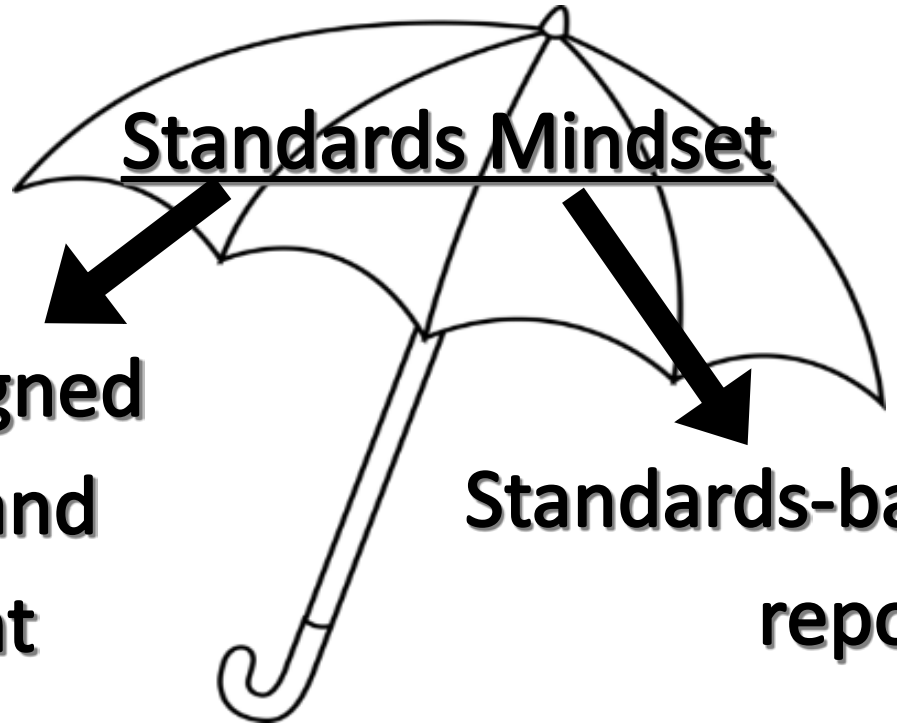
Year 2

"Today's system of classroom grading is at least 100 years old and has little or no research to support its continuation." Dr. Robert Marzano

Standards-aligned instruction and assessment



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction



STEP 1

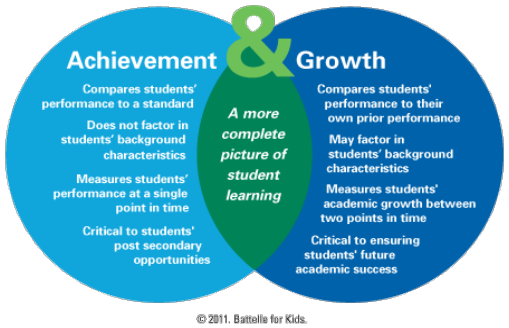
Standards aligned instruction and assessment

STEP 2

Standards-based grading and report cards

Handout #2

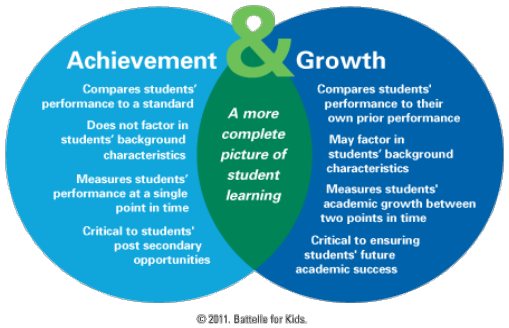
Removal of barriers to monitor student learning



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- **Clear picture of actual student learning** via separation of grades from academic behaviors.
- **Academic behaviors are reported separately** from academic achievement utilizing an equal interval A-F scale to equalize the influence of each grade to promote continued individual student growth and the growth mindset.
- **Building-based protocols** facilitate assessment and grading guidelines. Mid-year review of guidelines: no changes

Standards-aligned instruction and assessment design



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- **Designation of focus standards** per grade level. (Utilize LW210's Gr. 9 focus standards and backwards-align through K-8.)
- **Review current assessments** to ensure questions match appropriate depth of knowledge (DOK) levels to ensure appropriate rigor as well as to pinpoint pre-test learning gaps to minimize need for reassessments.

  https://youtu.be/zRHpkxnQ52c
- **Develop item specification tables** to ensure common assessment questions are used within departments and grade levels to promote curricular consistency of instruction and resource use.

District 161 Programming

SUMMIT PROGRAM

Accelerated Placement Act compliance

ACCELERATED PROGRAM

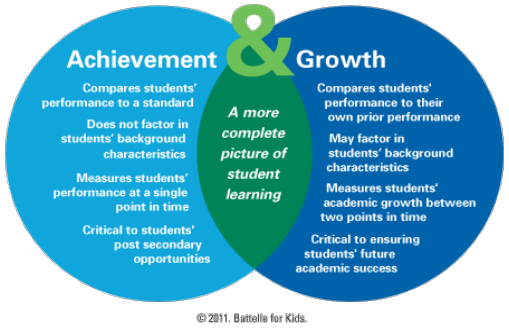
Accelerated Placement Act compliance

ON GRADE LEVEL

SPECIAL EDUCATION

may participate in any area

Accelerated math program



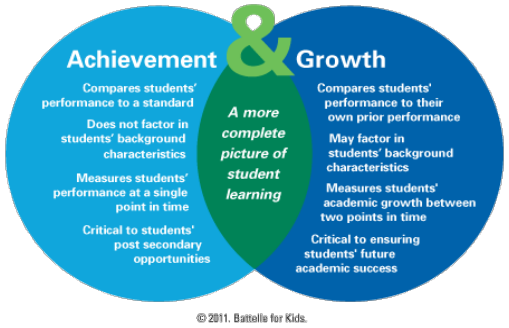
Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Program goal

Create an accelerated math program in grades 5-8 to include as many students as possible to begin in the 2019-2020 school year to increase the number of students who successfully complete Gr. 8 Foundations of Algebra so they have necessary skills for Algebra 1.

Approved by the Board of Education on Dec. 12, 2018;
Approved updated Board Policy 6:130 on Jan. 23, 2019

Accelerated math program



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Identification process

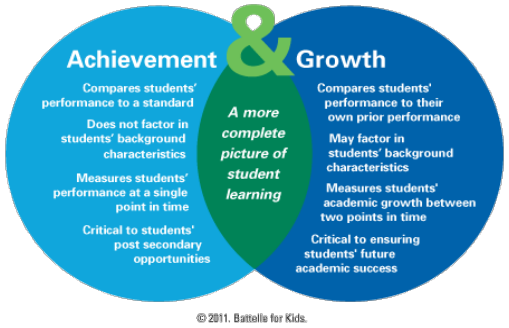
Teacher rating of student attributes and background data on Spring 2018 STAR, Fall 2018 NWEA, and Winter NWEA math benchmark scores and PARCC MATH performance level.

Structure

During our transitional year, if our current 7th graders would want to take the Gr. 8 Foundations of Algebra class in the fall, we would offer a summer program.

	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Summit Math	Gr. 6 standards	Gr. 7 standards	Gr. 8 standards	Summit Algebra
Accelerated Math (pace, rigor, and depth)	Q1-3 Gr. 5 standards; Q4 – begin Gr. 6 standards	Q1-3 Gr. 6 standards; Q4 – begin Gr. 7 standards	Q1-3 Gr. 7 standards; Q4 – begin pre-algebra	Foundations in Algebra

Accelerated math program



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Standards

Backwards-align to updated LW210 math expectations.
Update scope & sequence with clearly identified instructional materials.

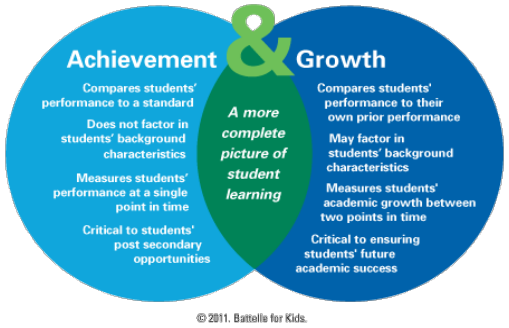
Resources

Utilize current instructional resource; may need additional secondary resource

Next steps

- Tentative number of students
- Parent opt-in
- Program communication

Accelerated ELA program



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Program goal

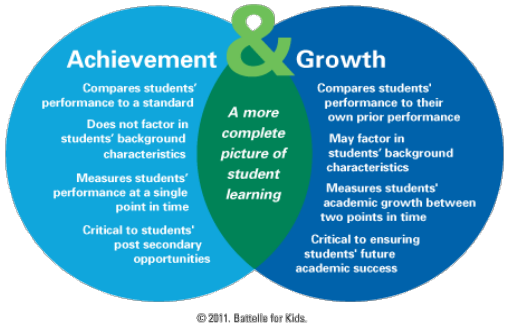
Create an accelerated ELA program in grades 5-8 to include as many students as possible to begin in the 2019-2020 school year; to increase academic rigor as students transition into English 1/Honors English 1.

Identification process

Similar to math accelerated program

Approved by the Board of Education on Jan. 23, 2019;
Approved updated Board Policy 6:130 on Jan. 23, 2019

Accelerated ELA program



Structure/Standards

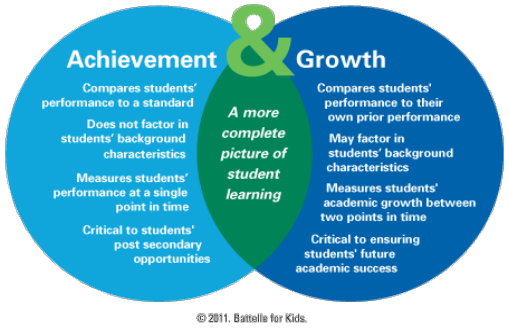
Grade-level standards + additional 4th quarter culminating text extension/writing project linked to analysis level of Bloom's taxonomy (which correlates to DOK levels 3 and 4).

Backwards-align to updated LW210 expectations for English I.

Update scope & sequence with clearly identified instructional materials.

Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Accelerated ELA program



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Resource

Utilize current instructional materials; select 3 or 4 novels. Utilize more challenging Lexile levels but remain cognizant of content.

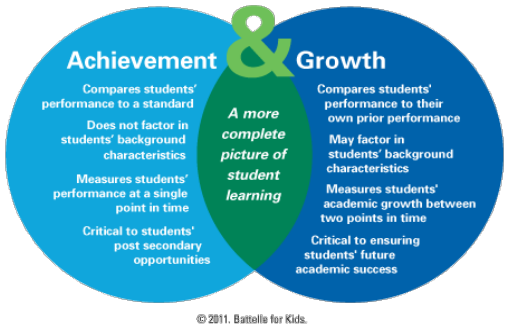
Instructional material needed

Writing, grammar (across all grade level ELA instruction)

Next steps

- Tentative number of students
- Parent opt-in
- Program communication

Support: Time

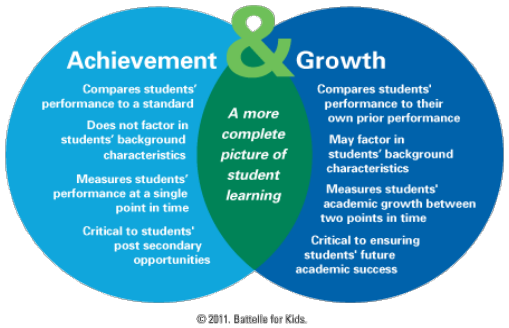


Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Reduction in average class sizes districtwide to provide additional opportunities for individualized student instruction and assessment.
- Grades K-8 schedules to include time for additional or extended math instruction.
- Remaining institutes and in-services devoted to assessment design training per grade level and department.
- 2019-20 calendar to include monthly in-service for grade level and departmental curricular work on assessment design.

Benefit: Time, curricular consistency

New Gr. 6 schedule



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Equalized instructional time in math/ELA
- Schedule between 5th and 6th grade more closely aligned
- Smaller class sizes
- True ELA block incorporated on all teams (no split ELA teachers)
- As a result of this 6th grade schedule, 5th grade will have equalized science/social studies instructional time – daily
- Schedule change will result in **need: + 3 math teachers** to support time for extended math instruction in 6th grade

Walker: +3 math teachers

To increase time for math instruction, time was reorganized as follows: reduction of both daily homeroom periods, shortened both lunch passing periods, and created nine periods - 40 minutes each.
(Current day: 8 periods - 44 minutes each)

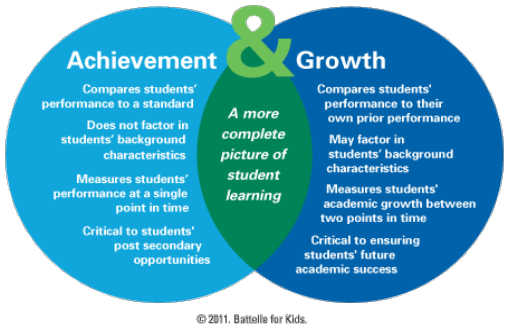
The nine period school day = daily 80 minute math block, 80 minute ELA block (same teacher), + daily science, SS, and PE for 40 minutes.

	Period 1 40 min.	Period 2 40 min.	Period 3 40 min.	Period 4 40 min.	Period 5 40 min.	Period 6 40 min.	Period 7 40 min.	Period 8 40 min.	Period 9 40 min.	
Homeroom	ELA		Math		Lunch	P.E.	Cycle	Science	Soc. St.	Homeroom

To provide these blocked math and ELA opportunities for 6th graders three additional math teachers are necessary.

Benefit: Time, curricular consistency

New Gr. 7-8 schedule



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Added time for math instruction shifted from ELA with a flexible block between teachers
- Reduction of large 7th/8th grade team will result in four total academic teams instead of five
- Due to lessened ELA instructional time, social studies and science to further support ELA informational text standards
- Schedule change will result in **need: + 4 teachers** to support extended math instruction

SHJH: Five teams to four teams; +4 math teachers

	Period 1	Period 2	Period 3
ELA Teacher	ELA Block 1	ELA Block 1/ELA Block 2	ELA Block 2
Math Teacher	Math Block 2	Math Block 2/Math Block 1	Math Block 1

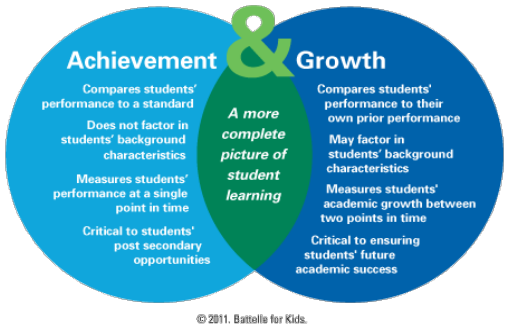
Students in ELA Block 1 are the same students in Math block 1. Students in Math block 2 are the same students in ELA Block 2. This allows for teachers to collaborate and flex block, as needed/preferred.

Currently 5.5 **math** teachers - 6 sections of math, 43 minutes; Increasing math instruction to 64-minute blocks each

Currently **ELA** teachers - 3 blocks of Reading/LA, 86 minutes; ELA teachers move to 4 blocks, 64 minutes

ELA teachers would teach more students throughout the school day at less minutes per week. **Math** teachers would teach less students throughout the school day at more minutes each week.

K-4 math support



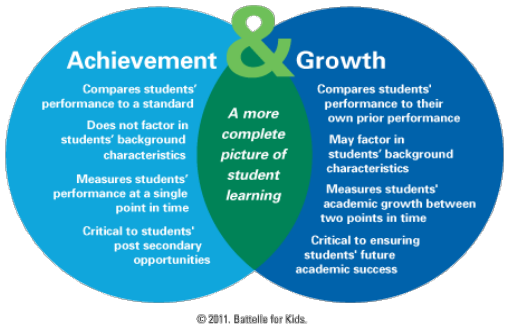
Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Supplemental math instructional support for students that do not qualify for math intervention support
- May include: co-teaching, modeling, enrichment, push-in, pull-out

  - 0.5 math support - K students
  - 1.0 math support - AH/Rogus 1-4
  - 1.0 math support - Trail/FS

  - Net need: +2.5 teachers

Extend Coordinator of Instructional Support to K-4 level



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Areas of support:

Formal curricular coaching

Standards-aligned instruction and assessment design

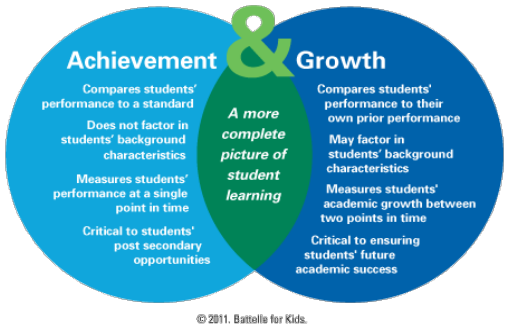
- Clarify learning targets and focus standards
- Aligning assessments to appropriate DOK level of standards
- Development of item specification tables to ensure common assessment questions)

Net need: +1.0 teacher

English Learner support

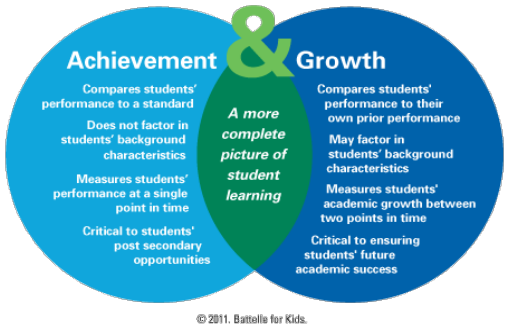
- Currently 137 students
- Representing 23 different languages
  - Top 5 languages represented include:
    - Arabic
    - Spanish
    - Gujarati
    - Polish
    - Pilipino

Net need: + 0.5 EL teacher



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Technology and learning



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

Consistency of practice

Gr. K-5 Tech teachers: focus - foundational skill building

Gr. 6-8 Tech Teachers: focus - transforming curricular content

Daily tablet readiness

Technician support based on building enrollments

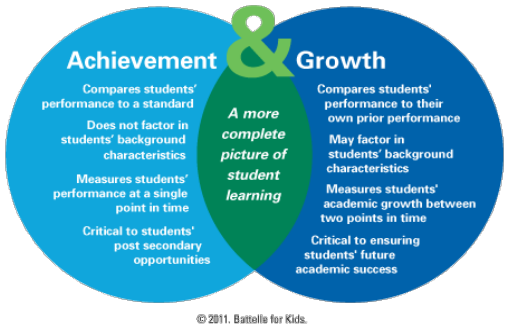
Need:
- 0.5 Tech teacher support
+1.5 tech tablet support

AH/FS	.5 tech teacher - AH .5 tech teacher - FS	.5 technician - AH .5 technician - FS	AH/FS technician - 11 months
Rogus 1-4	1 tech teacher	1.0 technician	11 months
Rogus K (+ .5 Math)	.5 tech teacher	.5 technician	10 months
Trail	1 tech teacher	1.0 technician	11 months
Walker	1 tech teacher	1.5 technicians	1 technician - 11 months .5 technician - 10 months
SHJH	1 tech teacher	1.5 technicians	1 technician - 11 months .5 technician - 10 months

Handout #3

Curricular resources:

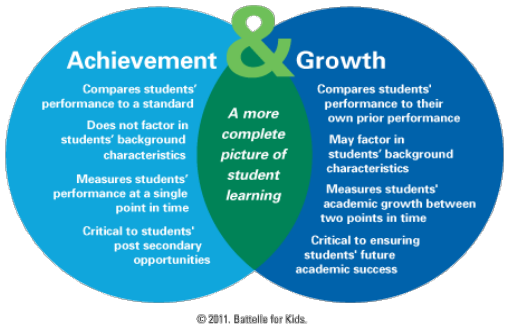
General Ed



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Social studies curriculum materials (Text & online)
- Quaver music website
- Supplementary reading and math support websites

New social studies materials

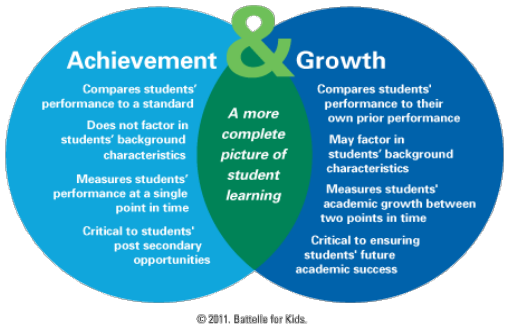


Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Standards adopted by ISBE in the 2017-2018 school year
- Includes the C3 Framework and Inquiry Arc
  - College, Career, and Civic Life
  - Inquiry/literary skills
- Current online resources no longer supported
- Committee is narrowing down top vendors
- Committee teachers are conducting classroom trials

Curricular resources:

Special Ed



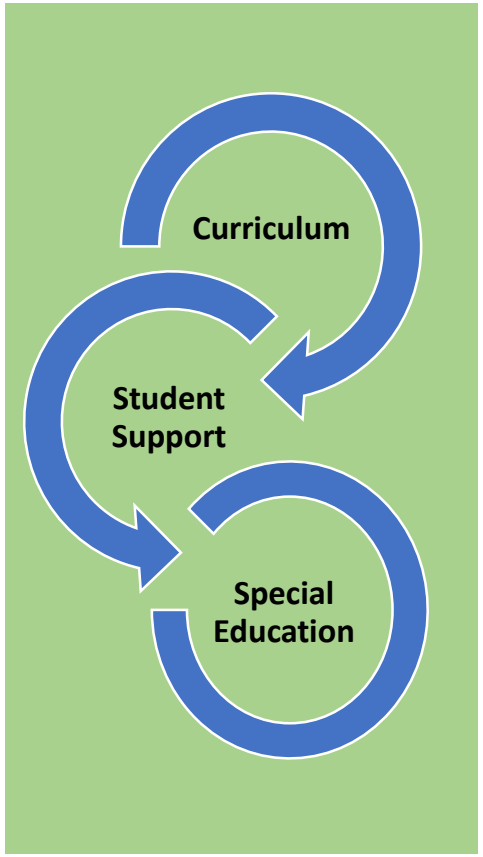
Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Additional on-line interventions, IXL & Read Live, for reading & math will be utilized (IDEA grant)
- AIMS Web utilized for Progress Monitoring students with reading and math goal areas (IDEA grant)
- The self-contained Targeted Instruction Program in grades K-8 is currently aligning their curriculum in anticipation of the new school year.

Net need: +1.0 TIP teacher

Recap: Supporting student learning

- Gr. 5-8 acceleration programs - additional rigor
- Time for assessment design/standards alignment in team/grade level setting
- *Proposed* K-4 math support and Gr. 5-8 additional math instructional time
- *Proposed* extension of Gr. 5-8 Coordinator of Instructional Support model to K-4 level
- *Proposed* support for EL, TIP program enrollments
- *Proposed* support for tech device readiness
- *Proposed* curricular resources
- *Proposed* "next grade readiness" analytics to monitor effectiveness

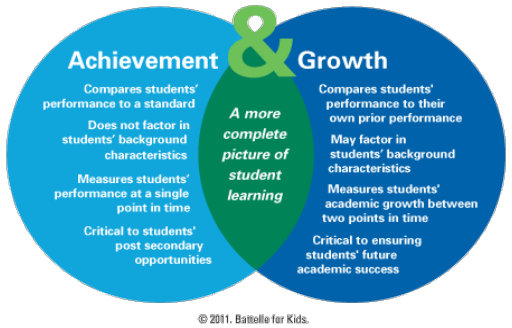


Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

School Quality Indicators: The Whole Child

Social/emotional supports and training

Board Goal 2: Focus on whole child



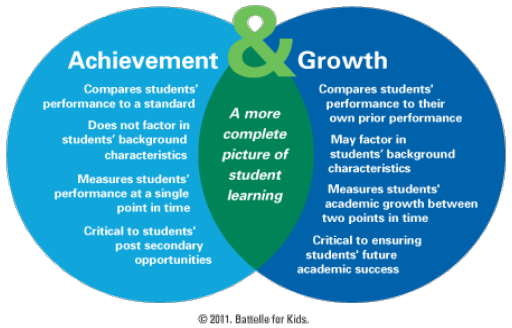
- Additional Youth Mental Health trainings available for all District teachers
- Continue monthly professional development for all staff
- Review current practices of all protocols
- Review social/emotional learning standards & curriculum to ensure the District has necessary resources to implement across all grade levels and specialized programs

Board Policy 6:15 – School Accountability
Board Policy 7:180 – Prevention of and Response to Bullying, Intimidation, and Harassment
Board Policy 6:65 – Student Social and Emotional Development
Board Policy 7:250 – Student Support Services
Board Policy 7:290 – Suicide and Depression Awareness and Prevention
Board Policy 8:10 – Connections with the Community

Handout #4

Safe learning environment

Bullying/cyberbullying prevention



- Continue collecting data on usage of bullying protocols as provided in quarterly updates
- Compare protocol data from year to year to see if the number of bullying incidents decrease as there is more remediation and support for victims as compared to previous school years
- Review curriculum supports in place to address bullying
- Continue to implement Common Sense media to provide media knowledge to address cyberbullying

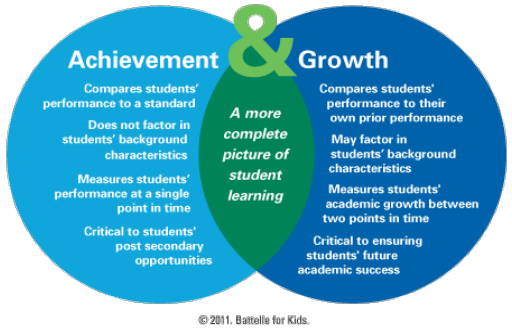
Board Policy 6:15 – School Accountability
Board Policy 7:180 – Prevention of and Response to Bullying, Intimidation, and Harassment
Board Policy 6:65 – Student Social and Emotional Development
Board Policy 7:250 – Student Support Services
Board Policy 7:290 – Suicide and Depression Awareness and Prevention
Board Policy 8:10 – Connections with the Community

Keeping students connected

Support for whole child

Board Goal 3 staff survey development/results re: interest in summer enrichment program including reading, writing, and math focus and/or possible STEM camps in August 2019

(Results shared at February 27 Board Meeting)



Board Policy 6:190 – Extracurricular and Co-Curricular Activities
Board Policy 6:65 – Student Social and Emotional Development
Board Policy 810 – Connections with the Community

Recap: Whole Child

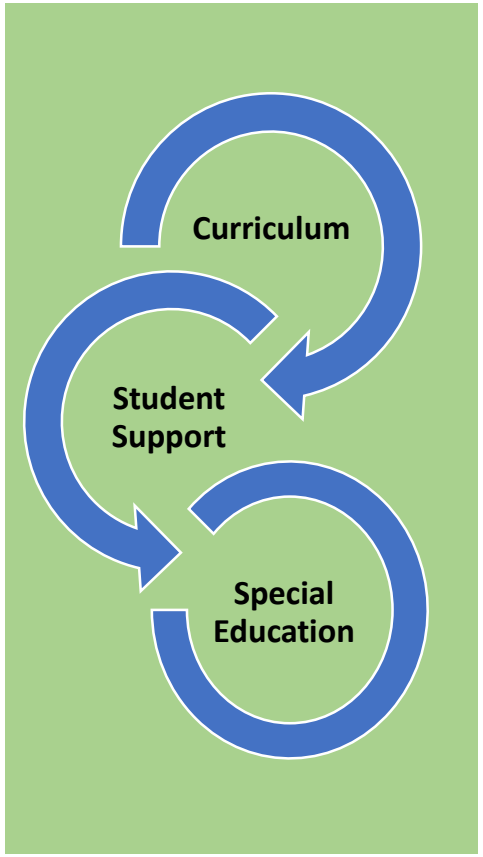
Current staffing, programming proving effective

Student Support Services Coordinator effectively:

- Provides monthly SEL professional development to all staff
- Provides in-house Youth Mental Health trainings
- Provides support to all social workers and counselors
- Assists in the implementation of the universal behavior screener

Special Education Coordinator effectively:

- Attends IEP meetings as LEA representative & facilitate support
- Assists with IEP/Eligibility paperwork
- Assists with curriculum & goal writing
- Participates at Special Ed Department & various team meetings
- Provides support during student crisis & community-based instruction



Board Policy 6:120 – Education of Children with Disabilities
Board Policy 6:65 – Student Social and Emotional Development
Board Policy 7:250 – Student Support Services
Board Policy 810 – Connections with the Community

Human and Fiscal Resources

Supt. Advisory Board Goal 4 Meetings

SNEAK PREVIEW

Feb. 20, 2019

Introduction

- Facilities assessment
- Finances: site-based expenditures
- Architectural capacity
- Building utilization
- Enrollments/trends/class sizes
- Additional information needed?

April 15, 2019

Setting the Direction: Community Priorities

- Guiding Principles
- What change would we be seeking?
- When is it time for change?

Architectural capacity

District 161 was built out to house 4,200 students.

Current enrollment is 2,892 students which indicates capacity for 1,308 additional students in our six buildings.

2019-20 student enrollment is projected to be 2,750 which indicates capacity for 1,450 more students.

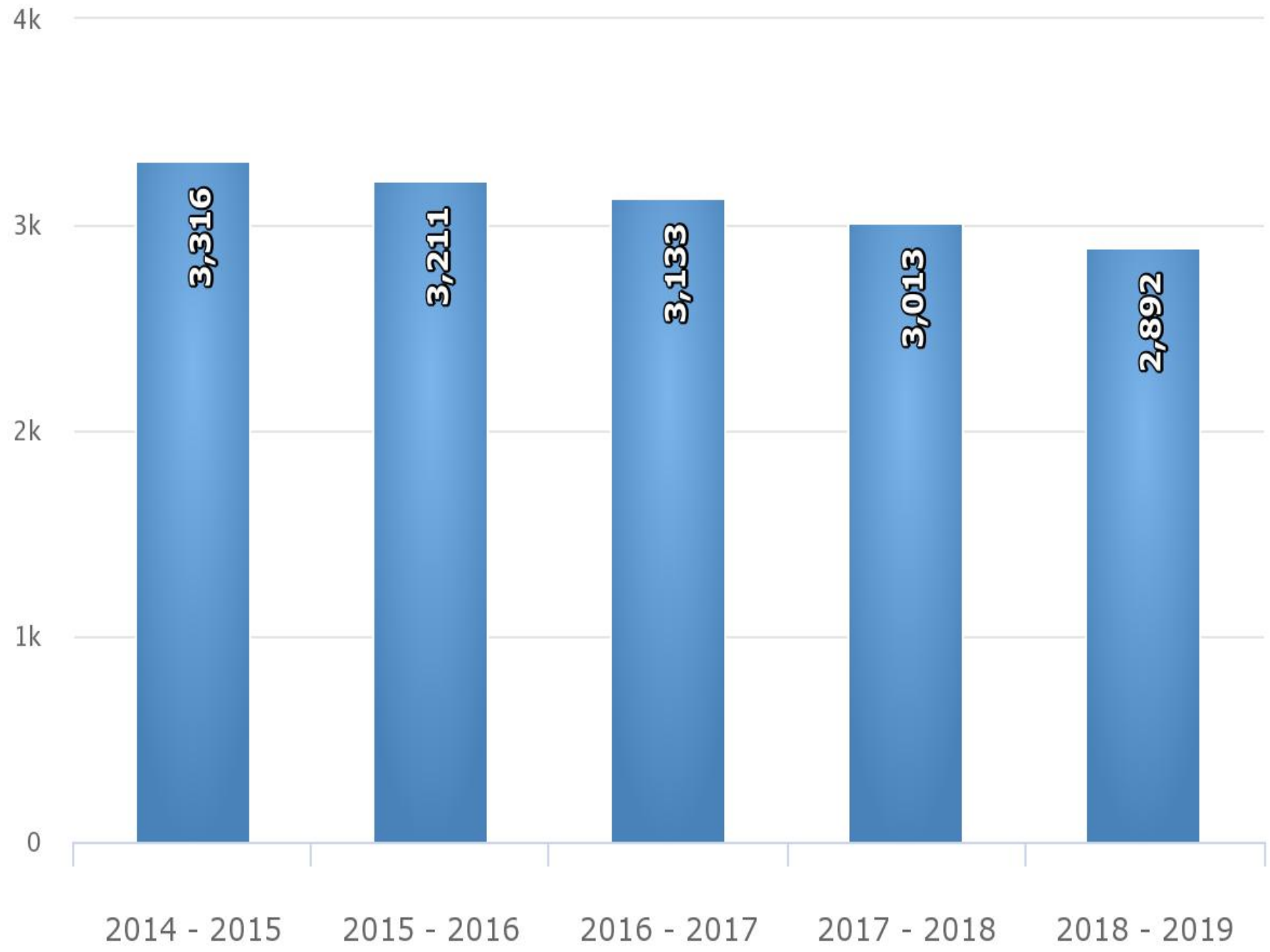
2018-19 building utilization

District 161 houses 2,800+ students

- Frankfort Square – 178 students
- Arbury Hills – 191 students
- Indian Trail – 366 students
- Rogus School (K-4) – 631 students
- Walker School – 693 students
- Summit Hill Jr. High – 743 students

Several locations in Mary Drew School currently are utilized by the Frankfort Square Park District via an intergovernmental agreement. The school can accommodate 350 students.

Total Enrollment Trend



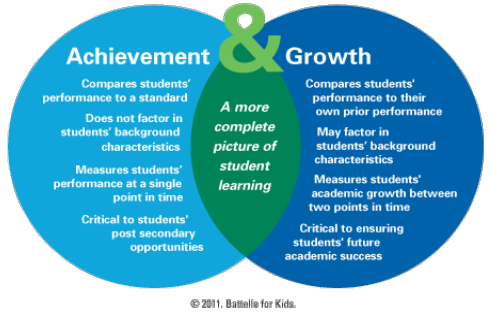
Data: ISBE

District 161 Enrollment Trend

as of 1.01.19

	Rogus w/K	Arbury	Square	Trail	Walker	SHJH
2018-19	631	191	178	366	693	743
proj. 2019-20	599	182	178	329	650	722

Determining class size and Special Ed 70/30 rule



Although student enrollment numbers are decreasing, the percentage of students with IEPs has remained steady from 2013 to 2017

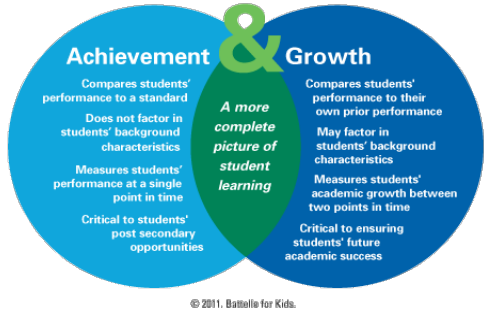
With the additional Accelerated Math & ELA classes in grades 5-8, we have to ensure all Math and ELA classes adhere to the 70/30 rule.

It is necessary to adhere to 23 Ill. Admin. Code 226.730 (70/30 rule) when determining general education class sections and sizes

Board Policy 6:10 – Educational Philosophy and Objectives
Board Policy 8:10 – Connections with the Community

Special Ed 70/30 rule

- When an IEP of a student calls for services within the general education classroom, the general education classroom has to be comprised of 70% of students without IEPs
- Students only receiving speech and language services are not included in the calculation of the percentage of students without IEPs
- Ensuring there are enough sections of general education classes is essential when placing these students



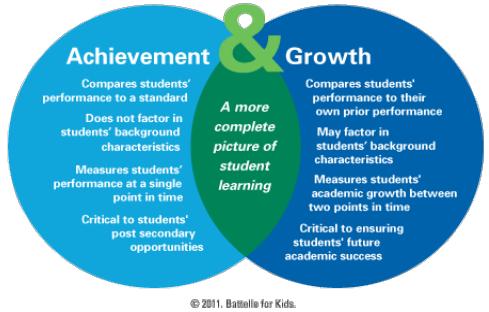
Board Policy 6:10 – Educational Philosophy and Objectives

Board Policy 8:10 – Connections with the Community

Kindergarten: Projected 236 students

	Kindergarten - 23 max					
ROGUS	Students	Sctns	Avg Class Size	Students		
2016-17 SP ED SC	8			248		
2016-17 REG ED	248	11	22.5	214		
Total	256			245		
2017-18 SP ED SC	5			707	*235.7*	**236**
2017-18 REG ED	214	214	214			
Total	219			**2016-17**	**248**	
2018-19 SP ED SC	10			**2017-18**	**214**	
2018-19 REG ED	245	11	22.3	**2018-19**	**245**	
Total	255			**Proj. 19-20**	**236**	
2019-20 SP ED SC						
2019-20 REG ED	**236**	**12**	**19.7**			
Total						

Strong financial position allows for continued low class sizes



Board Policy 6:10 – Educational Philosophy and Objectives
Board Policy 8:10 – Connections with the Community

Leveled Gr. 1-4 student numbers						
	K	1	2	3	4	5,6,7,8
DJR	20	20	22	18	19	
IT		20	20	19	20	
AH		19	21	22	19	
FS		17	21	19	17	
		76	84	78	75	
Avg. students per class	20	19	21	20	19	20-22

Projected K-8 class size averages

Average Class Sizes – Core Subjects

SUMMIT HILL SD 161

Source: ISBE - Core Subjects Only

District Student Characteristics - Average Class Size (2018)

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	22.0	21.0	22.0	21.0	20.0	26.0	24.0	21.0	20.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0
D161 projections 2019-20									
	20.0	19.0	21.0	20.0	19.0	22.0	20-22	20-22	20-22

Preliminary Staffing 2019-20 (recommended)

		Core Subject Staffing 2019-20 School Year - recommended plan							
Guideline	23	25	25	27	27	27	27	27	27
Recommended 2019-20	20	22	22	22	22	22	20-22	20-22	20-22
Class size average		19	21	20	19	20-22	20-22	20-22	20-22
	K	**Gr. 1**	**Gr. 2**	**Gr. 3**	**Gr. 4**	**Gr. 5**	**Gr. 6**	**Gr. 7**	**Gr. 8**
DJR		20	22	18	19				
AH		19	21	19	19				
FS		17	21	22	17				
IT		20	20	19	20				
Walker						20-22	20-22		
SHJH								20-22	20-22
STAFFING*		add 2	reduce 1	reduce 3; add 1	add 1	even	add 3 math	add 4 math; reduce 2	
OVERALL PRE-K									
OVERALL K									
OVERALL 1-5	**even**								
OVERALL 5-8									

Three retirements

Tentative staffing at Feb. 27 Board meeting (closed session); 2019-20 plan at March Board meeting

Handout #5

Preliminary Staffing Tight Roll Up (not recommended)

		Core Subject Staffing (tight roll-up) Gr. 1-5 - not recommended							
Guideline	23	25	25	27	27	27	27	27	27
Class size average		21	21	23	23	26			
	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
DJR		20	22	23	24				
AH		19	21	22	19				
FS		25	21	22	25				
IT		20	20	26	25				
Walker						26			
SHJH									
STAFFING*		add 1	reduce 1	reduce 4 (incl. -2 at IT)	add 1; reduce 3	reduce 2			
OVERALL PRE-K									
OVERALL K									
OVERALL 1-5	-8								

Three retirements

Tentative staffing at Feb. 27 Board meeting (closed session); 2019-20 plan at March Board meeting

Handout #6

Board Goal 4: Fiscal Resources

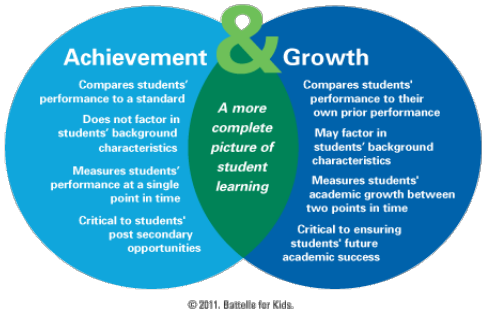
	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2019	FY 2020	% Δ	FY 2021	% Δ	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ
REVENUE											
Local	$31,200,485	$32,055,633	2.74%	$32,799,960	2.32%	$33,494,733	2.12%	$34,199,930	2.11%	$34,915,705	2.09%
State	$4,596,325	$4,676,325	1.74%	$4,676,325	0.00%	$4,676,325	0.00%	$4,676,325	0.00%	$4,676,325	0.00%
Federal	$1,196,683	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	$36,993,493	$37,928,641	2.53%	$38,672,968	1.96%	$39,367,741	1.80%	$40,072,938	1.79%	$40,788,713	1.79%
EXPENDITURES											
Salary and Benefit Costs	$25,574,418	$26,396,084	3.21%	$27,245,226	3.22%	$28,122,811	3.22%	$29,029,839	3.23%	$29,967,351	3.23%
Other	$10,226,353	$10,387,510	1.58%	$10,551,511	1.58%	$10,718,413	1.58%	$10,888,271	1.58%	$11,061,141	1.59%
TOTAL EXPENDITURES	$35,800,771	$36,783,593	2.75%	$37,796,738	2.75%	$38,841,224	2.76%	$39,918,110	2.77%	$41,028,492	2.78%
SURPLUS / DEFICIT	$1,192,722	$1,145,048		$876,230		$526,517		$154,828		($239,779)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	$0	$0		$0		$0		$0		$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	$1,192,722	$1,145,048		$876,230		$526,517		$154,828		($239,779)	
BEGINNING FUND BALANCE	$20,777,584	$21,970,306		$23,115,354		$23,991,584		$24,518,101		$24,672,929	
AUDIT ADJUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	$21,970,306	$23,115,354		$23,991,584		$24,518,101		$24,672,929		$24,433,149	
FUND BALANCE AS % OF EXPENDITURES	61.37%	62.84%		63.48%		63.12%		61.81%		59.55%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	7.36	7.54		7.62		7.57		7.42		7.15	

Handout #7

PMA Five-year planning model

Aggregate projection

(Operating funds only)

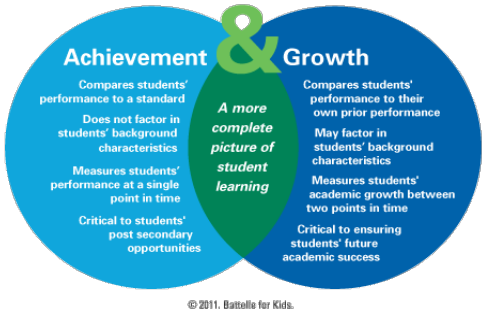


Board Policy 4:10 – Fiscal and Business Management
Board Policy 4:20 – Fund Balances

- Conservative approach to projections
- Overall reserves continue to remain healthy
- Upcoming matters with financial impact:
  - Negotiations with certified staff – spring 2020
  - Shortened refresh cycle on student tablets

Board Planning for 2019-20

Major assumptions



Board Policy 4:10 – Fiscal and Business Management
Board Policy 4:20 – Fund Balances

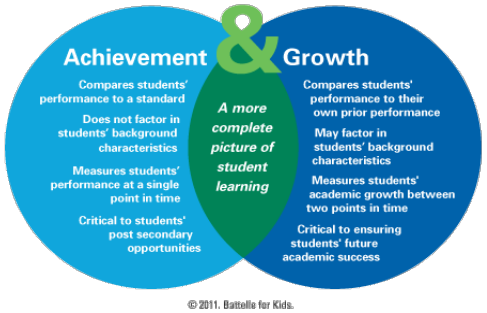
Revenue

- Property taxes
  - CPI of 1.9% (2019) and 1.5% in out years
  - New property - $6.5m
  - Existing EAV growth of 1.5%
- EBF (state) ~$80k increase next year, flat thereafter
- Other local revenue, state & federal aid flat

Expenditures

- 3.0% salary increase and 5.0% benefit increase in all years
- Generally 1.0% increase in all other expenditures

Education Fund projection



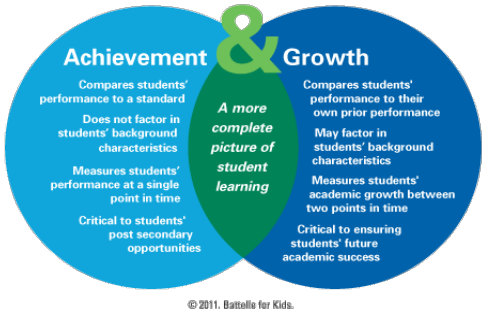
- Projected annual surplus until FY 24
- Reflects current staffing numbers and spending levels
- Shortened tech replacement cycle will impact expenditures
  - Adequate reserves give us this flexibility
- Fund balance as % of expenditures at end of 5 years still well within Board policy (15-20%)

Board Policy 4:10 – Fiscal and Business Management
Board Policy 4:20 – Fund Balances

Handout #8

O&M Fund projection

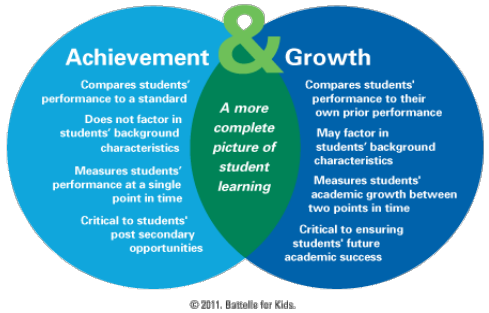
- Planned deficits in each of the 5 years
- Continue to allocate approximately $750k each year for major summer projects
  - Board wishes or unanticipated needs could make this number higher or lower
- Fund balance as % of expenditures dips below Board policy (15-20%) in FY 22
  - Could mitigate by shifting levy dollars, reducing summer project commitments or transferring Working Cash funds



Board Policy 4:10 – Fiscal and Business Management
Board Policy 4:20 – Fund Balances

Handout #9

Transportation Fund projection



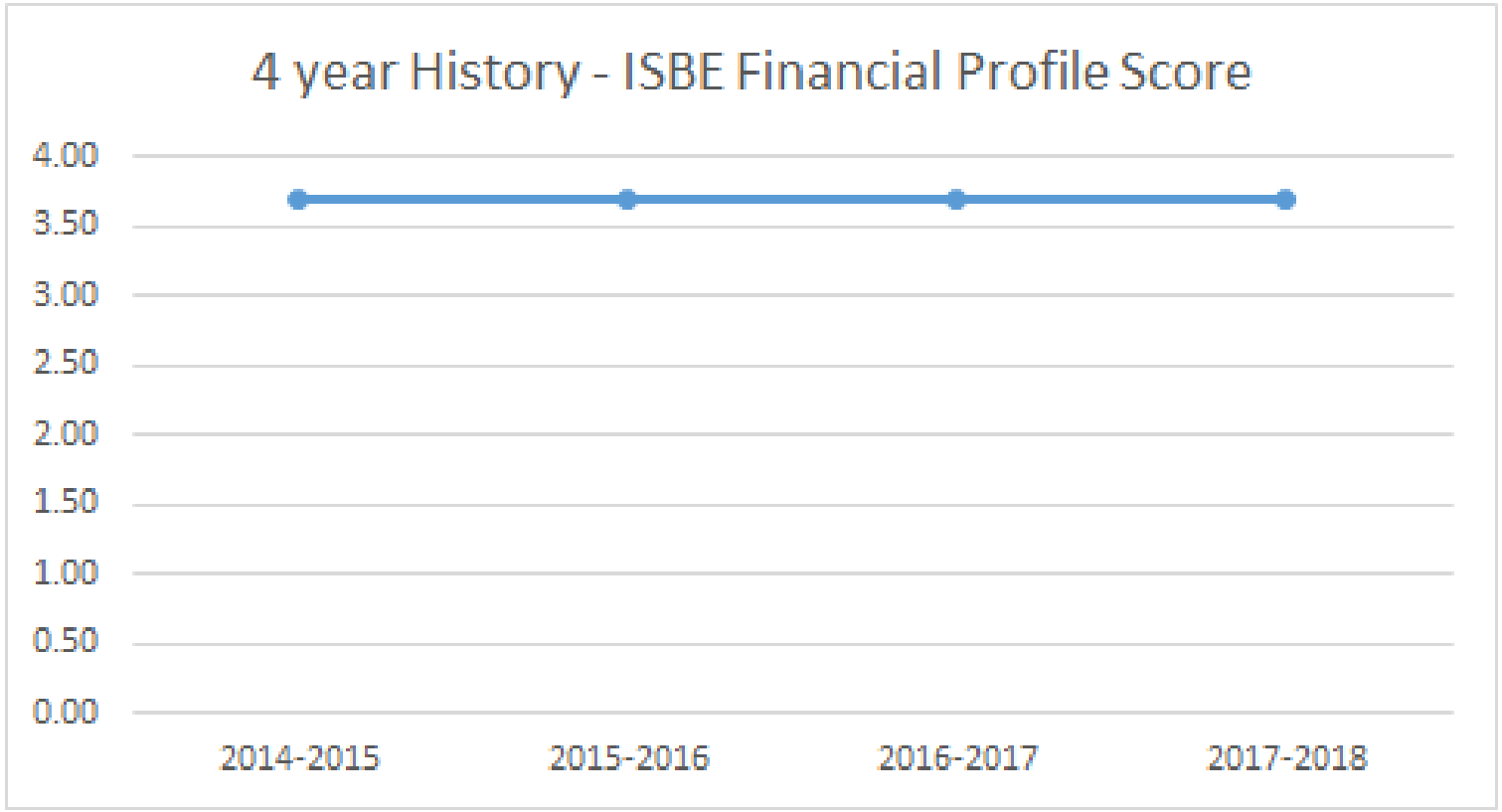
- State funding has somewhat stabilized
  - Amount prorated has decreased
  - Payments are still late but are made
- Costs in this fund appear to have leveled off
- Activity busses not reflected in these numbers
- Could shift a portion of this levy to O&M Fund if desired due to adequate fund balance

Board Policy 4:10 – Fiscal and Business Management
Board Policy 4:20 – Fund Balances

Handout #10

District 161 Financial Profile

ISBE Defined Ranges	
1.00 - 2.61	Watch
2.62 - 3.07	Early Warning
3.08 - 3.53	Review
3.54 - 4.00	Recognition



- Recognition each of the last 4 years; trend should continue for foreseeable future
- Score will begin to approach 4.0 as more long-term debt is paid off (last payment scheduled for 1/1/2027) and if other components remain constant

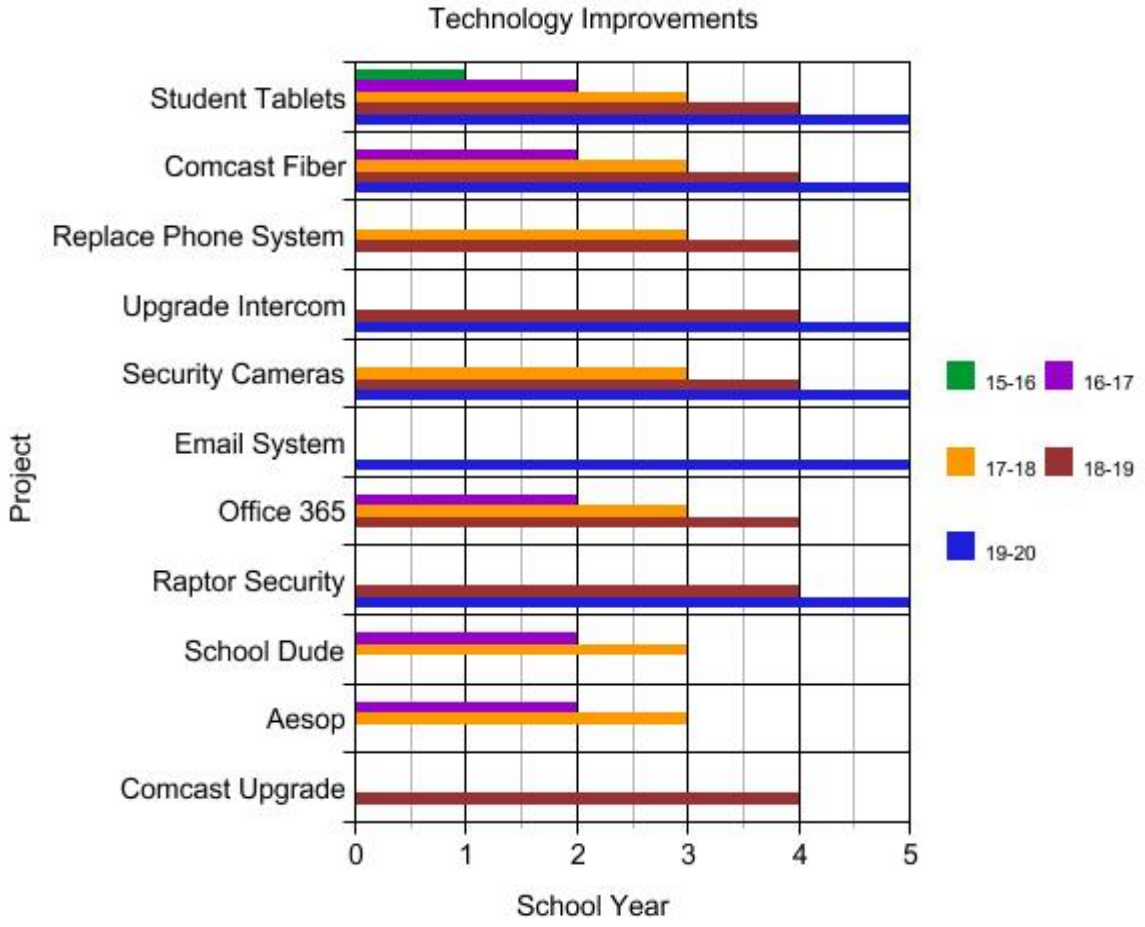
Board Goal 4

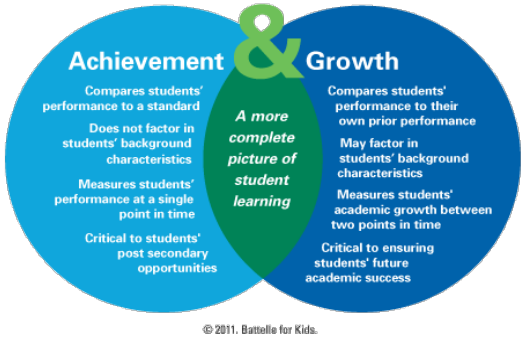
District Operations

- Technology
- Maintenance
- Custodial

Technology:

Improvements over 5 years



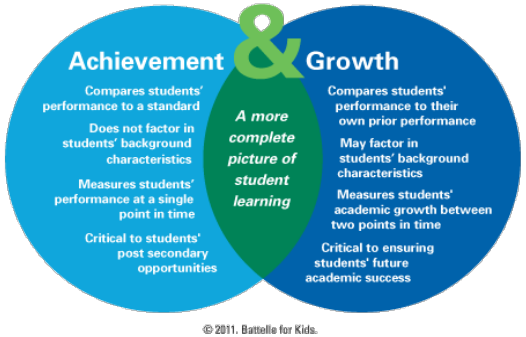


Board Policy 4:10 – Fiscal and Business Management

Board Policy 8:10 – Connections with the Community

Technology:

School intercoms – Year 2



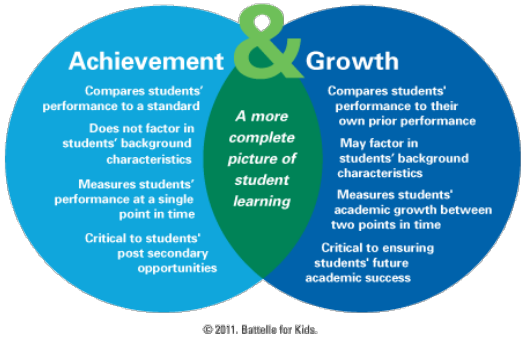
Board Policy 4:10 – Fiscal and Business Management
Board Policy 8:10 – Connections with the Community

Phase 1 completed – HW, IT, DJR
Phase 2 Plan – SHJH, AH, FS, MD

- Upon completion, District will have capability to broadcast announcements and/or emergency messages simultaneously
- Common platform for all locations
- Repairs/replacement of all broken or outdated equipment

Technology:

Security – Year 2

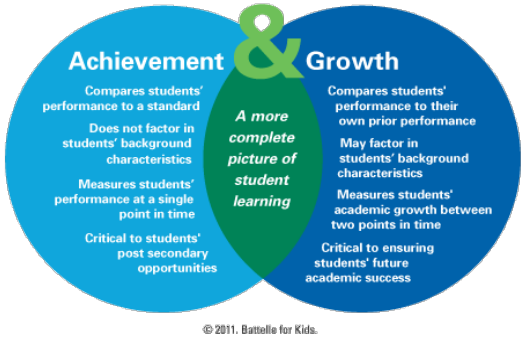


Board Policy 4:10 – Fiscal and Business Management
Board Policy 8:10 – Connections with the Community

- Camera installations for key exterior areas for HW, DJR, SHJH
- Review Raptor system for Kiosks for vestibules.
- Review door FOB improvements for additional doors.
- Review intercom emergency protocols for messaging.

Technology:

Infrastructure – planned projects



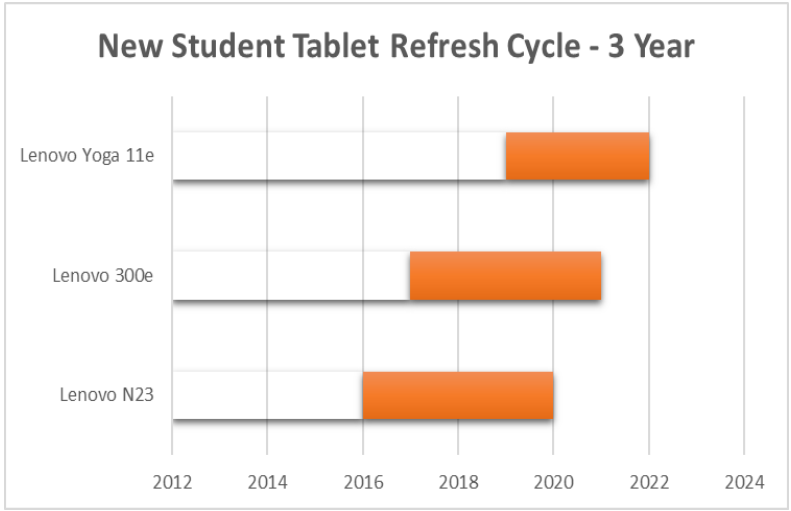
Board Policy 4:10 – Fiscal and Business Management
Board Policy 8:10 – Connections with the Community

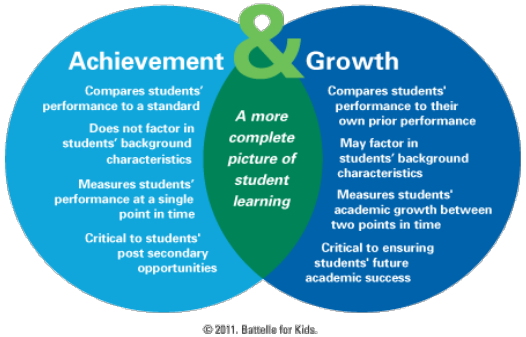
- Purchase of additional POE switches from E-rate bid (currently under review)
- Additional Cat6 wiring for additional cameras and WAP's
- Redesign/rebuild board room with 21st century communication technology
- Move Smartermail email platform to Office365 hosted platform
- FOB cloud-based printing deployment for Staff and review printing processes for students
- Replace teacher devices for HW, SHJH (5-year rotation cycle ends); new 3 year cycle in effect

Technology: Student Devices

District moves to 3-year device rotation cycle

Current Lenovo devices can perform tasks and last the school day.



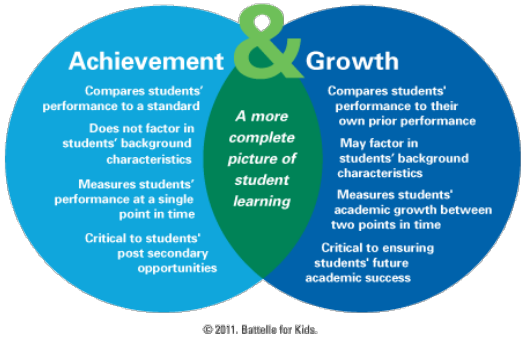


Board Policy 4:10 – Fiscal and Business Management
Board Policy 8:10 – Connections with the Community

A device with improved capabilities allows a student to use the device more during the school day and run higher level programs that correlate with curricular content.

Students in grades 6-8 may benefit from a next level device to further demonstrate higher level learning (i.e., conventional book reports become green screen broadcasts.)

Technology: Student Devices



Pilot next level tablet in Gr. 6 to promote greater tech integration; tech fee assessed

Board Policy 4:10 – Fiscal and Business Management
Board Policy 8:10 – Connections with the Community

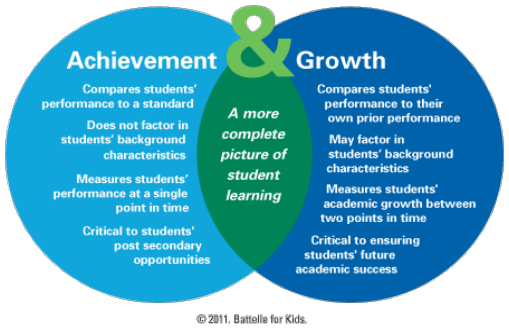
Purchase 336 Lenovo yoga student tablets

Device: Lenovo Yoga N11 ($500/each). Hard shell case $15/each.

- Increased processing power, dual cameras, integrated touch screen with stylus, and increased storage.
- Move current Gr. 6 Lenovo student tablets to elementary schools to replace ASUS 2nd gen tablets.
- Implement $50 tech fee to cover repair/maintenance of devices; to generate $18,300.
- Currently discussing release of devices to students at end of 8th grade year.

Maintenance/B&G

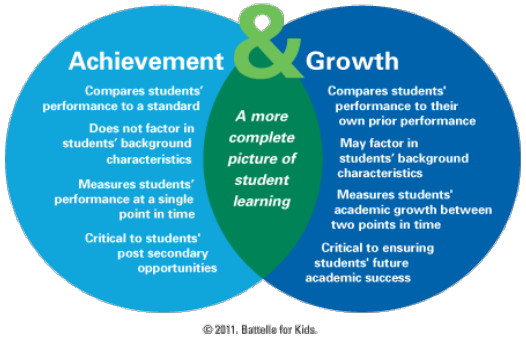
Maintaining an environment conducive to learning



Board Policy 6:60 – Curriculum Content
Board Policy 6:30 – Organization of Instruction

- Ensuring building infrastructure needs are addressed in a timely manner.
- Ensuring district custodial support meets district safety and cleanliness standards to optimize daily student learning; should this necessitate hourly rate adjustments, those costs would be brought forward in April.

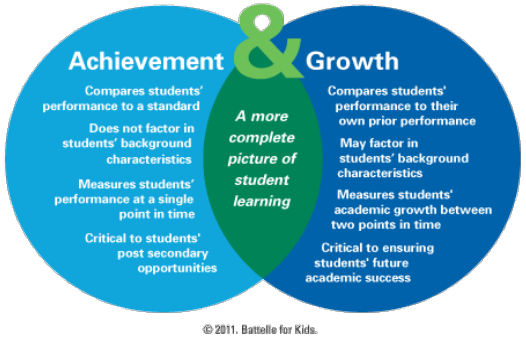
Impact of reorganization of District Operations function



Board Policy 4:10 – Fiscal and Business Management

- Time to comprehensively assess the various systems at each of the buildings
- Timely attention to repair and maintenance of HVAC, electrical, and plumbing systems and tech infrastructure
- Improved response rates for building concerns
- Improved communication with building administrators and staff members

Maintenance: 5-year plan



Board Policy 4:10 – Fiscal and Business Management

Summer 2019 (Year 1)

Walker – HVAC system - venting
Square - Repair and/or replace roofs
Trail - Media center carpet replacement
SHJH - resurface outdoor track
Mary Drew – Roof work - TBD

Tentative Summer 2020 (Year 2)

Rogus - Replace HVAC control system
(Precision to Metasys)
Mary Drew - Repair and/or replace roofs

Tentative Summer 2021 (Year 3)

Trail - Replace 1 boiler
Mary Drew - Replace 1 boiler

Tentative Summer 2022 (Year 4)

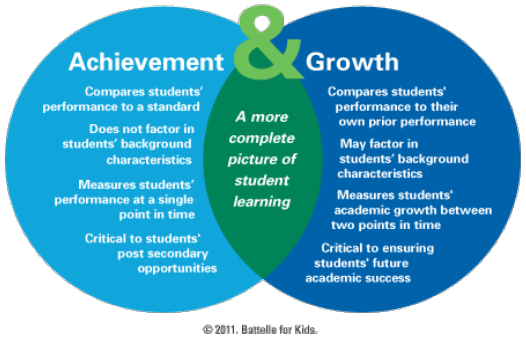
Arbury Hills - Repair and/or replace roofs
Trail - Replace 1 boiler
Rogus - Repair and/or replace flat roofs
Mary Drew - Replace 1 boiler

Tentative Summer 2023 (Year 5)

Trail - Repair and/or replace roofs
Trail - Remodel 2nd & 4th gr. bathrooms
Walker - Repair and/or replace roofs
SHJH - Repair and/or replace roofs

School Dude data

Custodial plan targets increased efficiency



- One maintenance custodian and one cleaning custodian assigned per building at Rogus, Trail, Walker, SHJH
- One maintenance custodian and shared cleaning custodian at Frankfort Square and Arbury Hills

Board Policy 4:10 – Fiscal and Business Management

Maintenance custodian

- Demonstrated basic proficiency, troubleshooting Metasys alarms, changing ballasts, general plumbing, vacuum repair
- Higher rate than cleaning custodian
- All current custodians to be re-trained and may apply, if desired

Cleaning custodian

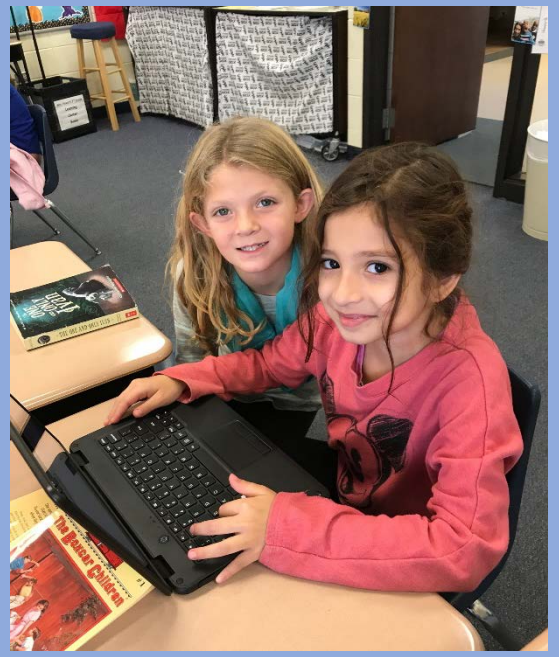
- Responsible for all cleaning needs/ensuring supplies are adequate
- Begins shift at lunch period
- All current custodians to be re-trained and may apply, if desired

School Dude Tickets Submitted 18-19		
Building	Maintenance	Cleaning
SHJH	109	33
HW	145	31
IT	75	17
FS	40	30
AH	26	10
DJR	171	85

Board Planning for 2019-20

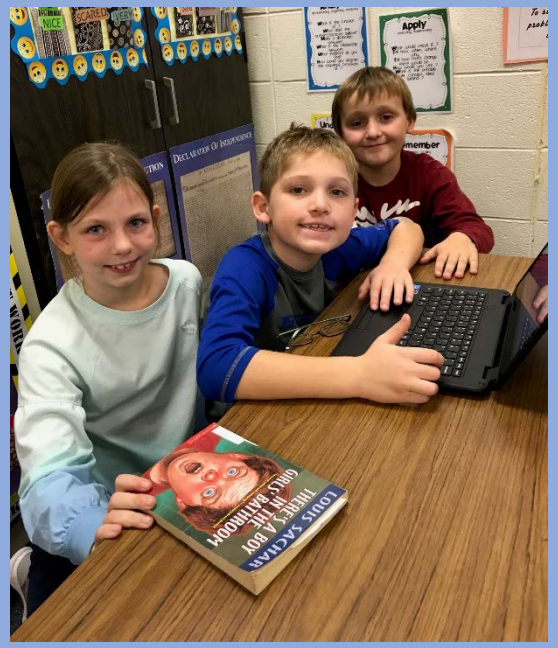
Academic indicator:

Student Growth



School Quality/Student Success:

Whole Child



Human and Fiscal Resources to support Student Achievement

HANDOUT #1

NEXT GRADE READINESS - STUDENT PROFILE

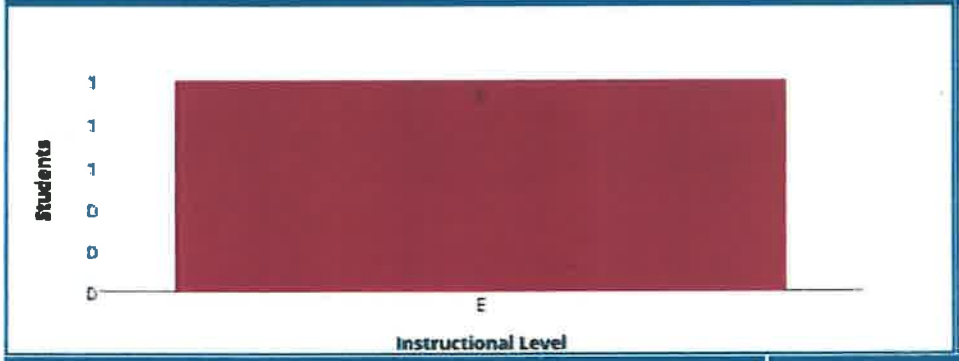
3rd Grade Student Demographics

Student Name	State Student Number	School Name	Grade Level	Home Room Teacher	Gender	Ethnicity	IEP	LEP	Low Income	Class Of
Sharrita MacElare	1000552935	Fullerton Elementary	3	Trayana Macas	M	Asian Pacific Islander	false	false	Normal	2028

3rd Grade Level Ready

This student is Not Ready for 4th Grade.

3rd Grade FnP

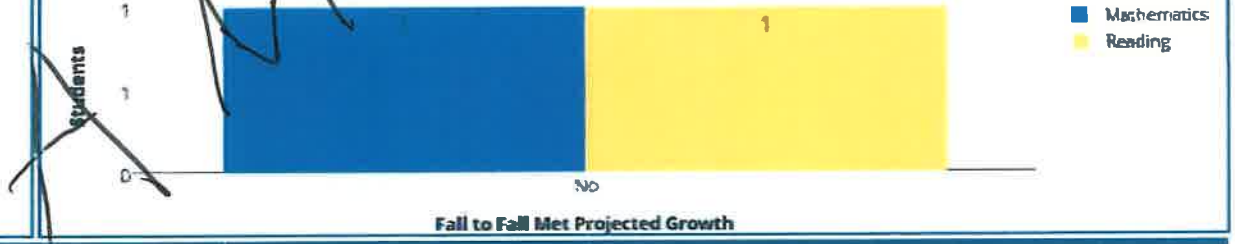


3rd Grade Indicators

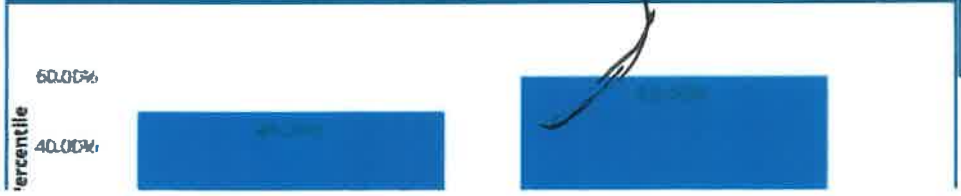
Student Name	Indicator Name	Student Indicator Value
Sharrita MacElare	Academic Intervention	Not Intervention
Sharrita MacElare	Algebra Ready All Grades	Not Ready
Sharrita MacElare	Attendance Rate School Year	1.00
Sharrita MacElare	Behavioral Intervention	Not Intervention
Sharrita MacElare	Discipline	No Actions
Sharrita MacElare	Grade Level Readiness Term 1	Not Ready
Sharrita MacElare	Grade Level Readiness Term 2	Not Ready
Sharrita MacElare	Grade Level Readiness Term 3	Not Ready
Sharrita MacElare	Grade Level Readiness Term 4	Not Ready
Sharrita MacElare	Math and Reading Proficiency	Not Proficient

3rd Grade DESSA SET Description

3rd Grade NWEA MAP Fall to Fall Met Projected Growth



3rd Grade 2019 Fall NWEA MAP Percentile



Readiness and Intervention Definitions

Click here to see Interventions and Benchmarks.

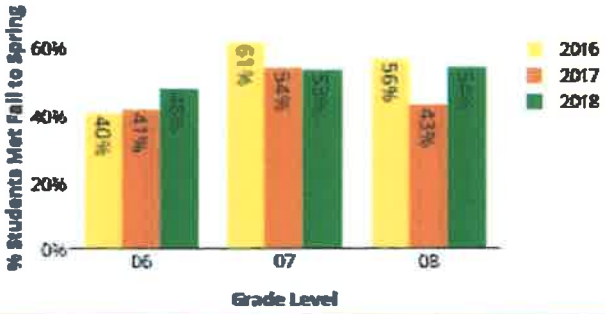
SCHOOL IMPROVEMENT PLANS DASHBOARD

ZR2

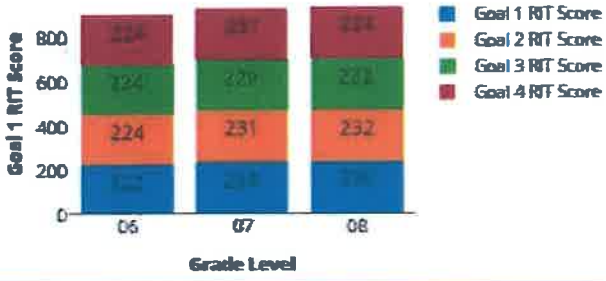
PJH School Wide SMART Goal 1

By the end of the school year, **49% of students** at Parker Junior High. will be **meeting their Math MAP Growth Target.** as compared to 46.3% of students meeting their Math MAP Growth target at the end of the 2016-2017 school year. **Actual: 52%.**

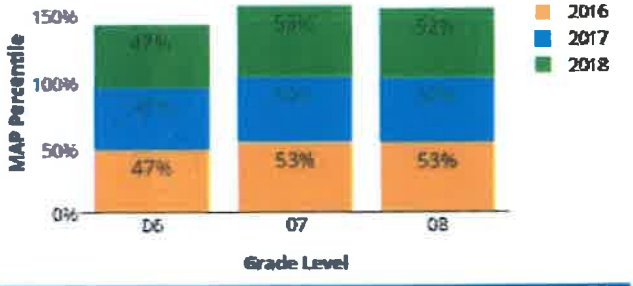
PJH NWEA MAP Met Growth Math



NWEA MAP RIT Math Sub Scores



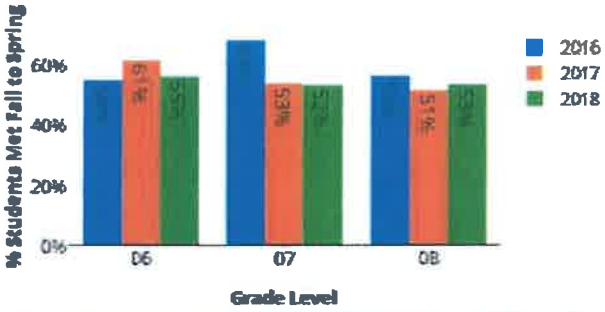
NWEA RIT Math Percentile by Grade Level by Year



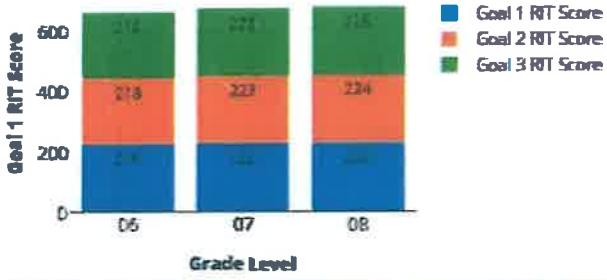
PJH School Wide SMART Goal 2

By the end of the 2017-2018 school year, **60% of students** at Parker Junior High. will be **meeting their Reading MAP growth target.** as compared to 54.6% of students meeting their Reading MAP Growth target at the end of the 2016-2017 school year. **Actual: 53%.**

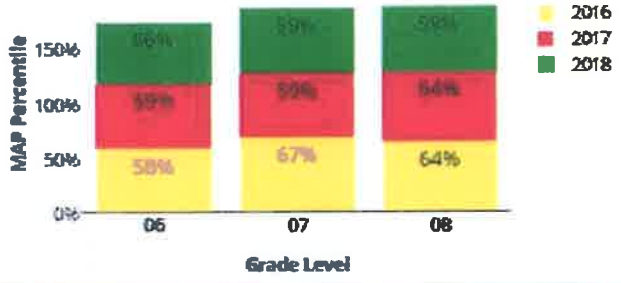
PJH NWEA MAP Met Growth Reading



NWEA MAP RIT Reading Sub Scores



NWEA RIT Reading Percentile by Grade Level by ...

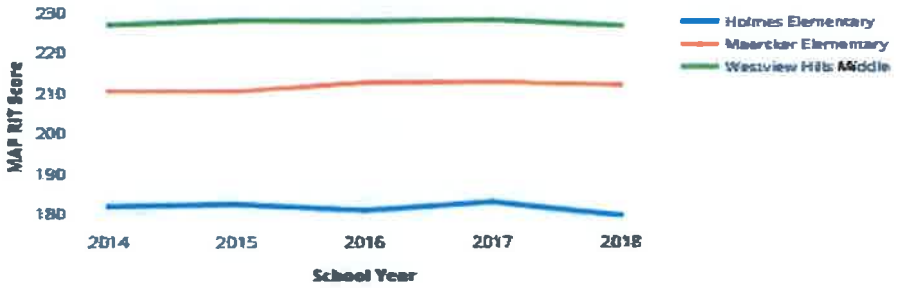


FORECAST5 ANALYTICS

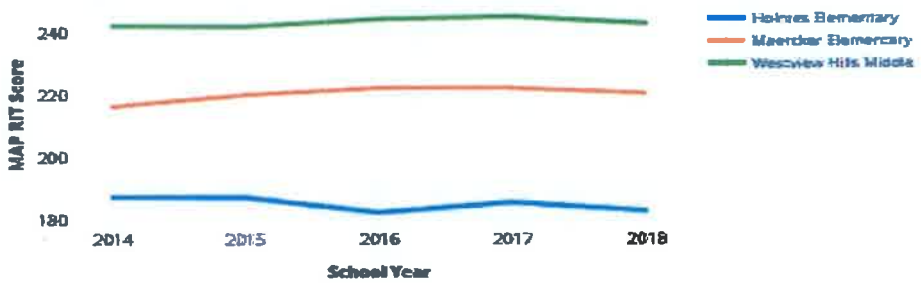
NWEA MAP LONGITUDINAL

NWEA MAP Longitudinal | NWEA MAP | Targets | Resources

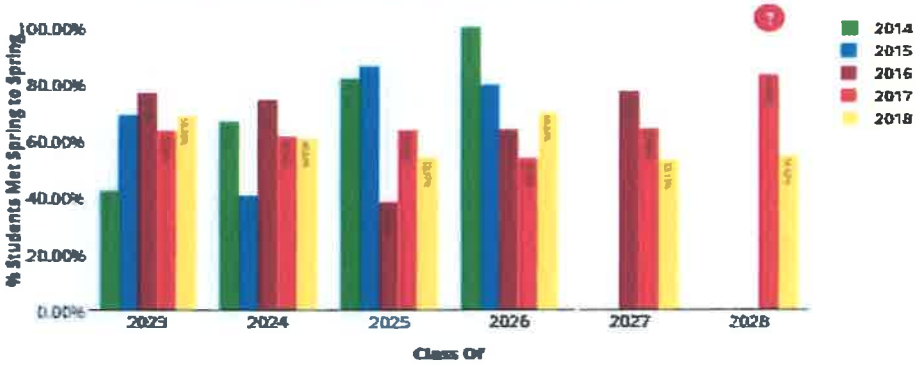
NWEA MAP RIT Score Spring Reading by School



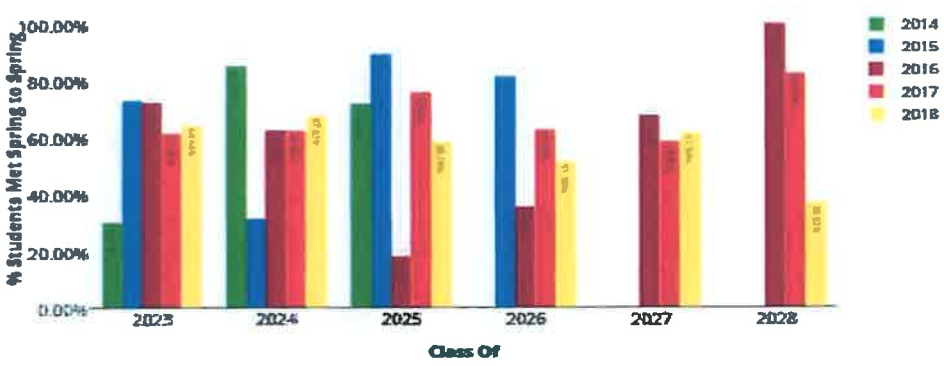
NWEA MAP RIT Score Spring Math by School



% Students Met Spring to Spring Projected Growth - Reading



% Students Met Spring to Spring Projected Growth - Math

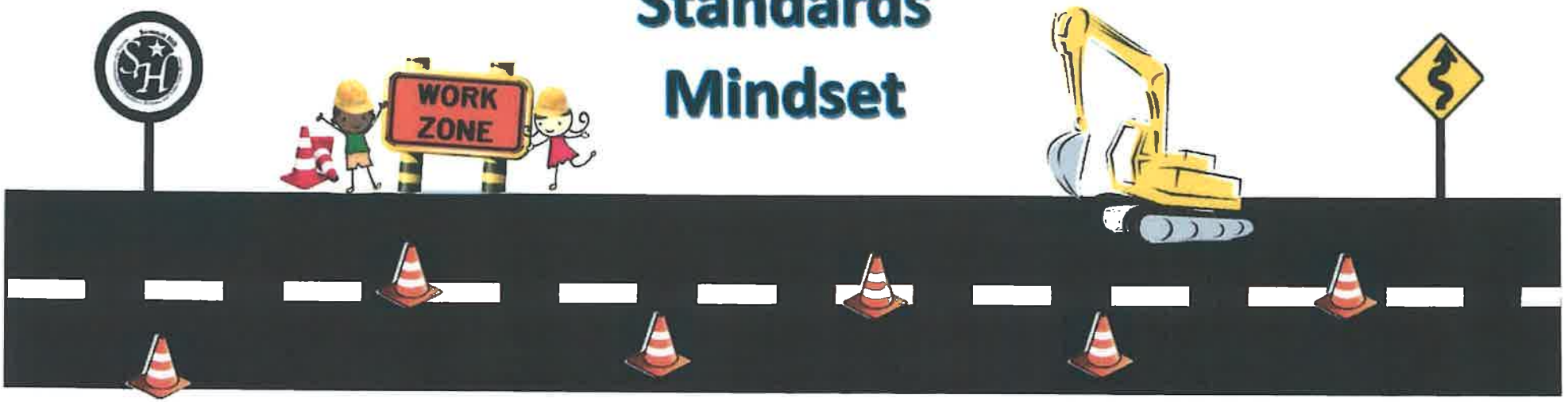


NWEA MAP RIT Score Reading

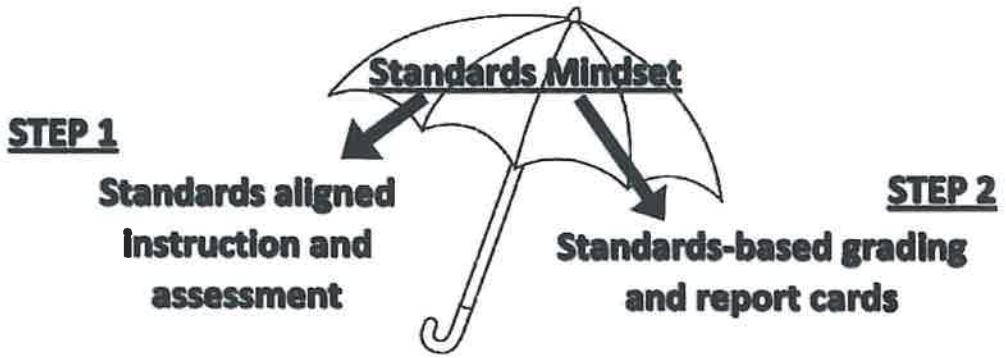
NWEA MAP RIT Score Math

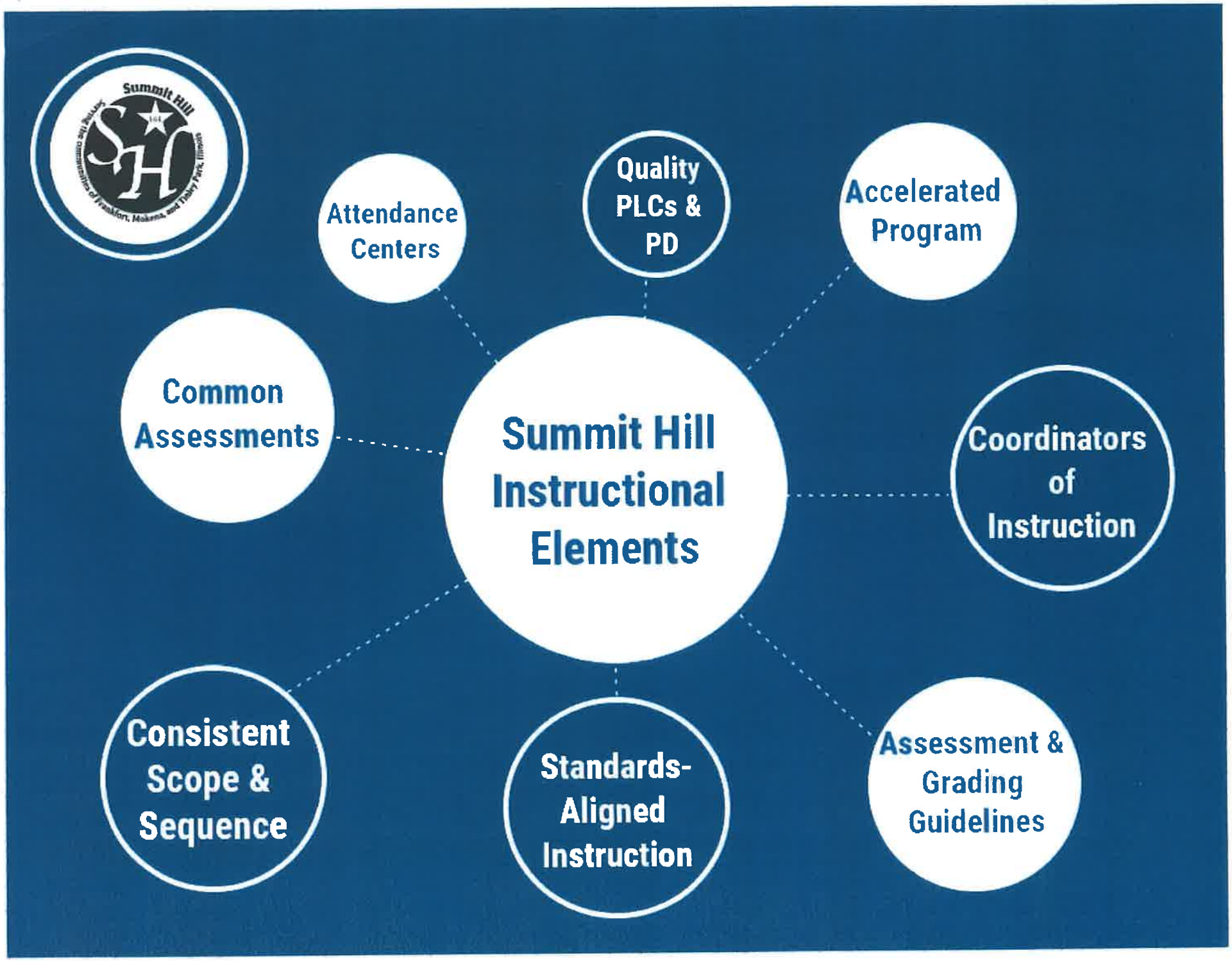
HANDOUT #2

Standards Mindset



Assessment & Grading Committee	Assessment Design Training	Grade Level & Content Area Teams	District Administration
Develop district-wide guidelines related to assessment and grading practices *(ongoing process)*	**Provide training in aligning standards to assessments**	**Identify focus standards** **Review / realign scope and sequence** **Create / verify assessment alignment to focus standards**	**Determine plan for standards-based grading and report cards**




Summit Hill
Attendance Centers
Quality PLCs & PD
Accelerated Program
Common Assessments
Summit Hill Instructional Elements
Coordinators of Instruction
Consistent Scope & Sequence
Standards-Aligned Instruction
Assessment & Grading Guidelines

HANDOUT #3

Technology Teacher (Elementary)

Position Purpose
Under the general supervision of the School Principal, to facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

Essential Performance Responsibilities

- **In a co-teaching environment**, focuses on student **tech skill development** and support for teachers in integrating lessons and tech skills into learning experiences to best utilize the available time for instruction.
- Uses data to design technology-based instructional strategies.
- Builds staff capacity to integrate technology into content as defined in the Common Core State Standards.
- Promotes a classroom environment that is safe and conducive to individualized and small group instruction, and student learning.
- Articulates appropriate instructional technology practices as described in technology standards for students and teachers.
- Develops and implements appropriate Common Sense Media internet safety modules.
- Conducts ongoing assessment of technology skills checklists and application of such skills.
- Modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual small group instruction as needed.
- Serves as the Tech Coordinator for the on-line, standardized assessments (MAP and PARCC).
- Continues to acquire professional knowledge of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting of quarterly progress of tech checklist skills mastery to parents for all students as required by district procedures and applicable laws.
- Encourages parental involvement in students' education and ensures effective communication with students and parents.
- Ensures that student conduct conforms with the school's standards and school district policies and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with staff to evaluate and assess technology integration and tech skill development and participates in faculty meetings and committees.
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- Administers standardized tests in accordance with district testing programs.

Additional Duties
Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.
Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

Equipment
Uses standard office equipment such as personal computers, printer, copy and fax machines, and telephone.

Travel Requirements
Travels to school district buildings and professional meetings as required.

Knowledge, Skills and Abilities
- Knowledge of Common Core Standards and technology standards as well as ISTE Standards.
- Knowledge of current teaching methods and educational pedagogy, as well as differentiated instruction based upon student learning styles.
- Knowledge of curriculum and concepts, including all subject matters taught.
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Demonstrates ability to design and deliver technology-enhanced instruction.
- Demonstrates effective time management, organizational skills, and prioritization of work to meet the needs of the users.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation related to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

Physical and Mental Demands, Work Hazards
Works in standard office and school building environments.

Qualifications Profile
- Current Illinois Certification appropriate to the position
- Background in instructional technology education preferred.
- Current valid Driver's License (If applicable for the position)

Education
- Bachelors from an accredited college or university in Elementary Education or related discipline applicable to teaching assignment.
- Master's Degree in related area preferred.

Experience
Successful prior teaching experience for the appropriate grade level preferred.

FLSA Status: Exempt

Technology Teacher (Grades 6-8)

Position Purpose
Under the general supervision of the School Principal, to facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of individual students and by creating a safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

Essential Performance Responsibilities

- **In a co-teaching environment**, focuses on the **application** of tech skills learned in grades 1-5 to develop technology-based products which **strengthen students' depth of knowledge** in curricular content.
- Uses data to design technology-based instructional strategies.
- Builds staff capacity to integrate technology into the curriculum as defined in the Common Core State Standards.
- Promotes a classroom environment that is safe and conducive to individualized and small group instruction.
- Articulates appropriate instructional technology practices as described in technology standards for students and teachers.
- Develops and implements appropriate Common Sense Media internet safety modules.
- Conducts ongoing assessment of technology skills checklists and application of such skills.
- Modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual small group instruction as needed.
- Continues to acquire professional knowledge of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Serves as the Tech Coordinator for the on-line, standardized assessments (MAP and PARCC).
- Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting of quarterly progress of tech checklist skills mastery to parents for all students as required by district procedures and applicable laws.
- Maintains a quarterly log of activities to submit to the Building Principal and Director of Curriculum.
- Encourages parental involvement in students' education and ensures effective communication with students and parents.
- Ensures that student conduct conforms with the school's standards and school district policies and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other staff members to evaluate and assess technology integration and tech skill development and participates in faculty meetings and committees.
- Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- Administers standardized tests in accordance with district testing programs.

Additional Duties
Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.
Note: The above description is illustrative of tasks and responsibilities. It is not meant to be all

inclusive of every task or responsibility.

Equipment
Uses standard office equipment such as personal computers, printer, copy and fax machines, and telephone.

Travel Requirements
Travels to school district buildings and professional meetings as required.

Knowledge, Skills and Abilities
- Knowledge of Common Core Standards and technology standards as well as ISTE Standards.
- Knowledge of current teaching methods and educational pedagogy, as well as differentiated instruction based upon student learning styles.
- Knowledge of curriculum and concepts, including all subject matters taught.
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Demonstrates ability to design and deliver technology-enhanced instruction.
- Demonstrates effective time management, organizational skills, and prioritization of work to meet the needs of the users.
- Ability to communicate effectively with students and parents.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

Physical and Mental Demands, Work Hazards
Works in standard office and school building environments.

Qualifications Profile
- Current Illinois Certification appropriate to the position
- Background in instructional technology education preferred.
- Current valid Driver's License (If applicable for the position)

Education
- Bachelors from an accredited college or university in Elementary Education or related discipline applicable to teaching assignment.
- Master's Degree in related area preferred.

Experience
Successful prior teaching experience for the appropriate grade level preferred.

FLSA Status: Exempt

ESSA: Whole Child
Universal Behavior Sreener
Monthly Professional Development
At-Risk Protocols
Bullying Protocols
Summit Hill Social Emotional Supports
Additional Social Workers
Student Services Coordinator
Youth Mental Health Training
Social Emotional Resource Program
Threat Assessment
SEL Curriculum Resources

Handout #4 B

Service Statistics* for Students with Social and Emotional Needs

Services	Students
RTI Tier 2 & Tier 3 Social & Emotional Supports (based on 2017-2018 school year)	179 students
Current Social Work Direct Services within 161 district programs	228 out of 452 students with IEPs
Current Social & Emotional Resource Program (SER)	2nd grade: 1 student 3rd grade: 2 students 5th grade: 1 student 6th grade: 1 student 7th grade: 4 students 8th grade: 4 students
Current Social & Emotional Learning Foundation program within the #843 Cooperative (SELF)	3rd grade: 1 student 5th grade: 3 students 6th grade: 2 students 7th grade: 2 students 8th grade: 2 students
Current Out of District Placement in Therapeutic Setting for social and emotional needs	7th grade: 1 student 8th grade: 3 students
Current Out of District Placement in a Residential Setting for social emotional needs	8th grade: 1 student

**as of 2/1/2019*

Handout #4 C

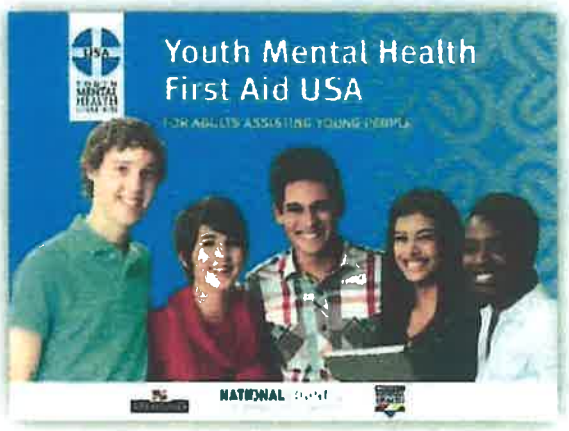
MENTAL HEALTH FIRST AID USA

Youth Mental Health First Aid

Youth Mental Health First Aid USA is an 8 hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care.

WHAT WILL PARTICIPANTS LEARN?

The course teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, AD/HD, disruptive behavior disorders, and substance use disorder. Participants **do not** learn to diagnose, nor how to provide any therapy or counseling – rather, participants learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan:



- Assess for risk of suicide or harm
- Listen nonjudgmentally
- Give reassurance and information
- Encourage appropriate professional help
- Encourage self-help and other support strategies

The Youth Mental Health First Aid USA curriculum is primarily focused on information participants can use to help adolescents and transition-age youth, ages 12-18.

WHO SHOULD TAKE THE COURSE?

The course is designed for adults who regularly interact with adolescents (teachers, school staff, coaches, youth group leaders, parents, etc.), but is being tested for appropriateness within older adolescent groups (16 and older) so as to encourage youth peer to peer interaction. In January 2013, President Obama recommended training for teachers in Mental Health First Aid. Since 2008, the core Mental Health First Aid course has been successfully offered to more than 175,000 people across the USA, including hospital staff, employers and business leaders, faith communities, law enforcement, and the general public.

WHO CREATED THE COURSE?

Mental Health First Aid USA is coordinated by the National Council for Behavioral Health, the Maryland Department of Health and Mental Hygiene, and the Missouri Department of Mental Health. Mental Health First Aid USA worked with experts at the National Technical Assistance Center for Children's Mental Health at the Georgetown University Center for Child and Human Development to develop the youth program.

WHERE CAN I LEARN MORE?

To learn more about the Mental Health First Aid USA, or to find a course or contact an instructor in your area, visit www.MentalHealthFirstAid.org.

Handout #4 D

Summit Hill School District 161

Arbury Hills School • Frankfort Square School • Indian Trail School
Dr. Julian Rogus School • Walker Intermediate School • Summit Hill Jr. High

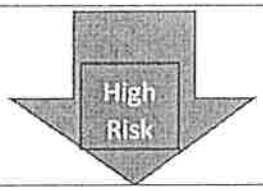
At-Risk Protocols

1. Procedural Flow Chart
2. Record of Action
3. At-Risk Assessment Tool
4. Assessment Results
5. Parent Letter: No to Low Risk
6. Parent Letter: Medium to High risk
7. Re-Entry Meeting Notes
8. School Safety Plan
9. Resources

At-Risk Protocols: When a student verbalizes suicidal thoughts or self-harm at school

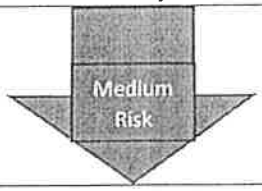
(To be used by school mental health providers and school administrators)

If a student communicates thoughts of suicide or self-harm, you must document using at-risk assessment screening documents. Student should be assessed by two staff members so one can document the assessment. Always consult and err on the side of caution.



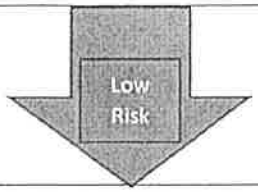
If risk is high with an immediate suicide or self-harm risk, do the following:

- Do not leave the student alone
- Escort student to secure and private location where student can be monitored and away from other students
- Notify building administrator and call parent/guardian
- If parent cannot be reached, call 911 or SASS
- Do not send student home unless released to a parent or by medical attendants
- Follow up with Parent Notification for High/Moderate Risk
- Follow Re-Entry Procedures and complete and implement School Safety Plan upon student's return
- Document information on Record of Actions



If risk is medium, do the following:

- Do not leave student alone
- Notify administrator and call parent/guardian
- Parent/guardian will pick child up from school immediately
- Refer family to resources
- Follow up with Parent Notification for High/Moderate Risk
- Follow Re-Entry Procedures and complete a School Safety Plan
- Document information on Record of Actions



If there is a low risk, do the following:

- Contact parent/guardian
- Refer Family to resources
- Parent/guardian will pick up child from school at the end of the day
- Follow up conversation with Parent Notification Letter
- Conduct team meeting if other interventions and supports are needed
- Document information on Record of Actions

If there is no risk after a conversation with a student, do the following:

- Contact parent/guardian
- Follow up with student
- Consult with administrators
- Student can remain at school

Safety Plan:

- Collaboratively complete Safety Plan with student
- Notify teachers/staff working directly with the student of the Safety Plan
- Review plan with student and parent/guardian periodically

All original documents should be kept in a red file in a secure location.

Record of Action for Student At-Risk

Student Name: _____ Date: _____
Reported Incident Date: _____

Who initiated the referral?	☐Friend/student ☐Parent ☐Teacher ☐Other School Personnel ☐Administrator ☐ Self-Referral ☐ Other _____	
Reason for referral Suicidal Behavior (Check one):	☐Suicide Attempt-Having taken action with intent to die ☐Suicide Threat-Saying or doing something that indicates self-destructive desires ☐Suicide Ideation- Having thoughts about killing self	
Required Actions	**Date Completed/ Designated Staff Member**	**Notes**
Contact Building Administrator		
At-Risk Assessment		
Call 911 or SASS, if applicable		
Contact and inform parent and guardian		
Notify District Administrator		
Notify School Nurse		
Parent Letter given to parent and sent copy via certified mail		
Community List Provided to parent/guardian		
Student released to parent/guardian		
Parental Consent obtained to communicate with outside mental health providers		
Contact made with outside mental health providers, if applicable		
Scheduled and contacted parent for student re-entry meeting		
Re-entry meeting conducted		
Student Safety Plan conducted with student		

At-Risk Assessment Tool

Student Name/DOB: _____ School: _____ Date: _____

The purpose of this checklist is to determine a student's level of suicide/self-harm risk. The assessing part should be the administrator/designee or school crisis team member.

DIRECTIONS: For the items with the **ASK** specification, please directly pose these questions to the student. Take note of the student's responses in the space provided and mark the check boxes, as appropriate. The * indicates *Unable to Assess*. The items with the **ASSESS** specification should not be asked directly, but rather explored by the assessing party to gather additional background information. Gathering of additional information may also include interviewing other involved individuals, reviewing student history, and referring to other data gathering sources (i.e. SWIS, teacher reports/observations).

CATEGORY	ASSESSMENT QUESTIONS	
1. Current problem/Situation	**ASK:** *Tell me what happened.*	
2. Current Ideation	**ASK:** *Are you thinking about suicide or self-harming right now?*	☐Yes ☐No ☐*
	ASK: *How long have you been feeling this way?*	
3. Communication of Intent	**ASSESS:** Has the student communicated directly or indirectly ideas or intent kill or harm self? (Communications may be verbal, non-verbal, electronic, written. Please note that electronic communications may include texting and social media.) Indicate what was said and how this was communicated.	☐Yes ☐No ☐*
	ASK: *Have you ever shared your thoughts about suicide/self-harm with anyone else?*	☐Yes ☐No ☐*
	ASK: *To whom? What did they say when you told them?*	

Summit Hill At-Risk Documentation

4. Plan	**ASK:** *Do you have a plan to harm or commit suicide?*	☐Yes ☐No ☐*
	ASK: *What is your plan?*	
5. Means and Access	**ASK:** *Do you have access to weapons, guns, medications?*	☐Yes ☐No ☐*
	ASSESS: Does the student have the means/access to harm/commit suicide?	☐Yes ☐No ☐*
	ASSESS: Indicate means and access.	
6. Past Ideations	**ASK:** *Have you ever had thoughts of self-harm/suicide in the past?*	☐Yes ☐No ☐*
	ASK: *How long ago? Tell me what happened then.*	
7. Previous Attempts	**ASK:** *Have you ever attempted suicide/harm yourself?*	☐Yes ☐No ☐*
	ASK: *How long ago?*	
	ASK: *What did you do? What happened?*	

8. Changes in Mood/Behavior	**ASK:** *In the past year, have you ever felt so sad that you stopped doing things you usually do or things that you enjoy?*	☐Yes ☐No ☐*
	ASK: *What are the activities you no longer do?*	
	ASSESS: Had the students demonstrated abrupt changes in behaviors? Describe.	☐Yes ☐No ☐*
	ASSESS: Has the student demonstrated recent, dramatic changes in mood and/or appearance? Describe.	☐Yes ☐No ☐*
9. Stressor	**ASK:** *Has anyone close to you ever died by suicide? Who? How long ago? How?*	☐Yes ☐No ☐*
	ASK: *Has someone close to you died recently or have been separated from someone who is important to you? (e.g., death, parent separation/divorce, relationship breakup)*	☐Yes ☐No ☐*
	ASK: *Has anything stressful/traumatic happened to you? (e.g. domestic violence, other home events, school events)*	☐Yes ☐No ☐*
	ASK: *Have you experienced victimizations or been target of bullying/harassment/discrimination? Describe.*	☐Yes ☐No ☐*
10. Mental Illness	**ASSESS:** Does the student have a history of mental illness (e.g. depression, conduct, or anxiety disorder)?	☐Yes ☐No ☐*
11. Substance Abuse	**ASK per clinical judgement:** *Do you use alcohol or drugs? Which ones? How often? How much?*	☐Yes ☐No ☐*

12. Protective Factors	**ASK:** *Do you have an adult at school that you can go to for help?*	☐Yes ☐No ☐*
	ASK: *Do you have an adult outside of school such as at home or in the community that you can go to for help?*	☐Yes ☐No ☐*
	ASK: *What are your plans for the future?*	☐Yes ☐No ☐*
	ASSESS: Can the student readily name plans for the future indicating a reason to live?	☐Yes ☐No ☐*

ASSESSMENT RESULTS:

RISK LEVEL/DEFINITION	WARNING SIGNS MAY INCLUDE:
☐No Known Current Risk No known current evidence of suicidal/self-harm/harming others ideation	• No known history of suicidal ideation/behavior or self-injurious behavior • No current evidence of depressed mood/affect. For example, statement made was a figure of speech, intended as a joke, or was a repetition of song lyrics or movie script.
☐Low Risk Does not pose imminent danger to self or others/ insufficient evidence for suicide/harming others risk.	• Passing thoughts of suicide; evidence of thoughts may be found in notebooks, internet postings, drawings • No plan • No history of previous attempts • No means or access to weapons • No recent losses • No alcohol/substance abuse • Support system is in place • May have some depressed mood/affect • Sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged)
☐Moderate Risk May Pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.	• Thoughts of suicide • Some details indicating a plan for suicide • Unsure of intent • History of self-injurious behavior • History of previous attempts and/or hospitalization • Difficulty naming future plans or feeling hopeful • History of substance use or current intoxication • Recent trauma (e.g., loss, victimization)
☐High Risk Poses imminent danger to self or others with a viable plan do do harm; exhibits exteme or persistent inappropriate behaviors; may require hospitalization upon assessment from outside resources	• Current thoughts of suicide • Plan with specifics - indicating when, where and how • Access to weapons or means in hand • Making final arrangements (e.g., giving away prized possessions, good-bye messages in writing, text, or on social networking sites) • History of previous attempts or hospitalization • Isolated and withdrawn • Current sense of hopelessness • No support system • Currently abusing alcohol/substances • Mental health history • Recent trauma (e.g., loss, victimization)

If Moderate or High Risk, parent/guardian will pick child up from school immediately.

If No Known Risk or Low Risk, parent/guardian will pick child up from school at the end of the day.

Re-Entry Meeting Notes

Student Name: _____ Date: _____

Incident Date: _____ Absence Dates From/To: _____

Re-Entry Meeting Participants:

☐ Steps taken by family and student to follow up on at-risk notification. Discuss resources in place or connect to additional resources

☐ Recommendations by student's medical practitioner and/or therapist

☐ Questions/concerns about missed academic work

☐ School safety plan considerations (restrictions during lunch/passing periods, supervision during after school activities/sports, access to bathrooms and nurse/when to notify teachers/afterschool activity supervisors/bus driver and by whom, duration of safety plan and check-in review process) **School Safety Plan will be created with student input and attached.**

☐ Transportation

☐ Next steps in case of continued safety concern

School Safety Plan

Student Name: _____ Date: _____

Completed by (Staff): _____

Causes: Things that tend to make me feel mad, sad, upset:

Warning signs how can tell me or others that I am mad, sad, or upset:

I am responsible for my behavior and if life becomes overwhelming, I am upset, and I want to harm myself in any way, I will do the following:

Coping Strategies: Things or activities I can do to help me calm myself at school:

1. _____

2. _____

3. _____

4. _____

While at school, the adults I can contact for support are:

Name: _____ Location: _____

Name: _____ Location: _____

Name: _____ Location: _____

While I am home or away from home, the adults I can contact for support are:

Name: _____ Phone Number: _____

Name: _____ Phone Number: _____

If I feel that I want to kill or harm myself, I will call one of these emergency numbers available 24 hours/7 days a week:

- **Emergency 911**
- **Crisis Line of Will County: 815-469-6166**

Student: _____ **Date:** _____

Staff: _____ **Date:** _____

Summit Hill School District 161

Arbury Hills School ▪ Frankfort Square School ▪ Indian Trail School
Dr. Julian Rogus School ▪ Walker Intermediate School ▪ Summit Hill Jr. High

www.summithill.org

Parent/Guardian Notice of Recommendations for Students At-Risk

Student Name: _____ Date of Birth: _____

School: _____ Staff Member Name: _____

Parent/Guardian Names: _____ Today's Date: _____

I have been informed that my child made a statement of harm to self or others. I have been provided with:

- A community Resource List of Mental Health Professionals
- A consent form to release information allowing outside professionals to share information with school support staff.

If I have Medicaid, I can contact CARES/SASS at 1-800-345-9049 for assessment and counseling.

In case of emergency, call 911, go to the emergency room, or call CARES/SASS 1-800-345-9049.

I understand that I may be contacted to discuss any other suggested follow-up from outside medical staff. Any information regarding medical or therapeutic recommendations would be beneficial so that school staff can provide support to the student as needed.

A letter from an outside medical staff is recommended that documents the student is able to return to school and is no longer in danger of harming himself/herself.

I understand that a re-entry meeting is required with parents and staff the day before the student returns to school. A safety plan will be created as a result of this re-entry meeting.

_____ School Staff Signature/Date

_____ Administrator Signature/Date

_____ Parent Signature/Date

Administrative Center: 20100 South Spruce Drive ▪ Frankfort, IL 60423 ▪ Receptionist: 815.469.9103 ▪ Fax: 815.469.0566

Summit Hill School District 161

Arbury Hills School ▪ Frankfort Square School ▪ Indian Trail School
Dr. Julian Rogus School ▪ Walker Intermediate School ▪ Summit Hill Jr. High

www.summithill.org

Parent/Guardian Notice of Recommendations for Students At-Risk

Date:

Mr. & Mrs. XXX
(Insert Address)

To the Parents/Guardian of: (Insert Student Name)

This is to confirm our (telephone/meeting) conversation on (insert date) regarding your (son/daughter), (insert student's name). I informed you that (insert student's name) has made statements and/or exhibited behavior(s), which suggest (he/she) is or may be at risk for suicide or other self-harm.

We also advised you to seek immediate medical consultation and intervention from a psychiatrist, psychologist, clinical social worker, or other appropriate mental health professional to further evaluate (insert student's name) risk for suicide or other self-harm.

As we discussed, there is an enclosed list of community mental health resources that may be helpful to you. Please be sure to sign a release of information form when you meet with the clinician so the school team can follow up with any medical or therapeutic recommendations that would be beneficial to support your child at school. The school can also provide you with a form to release disclosed health information.

In addition to the outside resources provided:

- If you have Medicaid, you can contact CARES/SASS at 1-800-345-9049 for assessment and counseling
- In case of emergency, call 911, go to the emergency room, or call Crisis Line of Will County: 815-469-6166

A letter from an outside medical staff is recommended that documents the student is able to return to school and is no longer in danger of harming himself/herself.

A re-entry meeting is required with parents and staff upon the student returning to school. A safety plan will be created as a result of this re-entry meeting.

Please feel free to contact me with questions or concerns (Insert Phone Number and Email Address).

Sincerely,

Principal of (Insert School)

Summit Hill School District 161

Arbury Hills School • Frankfort Square School • Indian Trail School
Dr. Julian Rogus School • Walker Intermediate School • Summit Hill Jr. High

www.summithill.org

Parent/Guardian Notice of Recommendations for Students At-Risk

Date:

Mr. & Mrs. XXX
(Insert Address)

To the Parents/Guardian of:

This is a follow up to our phone conversation on (insert date here). As we discussed, there were concerns that your child may have been at risk for suicide and/or other self-harm behavior. After talking with (insert student name here), he/she indicated to us that there were no thoughts, ideas, plans for suicide, or other self-harm behavior at this time.

However, we feel it is important to let families know when we have discussed this topic with your child. We also wanted to take this opportunity to provide outside therapeutic resources should you feel they are needed.

Our school team will also be meeting soon to discuss your child's current school functioning and determine if any additional interventions or supports need to be put into place. We will contact you to discuss any proposed interventions, supports, or other suggested follow-up activities. Thank you very much for collaboratively working with your child's school team.

In case of emergency, call 911, go to the emergency room, or call the Crisis Line of Will County at 815-469-6166.

If you have Medicaid, you can contact the above resources listed or CARES/SASS at 1-800-345-9049 for assessment and counseling.

Please feel free to contact me with questions or concerns at (Insert Phone Number and Email Address).

Sincerely,

Principal of (Insert School)

Summit Hill School District 161

Arbury Hills School ▪ Frankfort Square School ▪ Indian Trail School
Dr. Julian Rogus School ▪ Walker Intermediate School ▪ Summit Hill Jr. High

www.summithill.org

Parent/Guardian Notice of Recommendations for Students At-Risk

Date:

Mr. & Mrs. XXX
(Insert Address)

To the Parents/Guardian of:

This is a follow up to our phone conversation on (insert date here). As we discussed, there were concerns that your child may have been at risk for suicide and/or other self-harm behavior. After talking with (insert student name here), he/she indicated to us that there were no thoughts, ideas, plans for suicide, or other self-harm behavior at this time.

However, we feel it is important to let families know when we have discussed this topic with your child. We also wanted to take this opportunity to provide outside therapeutic resources should you feel they are needed.

Our school team will also be meeting soon to discuss your child's current school functioning and determine if any additional interventions or supports need to be put into place. We will contact you to discuss any proposed interventions, supports, or other suggested follow-up activities. Thank you very much for collaboratively working with your child's school team.

In case of emergency, call 911, go to the emergency room, or call the Crisis Line of Will County at 815-469-6166.

If you have Medicaid, you can contact the above resources listed or CARES/SASS at 1-800-345-9049 for assessment and counseling.

Please feel free to contact me with questions or concerns at (Insert Phone Number and Email Address).

Sincerely,

Principal of (Insert School)

Parent/Guardian/Caregiver Resources

-Aunt Martha's

Multiple locations-closest is probably Joliet or Chicago Heights
877-692-8686 main line
Offers a variety of services including Psychiatry, Counseling, Psychological Evaluations, Parenting classes, Behavioral Therapy, etc.
http://www.auntmarthas.org
Accepts Medical Card for certain services and will work with families in difficult financial situations

-Bremen Youth Services

15350 S. Oak Park Ave. P.O. Box 627
Oak Forest, IL 60452
708-687-9200
Offers group, individual and family counseling
Sliding fee scale

-Bridges to a new day

1135 East 9th Street
Lockport, IL 60441
815-838-2690
Single Parent Support group
Free ADHD parent support group
Counseling Services
Fees-will bill insurance, BCBS provider, may reduce fee based on financial need

-Burkhardt Services, LTD.

60 Orland Square Dr., Ste. 203
Orland Park, IL 60462
708-364-7046
Offers individual, couple, and family counseling (Mood, Anxiety, Behavior, Self-harming, Eating Disorders, Relationship issues, Grief, etc.)

-Colbeth Child & Adolescent Clinic

Dr. Susheta Connelly specializes in Adolescent/Child Psychiatry & Childhood Anxiety
They may have an office in this area
1747 W. Roosevelt Rd. Suite 160
Chicago, IL
312-996-772
Accepts Medicaid, and other insurances

-Family Child Adolescent Psy Services

Dr. Clara Perez, MD
3235 Vollmer Rd Suite 137
Flossmoor, IL 60422
708-206-1300
Accepts certain insurances, does not accept HMO's or Kidcare

-Family Counseling Center

A division of Trinity Services
13318 West Lincoln
New Lenox, IL 60451
815-463-8361
Offers support groups and counseling (ADHD, Divorce, Self-Esteem, Anxiety, Depression, Bipolar, Oppositional & Defiant Behaviors, etc.)
www.trinity-services.org/programs_services/family_counseling.aspx
Accepts Medicaid, All Kids, most insurances, and they have a sliding fee scale
Counselors take medical card but there is a waiting list

-Frankfort Counseling Associates

Located in Prairie Building
33 E. Colorado Ave.
Frankfort, IL 60423
815-469-6480
Offers individual, couple and family counseling (Depression and Mood, Anxiety, Trauma, Obsessive Compulsive Disorders, School Problems/Refusal, ADHD/Learning Disabilities, Grief and Loss, Behavioral Disorders, Anger Management, etc.)
Accept many insurance plans and offer a sliding fee scale for those without insurance
www.frankfortcounselingassociates.com

-Genesis Therapy Center

6006 W. 159th St. Building C
Oak Forest, IL
708-535-7320
Other offices are located in Oak Lawn, La Grange, Oak Park, Hyde Park, & Schaumburg
Offers individual, family, and group services (Social Skills Groups, Divorce, Grief, Parenting support for difficult children, ADHD support, Depression, Anxiety, School Refusal, Stress management, etc.)
Accept many insurance plans

-Grand Prairie Services

They have a couple different locations in the area (Flossmoor, Chicago Heights, Hazel Crest)
866-477-8632
Offers Mental Health assessments, Crisis Interventions, Therapeutic services, etc.
Accepts All Kids

-Governor's State University

Offers free counseling
708-534-4845

-Mark Roy and Associates

Mark Roy, L.C.S.W.
Locations in Oak Forest and Joliet
(708)535-3132

-Palos Behavioral Health Services

11800 S. 75th Ave, Suite 300
Palos Heights, IL 60463
708-671-8440
There is a Frankfort location near Lincoln Way North
www.paloscommunityhospital.org/services/behavioral-health/index.aspx

-Personal Solutions Counseling

Scott Costello
There are other therapists/counselors in this practice as well
20855 S. LaGrange Rd. Suite 202
Frankfort, IL 60423
815-806-9300
Email: psc9300s@gmail.com
Offers individual, group, and family counseling (Anxiety, Trauma, Depression, Anger, Bipolar, Moodiness, Compulsiveness, Impulsivity, Hoarding, Binging, Purging, Avoidance, Personality, Childhood behavioral problems, etc.)
Group Therapy for Anxiety
www.PersonalSolutionsCounseling.com
Accepts most insurances, will offer a sliding scale fee, and payment plans

-Professional Counseling Services

Dr. Dan Nicholas
17732 Oak Park Ave
Tinley Park, IL 60477
(708)342-1773

-Dr. Robert W. Marquis, MD

19635 La Grange Rd
Mokena, IL 60448
708-479-0700
Specializes in Psychiatry
Accepts most insurances

-Mrs. Sue Miller Lloyd, LCPC

9601 W. 165th Street
Suite 6
Orland Park, IL
708-692-1014

-The Sykes Group

20635 Abbey Woods Dr. Suite 303
Frankfort, IL 60423
815-823-8460
There is also a Joliet Location
Offers group, individual and family counseling (ADHD, Anxiety, Adjustment, Depression, Grief/Loss, PTSD, Parent Child Problems, etc.)
Accepts certain insurances

-Trinity Services, Inc.

Provides services and supports for children with Autism Spectrum Disorder and their families. Offers Diagnostic Evaluations and numerous supports and education for families, Educators and clinical services for each child. Sliding fee scales offered.

-V& R Behavioral Health Services

Doug Vaselakos, Psy.D & Tracy Robinson
Other Therapists within their office as well
700 Ravinia Place
Orland Park, IL 60462
708-226-0010
www.vrbehavioral.com
Services provided include Individual, Couple, Family, Group, and Testing/Assessment
Accepts most insurances

-Will County Health Department & Community Center

1106 Neal Ave
Joliet, Illinois 60433
815-727-8670
Childhood & Adolescent Psychiatry, Behavioral Health, Mental Health, Family Health Services
Accepts AllKids

-Wolfe Behavioral Health

Dr. Dora Wolfe, Licensed Clinical Psychologist & Associates
339 Alana Drive
New Lenox, IL 60451
(815)42-3827
www.wolfebehavioral.com
Most insurance accepted including HMO's. Many services including adoption readiness and therapy for adopted children.

-Zaborac Counseling Group

Lindsey Folk
There are other therapists/counselors and a psychiatrist in this practice as well
17255 Oak Park Ave.
Tinley Park, IL 60477
708-633-4533
Offers individual, marriage, and family counseling (Depression, Anxiety, Grief & Loss, Eating disorders, Parenting, Anger management, Stress management, Sleep disorders, etc.)
www.doreenzaborac.net
Accept most insurances and offer a sliding scale fee

SPECIALTIES:

Self-Injury Risk Assessments

1. Alexian Brothers Self-Injury program
1650 Moon Lake Blvd
Hoffman Estates, IL 60169
800-432-5005

2. Linden Oaks at Edward Hospital (free assessment at any location)
Linden Oaks Behavioral Health-Mokena
9697 W. 191st Street
Mokena, IL 60448
630-305-5027

Linden Oaks Medical Group-Orland Park
11512 W. 183rd Place
Orland Park, IL 60467
630-305-5118

Plainfield Outpatient Center
24600 W. 127th Street, Emergency Outpatient Building
Plainfield, IL 60585
630-305-5027

Naperville Main Inpatient Campus
852 West Street
Naperville, IL 60540
630-305-5027

3. St. Joseph's Hospital
333 N. Madison St.
Joliet, IL 60435
815-725-7133

4. Zaborac and Associates (assessment within 24 hours)
17255 Oak Park Ave
Tinley Park, IL 60477
(708) 633-4533

5. SASS (Screening Assessment and Support Services),
Division of Will County Behavioral Health.
Free Support Services (Hospitalization and after care) For Children and Adolescents experiencing a Mental Health Crisis
Eligibility Criteria: DCFS Guardianship or Lack of Family financial resources
Contact CARES-Crisis and Referral Entry Services to determine eligibility
800-345-9049

Specializes in Autism Spectrum Disorders

1. **Dr. Sandra Burkhardt**
60 Orland Square Drive
Orland Park, IL 60462
(708)-364-7046

2. **Julie Deisinger, Ph.D.**
60 Orland Square Drive
Orland Park, IL (708)364-7046

3. **Dr. David Gottlieb**
2024 Hickory Road
Homewood, IL 0430
(708)799-8796

4. **Trinity Services-Autism and Family Resource Center**
301 Veterans Parkway
New Lenox, IL
(815) 462-4273

Child and Adolescent Psychiatrists

1. **Dr. Ing Lam, MD**
9611 165th Street
Orland Park, IL
(708)226-0661

2. **Dr. Robert Marquis, MD**
19635 LaGrange Road
Mokena, IL
(708)479-0700

3. **Dr. Clara Perez, MD**
3235 Vollmer Rd Suite 137
Flossmoor, IL 60422
708-206-1300

Medicaid (ALL KIDS)

1. **Will County Department of Health, Child and Adolescent Behavioral Health**
Joliet, Illinois
815-727-8521

2. **UIC, child and adolescent behavioral department**
312-996-2200

3. **Trinity Services**
a. Joliet-815-722-4384

b. Homewood 708-957-4597
c. New Lenox 815-463-8361

4. Aunt Marthas, Behavioral Health Department
Olympia Fields
708-747-7100

5. Metropolitan Family Services
Palos Hills
708-974-2300

Neurofeedback

1. Children's Therapy Services, Inc.
Address: 39 E. Colorado Frankfort, IL 60423
Phone: 815.469.1117 or 815.469.1118
Fax: 815.469.1119
Website: **Children's Therapy Services, Inc. »**
Please contact our office at 815.469.1118 if you would like to schedule a complimentary consultation. We can discuss billing concerns at that time. Please arrive 15 minutes prior to your appointment in order to fill out a Sensory Integration and clinical symptom form that will be used during the consultation. Following your consultation we will determine whether Children's Therapy Services and Healthy Brain Training is a good fit for you or your child.
Email: inquire@childrenstherapyservicesinc.com or eegbraintrain@att.net
Hours: Monday through Saturday by appointment. Early evening hours are available.

2. Burkhardt Services, Ltd.
60 Orland Square Dr., Ste. 203
Orland Park, IL 60462
Phone: (708) 364-7046
Fax: (708) 364-7048
Email: burkhardtservices@gmail.com

3. Westside Children's Therapy
1-815-469-1500
admin@westsidechildrenstherapy.com
newest clinic is in Frankfort

Other

Mokena Lions Club (Free Glasses)
Gene Kalinowski (815) 469-2177

Summit Hill School District

Bullying Protocol

Report Received From:

Target, Bystander/Witness, Staff, Parent, Community Member, Anonymous, On-line, Hot-line

Conduct Investigation:

Use district-wide protocols:

- Interview victim
- Interview witnesses/bystanders
- Interview aggressor
- Gather evidence/artifacts

Determine if incident is considered an act of bullying or conflict.

Administrative Follow Up

- Determine if consequences are warranted based on the outcome

Follow Up with Victim:

- Create Student Safety Plan
- School Personnel will follow up with student based on Safety Plan

Follow Up with Parents:

- Communicate with parents of students involved
- Follow up with letter documentation and/or discipline referrals

Follow Up with Aggressor:

- Restorative justice practices
- Create Student Support Plan
- School Personnel will follow up with student based on Support Plan

Bullying Report

Student Victim Name(s): _____ Date: _____

Reported Incident Date: _____

Required Actions	Date Completed/ Designated Staff Member	Notes
Contact Building Administrator		
Investigation		
Contact and inform parent and guardian		
Notify District Administrator of Bullying Outcome if ISS or External Suspension is consequence		
Student Safety Plan conducted with victim		
Student Re-entry Plan conducted with student bully		

Bullying Incident Report Form

Date of Investigation:_____ **Time of Incident:** _____

Location of Incident (circle all that apply):

Hallway Restroom Classroom PE Lunch Room Playground/Recess Locker Room Bus Stop On Bus Parking Lot

To/From School After School Program School Sponsored Event Text/Phone/Internet/Social Media Other:_____

Name of victim(s)	**Name of Student(s) bullying**	**Name(s) of witnesses/bystanders:**
_____	_____	_____
_____	_____	_____
_____	_____	_____

Type of Bullying:

☐Verbal

☐Physical: Result in Injury? YES NO Reported to School Nurse? YES NO Reported to Police? YES NO

☐Relational/Exclusion

Bullying Behaviors (circle all that apply):

Shoved/Pushed	Hit, Kicked, Punched	Threatened	Stole/Damaged Possessions
Excluded	Taunting/Ridiculed	Writing/Graffiti	Told Lies or False Rumors
Staring/Leering	Intimidation	Demeaning Comments	Inappropriate Touching

Cyberbullying using: Text Messages Website Email Other:_____

Racial, Sexual, Religious, or Disability Circle one and describe: _____

Reported to school by (circle all that apply):

Teacher Student Bystander Victim Parent Bus Driver Anonymous Other:_____

Describe Incident: _____

_____

_____

_____

Physical Evidence (circle all that apply): Notes Email Text Messaging Grafitti Video/Audio Website Other: _____

☐ Documentation Attached

Processed by: _____ **Date:** _____

Interview Documentation with Victim

Investigated by:_____ **Date:**_____

Position:_____

When did the incident occur?_____

Where did this incident occur?_____

Who was allegedly involved?_____

What happened? (include as many details as possible-attach additional pages if needed)_____

_____

_____

_____

_____

What actual words or phrases were used by the accused?_____

_____

Were there any witnesses to the incident?_____ If yes, list the names of the witnesses and explain what he/she allegedly witnessed._____

_____

_____

What did you do or say to respond to the accused and/or others?_____

_____

_____

Has the police department been contacted about this incident?_____

Did you talk to anyone about this incident before bringing it to the attention of the school staff?_____

If yes, list the individuals that you talked to about the incident. _____

_____

How soon after the incident did you tell someone else what happened? _____

Did you feel embarrassed, intimidated, or humiliated by the other person's actions? _____

Did you tell the harasser that the conduct was unwelcome? _____

Did the conduct continue? _____

What do you expect as an outcome of this investigation? _____

_____

Interview Documentation with Witnesses

(refer to questions above in relation to incident):

Investigated by:_____ Date:_____

Position:_____

Witness: _____ Date: _____

Student victim(s): _____

Student (s) Initiating Bullying/Harassment: _____

_____

Description of incident witnessed: _____

_____

_____

_____

_____

_____

_____

Please describe how you responded to the incident: _____

_____

_____

_____

Interview Documentation with Accused

(refer to questions above in relation to incident)

Investigated by:_____ **Date:**_____

Position:_____

Bullying Investigation Report

Investigated by:_____ Date:_____

Position:_____

Final Report of Investigation:

Investigation identified as bullying: ☐Yes ☐ No

If no, why (conflict, one-time/first time incident, etc.)?:_____

_____

If yes, why (check all that apply)? ☐one-sided ☐repeated ☐imbalance of power ☐on purpose ☐unwanted

_____

_____

Administrative Action Taken:

☐**No action needed at this time**

Action Taken:

Check all that apply below:

☐Verbal Warning
☐Loss of recess
☐Lunch Detention
☐After School Detention
☐Restriction from after school activities
☐Counseling with Principal or designee regarding behavior in question

☐Referral to Social Worker or Counselor for follow up
☐Mediation
☐Removal from class or activity
☐In-School Suspension
☐Suspension
☐Conference with Parent:
Date:_____
Time:_____

☐Alternative to suspension
☐Law Enforcement Contacted
☐Alternative to Expulsion
☐Expulsion
☐Other:_____

☐Parents of Victim Contacted:

Date:_____

☐Parents of student bullying Contacted:

Date:_____

Administrator Signature: _____

Bullying: Student Support Plan

Student's Name:_____

Primary Staff Contact : _____

Objective/Strategy #1:
Implementer:
Steps:
Reviewed:
Objective Met: ☐YES ☐NO **If NO, follow up:**

Objective/Strategy #2:
Implementer(s):
Steps:
Reviewed:
Objective Met: ☐YES ☐NO **If NO, follow up:**

Parents/Family:

1. Parents and other family members agree to monitor and support the student with this Safety Plan.

2. Parents are welcome to contact the school at any time to check on the effectiveness of the plan.

This plan is in place from _____ through _____, at which time it will be reviewed, revised or continued, if necessary.

We agree to the Support Plan as stated above.

Date Initiated: _____

Family Signatures: _____

School Implementers: _____

_____

Completed / Modified / Extended:

_____(Date)

Bullying: Student Support Plan for Victim

Student's Name:_____

Primary Staff Contact : _____

Classroom/Homeroom Teacher: _____

Grade Level: _____ **Room Number:**_____

Plan start date:_____ **Proposed End date:** _____

A. School/Staff:

1. ☐All relevant school staff/team will be apprised of this safety plan and will make every effort to implement it successfully.
2. ☐Any school staff who witness or are otherwise made aware of any harassing, intimidating or bullying behavior directed toward the student will intervene immediately and will report such behavior to the principal.

B. Classroom and Passing Times:

1. ☐ Mr./Mrs. _____ will be designated as the student 's primary point of contact (trusted adult) on staff.
2. ☐ Mr./Mrs. _____ is designated as the student's recess monitor and will be visible and available during recess.
3. ☐The student will visit the school social worker or other designated staff member on a daily basis at an agreed upon time to ensure that the plan is working. If the student does not or cannot visit this person at that time, the designated person will locate and check with the student.
4. ☐The bus driver will be instructed to intervene immediately and to report any bus incidents to the school principal.
5. ☐The school will immediately report any harassing, intimidating or bullying behavior which it is made aware of to the student's parents.
6. ☐Other: _____

C. Student follow-up:

1. ☐The social worker and the student will identify a friend or friends with whom he/she feels safe.
2. ☐The student will remain as close to the trusted friend(s) as is reasonable during the school day.
3. ☐The student will visit the school social worker or other designated staff member on a daily basis at _____o'clock to check in to see that the plan is working.
4. ☐The student will report any breach of this plan to his/her parents, designated trusted adult, teacher, or other staff person immediately
5. ☐Other: _____

Parents/Family:

1. Parents and other family members agree to monitor and support the student with this Safety Plan.
2. Parents are welcome to contact the school at any time to check on the effectiveness of the plan.

This plan is in place from _____ through _____, at which time it will be reviewed, revised or continued, if necessary.

We agree to the Safety Plan as stated above.

_____

Family signature(s)

_____ _____

Principal Date

Completed / Modified / Extended: _____(Date)

Summit Hill School District 161

Arbury Hills School • Frankfort Square School • Indian Trail School
Dr. Julian Rogus School • Walker Intermediate School • Summit Hill Jr. High

Communications for Alleged Perpetrator: Notification of Incident

Dear (PARENT/GUARDIAN):

I am (writing, emailing, calling, or meeting with) you today to let you know that an incident of (bullying and/or harassment), which seems to have involved (name of student) has been reported. The report has to do with (example of threatening, teasing, physical contact). As soon as we collaborate the facts, we will contact you with further information.

I can assure you that we do not tolerate any form of bullying and we are doing a thorough investigation of the bullying report. We will give the appropriate support to all children involved in the incident.

I also encourage you to read our policies and procedures for handling conflict and defining, investigating, and responding to bullying in our Student Handbook located on our district website.

Sincerely,

Principal

Communications for Alleged Accuser Outcome: Substantiated Incidents

Dear (PARENT/GUARDIAN):

I am (writing, emailing, calling, or meeting with) you today to let you know that we have completed a thorough investigation of the reported bullying incident against (name of student) and it has been determined that an incident of bullying met the criteria of the Summit Hill School District 161 policy prohibiting bullying and harassment. Bullying and/or Harassment is considered a punishable offense that will have appropriate consequences.

For (name of student) the following actions are being taken so this type of incident does not happen again: (list consequences as indicated in final bullying report).

In addition to the appropriate consequence, we have /will develop a Student Support Plan for your child here at school. The plan will include objectives and strategies to avoid conflicts, steps to obtain their goals, and a timeline to review the plan.

We take all incidents of bullying very seriously and comply with our policy and state statue so all of our students be afforded an educational setting that is safe, secure, and free from bullying and harassment of any kind.

We appreciate your support in this matter.

Sincerely,

Principal

Summit Hill School District 161

Arbury Hills School • Frankfort Square School • Indian Trail School
Dr. Julian Rogus School • Walker Intermediate School • Summit Hill Jr. High

Communications for Alleged Accuser Investigation Outcome: Unsubstantiated Incidents

Dear (PARENT/GUARDIAN):

I am (writing, emailing, calling, or meeting with) you today to let you know that we have completed a thorough investigation of the reported bullying incident for (name of student) and it has been determined that the incident did not meet the criteria to be an act of bullying/harassment, as defined in the state's stature and the district's policy. We will continue to educate students about bullying to avoid misunderstandings of what constitutes a bullying incident.

Our primary concern is that our students' feel safe and secure at school, therefore, even though the incident did not meet the criteria for bullying, we have/will develop a Student Support Plan for your child here at school to ensure these incidents do not happen again. The plan will include objectives and strategies to avoid conflicts, steps to obtain their goals, and a timeline to review the plan.

Sincerely,

Principal

Summit Hill School District 161

Arbury Hills School • Frankfort Square School • Indian Trail School
Dr. Julian Rogus School • Walker Intermediate School • Summit Hill Jr. High

Initial Communications for Victim Notification of Report

Dear (PARENT/GUARDIAN):

Thank you for coming to the school with your concerns regarding the bullying incident involving your child.* I can assure you that we do not tolerate any form of bullying and we are doing a thorough investigation of the bullying reports. We will immediately inform you of the outcome of the investigation once we have looked at all of the facts. We will give the appropriate support to all children involved in the incident.

I also encourage you to read our policies and procedures for handling conflict and defining, investigating, and responding to bullying in our Student Handbook located on our district website.

Please know that we are doing everything possible to create a safe and respectful environment for your child and the other students in our school. The safety of your child is our priority.

Sincerely,

Principal

*This first sentence can change depending on how the incident was reported to school staff.

Summit Hill School District 161

Arbury Hills School • Frankfort Square School • Indian Trail School
Dr. Julian Rogus School • Walker Intermediate School • Summit Hill Jr. High

Communications for Victim Investigation Outcome: Substantiated Incidents

Dear (PARENT/GUARDIAN):

I am (writing, emailing, calling, or meeting with) you today to let you know that we have completed a thorough investigation of the reported bullying incident for (name of student) and appropriate actions are being taken so this type of incident does not happen again.

Our primary concern is that our students' feel safe and secure at school, therefore we have provided and will continue to provide interventions to ensure your child's learning environment is not affected. We have/will develop a Student Support Plan for your child here at school. The plan will include a designated person they can go to if they believe they are being bullied or harassed, supports put in place, and a timeline to review the plan.

Please be assured that actions have been taken on the other student, but because of student privacy laws, we cannot give details of these actions. We take all incidents of bullying very seriously and comply with our policy and state statue so all of our students be afforded an educational setting that is safe, secure, and free from bullying and harassment of any kind.

Sincerely,

Principal

Summit Hill School District 161

Arbury Hills School • Frankfort Square School • Indian Trail School
Dr. Julian Rogus School • Walker Intermediate School • Summit Hill Jr. High

Communications for Victim Investigation Outcome: Unsubstantiated Incidents

Dear (PARENT/GUARDIAN):

I am (writing, emailing, calling, or meeting with) you today to let you know that we have completed a thorough investigation of the reported bullying incident for (name of student) and it has been determined that the incident did not meet the criteria to be an act of bullying/harassment, as defined in the state's stature and the district's policy.

Our primary concern is that our students' feel safe and secure at school, therefore, even though the incident did not meet the criteria for bullying, we have provided and will continue to provide interventions to ensure your child's learning environment is not affected. We have/will develop a Student Support Plan for your child here at school. The plan will include a designated person they can go to if they believe they are being bullied or harassed, supports put in place, and a timeline to review the plan.

Sincerely,

Principal

TOGETHER WE CAN BE BULLY FREE®

A MINI-GUIDE FOR EDUCATORS

BY ALLAN L. BEANE, PH.D.

BULLYING . . .

- Creates a fearful school climate.
- Leads to absenteeism.
- Causes loneliness, depression, anxiety problems, and eating disorders.
- Increases the risk of suicide.
- Hurts everyone: victims, bullies, and bystanders.

Bullying is one of the most severe and widespread problems facing today's schools. As an educator, you know children who are bullied daily or weekly. You've witnessed the bullying yourself, or you've heard the reports or rumors. And much bullying goes undetected—though its effects on student health and learning are no less serious.

And bullying will NOT stop without adult intervention.

Bullying isn't a "normal" part of growing up. Bullying is a learned behavior, and it can be unlearned with the help of a caring school staff taking positive steps to intervene and prevent bullying in all its forms. School needs to be a safe, nurturing environment where all students are able to learn, achieve, and be their best. Working with other school personnel, students, parents, and community members, you can help to ensure that the classrooms, halls, bathrooms, playgrounds, and gathering areas in our school are peaceful and safe. Our school is committed to stopping the problem of bullying. This brochure offers information and strategies you can use.

Together we can be bully free!

What Is Bullying?

Bullying is a form of overt and aggressive behavior that is intentional, hurtful, and repeated. With bullying, there is an imbalance of strength: bullied children are taunted, harassed, rejected, and assaulted by one or more individuals.

WHAT DOES BULLYING LOOK LIKE?

- PHYSICAL: pushing, shoving, tripping, kicking, hitting, slapping, pinching
- VERBAL: racist, sexist, or bigoted remarks; threats; name-calling; teasing
- EMOTIONAL: intimidation, coercion, exclusion, spreading rumors or lies
- CYBERBULLYING: mean email or texts, impersonation, hateful websites

SIGNS THAT A STUDENT MAY BE A TARGET OF BULLYING

- Decreased interest in schoolwork or quality of work
- Erratic school attendance, goes to recess late and returns early, drops school activities he or she enjoys
- Difficulty concentrating in class or sudden changes in mood or behavior
- Seems isolated, withdrawn, anxious, fearful, self-blaming
- Uses "victim" body language—hunched shoulders, head down, avoids eye contact
- Poor or few social skills; no friends or few friends
- Lacks sense of humor or uses inappropriate humor
- Prefers company of adults during lunch or free times
- Suddenly starts to bully other students
- Frequent illness or unexplained scratches, bruises, or damage to clothes or belongings
- Appears ashamed of trait that separates him or her from other students
- Low or no self-confidence, self-esteem
- Talks about running away, committing suicide, or other alarming behaviors

Copyright © 2011 by Allan L. Beane, Ph.D. All rights reserved. Based on *The New Bully Free Classroom* by Allan L. Beane, Ph.D., copyright © 2011, 2005, 1999.

If You Witness Bullying . . .

Take immediate action. Do not ignore the behavior. Instruct the student to STOP the hurtful behavior NOW and to move away from the target.

Follow up, regardless of the nature and severity of the bullying. Keep a record of all conversations and steps taken. Clearly document **what happened, when and where it occurred, and who was involved.** Consult the school or district policies on bullying incidents before proceeding. As general guidelines:

- Talk to the bullying student and the target separately soon after the incident occurs. Interview witnesses of the bullying individually as well.
- Talk with other school staff, including administration, about the bullying incident and your pursuant conversations with all students involved.
- Follow established policy on contacting and meeting with parents of both the target and the student who bullied. When talking to parents, focus on the problem behavior rather than portray a child as a "problem student."
- Maintain contact with school personnel and parents until the situation is clearly resolved.

Tips for Talking to Students Who Report Bullying

Do:

- Send a clear message that the bullying is not the victim's fault.
- Listen closely without interrupting. Maintain eye contact and demonstrate attentive body language.
- Ask questions for clarification and to be encouraging.
- Empathize and occasionally mirror the student's emotions in your own face.

Assure the student you'll do everything in your power to ensure the bullying ceases, including follow-up with students involved, their parents, and school personnel.

Don't:

- Blame the target for the bullying.
- Act as though the bullying is no big deal.
- Interrupt the student.
- Challenge or interrogate the student.

What to Do If You Hear About Bullying

There are times when you will hear about bullying, or suspect it, but not personally witness it. Always investigate further and document your findings.

- Closely observe both the target and the person bullying.
- Speak with each of them separately, trying to determine how truthful their responses are.
- Talk to any students who may have witnessed the bullying.
- Talk with other school personnel who have interactions with the students involved.
- Follow school policy for reporting and following up.

Rules for a Bully Free Classroom

1. Bullying is not allowed in our classroom. (Or anywhere else in the school.)
2. We don't tease, call names, or put people down.
3. We don't hit, shove, kick, or punch.
4. If we see someone being bullied, we speak up and stop it (if we can) or go for help right away.
5. When we do things as a group, we make sure that everyone is included and no one is left out.
6. We make new students feel welcome.
7. We listen to each other's opinions.
8. We treat each other with kindness and respect.
9. We respect each other's property. (School property, too.)
10. We look for the good in others and value differences.

What to Tell Bystanders

Bullying involves not only kids who bully and their targets but also bystanders. Enlist this important group to be "bully busters." Make it clear that you—and the school—want every student to do the following when others are bullied:

- Refuse to join in.
- Do not ignore bullying you see or know about. By doing nothing, you are participating in the bullying.
- If possible, stand up for the bullied student. Tell the bully, "Don't treat him that way!" "Stop hitting her."
- Report all bullying to a teacher or school official.
- Never fight the person who bullies. It's not safe and it will make the bullying problem worse, not better.

For More Information

The New Bully Free Classroom®: Proven Prevention and Intervention Strategies for Teachers K–8 by Allan L. Beane, Ph.D. (Minneapolis: Free Spirit Publishing, 2011). Strategies teachers can start using immediately in the classroom.

free spirit PUBLISHING® www.freespirit.com

Copyright © 2011 by Allan L. Beane, Ph.D. All rights reserved. Based on *The New Bully Free Classroom* by Allan L. Beane, Ph.D., copyright © 2011, 2005, 1999. C00305

Sample Email Responses to Parent Bullying Concerns

Communicating with parents about bullying can be especially challenging. Below is a template that can be used to respond clearly and quickly to parents' bullying concerns. Following the template are scenarios that reflect common parent concerns, some background information on the scenario, and an example of an administrator's appropriate response for each, using the template.

Email Response Template

1. Thank the parents for contacting you, and affirm that they did the right thing.
2. Make them feel heard by interpreting what they told you and/or by responding with understanding directly to their concern(s).
3. Inform them what you have done and/or what your next steps will be to address the situation.
4. If applicable, refer them to any resources that would be helpful to them.
5. Wrap up with a statement that shows empathy.

Sample Email Responses

Sample 1: Daughter Bullied in Hallway

How can you help my daughter, who is being bullied in hallways, usually when there's no adult in sight?

Background information: This is first time you've received a bullying report from this parent about her daughter. You have no other information about this situation.

Dear Parent:
Thank you for bringing this issue to our attention. You did the right thing by contacting me. I understand from what you are saying that your daughter is being bullied in locations where there is not obvious adult supervision. It is the school's responsibility to identify areas of the school where bullying is happening and increase supervision in those areas.

As an initial step, I have talked to your daughter's teacher. Starting tomorrow we will make sure that your daughter always has a friend or an adult to accompany her in the hallways. Specifically in your daughter's case, we will want to talk to her and have her identify exactly when and where the bullying is happening and who is involved. If we find out she is being chronically bullied, we will set up an individual safety plan for her. Please see our anti-bullying policies and procedures, which include details about our student safety plan.

I understand how concerned you are for your daughter's safety. Please know that our students' safety is a top priority, and we will be doing everything we can to address your concerns.

Sincerely,
Principal

Sample 2: Parents Want to Meet with Parents of Bullying Child

Can you set up a meeting with the family of the child(ren) bullying my daughter so we can all talk and get the bullying to stop?

Background information: You have talked with the teachers of both the student accused of bullying and the student being bullied. You need to follow up with both parties separately to get more information about what is possibly a real bullying situation.

Dear Parent:
Thank you for contacting me about this situation. You did the right thing by reporting the bullying to the school. I understand by what you are saying that you are committed to working together to solve this problem. However it is our policy not to bring together the families of the children. The best practice in bullying prevention is to work with the child being bullied and the child doing the bullying separately rather than face-to-face, so the child being bullied feels safe.

Therefore we will immediately start working with your daughter and your family separately from the child who is doing the bullying and his/her family. Please let me know your soonest availability to meet. Before our meeting, I encourage you to read our school and district's policies and procedures about investigating and responding to bullying.

©2013

I understand how concerned you are for your child's safety. I am confident that together we will be able to resolve this problem.

Sincerely,
Principal

Sample 3: Why Don't Teachers Do Anything?

Why don't teachers do anything to stop the bullying in their classrooms, right under their noses?

Background information: You have no other specifics about the bullying situation(s) from this parent.

Dear Parent:
Thank you for bringing your concerns to my attention. Contacting me was the right thing to do. I understand from what you are saying that you are concerned that teachers are not doing enough to stop bullying in their classrooms. Teachers' focus and attention are pulled in several directions at any given time of the day. The fact is, sometimes teachers are just unaware of the bullying happening in their classrooms. That is why we need your help and your child's help in identifying bullying incidents that happen in the classroom and reporting them to either the teacher or school administrator.

All of our teachers are undergoing bullying prevention training. If we get reports that certain teachers are having difficulty managing or noticing the bullying in their classrooms, then we will give them the support they need to establish better classroom management strategies and make sure they are reminded of our school's policies and procedures about handling bullying at our school.

I would like to set a time to meet with you so we can discuss the specifics of the situation you are talking about. Please let me know times you are available this week. Before our meeting, I encourage you to read our school and district's policies and procedures about reporting, investigating, and responding bullying, as well as our training and prevention education efforts.

Thank you again for contacting me about this potentially unsafe situation. Our students' safety is our top priority!

Sincerely,
Principal

Sample 4: Daughter Is Being Excluded

My daughter is always excluded from the group of girls in her class. What can you do to make sure she's included in the group and treated with more respect?

Background information: You have talked with the teacher of the girls involved in this potential bullying situation about what she can to do address these girls' behavior in the classroom.

Dear Parent:
Thank you for coming to us with your concerns about your daughter. Contacting the school was the right thing to do. I understand that you and your daughter are distressed that she is not being treated respectfully at school. Intentionally and repeatedly excluding someone is part of our school district's definition of bullying. However some children have a difficult time understanding that what they are doing is, in fact, bullying.

I have spoken to the classroom teacher to make sure the girls doing the bullying understand that their behavior is not acceptable and that if it continues, there will be consequences. We will also make sure students have the opportunity to learn and practice positive social skills, including skills for including others. If you and your daughter would like, I will arrange for her to get some individual help with friendship-making skills or help in finding more compassionate friends.

I encourage you to read our policies and procedures for handling conflict and defining, investigating, and responding to bullying. [Link to policies and procedures.] Please know that we are doing everything possible to create a safe and respectful learning environment for your daughter and the other students in our school.

Sincerely,
Principal

©2013

Sample 5: Son Bullied on Playground

My 11-year-old son is always last to be picked on a team, and he gets teased and taunted on the playground. He feels sick and stressed at home and doesn't want to go to school. You've got to help me. What are you going to do to stop this?

Background information: You have done an environmental scan of the playground and have determined that increased supervision is necessary. You plan to speak with the P.E. teacher about things she can do to address and prevent bullying among students. You've also talked with the school counselor about helping this particular student.

Dear Parent:
Thank you for bringing your concerns to our attention. You did the right thing by contacting me. I know how upsetting it can be when your child is having difficulties at school. It is my job to make sure that your child has every opportunity to be safe and thrive here at our school.

To that end, we have increased supervision on the playground. I will also talk to our P.E. teacher to ask her to help teach our students games that are more cooperative and don't have processes that humiliate children, like choosing sides for teams. If you and your son are interested, we will provide one-on-one counselor attention to help your son learn and practice assertive communication and friendship-making skills.

I encourage you to read our policies and procedures for investigating and responding to bullying. [Link to policies and procedures.] Please know that we are doing everything possible to create a safe and respectful environment for your son and the other students in our school.

Sincerely,
Principal

Sample 6: Other Parents Think My Child Is Bullying

Other parents have told me that my son is bullying his classmates at recess. I just don't understand. My child is sweet and good-natured. I feel like he is being stereotyped, and now the other moms don't want to set up play dates with my child. Are you looking into this? I know my child is not a bully. It must be the other children. I'm going to call their parents.

Background information: You know this student, and you've talked with his teacher and the playground supervisor. You are aware he may be guilty of some the bullying he is accused of.

Dear Parent:
Thank you for coming to the school first with your concerns. You did the right thing by contacting me. I understand from what you are telling me that that you are concerned for your child. It is difficult for many parents to accept that their child is bullying or has been involved in bullying incidents. We want you to know that it is not uncommon for children to try out certain behaviors, but it is our job as adults to help guide them away from those behaviors that hurt others and ultimately hurt themselves.

Please be assured that we are doing a thorough investigation of the bullying reports and will give the appropriate support to both the children doing the bullying and the children who are bullied. We will immediately begin working together to see the problem resolved, so your child is safe and not at risk for negative outcomes. Please see the link on our website to read statistics about the negative life outcomes for children who fall into chronic patterns of bullying others. [Link to website.]

I also encourage you to read our policies and procedures for handling conflict and defining, investigating, and responding to bullying. [Link to policies and procedures.]

We are wholly invested in making sure that your child has the support and guidance he needs to lead a happy, safe, and successful life.

Sincerely,
Principal

©2013 committee for children

Sample 7: Bullying or Conflict Between Two Students

The teacher told me in my teacher-parent conference that my son Charlie is bullying Sam. I know Sam, and he's probably instigating the fights. Charlie would never do anything to hurt someone. You need to tell the teacher to look at what's really going on here. Who was there to see the bullying? Do you or the teacher have any witnesses? And now that my child had been accused of bullying, what are you going to do about it?

Background information: You've talked with Charlie and Sam's classroom teacher. You know these two students. It is possible that both students are exhibiting aggression toward one another.

Dear Parent:
Thank you for bringing this issue to my attention. Contacting me was the right thing to do. I understand from what you are telling me that you are concerned that your son is being falsely accused.

We will go through our standard procedure for investigating this report, which will include interviewing teachers and student witnesses. If your son and Sam are involved in "fights," that's different from bullying. Conflict is still a problem that needs to be dealt with, but it is different from how we deal with bullying. Our teachers are trained to recognize the difference between bullying and conflict and how to report bullying when they are aware of it. They are also trained to help children effectively use a conflict resolution model. I encourage you to read our policies and procedures for handling conflict and defining, investigating, and responding to bullying. [Link to policies and procedures.]

Please know that we are doing everything possible to create a safe and respectful environment for your son and the other students in our school. The safety of your child is our priority.

Sincerely,
Principal

Sample 8: Parent Threat to Notify Media About Bullying

I've spoken to you before about my son being bullied on the playground. He came home this afternoon crying, with a bloody nose. If this happens again, I'm going to call television and newspaper reporters and tell them that my son goes to a violent school and you're not doing anything to make it better.

Background information: You thought you had adequately addressed this situation the first time it occurred. You had no idea until you received this email that the bullying problem was not resolved.

Dear Parent:
Thank you for your persistence in bringing this issue to my attention. You did the right thing by contacting me again. I appreciate your concern for your son's safety and for notifying me again of this continued problem, because we are often unaware a problem is persisting unless we are notified.

We are in the process of increasing supervision on the playground. We will create a safety plan for your son that will include increased adult supervision and scheduled check-ins with your son to ensure his continued safety.

I encourage you to read our policies and procedures for handling conflict and defining, investigating, and responding to bullying. The media is welcome to view this information as well. [Link to policies and procedures.]

Please know that your son's safety is a top priority, and we will be doing everything we can to resolve the problem as quickly as possible.

Sincerely,
Principal

 ©2013

Handout #4 F

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Level 1 Assessment Considerations

The following is a non-exhaustive list of situations in which a school administrator should consider convening the school team to conduct a Student Safety Assessment:

- When a student is arrested for weapons possession, assault, menacing or harassment, at school or in the community.
- When a student brings or has a weapon at school.
- When you receive information that a student may be planning to attack one or more students or staff members at school.
- When a student has directly threatened another student or staff member or has a targeted list.
- When a physical attack by a student did or could have resulted in serious injury to another student or staff member.
- When a physical or verbal conflict between students is unresolved.
- When a student displays an escalating pattern of aggressive/violent behavior.
- When students or staff members report being fearful of a particular student.
- When a student displays a high level of anger clearly inappropriate to a given provocation or event.
- When a student expresses violent ideation in verbal speech or writing.
- When a student justifies the use of his own aggression or violence to solve a problem.

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Talking Points for Staff Meetings

- It's our obligation as a school to make sure our school is safe for both students and staff.
- If you observe a situation in which a student makes a threat, tries to hurt someone physically, or says or writes something that worries you because it might lead to harm to the student or others, report it right away.
- When a student is involved in any potentially dangerous circumstance – ones that involve a threat, an act of violence, or even a concerning communication – it's our job to investigate and if necessary, intervene to insure the safety of everyone in our school.
- In responding to some situations, it may be necessary for our school to conduct a formal screening of a student who is involved in a dangerous behavior or circumstance. _____, _____, and I have all been recently trained in how to conduct such a screening.
- The purpose of the screening will be to gather enough information from all appropriate sources (e.g. staff members, parents, etc.) to make good decisions about how to intervene effectively to manage the situation or the student concerned.
- You, as a staff member, may be invited to such a screening, or you may be asked to complete a brief teacher interview form that will provide the screening team with important information.
- Once the screening is completed, we may invite an outside team to conduct a formal assessment of the situation. That would involve a team of three threat assessment trained professionals (one from law enforcement, one from mental health and one from the education field) – coming out to our school at short notice.
- We would call in such a team if we needed more information about risk or if we were concerned that we couldn't manage the situation safely without community assistance and resources.
- This screening and assessment process is known locally as *(Insert School District)* Student Safety Assessment Team. It is a best practice approach as it follows the recommendation of the U.S. Secret Service and U.S. Department of Education's 2002 and 2004 guide entitled "Safe School Initiative/Threat Assessment in Schools."
- By participating in this approach, we can help keep all of us safe.
- Are there any questions?

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Staff Confidentiality Agreement

This form must be reviewed and completed prior to any Level 1 and/or Level 2 Assessments. This form will be kept in the student's red folder.

Student Name: _____

Date: _____

Building: _____

Students in the *(Insert School District)* have the right to expect that information about them will be kept confidential by ALL employees. Additionally, the U.S. Congress has addressed the privacy-related concerns of educators, parents, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as "FERPA"). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, including the *(Insert School District)*, which disseminates a student's educational records without his or her parent's consent.

- Each student with whom you work has the right to expect that nothing that happens to him or her will be repeated to anyone other than authorized school district employees, as designated by the administrators at each school.
- You may not share information regarding a student even with others who are genuinely interested in the student's welfare. You must refer all such questions to the building principal. The only exception is in the event of an urgent medical emergency, in which confidential information may be necessary for a student's medical care.
- Parents, friends, or community members may in good faith ask you questions about a particular student. Again, you must refer all such questions to an authorized school district employee. You may not share information about a student even with members of your own family or the student's family.

By signing below, I understand that as an employee for the *(Insert School District)* and a member of the Student Safety Assessment Team, I agree to never disclose information about a student's records to anyone other than an authorized school district employee.

_____

Signature Date

_____

Signature Date

_____

Signature Date

_____

Signature Date

_____

Signature Date

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Level 1 Student Interview

Address the student and describe the perceived threat, dangerous situation or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

- **This interview should only be conducted by an administrator and Mental Health Professional (e.g., School Psychologist, Social Worker, School Counselor).**
- **There should be two members of the Student Safety Assessment Team present during the interview.**
- **Do not allow the student to read the questions.**
- **Do not allow the student to delay the Level 1 Assessment. If they are unwilling to participate, their information should not be included.**
- **Ask the questions through conversation or direct inquiry.**
- **The questions correspond to the Level 1 Student Safety Assessment Protocol.**

Student's Name: _____ **Date:** _____

Administrator Name: _____

Parent / Guardian's Name: _____ **Phone Number:** _____

Person conducting the Interview: _____ **Title:** _____

1. Do you know why I'm speaking with you? It has been reported that you are _____ or have done _____. (1,2,3,4,5,6)

2. How do you explain what is being reported by others? (1,2)

3. Why did you do _____? When did you _____? (2,3)

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

4. Who are you upset or angry with? (3,5)

5. Who else is involved? How are they involved? (2,3)

6. Why do you think people are concerned? (8)

7. Do you have a plan to hurt anyone, including yourself? Have you practiced or pretended to hurt others or yourself? If so, how? (4,5,6,7)

8. Do you have weapons or are you trying to get weapons (including knives, swords, bats, explosives, etc.)? (6,10)

9. Are there people or things that are stressing you or harming you (bullying, harassment, gang issues, school work, threats to you)? (8,9,16,17)

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

10. How is school? Do you have anyone you trust (education staff, relative, adult within the community) and can you talk with them about this situation? (8,9,15,16,17)

11. What are some good things going on in your life? Are you involved in sports, clubs, recreational activities, art, music, church, scouts, etc.? (10,11,15,16,17)

12. Who are your friends? Are they helpful and positive or are they encouraging you to be aggressive? (10,11,15,16,17)

13. Who has control of this situation? (10,11,15,16,17)

14. Is there anything else I should know? (10,11,15,16,17)

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

15. What can we do to help you? (13,14,16)

16. What is interviewer's relationship with student: ☐ difficult, or ☐ neutral, or ☐ positive relationship with this student?

17. In your opinion, was the student: ☐ guarded or ☐ defensive or ☐ communicative in a manner that appeared open and honest?

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Level 1 Student-Witness Interview

Address the student and describe the perceived threat, dangerous situation or violent action that has brought this situation to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

- **This interview should only be conducted by an administrator and Mental Health Professional (e.g., School Psychologist, Social Worker, School Counselor).**
- **There should be two members of the Student Safety Assessment Team present during the interview.**
- **Do not allow the student to read the questions.**
- **Do not allow the student to delay the Level 1 Assessment. The following is an examination of current circumstances and as these circumstances change, so too does risk potential; therefore, review the results of this interview while being mindful of supervision, intervention, and the passage of time.**
- **Ask the questions through conversation or direct inquiry.**
- **The questions correspond to the Level 1 Student Safety Assessment Protocol.**
- **Explain confidentiality and its importance to the student-witness.**

Student's Name: _____ **Date:** _____

Administrator Name: _____

Parent / Guardian's Name: _____ **Phone Number:** _____

Person conducting the Interview: _____ **Title:** _____

1. It has been reported that you witnessed a threat.....tell me what happened.

2. When did this happen? Who is/are involved in the threat/situation? How are they involved?

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

3. What exactly was said (written, posted, drawn, filmed or otherwise communicated)?

4. Who was threatened? Who are they wanting to harm?

5. What reasons, if any, were given for the threatened behavior?

6. Is there a plan to hurt anyone?

7. Do any of the students who are involved with the threat have weapons or have access to weapons (including knives, swords, bats, explosives, etc.)?

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

8. Have any of the students involved done anything that would make you think they are practicing or preparing to follow through on the threat and harm someone?

9. Who is in control of the situation? Is there a leader?

10. What do you think of this situation?

11. Is there anything else we should know about this situation?

12. What can we do to help?

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

13. What is interviewers relationship with student: ☐ difficult, or ☐ neutral, or ☐ positive relationship with this student?

14. In your opinion, was the student: ☐ guarded or ☐ defensive or ☐ communicative in a manner that appeared open and honest?

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Level 1 Parent/Guardian Interview

Contact parent / guardian and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

- This interview can only be conducted by a member of the Level 1 Student Safety Assessment Team.
- This interview can be completed over the phone or in person. Do not allow parent/guardian to read and answer the questions by themselves.
- Do not allow parents/guardians to delay the Level 1 Assessment. If the parents/guardian is not available or unwilling to participate, their information should not be included.
- Ask the questions through conversation or direct inquiry.
- The questions correspond to the Level 1 Student Safety Assessment Protocol.

Student's Name: _____ Date: _____

Administrator Name: _____

Parent / Guardian's Name: _____ Phone Number: _____

Person conducting the Interview: _____ Title: _____

1. Does the parent / guardian (or other family members) have concerns about behavior, potential violence, or issues specific to the incident? (1,2,13,18,19)

2. Has the student communicated any threats, ideas of violence, or wishes or intentions to harm anyone (at school, at home, in the community, or himself / herself)? (2,3,4,5)

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

3. Are there any fascinations, identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, Internet usage)? Does the student justify the use of violence to solve problems? (7,8,11)

4. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend / boyfriend, justice, bullying, revenge, etc.)? (7,8,10,11,15)

5. Are there certain situations that agitate the student or his/her inclination to violent or aggressive activity, ideas, or communication? Have there been any changes at home that may have increased stress? Have there been any relationship changes (peers, family) or belief changes? (7,8,9,15, 17)

6. What is the student's self-perception? (leader, follower, victim, outcast, etc.) (9,11,17)

7. Are there any drug or alcohol issues with the student, family, or friends? (17)

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

8. Is the student involved with the Juvenile Department, Police, Mental Health, or other agencies? Is communication with these agencies possible? (20)

9. What are student's positive activities, interests, relationships, (athletics, Scouts, church, clubs, recreation, pets, family, friends, community)? (16)

10. Are firearms or other weapons accessible? Are firearms available anywhere in your house or within the houses of regularly visited relatives or friends? Has the student attempted or communicated a desire to obtain a firearm or weapon? If needed, is the parent able to search the student's room or possessions? (6)

11. Are there any other concerns not addressed by these interview questions? (19,20)

12. What is parent's relationship with the student? ☐ difficult, ☐ neutral, or ☐ positive relationship with this student? (16)

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Level 1 Teacher/Staff Interview

Contact teacher(s) / staff members and describe threat, dangerous situation or violent action that has brought this student to your attention. Explain our obligation and responsibility to investigate and assess all situations that may be dangerous for the student, other students, and/or staff.

- **It is recommended that a Level 1 Student Safety Assessment Team member interview the teacher or staff member in person or over the phone. However, it can be completed without anyone present.**
- **It is important that the interview is completed promptly.**
- **The questions correspond to the Level 1 Student Safety Assessment Protocol.**
- **Remind teacher/staff member of the importance of confidentiality.**

Student's Name: _____ **Date:** _____

Administrator Name: _____

Parent / Guardian's Name: _____ **Phone Number:** _____

Person conducting the Interview: _____ **Title:** _____

1. Do you have concerns about disruptive behavior or potential aggression? (1, 2, 13, 18, 19)

2. Has the student communicated any threats, ideas of aggression, or wishes / intentions to harm anyone, animal or object (at school, at home, in the community, or himself / herself)? (2,3,4,5)

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

3. Does the student discuss or reference the availability of or the desire to obtain firearms or other weapons? (6)

4. Does the student discuss or reference interests, fascinations, or identifications with violence (especially vindictive or revengeful acts of violence through movies, music, video games, literature, and Internet usage)? Does the student justify the use of aggression to solve problems? (7,8, 11)

5. Has the student become increasingly focused or agitated about a particular issue (such as social problems, girlfriend / boyfriend, justice, bullying, revenge, grades, etc.)? (7,8,10,11,15)

6. Are there certain situations that agitate the student or his/her inclination to aggressive activity, ideas, or communication? Has the student experienced any relationship changes (peers, family) or belief changes? (8,9,15)

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

7. What is the student's self-perception? (Leader, follower, victim, outcast, etc.?) (9,11,17)

8. Are there indications of drug / alcohol issues with the student or family? (17)

9. What are student's positive activities, interests, and relationships, (Clubs, church, athletics, recreation, hobbies, pets, family, friends, community)? (16)

10. Do you have a ☐ difficult, ☐ neutral, or ☐ positive relationship with this student? Is the student approachable and open? (16)

11. Do you have concerns or information not addressed by this assessment? (16, 20)

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

Level 1 Student Safety Assessment Protocol

This system is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people. This protocol does not predict future violence nor is it a foolproof method of assessing an individual's or group's risk of harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger (identify circumstances and risk factors that may increase risk for potential youth aggression) and to assist school staff in development of a safety and/or intervention plan. Furthermore, as circumstances change, so too does risk potential; therefore, if you are reviewing this survey at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

IF IMMINENT DANGER EXISTS CALL LAW ENFORCEMENT AND FOLLOW DISTRICT SAFETY GUIDELINES.

- This assessment should be completed by a multi-disciplinary team which includes Administrators, Mental Health Professionals (e.g. School Psychologist, Social Worker, School Counselor).
- Teachers, coaches, case managers, paraprofessionals and parents may be invited to the discussion and completion of the assessment protocol. The student should not be in attendance.
- The administrators should lead the discussion using the protocols as a guide.
- The team will determine appropriate actions, safety plan, and interventions.
- The team will determine if a Level 2 Assessment is warranted and notify the Level 2 Team.
- The administrators will maintain documentation and turn into the Director of Student Services.

Student's Name:_____ Date: _____

Administrator Name: _____

Team Members Present During the Discussion:

Name:_____ Title: _____

Name:_____ Title: _____

Name:_____ Title: _____

Name:_____ Title: _____

Name:_____ Title: _____

Name:_____ Title: _____

☐ Confidentiality Agreement has been reviewed with all members of the team.
☐ The parent / guardian has been notified that assessment is being done.
☐ The parent / guardian has not been notified of meeting because: _____

☐ Parent Interview completed if parent cannot attend over the phone by: _____

☐ Other attached documentation (email/text, social media; referral).

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

IF IMMINENT DANGER EXISTS CALL LAW ENFORCEMENT AND FOLLOW DISTRICT SAFETY GUIDELINES.

1. Describe details of threat or dangerous situation and/or acted out behavior?

2. Have there been communications suggesting a potential attack or act of aggression (i.e. direct threats, specific references, veiled threats or vague warnings)?

   Threats can be direct, through verbal communication, art, email, Internet use, social media, written language exercises and other modes of communication. Threats can be indirect (such as ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (such as school shootings).

   ☐ No ☐ Yes, Describe below

3. Are there indications of a plan, feasible process, or clear intention to harm others?

   Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called "attack related behavior"). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack related behavior may be, but not limited to, the following:

Property of PD Consultants LLC

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group or student body. The plan would have a sequence of actions necessary for its success and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation) of the event or similar event. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, participating in these activities does not lead students to act out violently. Their use is only considered attack-related behavior when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (teasing, rejection, loss) that further justifies the violence as a solution.

☐ No ☐ Yes, Describe below.

4. Are there indications of suicidal ideation?

Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? The wish to die, be killed, or commit suicide combined with a threat to harm others increases risk, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

☐ No ☐ Yes, Describe:

Property of PD Consultants LLC

5. Are there indications of a specific, ongoing target or a focus of aggressive or violent ideation?

   Is there ongoing consideration or focus on a particular person, group, or student body? If the situation is absent an ongoing target, it is likely a situation revolving around reactive aggression, where the individual involved perceives themselves to be under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interest and wants.

   ☐ No ☐ Yes, Describe:

6. Are there indications of a weapon(s) choice/availability?

   If weapons are being considered but not immediately available within the home, are they available through relatives, friends or other means? Note your level of confidence in the source of your information. *Be sure to ask both student and parent directly about weapons availability and document their responses.*

   ☐ No ☐ Yes, Describe (how confident are you in your information?):

Property of PD Consultants LLC

Are there indications of a focused or unusual interest in acts of violence, previous school/community attacks or attackers, weaponry, law enforcement or military paraphernalia or appearance, or anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause or belief system?

What may be inappropriate to some may still be within the normal range, given the individual's age, developmental level, or cultural background. This question is similar to #3. It examines whether interest is a curiosity, a fascination, or if interest is an admiration for anti-social characters as role-models and examples of how to justify violence as problem solving.

☐ No ☐ Yes, Describe:

7. Are there indications of a motive, goal or justification for aggressive behavior or a lethal attack?

If focus is on a specific target(s) (see question #5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. A few common motives are revenge for lost love or humiliation, the desire to prove bravery after making a threat or taking a dare. If the situation is absent motive, then it may be a situation revolving around reactive aggression. Reactive aggressive talk often has triggers that agitate the situation rapidly. Such triggers are usually not motives but should be identified to avoid or eliminate them in the future.

☐ No ☐ Yes, Describe:

Property of PD Consultants LLC

8. Are there indications of hopeless, stressfully overwhelming or desperate situations (real or perceived)?

   As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage desperate solutions and last-ditch efforts to take control. It is important to note that the point of this question is to examine the perception of the person or party you are concerned with, not necessarily what has been observed by others (staff, parents, other students or the community).

   ☐ No ☐ Yes, Describe:

9. Are there indications of a capacity or ability to plan and carry out an act of targeted violence?

   Based upon the cognitive or adaptive capacity of the person or party of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making fairly exaggerated or complex threats but is unable to organize and execute them due to supervision, cognitive ability or overall functioning, then feasibility drops.

   ☐ No ☐ Yes, Describe:

Property of PD Consultants LLC

10. Are beliefs or ideas irrational, or a feature of a mental health disorder (paranoid, obsessive, a feature of a disability), or are values, beliefs or ideas socially maladjusted (sees aggression as an acceptable and justifiable method of problem solving)? Are beliefs or ideas a feature of a mental health disorder?

    Threatening talk as a feature of mental illness such as is often grandiose or implausible and usually disconnected from attack-related behavior (see question #3), specific targeting (see question #5), and clear motive (see question #8).

    Typically, threats that are made and are features of disabilities are less concerning than those that are made or implied with thoughtful and sober consideration that follows a process of reason and justification. However, if the threat is accompanied by attack-related behavior and targeting, the risk increases just as it would with threats that are not features of mental health issues.

    ☐ No ☐ Yes, Describe:

11. Are actions and behaviors consistent with communications? (Review questions 1-11)

    If threats are made but lack attack-related behaviors, motives, or a specific target(s), consistent with that threat, then risk decreases. Many threats that lack attack-related behavior are a likely means of communicating dissatisfaction or anger, attention seeking, releasing stress, or an affectation of strength or power (bravado).

    ☐ No ☐ Yes, Describe:

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

STOP AND REVIEW THE PREVIOUS QUESTIONS AND RESPONSES:
Use the following questions to help determine if the student poses a threat to the safety of students, staff, or others and warrants additional discussion.

A. Do the responses identify a threat of aggression (actions, circumstances, communication) with a specific motive focused on a specific target (individual or group) with an indication of attack related behavior? ☐ No ☐ Yes

If YES, proceed with the assessment by moving to item number 12.

If NO, proceed to the next question.

B. Would the potential outcome of aggression result in severe or lethal injury to someone? ☐ No ☐ Yes

If YES, proceed with the assessment by moving to item number 12.

If NO to both A & B, the responses indicate the situation does not pose a threat. Proceed with the development of a Student Intervention and Supervision Plan.

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

IF IMMINENT DANGER EXISTS CALL LAW ENFORCEMENT AND FOLLOW DISTRICT SAFETY GUIDELINES.

12. Are caregivers, peers, and/or campus staff concerned about a potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons why caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

☐ No ☐ Yes, Describe:

13. Are there trusting and successful relationships with one or more responsible adults either on campus or within the community?

The greater and healthier the connection with teachers, coaches, parents, administrators, church leaders, etc, the less chance of wanting to disappoint or hurt them and the greater opportunity for fostering positive values, community connections, and prosocial choices. A situation that lacks connection to adults increases risk since there is less to lose by acting out. If a student (or group of students) lacks connection to pro-social adults and are also marginalized within the student population, then intervention and connection is strongly warranted.

☐ No ☐ Yes, Describe:

Property of PD Consultants LLC

14. What circumstances, events, or triggers increase or agitate the likelihood of a violent or aggressive attack?

What situations agitate or trigger aggressive thinking, threats and behavior? Is there an indication that the student(s) of concern are awaiting an event or action before making their final decision regarding violent behavior?

15. What circumstances, events, or inhibitors decrease the likelihood of a violent or aggressive attack?

Identify all positive influences (activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. The situation that lacks inhibitors is one of greater risk since there is less to lose by acting out and little motivation toward healthy solutions.

Property of PD Consultants LLC

16. Are there indications that peer group reinforces delinquent thinking?

Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking that supports the use of violence as a solution. Risk increases if a situation lacks positive social connection, accountability and inhibitors but is filled with anti-social thinking about entitlement, revenge, and the use of violence as an acceptable means of solving problems.

☐ No ☐ Yes, Describe (include role within peer group):

17. Is there a history of behavioral, drug/alcohol or developmental issues?

Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases considerably when coping strategies are limited.

☐ No ☐ Yes, Describe:

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

18. Are there issues that indicate a low reserve of coping strategies and lack of emotional resiliency?
☐ No ☐ Yes, Describe:

19. Other Concerns?

Property of PD Consultants LLC

STUDENT SAFETY ASSESSMENT AND MANAGEMENT SYSTEM

The Level 1 Assessment is not a quantifiable questionnaire or fixed checklist. It is intended as a set of pertinent questions that encourage discussion and examination of concerns and potential risk. Are there other concerns not noted elsewhere on this survey? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

STOP AND REVIEW THE PREVIOUS QUESTIONS AND RESPONSES:
Use the following five questions to help determine if a Level 2 Assessment should be initiated.

A. Did the student bring a weapon or attempt to acquire a weapon with possible intent to harm others? ☐ No ☐ Yes

B. Did the team have difficulty confidently answering the questions on the Level 1 Protocol? ☐ No ☐ Yes

C. Are there safety concerns significant and beyond the school's ability to supervise and secure within the building? ☐ No ☐ Yes

D. Is there a need to explore community resources to assist in supervision or interventions for the student? ☐ No ☐ Yes

E. Is there indication that an attack has been scheduled or an identified dates when the attack may occur? ☐ No ☐ Yes

If you answered YES to ANY of the above questions, contact the Level 2 Administrator to initiate a Level 2 Assessment.

If you answered NO to ANY of the above questions, proceed to developing the Student Intervention and Supervision Plan.

Property of PD Consultants LLC

HANDOUT #5

1/27/2019

RECOMMENDED

2019-20		EC/Pre-K	Kindergarten - 23 max			Grade 1 - 25 max			Grade 2 - 25 max				Grade 3 - 27 max			Grade 4 - 27 max		
ROGUS		Students	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 SP ED SC		25	9			7			8				10			3		
2018-19 REG ED		38	245	11	22.3	66	3	22.0	90		4	22.5	93	4	23.3	100	5	20
Total		63	254			73			98				103			103		
2019-20 SP ED SC						9			7				8			10		
2019-20 REG ED			236	12	19.7	80	4	20.0	66		3	22.0	90	5	18.0	93	5	18.6
Total			236			89			73		3		98			103		

						Grade 1			Grade 2				Grade 3			Grade 4		
ARBURY HILLS						Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 SP ED SC						1			2				0			5		
2018-19 REG ED						41	2	20.5	43		2	22	57	3	19	42	2	21.0
Total						42			45				57			47		
2019-20 SP ED SC						1			1				2			0		
2019-20 REG ED						37	2	18.5	42		2	21.0	43	2	22	57	3	19
Total						38			42				45			57		

						Grade 1			Grade 2				Grade 3			Grade 4		
FRANKFORT SQUARE						Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 REG ED						42	2	21.0	37		2	18.5	49	3	16.3	50	3	16.7
2019-20 REG ED						50	3	16.7	42		2	21.0	37	2	18.5	49	3	16.3

						Grade 1			Grade 2				Grade 3			Grade 4		
INDIAN TRAIL						Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 REG ED						78	4	19.5	76		4	19.0	97	5	19.4	115	5	23.0
2019-20 REG ED						78	4	19.5	78		4	19.5	76	4	19.0	97	5	19.4

			Grade 5			Grade 6			
WALKER			Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size	
2018-19 SP ED SC			3			9			
2018-19 REG ED			333			348			
Total			336			357			693
2019-20 SP ED SC			7			3			
2019-20 REG ED			307	14	22	333			
Total			314			336			650
									43

	Grade 7			Grade 8		
SUMMIT HILL JR HIGH	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 SP ED SC	4			10		
2018-19 REG ED	361			368		
Total	365			378		
2018-19 SP ED SC	9			4		
2019-20 REG ED	348			361		
Total	357			365		

		2019-20
Kindergarten	23	20
Grade 1 &2	25	
Grade 3 - 8	27	
Gr. 1-5		22

HANDOUT #6

TIGHT ROLL UP

NOT RECOMMENDED

2/2/2019

2019-20		EC/Pre-K	Kindergarten - 23 max			Grade 1 - 25 max			Grade 2 - 25 max				Grade 3 - 27 max			Grade 4 - 27 max		
ROGUS		Students	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 SP ED SC		25	9			7			8				10			3		
2018-19 REG ED		38	245	11	22.3	66	3	22.0	90		4	22.5	93	4	23.3	100	5	20
Total		63	254			73			98				103			103		
2019-20 SP ED SC						9			7				8			10		
2019-20 REG ED			236	11	21.5	80	4	20.0	66		3	22.0	90	4	22.5	93	4	23.3
Total			236			89			73		3		98			103		

						Grade 1			Grade 2				Grade 3			Grade 4		
ARBURY HILLS						Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 SP ED SC						1			2				0			5		
2018-19 REG ED						41	2	20.5	43		2	22	57	3	19	42	2	21.0
Total						42			45				57			47		
2019-20 SP ED SC						1			1				2			0		
2019-20 REG ED						37	2	18.5	42		2	21.0	43	2	22	57	3	19
Total						38			42				45			57		

						Grade 1			Grade 2				Grade 3			Grade 4		
FRANKFORT SQUARE						Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 REG ED						42	2	21.0	37		2	18.5	49	3	16.3	50	3	16.7
2019-20 REG ED						50	2	25.0	42		2	21.0	37	2	18.5	49	2	24.5

						Grade 1			Grade 2				Grade 3			Grade 4		
INDIAN TRAIL						Students	Sctns	Avg Class Size	Students		Sctns	Avg Class Size	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 REG ED						78	4	19.5	76		4	19.0	97	5	19.4	115	5	23.0
2019-20 REG ED						78	4	19.5	78		4	19.5	76	3	25.3	97	4	24.3

			Grade 5			Grade 6			
WALKER			Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size	
2018-19 SP ED SC			3			9			
2018-19 REG ED			333	14		348			
Total			336			357			693
2019-20 SP ED SC			7			3			
2019-20 REG ED			307	12	26	333			
Total			314			336			650

	Grade 7			Grade 8		
SUMMIT HILL JR HIGH	Students	Sctns	Avg Class Size	Students	Sctns	Avg Class Size
2018-19 SP ED SC	4			10		
2018-19 REG ED	361			368		
Total	365			378		
2018-19 SP ED SC	9			4		
2019-20 REG ED	348			361		
Total	357			365		

Educational | O & M | Transportation | IMRF / SS | Working Cash | Tort

Summit Hill SD 161 | Summit Hill Baseline Model

Projection Summary

	BUDGET	REVENUE / EXPENDITURE PROJECTIONS								
	FY 2019	FY 2020	%Δ	FY 2021	%Δ	FY 2022	%Δ	FY 2023	%Δ	FY 2024	%Δ
REVENUE											
Local	$31,200,485	$32,055,633	2.74%	$32,799,960	2.32%	$33,494,733	2.12%	$34,199,930	2.11%	$34,915,705	2.09%
State	$4,596,325	$4,676,325	1.74%	$4,676,325	0.00%	$4,676,325	0.00%	$4,676,325	0.00%	$4,676,325	0.00%
Federal	$1,196,683	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$36,993,493**	**$37,928,641**	**2.53%**	**$38,672,968**	**1.96%**	**$39,367,741**	**1.80%**	**$40,072,938**	**1.79%**	**$40,788,713**	**1.79%**
EXPENDITURES											
Salary and Benefit Costs	$25,574,418	$26,396,084	3.21%	$27,245,226	3.22%	$28,122,811	3.22%	$29,029,839	3.23%	$29,967,351	3.23%
Other	$10,226,353	$10,387,510	1.58%	$10,551,511	1.58%	$10,718,413	1.58%	$10,888,271	1.58%	$11,061,141	1.59%
TOTAL EXPENDITURES	**$35,800,771**	**$36,783,593**	**2.75%**	**$37,796,738**	**2.75%**	**$38,841,224**	**2.76%**	**$39,918,110**	**2.77%**	**$41,028,492**	**2.78%**
SURPLUS / DEFICIT	**$1,192,722**	**$1,145,048**		**$876,230**		**$526,517**		**$154,828**		**($239,779)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	$0	**$0**		$0		**$0**		**$0**		$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$1,192,722**	**$1,145,048**		**$876,230**		**$526,517**		**$154,828**		**($239,779)**	
BEGINNING FUND BALANCE	**$20,777,584**	**$21,970,306**		**$23,115,354**		**$23,991,584**		$24,518,101		**$24,672,929**	
AUDIT ADJUSTMENTS TO FUND BALANCE	$0	$0		$0		$0		$0		$0	
PROJECTED YEAR END BALANCE	**$21,970,306**	**$23,115,354**		$23,991,584		**$24,518,101**		**$24,672,929**		**$24,433,149**	
FUND BALANCE AS % OF EXPENDITURES	**61.37%**	**62.84%**		63.48%		**63.12%**		61.81%		**59.55%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**7.36**	**7.54**		7.62		**7.57**		7.42		**7.15**	

Powered By:
FORECASTS
ANALYTICS

© 2019 Forecast5 Analytics, Inc.

Educational Fund

Summit Hill SD 161 | Summit Hill Baseline Model

Projections Summary

	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2019	FY 2020	% Δ	FY 2021	% Δ	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ
REVENUE											
Local	$25,083,387	$25,779,402	2.77%	$26,379,309	2.33%	$26,939,277	2.12%	$27,507,646	2.11%	$28,084,539	2.10%
State	$2,946,325	$3,026,325	2.72%	$3,026,325	0.00%	$3,026,325	0.00%	$3,026,325	0.00%	$3,026,325	0.00%
Federal	$1,196,683	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%	$1,196,683	0.00%
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$29,226,395**	**$30,002,410**	**2.66%**	**$30,602,317**	**2.00%**	**$31,162,285**	**1.83%**	**$31,730,654**	**1.82%**	**$32,307,547**	**1.82%**
EXPENDITURES											
Salary and Benefit Costs	$24,184,126	$24,961,389	3.21%	$25,764,662	3.22%	$26,594,859	3.22%	$27,452,931	3.23%	$28,339,861	3.23%
Other	$4,025,791	$4,068,622	1.06%	$4,111,933	1.06%	$4,155,729	1.07%	$4,200,017	1.07%	$4,244,802	1.07%
TOTAL EXPENDITURES	**$28,209,917**	**$29,030,011**	**2.91%**	**$29,876,594**	**2.92%**	**$30,750,588**	**2.93%**	**$31,652,947**	**2.93%**	**$32,584,662**	**2.94%**
SURPLUS / DEFICIT	**$1,016,478**	**$972,399**		**$725,723**		**$411,697**		**$77,707**		**($277,115)**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	$0	**$0**		**$0**		**$0**		$0		$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$1,016,478**	**$972,399**		**$725,723**		**$411,697**		**$77,707**		**($277,115)**	
BEGINNING FUND BALANCE	**$10,784,799**	**$11,801,277**		$12,773,676		**$13,499,399**		$13,911,095		**$13,988,802**	
AUDIT ADUSTMENTS TO FUND BALANCE											
PROJECTED YEAR END BALANCE	**$11,801,277**	**$12,773,676**		**$13,499,399**		**$13,911,095**		$13,988,802		**$13,711,687**	
FUND BALANCE AS % OF EXPENDITURES	**41.83%**	**44.00%**		45.18%		**45.24%**		**44.19%**		42.08%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	**5.02**	**5.28**		5.42		**5.43**		**5.30**		5.05	

Powered By:
FORECAST5 ANALYTICS

©2018 Forecast5 Analytics, Inc.

Operations and Maintenance Fund

Summit Hill SD 161 | Summit Hill Baseline Model

Projection Summary

	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2019	FY 2020	%Δ	FY 2021	%Δ	FY 2022	%Δ	FY 2023	%Δ	FY 2024	%Δ
REVENUE											
Local	$3,385,842	$3,472,759	2.57%	$3,551,641	2.27%	$3,625,271	2.07%	$3,700,006	2.06%	$3,775,862	2.05%
State	$0	$0		$0		$0		$0		$0	
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	$3,385,842	$3,472,759	2.57%	$3,551,641	2.27%	$3,625,271	2.07%	$3,700,006	2.06%	$3,775,862	2.05%
EXPENDITURES											
Salary and Benefit Costs	$577,905	$597,759	3.44%	$618,334	3.44%	$639,659	3.45%	$661,763	3.46%	$684,675	3.46%
Other	$3,311,132	$3,368,883	1.74%	$3,427,704	1.75%	$3,487,615	1.75%	$3,548,639	1.75%	$3,610,796	1.75%
TOTAL EXPENDITURES	$3,889,037	$3,966,642	2.00%	$4,046,038	2.00%	$4,127,275	2.01%	$4,210,401	2.01%	$4,295,470	2.02%
SURPLUS / DEFICIT	($503,195)	($493,883)		($494,397)		($502,004)		($510,395)		($519,608)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	$0	$0		$0		$0		$0		$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	($503,195)	($493,883)		($494,397)		($502,004)		($510,395)		($519,608)	
BEGINNING FUND BALANCE	$2,449,743	$1,946,548		$1,452,665		$958,268		$456,265		($54,131)	
AUDIT ADJUSTMENTS TO FUND BALANCE											
PROJECTED YEAR END BALANCE	$1,946,548	$1,452,665		$958,268		$456,265		($54,131)		($573,739)	
FUND BALANCE AS % OF EXPENDITURES	50.05%	36.62%		23.68%		11.05%		-1.29%		-13.36%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	6.01	4.39		2.84		1.33		-0.15		-1.60	

Powered By:
FORECAST5 ANALYTICS

©2018 Forecast5 Analytics, Inc.

Transportation Fund

Summit Hill SD 161 | Summit Hill Baseline Model

Projection Summary

	BUDGET	REVENUE / EXPENDITURE PROJECTIONS									
	FY 2019	FY 2020	% Δ	FY 2021	% Δ	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ
REVENUE											
Local	$1,363,283	$1,400,218	2.71%	$1,433,738	2.39%	$1,465,027	2.18%	$1,496,785	2.17%	$1,529,020	2.15%
State	$1,650,000	$1,650,000	0.00%	$1,650,000	0.00%	$1,650,000	0.00%	$1,650,000	0.00%	$1,650,000	0.00%
Federal	$0	$0		$0		$0		$0		$0	
Other	$0	$0		$0		$0		$0		$0	
TOTAL REVENUE	**$3,013,283**	**$3,050,218**	**1.23%**	**$3,083,738**	**1.10%**	**$3,115,027**	**1.01%**	**$3,146,785**	**1.02%**	**$3,179,020**	**1.02%**
EXPENDITURES											
Salary and Benefit Costs	$68,655	$70,892	3.26%	$73,205	3.26%	$75,596	3.27%	$78,069	3.27%	$80,627	3.28%
Other	$2,610,781	$2,662,997	2.00%	$2,716,257	2.00%	$2,770,582	2.00%	$2,825,993	2.00%	$2,882,513	2.00%
TOTAL EXPENDITURES	**$2,679,436**	**$2,733,888**	**2.03%**	**$2,789,461**	**2.03%**	**$2,846,178**	**2.03%**	**$2,904,063**	**2.03%**	**$2,963,140**	**2.03%**
SURPLUS / DEFICIT	**$333,847**	**$316,330**		**$294,277**		$268,849		**$242,722**		**$215,880**	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	$0	$0		$0		$0		$0		$0	
Other Financing Uses	$0	$0		$0		$0		$0		$0	
TOTAL OTHER FIN. SOURCES / USES	**$0**	**$0**		**$0**		**$0**		**$0**		**$0**	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	**$333,847**	**$316,330**		**$294,277**		**$268,849**		**$242,722**		**$215,880**	
BEGINNING FUND BALANCE	$1,246,361	**$1,580,208**		**$1,896,538**		$2,190,814		**$2,459,663**		**$2,702,386**	
AUDIT ADJUSTMENTS TO FUND BALANCE											
PROJECTED YEAR END BALANCE	$1,580,208	$1,896,538		**$2,190,814**		$2,459,663		**$2,702,386**		**$2,918,266**	
FUND BALANCE AS % OF EXPENDITURES	58.98%	69.37%		**78.54%**		86.42%		**93.06%**		**98.49%**	
FUND BALANCE AS # OF MONTHS OF EXPEND.	7.08	8.32		**9.42**		10.37		**11.17**		**11.82**	

Powered By:
FORECAST5 ANALYTICS

©2018 Forecast5 Analytics, Inc.