

Illinois State Board of Education

Affirmative Action Plan

for Fiscal Year 2020



Illinois State Board of Education
100 North First Street Springfield, Illinois 62777
Phone: (217) 782-6434
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Illinois
State Board of
Education

Whole Child • Whole School • Whole Community

Illinois State Board of Education
Affirmative Action Plan
For Fiscal Year 2020

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Section One



Illinois State Board of Education
Equal Employment Opportunity/Affirmative Action Program
Program Certification

Affirmative Action Plan
Fiscal Year 2020

Any questions regarding the Illinois State Board of Education Affirmative Action Plan for Fiscal Year 2020 can be directed to:

Edward Graham
Director of Labor Relations, EEO/AA Officer
Illinois State Board of Education
100 West Randolph Street, Suite 14-300
Chicago, Illinois 60601
(312) 814-5996

This is to certify that the attached documents represent the Equal Employment Opportunity/Affirmative Action Program of the Illinois State Board of Education.

Dr. Carmen I. Ayala
State Superintendent of Education

8/28/19

Date

Edward Graham
Director of Labor Relations
EEO/AA Officer

8/28/19

Date

State Superintendent of Education's Policy Statement Regarding Affirmative Action

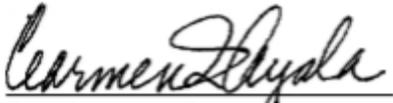
As the state agency for education, the Illinois State Board of Education acknowledges a special responsibility to practice and promote equity of opportunity in education, and in educational employment. This agency also recognizes that the insidious nature of discrimination calls for concerted efforts to eliminate its effect. Therefore, the Illinois State Board of Education will provide statewide leadership through the exemplary conduct of its own affairs and by encouraging and assisting local schools to join in the development of practices that assure fair treatment and full opportunity for all.

The achievement of nondiscrimination through affirmative action is a stated goal of the Illinois State Board of Education. In response to this goal, and consistent with the responsibility and interest of the State Superintendent of Education, a program of affirmative action will be implemented. The primary goals of the program will be:

- to develop and implement effective policies and practices regarding affirmative action and nondiscrimination, and to provide administrators with sufficient information on legal requirements to meet their responsibilities;
- to eliminate and prevent unlawful discrimination in all aspects of Illinois State Board of Education employment;
- to assure reasonable accommodation to the known disabilities of otherwise qualified applicants and employees, as well as reasonable accommodations necessitated by pregnancy or childbirth; and to take affirmative action to increase the number of qualified persons with disabilities in the agency as a whole;
- to recruit, hire, promote and retain women and minorities so that any underutilizations are eliminated;
- to provide employees who feel they have been subjected to discriminatory treatment or harassment the opportunity to file complaints through internal complaint procedures, without retaliation, and to make employees aware of their right to file complaints with external compliance agencies;
- to encourage the development of training programs which are sensitive to the needs of women and minority group members, and to develop a system of compliance, monitoring, reviewing and revising the Affirmative Action Program.

The Director of Labor Relations and the Chief Operating & Professional Capital Officer will be responsible for the overall development and administration of the Affirmative Action Program. Each administrator shall be accountable for compliance with anti-discrimination and affirmative action policies and regulations and federal and state laws which prohibit discrimination on the basis of race, sex, color, religion, national origin, ancestry, age,

disability, pregnancy or childbirth, marital status, order of protection status, sexual orientation, unfavorable discharge from military service, military status, arrest record, genetic information, and citizenship status (with regard to employment status).

A handwritten signature in black ink, appearing to read "Carmen Ayala". The signature is written in a cursive style with a horizontal line underneath.

Dr. Carmen I. Ayala
State Superintendent of Education

Illinois State Board of Education

Mission Statement, Goals and Agency Profile

Mission

Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

Goals

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Agency Profile

The Illinois State Board of Education sets educational policies and guidelines for public and private schools in Illinois, preschool through grade twelve, as well as vocational education. It analyzes the aims, needs and requirements of education and recommends legislation to the General Assembly and Governor for the benefit of the more than two million school children in Illinois. The agency is led by Dr. Carmen I. Ayala, State Superintendent of Education.

Members of the State Board of Education, listed below, are appointed by the Governor of Illinois, with the consent of the Illinois State Senate.

State Board of Education Members

Darren Reisberg, Chairman
Dr. Donna L. Leak – Vice Chairperson
Dr. Cristina Pacione-Zayas, Secretary
Cynthia Latimer
Jacqueline Robbins
Dr. Christine Benson
Susie Morrison
Dr. Davis R. Lett
Jane Quinlan

As of June 30, 2019, the Illinois State Board of Education has a total of 418 employees located in the agency's Springfield and Chicago offices.

Responsibility for Equal Employment Opportunity/ Affirmative Action Programs

General Policy

Although each administrator shall be accountable for compliance with equal employment opportunity and affirmative action regulations, the Director of Labor Relations and the Chief Operating & Professional Capital Officer shall be responsible for the overall development and administration of the Affirmative Action Program.

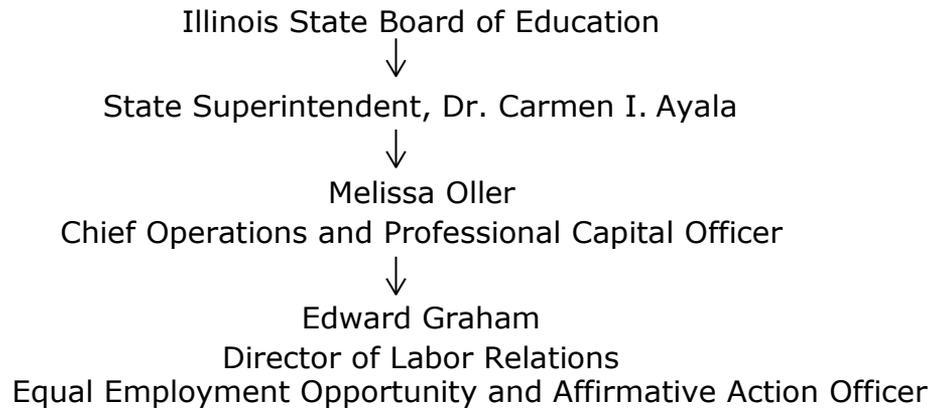
Mission Statement

Director of Labor Relations, who serves as the agency's Equal Employment Opportunity and Affirmative Action Officer, and his or her designee(s) will be charged with carrying out the following mission:

- To develop procedures for administrators which will regulate and document agency compliance with fair employment practices and affirmative action requirements in personnel and business affairs;
- To monitor personnel transactions for compliance with state and federal equal employment opportunity requirements pertaining to employee selection, promotion, grievances, discipline, evaluation, layoff, recall, and discharge;
- To identify affirmative action staffing deficiencies and make hiring officials aware of any such deficiencies;
- To assist hiring officials in identifying referral sources for qualified persons with disabilities and minority and female applicants for agency positions;
- To serve as hearing officer for employee complaints alleging discrimination due to violation of equal employment opportunity statutes and regulations, and to report required information regarding complaints to the Illinois Department of Human Rights; To provide documentation and information when requested regarding external and internal complaints and claims of discrimination;
- To provide employees and administrative staff with information on equal employment opportunity principles, rights, and requirements through training and the distribution of materials, including the Annual Affirmative Action Plan;
- To provide external customers with general information upon request regarding the agency's Affirmative Action and Equal Employment Opportunity programs;
- To prepare the agency's Annual Affirmative Action Plan and required reports and distribute them to the Illinois Department of Human Rights and other authorities as required; and

- To advise the State Superintendent of Education of any recommended changes or enhancements to improve the Affirmative Action and Equal Employment Opportunity Programs.

Responsible Agency Staff



Edward Graham
Director of Labor Relations
Equal Employment Opportunity and Affirmative Action Officer
Illinois State Board of Education
100 West Randolph Street, Suite 14-300
Chicago, Illinois 60601
(312) 814-5996



Illinois State Board of Education

Illinois State Board of Education

Darren Reisberg
Chairman

Board Services
Ana Arredondo

State Superintendent
Dr. Carmen I. Ayala

Internal Audit
Tassi Maton

Research and Evaluation
Dr. Brenda M. Dixon

Finance
Robert Wolfe

Operations & Professional Capital
Melissa Oller

Chief Education Officer
Dr. Ernesto Matias

Legal
Trisha Olson

Data Strategies & Analytics
Patrick Payne

Funding & Disbursements
Tim Imler

Human Resources
Miguel Calderon

Teaching & Learning
Jason Helfer, Ph.D.

Legislative Affairs
Amanda Elliott

Fiscal Support Services
Vacant

Information Systems
John Shake

Safe & Healthy Climate
Jeff Aranowski

Budget & Financial Management
Scott Harry

Technology Support & Infrastructure
Nancy Diefenback

Innovation & Secondary Transformation
Mary Reynolds

State Funding & Forecasting
Jason Hall

Facility Management
Dave Moser

Special Education Administration
Heather Calomese

School Business Services
Deb Vespa

Professional Capital
Jeremy Mehochko

Equity & Access
Jason Helfer, Ph.D. (A)

Internal Communications
Megan Griffin

IL-EMPOWER
Allison Sherman

External Communications
Jackie Matthews

CPS ROE Services
Vacant

Methods of Disseminating the Illinois State Board of Education Affirmative Action Plan and Policy

The Illinois State Board of Education (ISBE) Affirmative Action Plan (AA Plan) is disseminated both internally and externally. The ISBE Affirmative Action Policy (AA Policy) is included in the ISBE Affirmative Action Plan. The ISBE AA Plan is distributed throughout the agency to Center Directors, Division Administrators and other supervisory personnel statewide. The ISBE AA Plan is also available for review on the agency's Intranet. For visually impaired persons, Human Resources and Labor Relations will provide proper accommodations for those persons to access the plan. Upon acceptance and approval of the AA Plan by IDHR, ISBE employees will be notified regarding the availability of the plan for review.

The ISBE AA Plan is distributed externally to a variety of organizations such as: the Illinois State Library; the Springfield Urban League, the Chicago Urban League; Illinois Association of Minorities in Government, the Illinois Association of Hispanic State Employees; the National Association for the Advancement of Colored People (NAACP) Springfield Branch; American Indian Center; Asian American Institute; Korean American Community Services; Midwest Association of Hispanic Accountants (DePaul University); National Black MBA Association and El Valor. The ISBE AA Plan is also available to others upon request.

Additionally, the ISBE AA Policy is published in the Employee Handbook. During new employee orientation, new employees are notified of the agency's AA Policy and its availability on the agency's Intranet. Special presentations relative to the functions and responsibilities relating to EEO/AA may be presented from time to time during managerial staff meetings. The ISBE AA Policy and EEO/AA posters are displayed on bulletin boards in conspicuous locations in both the Springfield and Chicago offices. ISBE Career Opportunities lists and employment applications carry the information that ISBE is an "Equal Opportunity/Affirmative Action Employer."

Section Two

Illinois State Board of Education

*Information on Completion of
Workforce Analysis, Availability Percentages and Utilization Analysis
for the **Fiscal Year 2020 Affirmative Action Plan***

All data used to complete the Workforce Analysis, Availability Percentages, and Utilization Analysis forms on the following pages was accurate as of June 30, 2019.

For the purposes of the Availability Percent Worksheets and Utilization Analysis, External Workforce Data was provided by the Illinois Department of Human Rights State Agency Liaison Unit.

Promotable Categories From Within the Agency

Officials/Administrators

*Professionals

Professionals

**Office/Clericals

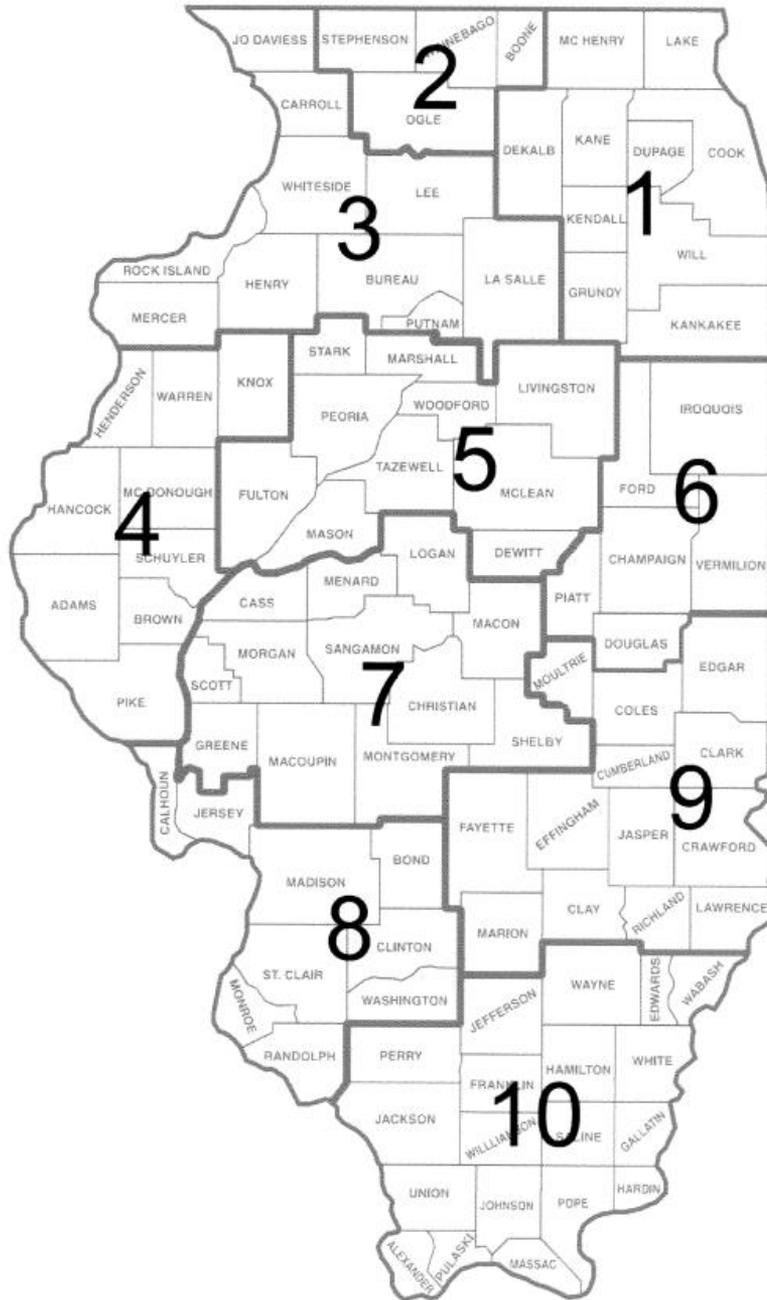
Office/Clerical

None

***Official/Administrator category**: Those persons who are presently promotable for positions in the Official/Administrator category are now in the Professional category. In addition to possessing advanced degrees, persons filling Official/Administrator vacancies in the agency should have an extensive background in management in the required areas of expertise. The specificity of requirements for Official/Administrator positions substantially restrict the number of employees who are promotable and necessitate external recruitment.

****Professional category**: Those persons who are presently promotable for positions in the Professional category are now in the Office/Clerical category. Promotion from the Office/Clerical category is generally limited to entry level Professional positions. More advanced Professional positions require at least a Bachelor's degree, which limits the number of employees who are promotable and necessitates external recruitment.

Illinois Department of Human Rights State Regional Map



Illinois Counties by Region

REGION 1

Cook
DeKalb
DuPage
Grundy
Kane
Kankakee
Kendall
Lake
McHenry
Will

REGION 2

Boone
Ogle
Stephenson
Winnebago

REGION 3

Bureau
Carroll
Henry
Jo Daviess
LaSalle
Lee
Mercer
Putnam
Rock Island
Whiteside

REGION 4

Adams
Brown
Hancock
Henderson
Knox
McDonough
Pike
Schuyler
Warren

REGION 5

DeWitt
Fulton
Livingston
Marshall
Mason
McLean
Peoria
Stark
Tazewell
Woodford

REGION 6

Champaign
Douglas
Ford
Iroquois
Piatt
Vermilion

REGION 7

Christian
Cass
Greene
Logan
Macon
Macoupin
Menard
Morgan
Montgomery
Sangamon
Scott
Shelby

REGION 8

Bond
Calhoun
Clinton
Jersey
Madison
Monroe
Randolph
St. Clair
Washington

REGION 9

Clark
Clay
Coles
Crawford
Cumberland
Edgar
Effingham
Fayette
Jasper
Lawrence
Marion
Moultrie
Richland

REGION 10

Alexander
Edwards
Franklin
Gallatin
Hamilton
Hardin
Jackson
Jefferson
Johnson
Massac
Perry
Pope
Pulaski
Saline
Union
Wabash
Wayne
White
Williamson

Illinois State Board of Education Underutilization Summary

The Illinois State Board of Education is comprised of 418 employees working in three of the eight Illinois Department of Human Rights Equal Employment Opportunity (EEO) job categories. Of the 418 employees, 68 employees are in the Official/Administrator category, 295 employees are in the Professional category, and 55 employees are in the Office/Clerical category.

The Illinois State Board of Education is located in two regions in the State of Illinois: Region 1 (Chicago) and Region 7 (Springfield). Of these two regions, Region 7 has the highest number of employees and serves as the agency's headquarters.

The Affirmative Action Group breakdown of the Illinois State Board of Education is as follows: 32.30% of the workforce is male; 67.70% of the workforce is female; 79.43% of the workforce is White; 9.81% of the workforce is Black/ African American; 4.07% of the workforce is Hispanic/Latino; 6.46% of the workforce is Asian; 0.24% of the workforce is American Indian, Alaska/ Native; and, 0% of the workforce is Native Hawaiian/ Other Pacific Islander. A total of 20.57% of ISBE staff members are minorities.

Summary of Workforce Analysis by Region

Agency: Illinois State Board of Education

Reporting Period: Fourth Quarter, Fiscal Year 2019

Grand Total

EEO Category	Grand Total	MALES							FEMALES							PERCENTAGES										
		Total	W	B/AA	H/L	A	AI/AN	NH OPI	PWD	Total	W	B/AA	H/L	A	AI/AN	NH OPI	PWD	M	F	W	B/AA	H/L	A	AI/AN	NHOPI	PWD
Officials / Administrators	68	33	29	1	1	2		3	35	26	6	2	1		2	48.53%	51.47%	80.88%	10.29%	4.41%	4.41%					7.35%
Professionals	295	95	81	3	3	8		2	200	151	25	10	14		7	32.20%	67.80%	78.64%	9.49%	4.41%	7.46%					3.05%
Technicians																										
Protective Service																										
Para-professionals																										
Administrative Support	55	7	6				1		48	39	6	1	2		6	12.73%	87.27%	81.82%	10.91%	1.82%	3.64%	1.82%			10.91%	
Skilled Craft																										
Service / Maintenance																										
TOTAL	418	135	116	4	4	10	1	5	283	216	37	13	17		15	32.30%	67.70%	79.43%	9.81%	4.07%	6.46%	0.24%				4.78%

Grand Total Employees:		Males:	135	Females:	283	Total Minorities:	86
			32.30%		67.70%		20.57%
White:	332	Black/African American:	41	Hispanic/Latino:	17	Asian:	27
	79.43%		9.81%		4.07%		6.46%
						AI/AN:	1
							0.24%
						NHOPI:	
							PWD:
							20
							4.78%

N=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NHOPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities
 JHR-9 (Rev. Feb. 2016)

Workforce Analysis by Region

Agency: Illinois State Board of Education

Reporting Period: Fourth Quarter, Fiscal Year 2019

Region: **Region 1**

EEO Category	Grand Total	MALES								FEMALES								PERCENTAGES								
		Total	W	B/AA	H/L	A	AI/AN	NH OPI	PWD	Total	W	B/AA	H/L	A	AI/AN	NH OPI	PWD	M	F	W	B/AA	H/L	A	AI/AN	NHOPI	PWD
Officials / Administrators	18	6	4	1	1					12	4	5	2	1			1	33.33%	66.67%	44.44%	33.33%	16.67%	5.56%	0.00%	0.00%	5.56%
Professionals	51	13	7	1	2	3				38	17	14	5	2			3	25.49%	74.51%	47.06%	29.41%	13.73%	9.80%	0.00%	0.00%	5.88%
Technicians	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Protective Service	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Para-professionals	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Administrative Support	4	1					1			3		2	1				1	25.00%	75.00%	0.00%	50.00%	25.00%	0.00%	25.00%	0.00%	25.00%
Skilled Craft	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Service / Maintenance	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL	73	20	11	2	3	3	1	0	0	53	21	21	8	3	0	0	5	27.40%	72.60%	43.84%	31.51%	15.07%	8.22%	1.37%	0.00%	6.85%

Grand Total Employees for Region 1:	Males:	20	Females:	53	Total Minorities:	41							
		27.40%		72.60%		56.16%							
White:	32	Black/African American:	23	Hispanic/Latino:	11	Asian:	6	AI/AN:	1	NHOPI:	0	PWD:	5
	43.84%		31.51%		15.07%		8.22%		1.37%		0.00%		6.85%

W=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NHOPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities
 DHR-9 (Rev. Feb. 2016)

Workforce Analysis by Region

Agency: Illinois State Board of Education

Reporting Period: Fourth Quarter, Fiscal Year 2019

Region: 7

EEO Category	Grand Total	MALES								FEMALES								PERCENTAGES								
		Total	W	B/AA	H/L	A	AI/AN	NH OPI	PWD	Total	W	B/AA	H/L	A	AI/AN	NH OPI	PWD	M	F	W	B/AA	H/L	A	AI/AN	NHOPI	PWD
Officials / Administrators	50	27	25			2			3	23	22	1					1	54.00%	46.00%	94.00%	2.00%	0.00%	4.00%	0.00%	0.00%	8.00%
Professionals	244	82	74	2	1	5			2	162	134	11	5	12			4	33.61%	66.39%	85.25%	5.33%	2.46%	6.97%	0.00%	0.00%	2.46%
Technicians	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Protective Service	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Para-professionals	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Administrative Support	51	6	6							45	39	4	0	2			5	11.76%	88.24%	88.24%	7.84%	0.00%	3.92%	0.00%	0.00%	9.80%
Skilled Craft	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Service / Maintenance	0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
TOTAL	345	115	105	2	1	7	0	0	5	230	195	16	5	14	0	0	10	33.33%	66.67%	86.96%	5.22%	1.74%	6.09%	0.00%	0.00%	4.35%

Grand Total Employees for Region 7:	Males:	115	Females:	230	Total Minorities:	45							
		33.33%		66.67%		13.04%							
White:	300	Black/African American:	18	Hispanic/Latino:	6	Asian:	21	AI/AN:	0	NHOPI:	0	PWD:	15
	86.96%		5.22%		1.74%		6.09%		0.00%		0.00%		4.35%

W=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NHOPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities
 DHR-9 (Rev. Feb. 2016)

Workforce Transactions Report
by EEO Category

Agency: Illinois Board of Education

Reporting Period: Fourth Quarter Fiscal Year 2019

EEO Category: OFFICIALS / ADMINISTRATORS

Transaction	Grand		MALES							FEMALES							PERCENTAGES								
	Total	Total	W	B/AA	H/L	A	AI AN	NH OPI	PWD	Total	W	B/AA	H/L	A	AI AN	NH OPI	PWD	M	F	W	B/AA	H/L	A	AI AN	NH OPI
New Hires	2	2	1			1			0	0	0						100.00%	0.00%	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%
Promotions	2	0							2	2							0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Intra-Agency Transfers	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Suspensions	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Separations	2	0							2	2							0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Discharges	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lay Off	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Demotions	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reductions	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reinstatements	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Reemployment	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Upward Reallocations	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Downward Reallocations	0	0							0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

W=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NH/OPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities

**Workforce Transactions Report
by EEO Category**

Agency: Illinois Board of Education

Reporting Period: Fourth Quarter Fiscal Year 2019

EEO Category: PROFESSIONALS

Transaction	MALES									FEMALES									PERCENTAGES								
	Grand		W	B/AA	H/L	A	AI AN	NH OPI	PWD	Total	W	B/AA	H/L	A	AI AN	NH OPI	PWD	M	F	W	B/AA	H/L	A	AI AN	NH OPI	PWD	
	Total	Total																									
New Hires	16	6	4		1	1				10	6	3	1					37.50%	62.50%	62.50%	18.75%	12.50%	6.25%	0.00%	0.00%	0.00%	
Promotions	1	0							1	1								0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Intra-Agency Transfers	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Suspensions	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Separations	6	1	1						5	3			2					16.67%	83.33%	66.67%	0.00%	0.00%	33.33%	0.00%	0.00%		
Discharges	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Lay Off	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Demotions	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Reductions	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Reinstatements	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Reemployment	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Upward Reallocations	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Downward Reallocations	0	0							0									0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		

W=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NHOPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities

**Workforce Transactions Report
by EEO Category**

Illinois Board of Education

Reporting Period: Fourth Quarter Fiscal Year 2019

ADMINISTRATIVE SUPPORT

Grand Total	MALES								FEMALES								PERCENTAGES								
	Total	W	B/AA	H/L	A	AI AN	NH OPI	PWD	Total	W	B/AA	H/L	A	AI AN	NH OPI	PWD	M	F	W	B/AA	H/L	A	AI AN	NH OPI	PWD
2	1					1			1	1							50.00%	50.00%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2	0								2	1	1						0.00%	100.00%	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0	0								0								0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NH/OPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities

**Summary of Workforce Transactions Report
by EEO Category**

Agency: Board of Education **Reporting Period:** Total Fiscal Year 2019

EEO Category: GRAND TOTAL

Transaction	MALES										FEMALES						PERCENTAGES									
	Grand Total	Total	W	B/AA	H/L	A	AI AN	NH OPI	PWD	Total	W	B/AA	H/L	A	AI AN	NH OPI	PWD	M	F	W	B/AA	H/L	A	AI AN	NH OPI	PWD
New Hires	82	27	21	2	1	2	1			55	35	13	4	3				32.93%	67.07%	68.29%	18.29%	6.10%	6.10%	1.22%		
Promotions	18	3	3							15	11	1		3				16.67%	83.33%	77.78%	5.56%		16.67%			
Intra-Agency Transfers																										
Suspensions																										
Separations	56	13	12	1						43	35	5		3		1		23.21%	76.79%	83.93%	10.71%		5.36%			1.79%
Discharges	2									2	2							100.00%	100.00%							
Lay Off																										
Demotions																										
Reductions																										
Reinstatements																										
Reemployment																										
Upward Reallocations																										
Downward Reallocations																										

W=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NH/OPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
WOMEN
 Region: 1
 Facility:

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	579,975	236,070	40.70%	70	28.49	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	38	74.51%	30	22.35	Agency Workforce.
				100	40.68	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
BLACK or AFRICAN AMERICAN
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	579,975	53,735	9.27%	70	6.49	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	15	29.41%	30	8.82	Agency Workforce.
				100	12.25	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
HISPANIC or LATINO
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	579,975	46,855	8.08%	70	5.66	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	7	13.73%	30	4.12	Agency Workforce.
				100	7.82	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
ASIAN
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	579,975	36,110	6.23%	70	4.36	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	5	9.80%	30	2.94	Agency Workforce.
				100	5.84	Availability Percent

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
AMERICAN INDIAN or ALASKAN NATIVE
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	579,975	508	0.09%	100	0.09	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	0	0.00%	0	0.00	Agency Workforce.
				100	0.07	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	579,975	190	0.03%	100	0.03	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	0	0.00%	0	0.00	Agency Workforce.
				100	0.03	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
WOMEN
 Region: 1
 Facility:

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	827,810	454,510	54.91%	95	52.16	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	4	3	75.00%	5	3.75	Agency Workforce.
				100	44.73	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
BLACK or AFRICAN AMERICAN
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	827,810	87,754	10.60%	95	10.07	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	4	2	50.00%	5	2.50	Agency Workforce.
				100	10.06	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
HISPANIC or LATINO
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	827,810	55,200	6.67%	95	6.33	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	4	1	25.00%	5	1.25	Agency Workforce.
				100	6.07	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
ASIAN
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	827,810	87,895	10.62%	100	10.62	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	4	0	0.00%	0	0.00	Agency Workforce.
				<u>100</u>	<u>8.49</u>	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
**AMERICAN INDIAN or
 ALASKAN NATIVE**
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	827,810	470	0.06%	95	0.05	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	4	1	25.00%	5	1.25	Agency Workforce.
				<u>100</u>	<u>1.04</u>	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
**NATIVE HAWAIIAN or OTHER
 PACIFIC ISLANDER**
 Region: 1
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	827,810	159	0.02%	100	0.02	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	4	0	0.00%	0	0.00	Agency Workforce.
				<u>100</u>	<u>0.02</u>	Availability Percent.

Utilization Analysis

Agency: Illinois State Board of Education
 Affirmative Action Group: **WOMEN** Region 1

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	18	51	0	0	0	4	0	0
Availability Percent	40.68	44.73	0.00	0.00	0.00	0.00	0.00	0.00
Number Needed for Parity	7	22	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	12	38	0	0	0	3	0	0

Underutilization

Agency: Illinois State Board of Education
 Affirmative Action Group: **BLACK or AFRICAN AMERICAN** Region 1

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	18	51	0	0	0	4	0	0
Availability Percent	12.25	10.06	0.00	0.00	0.00	0.00	0.00	0.00
Number Needed for Parity	2	5	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	6	15	0	0	0	2	0	0

Underutilization

Utilization Analysis

Agency: Illinois State Board of Education
 Affirmative Action Group: **HISPANIC or LATINO** Region 1

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	18	51	0	0	0	4	0	0
Availability Percent	7.82	6.07	0.00	0.00	0.00	0.00	0.00	0.00
Number Needed for Parity	1	3	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	3	7	0	0	0	1	0	0

Underutilization

Agency: Illinois State Board of Education
 Affirmative Action Group: **ASIAN** Region 1

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	18	51	0	0	0	4	0	0
Availability Percent	5.84	8.49	0.00	0.00	0.00	0.00	0.00	0.00
Number Needed for Parity	1	4	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	1	5	0	0	0	0	0	0

Underutilization

Utilization Analysis

Agency: Illinois State Board of Education
 Affirmative Action Group: **AMERICAN INDIAN or ALASKAN NATIVE** Region 1

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	18	51	0	0	0	4	0	0
Availability Percent	0.07	1.04	0.00	0.00	0.00	0.00	0.00	0.00
Number Needed for Parity	0	0	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	0	0	0	0	0	1	0	0

Underutilization

Agency: Illinois State Board of Education
 Affirmative Action Group: **NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER** Region 1

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	18	51	0	0	0	4	0	0
Availability Percent	0.03	0.02	0.00	0.00	0.00	0.00	0.00	0.00
Number Needed for Parity	0	0	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	0	0	0	0	0	0	0	0

Underutilization

Workforce Analysis by Region

Agency: Illinois State Board of Education

Reporting Period: 6/30/2019

Region: 1

EEO Category	Grand Total	MALES								FEMALES								PERCENTAGES								
		Total	W	B/AA	H/L	A	AI/ NH		PWD	Total	W	B/AA	H/L	A	AI/ NH		PWD	M	F	W	B/AA	H/L	A	AI/AN	NHOP	PWD
							AN	OPI							AN	OPI										
Officials / Administrators	18	6	4	1	1				12	4	5	2	1			1	33.33%	66.67%	44.44%	33.33%	16.67%	5.56%	0.00%	0.00%	5.56%	
Professionals	51	13	7	1	2	3			38	17	14	5	2		3	25.49%	74.51%	47.06%	29.41%	13.73%	9.80%	0.00%	0.00%	5.88%		
Technicians	0	0							0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Protective Service	0	0							0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Para-professionals	0	0							0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Administrative Support	4	1					1		3		2	1			1	25.00%	75.00%	0.00%	50.00%	25.00%	0.00%	25.00%	0.00%	25.00%		
Skilled Craft	0	0							0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Service / Maintenance	0	0							0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL	73	20	11	2	3	3	1	0	53	21	21	8	3	0	5	27.40%	72.60%	43.84%	31.51%	15.07%	8.22%	1.37%	0.00%	6.85%		

Grand Total Employees for Region 1:	Males: 20 27.40%	Females: 53 72.60%	Total Minorities: 41 56.16%
White: 32 43.84%	B/AA: 23 31.51%	H/L: 11 15.07%	Asian: 6 8.22%
			AI/AN: 1 1.37%
			NHOPI: 0 0.00%
			PWD: 5 6.85%

W=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NHOP=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
WOMEN
 Region: 7
 Facility:

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	28,960	11,365	39.24%	70	27.47	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	244	162	66.39%	30	19.92	Agency Workforce.
				100	37.91	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
BLACK or AFRICAN AMERICAN
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	28,960	844	2.91%	70	2.04	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	244	13	5.33%	30	1.60	Agency Workforce.
				100	2.91	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
HISPANIC or LATINO
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	28,960	389	1.34%	70	0.94	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	244	6	2.46%	30	0.74	Agency Workforce.
				100	1.34	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
ASIAN
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	28,960	320	1.10%	70	0.77	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	244	17	6.97%	30	2.09	Agency Workforce.
				<hr/> 100	<hr/> 2.29	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
AMERICAN INDIAN or ALASKAN NATIVE
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	28,960	44	0.15%	100	0.15	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	244	0	0.00%	0	0.00	Agency Workforce.
				<hr/> 100	<hr/> 0.12	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Officials/Administrators

Affirmative Action Group:
NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	28,960	0	0.00%	0	0.00	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	244	0	0.00%	0	0.00	Agency Workforce.
				<hr/> 0	<hr/> 0.00	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
WOMEN
 Region: 7
 Facility:

FACTORS	A Grand Total #	B Aff. Action Group #	C Percentage Total %	D Value Weight %	E Weighted Factor %	Source of Statistics
1. Those having requisite skills in the region.	43,165	24,855	57.58%	95	54.70	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	45	88.24%	5	4.41	Agency Workforce.
				<hr/> 100	<hr/> 47.29	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
BLACK or AFRICAN AMERICAN
 Region: 7
 Facility: 0

FACTORS	A Grand Total #	B Aff. Action Group #	C Percentage Total %	D Value Weight %	E Weighted Factor %	Source of Statistics
1. Those having requisite skills in the region.	43,165	1,885	4.37%	95	4.15	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	4	7.84%	5	0.39	Agency Workforce.
				<hr/> 100	<hr/> 3.63	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
HISPANIC or LATINO
 Region: 7
 Facility: 0

FACTORS	A Grand Total #	B Aff. Action Group #	C Percentage Total %	D Value Weight %	E Weighted Factor %	Source of Statistics
1. Those having requisite skills in the region.	43,165	438	1.01%	100	1.01	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	0	0.00%	0	0.00	Agency Workforce.
				<hr/> 100	<hr/> 0.81	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
ASIAN
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	43,165	1,305	3.02%	95	2.87	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	2	3.92%	5	0.20	Agency Workforce.
				100	2.45	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
AMERICAN INDIAN or ALASKAN NATIVE
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	43,165	58	0.13%	100	0.13	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	0	0.00%	0	0.00	Agency Workforce.
				100	0.11	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Professionals

Affirmative Action Group:
NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	43,165	30	0.07%	100	0.07	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	51	0	0.00%	0	0.00	Agency Workforce.
				100	0.06	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Administrative Support

Affirmative Action Group:
WOMEN
 Region: 7
 Facility:

FACTORS	A Grand Total #	B Aff. Action Group #	C Percentage Total %	D Value Weight %	E Weighted Factor %	Source of Statistics
1. Those having requisite skills in the region.	68,310	46,865	68.61%	100	68.61	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	0	0	0.00%	0	0.00	Agency Workforce.
				100	54.89	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Administrative Support

Affirmative Action Group:
BLACK or AFRICAN AMERICAN
 Region: 7
 Facility: 0

FACTORS	A Grand Total #	B Aff. Action Group #	C Percentage Total %	D Value Weight %	E Weighted Factor %	Source of Statistics
1. Those having requisite skills in the region.	68,310	4,299	6.29%	100	6.29	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	0	0	0.00%	0	0.00	Agency Workforce.
				100	5.03	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Administrative Support

Affirmative Action Group:
HISPANIC or LATINO
 Region: 7
 Facility: 0

FACTORS	A Grand Total #	B Aff. Action Group #	C Percentage Total %	D Value Weight %	E Weighted Factor %	Source of Statistics
1. Those having requisite skills in the region.	68,310	956	1.40%	100	1.40	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	0	0	0.00%	0	0.00	Agency Workforce.
				100	1.12	Availability Percent.

Availability Percent Worksheet

AGENCY: Illinois State Board of Education
 Category: Administrative Support

Affirmative Action Group:
ASIAN
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	68,310	334	0.49%	100	0.49	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	0	0	0.00%	0	0.00	Agency Workforce.
				100	0.39	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Administrative Support

Affirmative Action Group:
AMERICAN INDIAN or ALASKAN NATIVE
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	68,310	65	0.10%	100	0.10	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	0	0	0.00%	0	0.00	Agency Workforce.
				100	0.08	Availability Percent.

AGENCY: Illinois State Board of Education
 Category: Administrative Support

Affirmative Action Group:
NATIVE HAWAIIAN or OTHER PACIFIC ISLANDER
 Region: 7
 Facility: 0

FACTORS	A	B	C	D	E	Source of Statistics
	Grand Total #	Aff. Action Group #	Percentage Total %	Value Weight %	Weighted Factor %	
1. Those having requisite skills in the region.	68,310	14	0.02%	100	0.02	U. S. Census Bureau / American Community Survey.
2. Those promotable, trainable, and transferable in the region.	0	0	0.00%	0	0.00	Agency Workforce.
				100	0.02	Availability Percent.

Workforce Analysis by Region

Agency: Illinois State Board of Education

Reporting Period: 6/30/2019

Region: 7

EEO Category	Grand Total	MALES								FEMALES								PERCENTAGES								
		Total	W	B/AA	H/L	AI/ NH				Total	W	B/AA	H/L	AI/ NH				M	F	W	B/AA	H/L	A	AI/AN	NH/PI	PWD
						A	AN	OPI	PWD					A	AN	OPI	PWD									
Officials / Administrators	50	27	25			2			3	23	22	1				1	54.00%	46.00%	94.00%	2.00%	0.00%	4.00%	0.00%	0.00%	0.00%	8.00%
Professionals	244	82	74	2	1	5			2	162	134	11	5	12		3	33.61%	66.39%	85.25%	5.33%	2.46%	6.97%	0.00%	0.00%	2.05%	
Technicians	0	0								0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Protective Service	0	0								0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Para-professionals	0	0								0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Administrative Support	51	6	6							45	39	4		2		5	11.76%	88.24%	88.24%	7.84%	0.00%	3.92%	0.00%	0.00%	9.80%	
Skilled Craft	0	0								0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Service / Maintenance	0	0								0							0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL	345	115	105	2	1	7	0	0	5	230	195	16	5	14	0	9	33.33%	66.67%	86.96%	5.22%	1.74%	6.09%	0.00%	0.00%	4.06%	

Grand Total Employees for Region 7:	Males: 115 33.33%	Females: 230 66.67%	Total Minorities: 45 13.04%
White: 300 86.96%	B/AA: 18 5.22%	H/L: 6 1.74%	Asian: 21 6.09%
			AI/AN: 0 0.00%
			NHOPI: 0 0.00%
			PWD: 14 4.06%

W=White B/AA=Black or African American H/L=Hispanic or Latino A=Asian AI/AN=American Indian or Alaskan Native NHOPI=Native Hawaiian or Other Pacific Islander PWD=People with Disabilities

Utilization Analysis

Agency: Illinois State Board of Education
 Affirmative Action Group: **WOMEN** Region 7

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	50	244	0	0	0	51	0	0
Availability Percent	37.91	47.29	0.00	0.00	0.00	54.89	0.00	0.00
Number Needed for Parity	18	115	0	0	0	27	0	0
Number of Affirmative Action Group Members Already Employed	23	162	0	0	0	45	0	0

Underutilization

Agency: Illinois State Board of Education
 Affirmative Action Group: **BLACK or AFRICAN AMERICAN** Region 7

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	50	244	0	0	0	51	0	0
Availability Percent	2.91	3.63	0.00	0.00	0.00	5.03	0.00	0.00
Number Needed for Parity	1	8	0	0	0	2	0	0
Number of Affirmative Action Group Members Already Employed	1	13	0	0	0	4	0	0

Underutilization

Utilization Analysis

Agency: Illinois State Board of Education
 Affirmative Action Group: **HISPANIC or LATINO** Region 7

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	50	244	0	0	0	51	0	0
Availability Percent	1.34	0.81	0.00	0.00	0.00	1.12	0.00	0.00
Number Needed for Parity	0	1	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	0	6	0	0	0	0	0	0

Underutilization

Agency: Illinois State Board of Education
 Affirmative Action Group: **ASIAN** Region 7

	Officials/ Administrators	Professionals	Technicians	Protective Service	Para- Professionals	Admin Support	Skilled Craft	Service/ Maintenance
Present Number of Employees	50	244	0	0	0	51	0	0
Availability Percent	2.29	2.45	0.00	0.00	0.00	0.39	0.00	0.00
Number Needed for Parity	1	5	0	0	0	0	0	0
Number of Affirmative Action Group Members Already Employed	2	17	0	0	0	2	0	0

Underutilization

Underutilization Summary by Region

Name of Agency: Illinois State Board of Education

Fiscal Year: 2020

Region	Officials and Administrators						Professionals						Technicians						Protective Service Workers					
	Women	B/AA	H/L	A	A/AN	NHOPI	Women	B/AA	H/L	A	A/AN	NHOPI	Women	B/AA	H/L	A	A/AN	NHOPI	Women	B/AA	H/L	A	A/AN	NHOPI
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Region	Paraprofessionals						Administrative Support						Skilled Craft Workers						Service-Maintenance					
	Women	B/AA	H/L	A	A/AN	NHOPI	Women	B/AA	H/L	A	A/AN	NHOPI	Women	B/AA	H/L	A	A/AN	NHOPI	Women	B/AA	H/L	A	A/AN	NHOPI
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Total underutilization for Women: 0 Total underutilization for Black or African American: 0 Total underutilization for Hispanic or Latino: 0

Total underutilization for Asian: 0 Total underutilization for American Indian or Alaskan Native: 0 Total underutilization for Native Hawaiian or Other Pacific Islander: 0

Note: If no calculations are necessary in any region where the agency does not have a facility or because there are less than ten employees in the EEO category in that region, leave that box blank.

W= Women B/AA = Black or African American H/L = Hispanic or Latino A = Asian A/AN = American Indian or Alaskan Native NHOPI= Native Hawaiian or Other Pacific Islander
 DHR 11-AAP (Rev. Feb. 2016)

Section Three

Illinois State Board of Education
Numerical Goals
Fiscal Year 2020

ISBE is at parity in all EEO Categories for Region 1 and Region 7.

Goal One

Continue to promote the hiring and advancement of qualified minority applicants at the Illinois State Board of Education

Objective: As vacancies occur, hire/promote minorities in the official/manager category in region seven.

Action Item	Assignment of Responsibilities	Completion Target Date	Monitoring Procedures
Continue recruitment through distribution of vacancy lists to academic institutions and organizations representing minorities to generate a pool of qualified minority applicants, with an emphasis on those who hold advanced degrees.	EEO/AA Officer EEO/AA Staff Human Resources and Labor Relations Staff	June 30, 2020	Reviewed by DHR

Illinois State Board of Education
 Programmatic Goals
 For Fiscal Year 2020

Goal One

Continue to promote the hiring and advancement of qualified minority applicants at the Illinois State Board of Education.

Objective: Continue to increase awareness of employment opportunities at ISBE.

Action Item	Assignment of Responsibilities	Completion Target Date
Continue recruitment through distribution of vacancy lists to academic institutions and organizations representing minorities to generate a pool of qualified minority applicants, with an emphasis on those who hold degrees in Education, Business, Computer Sciences and Accounting.	EEO/AA Officer EEO/AA Staff Human Resources and Labor Relations Staff	June 30, 2020 and ongoing
Keep all hiring officials aware of any underutilization that may occur prior to selections.	EEO/AA Officer EEO/AA Staff	June 30, 2020

Goal Two

Provide professional development and learning opportunities for all levels of ISBE staff.

Objective: To train ISBE staff at all levels in topics relevant to their respective functions as well as in areas relating to ISBE's programmatic goals.

Action Item	Assignment of Responsibilities	Completion Target Date
Locate relevant professional development opportunities.	EEO/AA Staff	June 30, 2020 and ongoing
	Human Resources and Labor Relations Staff	

Goal Three

Review and revise Bargaining Unit Agreements and the Employee Handbook to ensure inclusion of up to date information regarding Equal Employment Opportunity and Affirmative Action.

Objective: To ensure these documents provide ISBE employees and potential employees with the most up-to-date EEO/AA information available.

Action Item	Assignment of Responsibility	Completion Target Date
Review Bargaining Unit Agreement during negotiations to ensure inclusion of up-to-date EEO/AA information.	EEO/AA Officer	June 30, 2020 and ongoing
	EEO/AA Staff	
Review Agency Employee Handbook to ensure inclusion of up-to-date EEO/AA information.	EEO/AA Officer	June 30, 2020 and ongoing
	EEO/AA Staff	

Monitoring Procedures

Progress towards Programmatic Goals will be monitored by Human Resources and Labor Relations staff through contact with responsible individuals and compilation of data for reports to the Illinois Department of Human Rights and other authorities as required.

Section Four

Illinois State Board of Education
Harassment/Discrimination Complaints

The Illinois State Board of Education will not tolerate harassment or discrimination in any form. Harassment is often a form of discrimination. The agency's policy against harassment, as taken from the Illinois State Board of Education's (ISBE) Employee Handbook, contains a procedure to be used in filing a complaint in the event an ISBE employee feels that he or she has been a victim of harassment or discrimination.

Employees are advised that they also have the right to file charges of discrimination with the Illinois Department of Human Rights and/or the United States Equal Employment Opportunity Commission or any other appropriate government agency.

The following pages contain the relevant information from the Illinois State Board of Education's Employee Handbook addressing the Agency Affirmative Action Policy, Harassment Policy and Procedures, and a copy of the Illinois State Board of Education Complaint Intake Questionnaire.

AFFIRMATIVE ACTION, HARASSMENT, REASONABLE ACCOMMODATION

Affirmative Action/Equal Opportunity

The Illinois State Board of Education maintains a policy of fair and equal treatment for all employees, without discriminatory regard for race, sex, color, religion, national origin, ancestry, age, disability, pregnancy or childbirth, marital status, order of protection status, sexual orientation, unfavorable discharge from military service, military status, arrest record, genetic information and citizenship status (with regard to employment status). The Illinois State Board of Education acknowledges that affirmative steps must be taken to create a work environment which provides an opportunity for the fullest development of individual potential. To meet its responsibility as an employer, the Agency, through the State Superintendent, continues to develop procedures and practices that assure that the Illinois State Board of Education is in compliance with applicable federal and state statutes.

ISBE strictly prohibits discrimination based on genetic information. The Genetic Information Nondiscrimination Act (GINA) prohibits ISBE from requesting or requiring genetic information of employees or their family members. As such, this information should not be requested nor provided. Genetic information, as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

The State Superintendent, in conjunction with the Director of Labor Relations and the Chief Operating & Professional Capital Officer, will be responsible for the overall development and administration of the Affirmative Action/Equal Opportunity program. The Director of Labor Relations and the Chief Operating & Professional Capital Officer will work with other administrators to achieve and maintain compliance with applicable regulations and policies including, but not limited to, nondiscrimination, non-retaliation, harassment prevention and resolution, and reasonable accommodation to the known disabilities of qualified employees and applicants, as well as reasonable accommodations necessitated by pregnancy or childbirth.

The Director of Labor Relations and the Chief Operating & Professional Capital Officer will be the person responsible for identifying underutilizations of various affected class members to management.

All members of management have a responsibility to be knowledgeable of the Illinois State Board of Education's Affirmative Action/Equal Opportunity policies and procedures and to make sure that they are followed. They must give full consideration at all times to meet these goals.

Harassment Policy/Procedure

The Illinois State Board of Education will not tolerate harassment or discrimination in any form. Harassment is often a form of discrimination. The Agency's policy against harassment that follows includes the procedure to be used when filing a complaint where an employee feels that he/she has been the victim of harassment or discrimination.

Employees are advised that they also may have the right to file charges of discrimination with the Illinois Department of Human Rights (IDHR) and the Federal Equal Employment Opportunity Commission (EEOC) or other appropriate entity even if an investigation is ongoing with the Agency.

Harassment Policy Statement

The wording of this policy has been developed in light of the requirement in the Human Rights Act that the policy language should be understandable at the sixth grade reading level.

Section 2-105(B) (5) of the Human Rights Act talks specifically about sexual harassment. Sexual harassment is discussed in detail in the section titled **Sexual Harassment**. This policy has been written broadly to include all types of harassment. The Illinois State Board of Education will not condone harassment of any kind.

The term "alleged" has not been used in all instances where it should be used. To do so would make the policy more difficult to read. The Illinois State Board of Education acknowledges that before harassment has been proven, it should be called "alleged" harassment. Also, according to the context, "victim" and "harasser" should often be understood as "alleged victim" and "alleged harasser."

Each employee has the right to a work place free from harassment. No one is expected to tolerate harassment from:

- any Illinois State Board of Education member or employee;
- any visitor to one of the Illinois State Board of Education offices;
- any person from an office that regulates the Illinois State Board of Education; or
- any person connected with an agency or school that the Illinois State Board of Education regulates.

Harassment in the work place is unwelcome behavior that creates an intimidating, hostile or offensive environment. Harassment is bad for morale. Harassment can make a worker feel pressured or coerced improperly. Harassment can make a person less able to perform his/her work. Harassment can keep a worker from enjoying job rights or benefits that other workers enjoy.

At the Illinois State Board of Education, an environment that is free from harassment for employees, visitors and other individuals or groups who do business with the Agency is desired. Employees are urged to report harassment. The Illinois State Board of Education will look into complaints without delay. The Employer will keep reports confidential to the extent possible. The Employer will take action necessary to correct the situation.

Harassment may be a form of discrimination. State and federal laws forbid discrimination because of race, color, religion, sex (including pregnancy, childbirth or related medical conditions), sexual orientation, national origin, ancestry, age, marital status, physical disability, mental disability, unfavorable discharge from military service, military status, citizenship status or arrest record. The Employer will not allow any unlawful discrimination.

If an employee harasses someone else, they may be disciplined up to and including termination. This discipline policy is for employees. It covers harassment by persons of the same or different sex, race, color, national origin, ancestry, citizenship status, marital status, age group, disability group or religious group.

If a non-employee harasses employees or non-employees, the Illinois State Board of Education will take corrective steps to address the circumstances. A "non-employee" may be a person who is:

- connected with an organization that regulates, or is regulated by, the Illinois State Board of Education; or,
- any other visitor or caller.

Definition of Harassment

Harassment in the work place is unwelcome behavior that creates an intimidating, hostile or offensive environment. Posters, pictures, drawings or cartoons may be forms of visual harassment. Displaying sexual words, drawings, pictures or cartoons can make an environment intimidating, hostile or offensive. Displaying words, drawings, pictures or cartoons that are degrading based on race, color, religion, sex, sexual orientation, national origin, ancestry, age, marital status, physical disability, mental disability, citizenship status, arrest record or those unfavorably discharged from military service can also make an environment intimidating, hostile, or offensive.

Harassment may be an unwelcome advance, comment or request for favors. Harassment includes instances when any of the following happens, whether the harasser is an employee or non-employee:

- Submitting to the conduct is made a condition of employment or benefit;
- Accepting or rejecting the conduct is used to make job decisions that affect the person harassed (hiring, promotion, work assignments, and pay increases are examples of such job decisions);
- The conduct has the purpose or effect of interfering with the victim's job performance in an unreasonable manner; or
- The conduct creates an intimidating, hostile or offensive work environment.

When the victim is a non-employee, harassment includes any of the following:

- A non-employee is adversely affected because of his or her submission to, or rejection of, conduct by an Illinois State Board of Education employee;
- The conduct has the purpose or effect of unreasonably interfering with a victim's right or privilege to visit the Illinois State Board of Education offices; or
- The conduct creates an intimidating, hostile or offensive environment for any non-employee.

The above types of harassment do not include all possible forms of harassment of or by employees and non-employees. Any behavior which falls within the definition of harassment set out above is covered by this policy, even though the behavior may not be listed among specific examples.

Management Responsibility

Supervisory, managerial, or regulatory duties are to be performed without unwelcome behavior that creates an intimidating, hostile or offensive environment. Supervisory, managerial, and regulatory functions are to be carried out in a professional manner. Personnel actions are not, in themselves, intimidating, hostility or offensiveness. A person is not harassed by properly developed performance ratings, comments regarding performance, counseling or disciplinary action (including involuntary termination).

Managers and supervisors are to take action to stop all acts of unlawful harassment. They are to encourage victims to report harassment. They are also to create and maintain work environments which follow this policy.

Employee Responsibility

Employees who are harassed should file a complaint with Agency management. Before an employee files a formal complaint, he/she is encouraged, but not required, to clearly tell the harasser that the employee does not want him/her to continue doing what is offensive.

Sometimes notes or memos about each incident will help to support a charge of harassment, especially if the harasser later denies any wrongdoing. Notes or memos may be about what was said or done, the date, the time and the place. These notes are strengthened by written records such as letters, notes, memos and telephone messages from the harasser.

For certain types of harassment, the Illinois State Board of Education may have a complaint procedure which is not a collectively bargained or other grievance procedure and which is more detailed than the one in this policy. If a more detailed procedure does not exist, employees should use the procedure in the section below. Employees do not have to follow more than one (1) complaint procedure in bringing a complaint about harassment. However, the following is not a substitute for any grievance procedure in a union contract. If an employee believes the harassment is grievable, and the employee wants to grieve, the employee should follow the grievance procedure that applies to them in addition to bringing a formal harassment complaint.

Formal Complaint Procedure for Employees and Non-Employees

Any employee or non-employee who knows of harassment should bring a complaint about the harassment. The harassing behavior does not have to be aimed at the person who brings the complaint.

If an employee has knowledge of harassment, he/she is to follow this procedure:

1. Bring the complaint directly to the immediate supervisor's attention if the employee is comfortable in doing so, and if the harassment has taken place within the supervisor's area of control. The supervisor is to notify the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee about the complaint.

If an employee is not comfortable in bringing the complaint to the supervisor, or if the harassment has not taken place within the supervisor's area of control, he/she may bring the complaint directly to the Director of Labor Relations or the Chief

Operating & Professional Capital Officer /designee. In the case of sexual harassment, an employee may ask to discuss his/her complaint with a person of the same sex. Whenever possible, the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee will honor that request. The Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee will normally ask whether an employee's supervisor has been made aware of the complaint and, if appropriate, will inform him/her about the complaint.

2. An employee should give the supervisor, the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee a written summary of the complaint. If an employee cannot do so, the employee should ask the supervisor, the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee for assistance in preparing a summary of the complaint for the employee to review.

If the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee is the victim or alleged harasser, the State Superintendent will designate a person to oversee the investigation and resolution of the complaint.

If a non-employee has knowledge of harassment by an Illinois State Board of Education employee or by any visitor to an Illinois State Board of Education office, he/she should contact the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee. A non-employee will be asked to follow step two (2) above.

Investigation Process

Someone who is the victim or the alleged harasser will not conduct the investigation.

An investigation will begin as soon as possible after receipt of the complaint. An investigation should move along as smoothly and quickly as possible, making sure all reasonably available and relevant facts are obtained. Investigations are to be conducted in a professional manner. A level of confidentiality appropriate to the circumstances is to be maintained. Employees who are contacted for information are expected to cooperate with efforts to maintain an appropriate level of professionalism and confidentiality.

After the investigation is completed, all facts have been reviewed, and a decision to impose or not impose discipline has been made, action will be taken as soon as possible. This could result in discipline up to and including termination of employment. If the harasser is a non-employee, the appropriate Agency official will take steps fitting the circumstances.

All employees of the Illinois State Board of Education are required to provide information requested as part of a complaint investigation. Failure to provide requested information may result in discipline, up to and including termination of employment.

No Retaliation

The Illinois State Board of Education will not take action against anyone who brings a charge of harassment in good faith, even if the harassment is not proven. The Illinois State Board of Education will not let anyone make an employee's job more difficult, take away privileges, terminate employment, discipline, or demote an employee, give a negative evaluation, or in any other way harass an employee, because the employee filed a complaint, gave information in good faith, or assisted with a complaint investigation. An action of this type would be considered retaliation. Such retaliation is against the law.

Bringing False or Frivolous Harassment Charges

The Illinois State Board of Education wants employees to report harassment. However, an employee cannot file charges that they know are false or frivolous. Discipline up to and including termination may result from bringing false or frivolous charges. If a non-employee brings false or frivolous charges, the appropriate Agency official will take action that is fitting to the circumstances.

Timing of Complaint

The main purpose of this policy is to stop harassment as quickly as possible. Complaints should be made right away. Delays in making the complaint often make it more difficult to investigate the matter and reach a decision. It is not the Illinois State Board of Education's normal practice to investigate a charge of harassment if it has been over the three-hundred (300) days from the date of alleged harassment in which a complaint could be filed with the EEOC or the IDHR, unless a related investigation on a timely charge is already in progress.

Sexual Harassment

Sexual Harassment is Illegal

Sexual Harassment violates both state and federal law.

Definition of Sexual Harassment

State law defines sexual harassment in this way:

Sexual harassment means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

This policy's definitions, procedures, and other provisions about harassment in general apply also to sexual harassment.

Sexual harassment includes verbal, physical, or visual conduct. Sexual harassment includes any unwelcome conduct of a sexual nature that makes the work environment intimidating, hostile, or offensive.

Examples of sexual harassment include, but are not limited to, unwelcome behavior which involves:

- Proposals, invitations or suggestions for sex, directly or by sexual innuendo;
- Repeated requests for dates;
- Sexually suggestive or insulting behavior or comments;
- Jokes about sex, or male or female traits;

- Using intimate or overly-familiar language in talking to someone else (e.g., "honey," "sweetheart," "dear," "darling");
- Using foul or obscene talk or gestures; displaying or referring to obscene printed material or pictures in a lewd way;
- Patting, pinching or brushing against another person's body;
- Any other sexual activity with which the victim is forced to go along in order to obtain a promotion, raise in pay or good evaluation or to avoid an employment discharge, bad evaluation, demotion or lay-off; or
- Any attempted trade of sexual favors for job related benefits.

Sexual harassment can include a man harassing a woman, a woman harassing a man, a woman harassing a woman or a man harassing a man.

Complaints Regarding Sexual Harassment

The complaint procedures for sexual harassment are the same as those found in the above section entitled Formal Complaint Procedure for Employees and Non-employees.

Other Actions Employees Can Take to Stop Sexual Harassment

Sexual harassment complaints (as well as certain other harassment or discrimination complaints) may also be filed with the IDHR. This department investigates these complaints. Complaints may also be filed with the EEOC, or any other appropriate government agency.

A complaint must be filed with IDHR within three hundred (300) days unless it is a continuing offense. Complaints must be filed with EEOC within three-hundred (300) days.

The procedures in this Harassment Policy are Illinois State Board of Education procedures. The Department of Human Rights and the Federal EEOC have their own procedures for handling complaints.

Federal and state laws protect employees against retaliation if they make a charge or file a complaint. They also protect employees if they testify, help with or participate in an investigation, proceeding or hearing held under the Illinois Human Rights Act or before the EEOC. If an employee believes that his/her employer is attempting to retaliate against him/her for filing a complaint (e.g., lowering pay, not giving a promotion, taking disciplinary action), he/she has three hundred (300) days (IDHR) or three-hundred (300) days (EEOC) after the alleged retaliation in which to file a retaliation charge. (Addresses and phone numbers for various offices of the IDHR and EEOC are listed below.)

A person who has been harassed or threatened may also have grounds for pursuing criminal charges or a civil action.

The Illinois State Board of Education has tried to make this policy easy to read and understand. If there is anything you do not understand, please ask the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee for assistance.

Address/Telephone Information

Illinois Department of Human Rights
535 West Jefferson Street
Springfield, Illinois 62702
(217) 785-5100
(866) 740-3953 TTY

Illinois Department of Human Rights
James R. Thompson Center
100 West Randolph Street, Suite 10-100
Chicago, Illinois 60601-3220
(312) 814-6200
(866) 740-3953 TTY

Equal Employment Opportunity Commission
230 South Dearborn Street Suite 1866
Chicago, Illinois 60604
(800) 669-4000
(312) 869-8001 TTY

Equal Employment Opportunity Commission
1222 Spruce Street, Room 8.100
St. Louis, Missouri 63103
314-539-7800
(314) 539-7894 TTY

Workplace Violence

Workplace violence is prohibited and will not be tolerated by or against Illinois State Board of Education employees. Employees determined to be in violation of this policy will be subject to discipline, up to and including termination.

Workplace violence is defined as any physical assault whether with or without weapons, behavior that a reasonable person would interpret as violent (e.g., throwing items, pounding on objects, or intentionally damaging property) and specific threats to inflict physical harm or damage property.

This prohibition on workplace violence applies at all worksites where Illinois State Board of Education employees are performing their duties.

Reporting an Incident of Workplace Violence

In an emergency, dial 9-911

If an emergency situation does not exist or has passed, employees should contact either the Illinois State Police, Division of Internal Investigation, at 217-782-5423, or the Office of the Inspector General, toll free at 1-866-814-1113 or via the general number at 312-814-5600.

General concerns about workplace violence should be addressed to an employee's immediate supervisor or Human Resources.

Reasonable Accommodation

It is the policy of the Illinois State Board of Education to reasonably accommodate the physical or mental disabilities of otherwise qualified employees.

The Agency recognizes the right of any disabled employee to request an accommodation in connection with his/her employment. It is the responsibility of the Illinois State Board of Education under federal law to provide reasonable accommodation to qualified employees with disabilities when such accommodation is not unduly burdensome due to expense or disruption to the operation of the Agency's business.

Requests for reasonable accommodation should be submitted by the employee to the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee for review. Requests for reasonable accommodations are not to be submitted to, or accepted by, management within the applicable division or center. Appropriate accommodations will be determined through consultation with the employee and the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee. A physician certification will be required unless the need for accommodation is obvious.

Pregnancy/Childbirth

Pursuant to the Illinois Human Rights Act, as amended, if you are pregnant, recovering from childbirth, or have a medical or common condition related to pregnancy, you have the right to request a reasonable accommodation. You have the right to continue working during your pregnancy if a reasonable accommodation is available which would allow you to continue performing the essential functions of your position, unless such accommodation would cause undue hardship to the Agency. ISBE will not require that an

employee accept an accommodation if the employee has not requested the proposed accommodation. ISBE will not retaliate against employees for requesting a reasonable accommodation for purposes of pregnancy or childbirth. ISBE will not discharge, refuse to hire, or otherwise unlawfully discriminate against employees on the basis of pregnancy or childbirth.

For immediate help or if you have questions regarding your rights with respect to pregnancy or childbirth, you may visit the Illinois Department of Human Rights website (www.illinois.gov/dhr), or you may contact Human Resources. You may also contact the Illinois Department of Human Rights:

CHICAGO OFFICE

100 W. Randolph Street, 10th Floor
Intake Unit
Chicago, IL 60601
(312) 814-6200

SPRINGFIELD OFFICE

535 West Jefferson Street
Springfield, IL 62702
(217) 785-5100
866-740-3953 (TTY)

MARION OFFICE

1107 West DeYoung Street
Intake Unit
Marion, IL 62959
(618) 997-6591
(866) 740-3927 (TTY)

The charge process may be initiated by completing the form at:

<http://www.illinois.gov/dhr>

ILLINOIS STATE BOARD OF EDUCATION Human Resources and Labor Relations/EEO/AA 100 North First Street, S-202 Springfield, IL 62777-0001 COMPLAINT INTAKE QUESTIONNAIRE	ISBE USE ONLY	FOR COMPLETION BY EEO: Case #: _____ FADD: _____
--	---------------------	--

DATE OF ALLEGED DISCRIMINATORY PRACTICE

YOUR NAME (Last, First, Middle Initial)	RANK/TITLE
---	------------

DIVISION NAME	TELEPHONE NUMBER(S)
	Office: _____ Home: _____

HOME ADDRESS (Street, City, State, Zip Code)

What have you experienced or witnessed? (Mark all that apply. For definitions of these terms, please refer to the agency's harassment policy.)

<input type="checkbox"/> Discrimination	<input type="checkbox"/> Harassment	<input type="checkbox"/> Retaliation
---	-------------------------------------	--------------------------------------

The discrimination, harassment, and/or retaliation applies to the following areas (Mark all that apply.):

<input type="checkbox"/> Race	<input type="checkbox"/> Color	<input type="checkbox"/> National Origin	<input type="checkbox"/> Ancestry	<input type="checkbox"/> Disability
<input type="checkbox"/> Sex/Gender	<input type="checkbox"/> Sexual/Orientation	<input type="checkbox"/> Age	<input type="checkbox"/> Religion	<input type="checkbox"/> Creed
<input type="checkbox"/> Marital Status	<input type="checkbox"/> Military Status	Other (Specify) _____		

The discrimination, harassment, and/or retaliation occurred in connection with:

<input type="checkbox"/> Interview	<input type="checkbox"/> Examination	<input type="checkbox"/> Hiring/Appointment	<input type="checkbox"/> Benefits	<input type="checkbox"/> Transfer
<input type="checkbox"/> Assignment	<input type="checkbox"/> Training	<input type="checkbox"/> Promotion	<input type="checkbox"/> Retention	<input type="checkbox"/> Discipline
<input type="checkbox"/> Lay Off	Other (Specify) _____			

What are the facts surrounding your allegation(s)? (If needed, attach additional sheets and check this box:)

Who has engaged in the acts of discrimination, harassment or retaliation outlined above?

NAME	TITLE	WORK UNIT	TELEPHONE
NAME	TITLE	WORK UNIT	TELEPHONE

Please list all persons and their contact information who witnessed and/or have direct knowledge of the actions taken against you.

NAME	TITLE	WORK UNIT	TELEPHONE
NAME	TITLE	WORK UNIT	TELEPHONE
NAME	TITLE	WORK UNIT	TELEPHONE

Listed below for your information are the addresses of the appropriate state and federal agencies available for individuals who feel they have been the victim of illegal discrimination in the workplace. Completion of this form does not in any way preclude you from filing a formal complaint with the agencies listed below:

Equal Employment Opportunity Commission
230 South Dearborn Street Suite 1866
Chicago, IL 60604
Telephone (312) 353-2713
TTD (312) 353-2421

OR

Equal Employment Opportunity Commission
1222 Spruce Street, Room 8-1000
St. Louis, Missouri 63103
Telephone (314) 539-7800
TTD (314) 425-6547

Illinois Department of Human Rights
James R. Thompson Center
100 West Randolph, Suite 10-100
Chicago, Illinois 60601-3220
Telephone (312) 814-6200
TTD (312) 263-1579

OR

Illinois Department of Human Rights
535 West Jefferson Street
Springfield, IL 62702
Telephone (217) 785-5100
TTD 866-740-3953

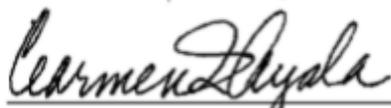
Section Five

Illinois State Board of Education
Statement on Reasonable Accommodation

In compliance with the U.S. Americans with Disabilities Act of 1990, as amended by the Americans with Disabilities Act Amendments Act of 2008, and the Illinois Human Rights Act, it is the policy of the Illinois State Board of Education to reasonably accommodate the known physical or mental limitations of otherwise qualified applicants and employees with disabilities or who are pregnant, recovering from childbirth, or have a medical or common condition related to pregnancy. The Illinois State Board of Education recognizes the right of a qualified applicant or employee with a disability to request accommodation to ensure equal opportunity in the application process; to enable him or her to perform essential functions of a job; and to enable him or her to enjoy equal benefits and privileges of employment.

It is the responsibility of the Illinois State Board of Education to provide accommodation to qualified applicants and employees with disabilities, when such accommodation does not pose an undue hardship to the operation of the agency's business.

The agency Equal Employment Opportunity Officer and the Americans with Disabilities Act Coordinator can provide further information about the agency's policy in this area.



Dr. Carmen I. Ayala
State Superintendent of Education

8/28/19

Date

Illinois State Board of Education Affirmative Action for Employing Persons with Disabilities

The Illinois State Board of Education has a Director of Labor Relations who serves as the Americans with Disabilities Act (ADA) coordinator. His name, job title, address, phone number and TDD number is listed below:

Edward Graham
Director of Labor Relations
Equal Employment Opportunity/Affirmative Action Officer
Human Resources and Labor Relations
Illinois State Board of Education
100 West Randolph Street, Suite 14-300
Chicago, Illinois 60601
Phone: 312-814-5996
TDD: 217-782-1900

The Illinois State Board of Education currently has 4.94% representation of persons with disabilities within its workforce and is at parity. A copy of form DHR 34-AAP is included in this section.

The agency is housed in facilities that meet accessibility requirements. Any alterations which take place (e.g., movement of walls, doorways, etc.) are undertaken in compliance with physical accessibility guidelines.

The Illinois State Board of Education's Reasonable Accommodation Policy is included in this section. Additionally, chapter 11 of the Employee Handbook specifies that it is the policy of the Illinois State Board of Education to provide reasonable accommodation and contains the procedure for requesting an accommodation. As indicated in this policy, requests for reasonable accommodation should be submitted by the employee to the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee. Many employees have received various types of accommodations. Appropriate accommodations are determined through consultation with the employee and the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee. A physician certification will be required unless the need for accommodation is obvious. Copies of the accommodation forms are included in this section.

It should also be noted that each agency vacancy list carries a notation encouraging applicants for employment to request an accommodation if one is needed in order to participate in the application and/or interview process.

Applicants for employment at the Illinois State Board of Education are not asked disability-related questions on the application form or during interviews. No questions are asked regarding past workers' compensation claims. Agency selecting officials have received handouts and training, as well as ongoing assistance, with regard to proper interviewing techniques and how to develop appropriate job-related interview questions. Selecting officials are required to submit interview questions to Human Resources and Labor Relations prior to any interviews taking place. Questions are reviewed to ensure that they are job related and nondiscriminatory.

All job vacancy announcements are reviewed prior to publication. The purpose of this review is to ascertain that all job requirements and duties are nondiscriminatory and essential to the position. Job vacancy lists are published periodically and are sent to various organizations, including several affirmative action recruitment sources. In addition to the vacancy list mailings, job announcements are also advertised via the Internet.

Applicants for some agency clerical positions must pass a typing test before they can be contacted for interview. Testing is done in a specific room designated for that purpose. The validated typing tests are administered on computers and have no adverse impact on persons with disabilities. Accommodations in testing are provided as needed.

The complaint procedure found in the Illinois State Board of Education's Harassment Policy can be followed if a person wishes to file a complaint of discrimination. (A copy of this document can be found in this plan in Section IV.)

Provisions have been made for the evacuation of persons with disabilities during emergency situations. A copy of the agency's emergency procedures can be found in this section.

Labor Force Analysis for People with Disabilities

Agency: Illinois State Board of Education

Fiscal Year: 2020

Total Employees: 418

Percent of People with
Disabilities in Illinois Labor
Force: 4.94%

Labor Force Number: 20

Number of Employees with
Disabilities in Agency: 20

Underutilization or Parity: P

Illinois State Board of Education
Numerical Goals for People with Disabilities
Fiscal Year 2020

Currently, the Illinois State Board of Education (ISBE) is at parity in this category. ISBE will continue our efforts to increase the diversity of our workforce, including those with disabilities.

Illinois State Board of Education
Reasonable Accommodation Request Procedures

It is the policy of the Illinois State Board of Education to reasonably accommodate the physical or mental disabilities of otherwise qualified employees.

The Agency recognizes the right of any employee who is disabled or pregnant, recovering from childbirth, or has a medical or common condition related to pregnancy to request an accommodation in connection with his/her employment. It is the responsibility of the Illinois State Board of Education under federal law to provide reasonable accommodation to qualified employees with disabilities when such accommodation is not unduly burdensome due to expense or disruption to the operation of the agency's business.

Requests for reasonable accommodation should be submitted by the employee to the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee for review. Requests for reasonable accommodations are not to be submitted to, or accepted by, management within the applicable division or center. Appropriate accommodations will be determined through consultation with the employee and the Director of Labor Relations or the Chief Operating & Professional Capital Officer /designee. A physician certification will be required unless the need for accommodation is obvious. Reasonable Accommodation Request forms follow.



Dr. Carmen I. Ayala
State Superintendent of Education

State Superintendent of Education

8/28/19

Date

ILLINOIS STATE BOARD OF EDUCATION
 Human Resources and Labor Relations Division
 100 North First Street S-202
 Springfield, Illinois

REQUEST FOR ACCOMMODATION

EMPLOYEE NAME	DIVISION NAME
POSITION	DATE

Please complete this form in its entirety, using additional sheets as necessary, and submit it to the Executive Director of Professional Capital for review. Requests are not to be submitted to, or accepted by, management within the applicable Division or Center. Appropriate accommodations will be determined through consultation with the employee and Executive Director of Professional Capital/designee. A physician's certification will be required unless the need for accommodation is obvious.

The Genetic Information Non-discrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. "Genetic information" as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

1. What is your disability?

2. How long does your disability affect your ability to perform a major life activity? Which major life activity or activities are most significantly affected? (Examples of major life activities are: seeing, hearing, breathing, walking, caring for yourself, thinking, and concentrating)

3. Describe how your condition limits your ability to perform the essential functions of your job. Identify the essential function(s) affected, and be specific about how your condition impairs your ability in each instance.

4. Describe the accommodation you are requesting. Please be as specific as possible.

5. Explain how the accommodation you are requesting will enable you to perform the essential functions of your job.

6. Will you be able to perform all of the essential functions of your job if you receive the requested accommodation? If no, describe the specific functions you will not be able to perform.

For your direct supervisor to complete.

I recommend approval of this request for an accommodation

I do not recommend approval of this request for an accommodation (If you do not approve this request, please provide an explanation for the denial): _____

Date Original Signature of Direct Supervisor

ILLINOIS STATE BOARD OF EDUCATION
 Human Resources and Labor Relations Division
 100 North First Street S-202
 Springfield, Illinois

**CERTIFICATE OF HEALTH CARE PROVIDER FOR
 ACCOMMODATION UNDER THE AMERICAN WITH DISABILITIES ACT**

Section I: For Completion by the EMPLOYEE	
NAME	
Section II: For Completion by the EMPLOYER	
EMPLOYER NAME AND CONTACT	EMPLOYEES JOB TITLE
EMPLOYEES REGULAR WORK SCHEDULE	A JOB DESCRIPTION IS ATTACHED: <input type="checkbox"/> Yes <input type="checkbox"/> No
Section III: For Completion by the HEALTH CARE PROVIDER	
Instructions to Health Care Provider: Your above named patient has requested an accommodation pursuant to the Americans with Disabilities Act (ADA). Please answer fully and completely all applicable parts.	
The Genetic Information Non-discrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information on an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. "Genetic information" as defined by GINA, includes an individual's family medical history, the results of an individual's or family member genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.	
PROVIDER'S NAME	TYPE OF PRACTICE/MEDICAL SPECIALITY
BUSINESS ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)
	FAX (Include Area Code)

1. What is the nature of your patient's disability?

2. How does your patient's disability affect his/her ability to perform a major life activity? Which major life activity(s) is/are most significantly affected? (Examples of major life activities are: seeing, hearing, breathing, walking, caring for yourself, thinking, and concentrating).

3. Describe how your patient's condition limits his/her ability to perform the essential functions of his/her job. Identify the essential function(s) affected, and be specific about how the condition impairs his/her ability in each instance. A copy of your patient's PAR (job description) will be provided by your patient.

4. Describe the accommodation that you believe is necessary for your patient. Please be specific as possible.

5. Explain how the accommodation will enable your patient to perform the essential functions of his/her job.

6. Is the need for an accommodation likely to be temporary or permanent? If temporary, how long do you estimate the need for the accommodation to last?

7. Will your patient be able to perform all of the essential functions of his/her job if he/she receive the requested accommodation? If no, please describe the specific functions he/she will not be able to perform.

Signature of Health Care Provider

Date

State of Illinois – Disability Hiring Survey

Name: _____ Agency: _____ Date: _____ Last 4 of SSN: _____

The purposes of this survey are to collect affirmative action statistics and to identify emergency evacuation needs. Any information provided will be accorded confidentiality and will be used in compliance with state and federal Equal Opportunity Non-Discrimination laws. Information submitted in relation to emergency evacuation needs will be shared with safety personnel.

I. Do you have a disability as defined below?

- Yes
- No

II. If yes, identify which disability you have. Indicate as many as three.

1. Are you blind or do you have serious difficulty seeing even when wearing glasses?
2. Are you deaf or do you have serious difficulty hearing?
3. Do you have serious difficulty walking or climbing stairs?
4. Do you have difficulty dressing or bathing?
5. Due to a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering or making decisions?
6. Due to a physical, mental, or emotional condition, do you have difficulty doing errands such as visiting a doctor's office or shopping?
7. Other (Examples: Epilepsy, Heart Condition, Mental Illness, Multiple Sclerosis, and Muscular Dystrophy)? If "Other" Please Indicate:

III. Do you need assistance in the event of an emergency evacuation because of your disability?

- Yes
- No

Suggested Assistance:

Other Concerns:

(Visual, Auditory,
Mobility, etc.)

Work County: _____

Work Address: _____

■ I acknowledge receipt of the Disability Survey and elect not to participate.

Employee Signature: _____

ILLINOIS STATE BOARD OF EDUCATION

EMERGENCY PROCEDURES

ALZINA BUILDING
100 NORTH FIRST STREET
SPRINGFIELD IL 62777

March, 2019

MEDICAL EMERGENCIES

❖ IMMEDIATELY DIAL 9-911

Instruct the 911 operator to have emergency personnel come to the northwest entrance of the building.

❖ CONTACT FACILITY MANAGEMENT AT 2-4387

Facility Management staff will notify security and assist emergency personnel.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Darren Reisberg
Chairman

Dr. Carmen I. Ayala
State Superintendent of Education

March 2019

MEMORANDUM

TO: ALL SPRINGFIELD EMPLOYEES

FROM: David S. Moser
Director
Facility Management

SUBJECT: Tornado Drill – Tuesday, March 5, 2019 at 10:00 a.m. (CST)

All agencies and occupants of the Alzina Building are asked to participate with the National Weather Service, the Illinois Emergency Management Agency, and the Illinois State Police in a statewide tornado drill in preparation for the coming tornado season. **The following procedures have been approved by the Springfield Fire Department.**

The City/County Emergency Services and Disaster Agency will activate the weather alert radio units assigned to key wardens on each floor. Simultaneously, the outdoor siren will sound at 10:00 a.m. (CST). All agency staff must comply with the following procedures:

1. Turn off all electronic equipment.
2. Safety wardens (in hard hats) will be strategically located to control and monitor crowd flow and clear work areas. Their authority must be respected.
3. The Springfield Fire Department has determined the safety zones for persons with disabilities and those unable to use stairs to be the closest restrooms within proximity of their workstations on each floor. Safety wardens will assist persons to the restroom safety zones as needed. It is imperative to subsequent rescue operations to remain in these locations.
4. **Do not evacuate the building.** All ISBE personnel on 4th, 3rd, 2nd, and 1st floors are to proceed immediately to the concourse level safety zone via the stairwell doors located in the elevator lobbies on both ends of each floor. Use ONLY the stairwell doors with signage indicating **Tornado Exit / Concourse Safety Zone**. It is each employee's responsibility to know which exit to use.
5. Employees must remain quiet at all times and form a single line while exiting to the concourse safety zone. Floor wardens in the concourse level will direct staff to the safety zones which include the warehouse storage areas, mail room, copy center, and the inner hallways.
6. As directed by the Springfield Fire Department, elevators are not to be used during building emergencies.

For additional information, please refer to Emergency Procedures attached or contact Facility Management at 217-782-4387.

Attachment

EMPLOYEE TORNADO TRANSFER PLAN

Implementation of this plan depends upon your cooperation and the assistance of volunteer emergency wardens.

If you require assistance, information, direction, or need to report an accident, contact the nearest safety warden. During a tornado, safety wardens will notify (via emergency radio) the ISBE Control Center at 2-4387 for special assistance. Persons with disabilities and those unable to use stairs refer to "Floor Safety Zones" on page 2.

Alert: Signal identification during and after office hours.

Alarms:

1. Springfield/Sangamon County Emergency Services and Disaster Agency's (E.S.D.A.) External Siren Alarm. The intent of the outdoor siren is to warn persons outside to move inside to safety. It also serves to signal persons inside to move to the safest possible location within a structure.

Note: The E.S.D.A. siren is NOT audible to all areas of the Alzina Building.

2. During inclement weather, the ISBE and B.D.D.S. offices will monitor weather reports. When conditions warrant, the decision to transfer employees to designated safety zones will be communicated to all tenants in the building.
3. First Floor Security Personnel will assist with the Emergency Safety Procedures. During the Tornado Transfer, it will be their responsibility to assist in directing tenants and/or visitors to the Concourse level safety zone. Elevator use during tornado transfers is not allowed.

Internal Alert:

1. Where audible, the E.S.D.A. siren serves to notify employees when to move to safety zones.
2. Weather alert radios have been placed in previously identified dead areas (areas where the outdoor siren is not audible).
3. Voice communication alert is provided by emergency floor wardens assigned to clear work areas, restrooms, and meeting rooms.

Procedures to Follow:

DO NOT USE ELEVATORS! DO NOT EVACUATE THE BUILDING!

1. Turn off all electronic equipment.
2. Conclude telephone conversations immediately.
3. Defer meetings which may be in progress.

4. Proceed immediately to the nearest stairwell exit.
5. Follow safety warden instructions.
6. Comply with instructional tornado signs mounted on specific stairwell doors.
7. Observe instructional signs in advance.
8. Persons with disabilities and persons unable to use stairs must proceed to the closest restroom (safety zone) within proximity of their workstation.
9. Keep conversation and noise at a minimum during the emergency to insure receiving instructions and/or directions which could affect someone's safety.

Use of Stairs:

1. All ISBE personnel on 4th, 3rd, 2nd, and 1st floors are to proceed immediately to the concourse level safety zone via the stairwell doors located in the elevator lobbies on both ends of each floor. Enter only the stairwell doors indicated with signage stating **Exit to Concourse Safety Zone**.
2. Persons inside stairwells should form a single line and remain against the inside wall to allow incoming traffic to merge at stairwell entrances.
3. Floor wardens in the concourse level will direct staff to the safety zones which include the warehouse storage areas, mail room, copy center, and the inner hallways.

All Clear Signal:

1. When the threat no longer exists, the all clear will be announced.
2. Persons with disabilities and persons unable to use the stairs will be notified to return to their workstations prior to all staff.
3. When leaving the safety zones and to avoid bottlenecks in corridors and stairwells, go directly to your workstation and remain there for a minimum of 15 minutes. This period of time is required to clear safety zones, corridors, and stairwells. Additional time may be required to perform safety checks and to assess personal injury and property damage.

Floor Safety Zones (specifically for persons with disabilities and those unable to use stairs):

1. Persons with disabilities and persons unable to use stairs should immediately proceed to the closest restroom safety zone within their proximity.
2. You must remain in this designated safety zone (restroom) until further notice. Subsequent instructions will be provided by safety wardens.

NOTE Property damage or personal injuries sustained by you or a co-worker should be reported immediately to your immediate supervisor.

EMPLOYEE FIRE RESPONSE PLAN

This plan has been developed in cooperation with the Springfield Police and Fire Departments. Its effectiveness requires the cooperation and assistance of volunteer wardens and all employees. Since the origin, type, location and magnitude of a fire is unknown when the fire alarm sounds, employees are to move to a safe location, *at least 500 feet* away from the building. Persons with disabilities and those unable to use stairs refer to "Floor Safety Zones" on page 4.

Alarm:

There are no false fire alarms. Once the alarm is triggered, clear the corridors, stairwells and the building completely and expeditiously.

1. Signal Identification

The fire alarm is a loud, continuous buzz and should be heard throughout the Alzina building.

2. Alarm Location

Fire alarms (pull boxes) are located on each floor just inside each stairwell exit door.

Employee Responsibility:

1. Anyone who observes a fire is requested to *calmly*:
 - a. Sound the alarm (pull the alarm breaking the glass).
 - b. Notify persons in the immediate area of the fire.
 - c. When leaving the building, notify the first floor wardens of the location of the fire. (First floor wardens are asked to direct firemen to the fire.)
2. Comply with procedures in an orderly and responsible manner.
3. Always think of others.
4. Always think safety.

Procedures to Follow:

**DO NOT USE ELEVATORS!
EVACUATE THE BUILDING IMMEDIATELY!**

1. Turn off all electronic equipment.
2. Take appropriate outdoor wearing apparel only.

Use of Stairs:

1. Proceed by way of any safe stairwell exit.
2. Observe in advance fire exit signs mounted on all exit doors.

3. Do not open stairwell entrance doors if:
 - a. The door or door knob feels hot.
 - b. Smoke is observed around the edges of the door.
4. Should a potentially dangerous exit be observed, report it to the nearest warden and select an alternate exit.
5. Examine stairwells for smoke before entering.
6. Persons inside stairwells should form a single line and remain against the inside wall to allow incoming traffic to merge.

Where to Exit the Building:

1. Persons on all floors are to exit on first floor exit locations: southwest, northwest, and the northeast doors.
2. Concourse (basement) exit locations: north and south stairwell doors, southeast loading ramp door.
3. All occupants are to move to a safe location *at least 500 feet* from the building. Security personnel will assist in directing tenants and visitors out of the building and to a safe distance.
4. During evacuation, all employees are to keep conversation and noise at a minimum during the emergency to insure receiving instructions and/or directions which could affect someone's safety.

All Clear Signal:

To avoid bottlenecks in corridors and stairwells when instructed to return to work, all employees must go directly to their work stations and remain there for a minimum of 15 minutes. Additional time may be required to perform safety checks and to assess personal injury and property damage.

Floor Safety Zones (specifically for persons with disabilities and those unable to use stairs): It is the responsibility of the first Fire Chief on the scene to assess the situation and determine the needs and methods to be used should assistance to such persons be required. Prior to the arrival of the Fire Chief, directions will be provided by safety wardens.

1. Persons with disabilities and persons unable to use stairs should immediately proceed to the closest restroom safety zone within their proximity.
2. You must remain in this designated safety zone (restroom) until further notice. Subsequent instructions will be provided by safety wardens and/or the Fire Chief.

NOTE: Property damage or personal injuries sustained by you or a co-worker should be reported immediately to your immediate supervisor.

EMPLOYEE RESPONSE PLAN TO BOMB THREATS

If you suspect an explosive device in your area, contact the ISBE Safety Officer in Facility Management immediately at 2-4387.

Bomb threats often cause panic. You, as an employee, can help to reduce panic and avoid causing others unnecessary distress by remaining calm and following warden directions.

Persons with disabilities and those unable to use stairs refer to "Floor Safety Zones" on page 6.

The Threat:

The majority of threats are received via the telephone. If you receive a telephone threat, you are to:

1. Remain calm.
2. Record the conversation (use form on page 8).
3. Gather as much information as possible.
4. Upon hanging up the telephone, immediately report the threat to your supervisor and hand carry all information to your Safety Officer.

Suspicious object/package/mail:

If you observe a suspicious object or package thought to contain explosives, do not touch!

1. Remain calm.
2. Alert employees in the immediate area.
3. Notify your immediate supervisor and the Safety Officer at 2-4387.
4. When reporting, give the exact location and an accurate description of the object.

The Alarm:

When a threat has been investigated and an evacuation is necessary, the following contacts will be made to initiate the movement of staff:

1. Stairwell exit wardens with two-way radios will be requested by radio to assume their positions at stairwell exits to offer directions when needed, monitor the evacuation, receive floor warden reports and relay all emergency information to the Chief Safety Officer.
2. Quadrant floor wardens will personally contact all staff within their respective quadrant and insist they evacuate work areas, meeting rooms, rest rooms, etc.
3. Your cooperation with the wardens is essential. Please hold any questions you may have for a more opportune time.

The Evacuation:

If the Agency receives notice of a bomb threat, an e-mail will be sent out to all Springfield employees. If there is no notice, Facility Management will call all Center/Core secretaries and wardens to initiate the evacuation.

Before evacuating your work area, take 5-10 seconds to visually look for unfamiliar objects, packages or containers. Never jar, move or touch such objects. Suspicious objects are to be reported to the first floor exit warden with a radio as you evacuate the building.

When you are instructed to evacuate, you are to:

1. Leave everything as is. Do not attempt to turn anything off. Do not close doors to offices, file cabinets, etc. Simply leave.
2. Take only appropriate outdoor wear.
3. Take with you any personal packages which might be mistaken for an explosive device.
4. Proceed immediately to the nearest stairwell exit.
5. To avoid personal injury from flying glass or debris, evacuate the building to a safe location (*at least 500 feet*) from the building and remain there until the all clear is given or for further instructions. Security personnel will assist in directing tenants and visitors out of the building and to a safe distance.

Use of Stairs:

1. Proceed by way of any safe stairwell exit.
2. Comply with fire exit evacuation signs mounted on all exit doors.
3. Entrance/exit ramps for persons with disabilities are located at the north end of the Alzina building.

Floor Safety Zones (specifically for persons with Disabilities and those unable to use stairs):

It is the responsibility of the Springfield Fire Department to assess the situation and determine the needs and methods to be used should assistance to such persons be required. Prior to the arrival of the Springfield Fire Department, directions will be provided by the Alzina building safety officer.

1. Persons with disabilities and persons unable to use stairs should immediately proceed to the closest restroom safety zone within their proximity.
2. You must remain in this designated safety zone (restroom) until further notice. Subsequent instructions will be provided to safety wardens by the Alzina building safety officer and/or Springfield Fire Department.

Where to Exit the Building:

1. Persons on all floors are to exit at the first floor exit locations: southwest, northwest, and the northeast doors.
2. Concourse (basement) exit locations: north and south stairwell exit doors, southeast loading ramp door.

The All Clear Signal:

1. When the threat no longer exists, persons with disabilities and persons unable to use stairs will be given the first all clear to return to work areas.
2. To avoid accidents or personal injury as employees return to their work areas, all employees must go directly to their work stations and remain there for a minimum of 15 minutes.

NOTE: Property damage or personal injuries sustained by you or a co-worker should be reported immediately to your immediate supervisor.

Bomb Threat Record

Remain calm and **LISTEN CAREFULLY**. Do **NOT** interrupt the caller.

Date: _____ Time Call Received: _____

Exact words of the caller:

Key Questions to ask:

What time is the bomb set to explode?

Where is the bomb right now?

Routine Questions:

What kind of bomb is it? _____ plastic explosive _____ pipe _____ other

What does the container look like? _____ color _____ size _____ shape _____ package _____ box _____

Other: _____

Who is the threat directed at?

Why did you place the bomb?

Time caller hung up the telephone:

Circle as appropriate:

Identity: Male Female Adult Juvenile

Voice: Loud Soft High Pitched Deep Raspy Pleasant

Accent: Local Foreign Other – Region _____

Speech: Fast Slow Distinct Distorted Stutter Slurred Lisp

Language: Excellent Fair Poor Foul Other _____

Emotional State: Calm Angry Rational Irrational Coherent

Incoherent Deliberate Righteous Funny Intoxicated

Person Receiving Call:

Print Name:

Division: _____ Work Phone: _____

Home Address: _____

Home Phone: _____

-

EMPLOYEE EARTHQUAKE RESPONSE PLAN

The safest place during an earthquake is under a desk or under the largest structure closest to you (since lights and ceiling tiles could come down). If someone is caught in the hallway, go to the nearest doorframe (since they are steel) and remain there. Due to the lack of warning in the event of an earthquake and the short duration, there is simply not enough time to move to safety zone areas.

James R. Thompson Center



Emergency Action Plan

Updated June 2019

INTRODUCTION

It is important that State of Illinois employees are prepared in the event of an emergency. With this in mind, the Department of Central Management Services (CMS) has developed a comprehensive Emergency Action Plan. Please read this handbook and familiarize yourself with the procedures established should an emergency occur at the JRTC.

OBJECTIVES

- To ensure all employees of the JRTC are aware of the need for emergency planning and to be prepared to evacuate the building in a quick and orderly manner.
- To aid in the preparation of an emergency plan for each agency within the JRTC.
- To stimulate the development of a system for emergency evacuation training and evaluation of emergency procedures.

GENERAL EVACUATION GUIDLINES

- Listen and obey all directions and instructions given by emergency wardens, firefighting personnel, and the Illinois State Police Protective Services Unit (ISP Protective Services Unit).
- DO NOT use any elevators. EXIT to your nearest designated emergency exit stairwell. Be aware of alternate stairwells if the one nearest to you is blocked.
- DO NOT panic or run. Remain calm and proceed to your emergency exit in a calm manner.
- Alternate individual entry into the flow of traffic at stairwell entry points. DO NOT push or shove.
- Use the handrail in the stairwell, keeping to the right, and moving in a single file line.
- Please remain calm and listen for instructions while exiting the stairwell. DO NOT spread faulty information or rumors.
- Assist anyone who is slow moving or requests assistance.

- Use the emergency telephone located in the fire stairwell if medical aid or assistance is required. Be prepared to give your location and the nature of your problem. The floor location number is on the wall adjacent to the telephone.
- Exit the building and proceed to your assigned staging area and check in with your appointed Chief Emergency Warden and await further instructions.
- In the event of an order for partial evacuation of the building during regular and non-regular business hours, due to a fire emergency, only 8 floors will be evacuated: the fire floor, two floors above, and five floors below the fire.

AFTER HOUR, WEEKEND, AND HOLIDAY EVACUATION GUIDELINES

The normal business hours of the JRTC are from 6:30 a.m. – 6:00 p.m., Monday-Friday. All employees with 24 hour access and authorized visitors who access the building after hours, weekends, and holidays are required to sign in at the lobby security station giving their office location and telephone number. Sign out is required when leaving the building.

The types of emergencies and emergency response actions described in this Emergency Action Plan may also occur during non-business hours and will require consistent training, response, and action by tenants, state employees and third party contractors authorized to perform services at the JRTC.

Tenant managers and contractor supervisors are responsible for ensuring that their employees who work on the premises outside of normal business hours are issued a copy of the JRTC Emergency Action Plan. This plan provides for a coordinated response and detailed procedures, in times of emergency, to protect lives and property, mitigate damage, enhance communications, and effectuate a rapid and organized return to normal operations.

In case of an emergency the employees shall:

- Call 911 and then contact the ISP Protective Services Unit at 814-6666 with all pertinent information regarding the reported emergency. Give the exact location of the incident, including floor and suite number.
- Tenant Office Managers and supervisors shall explain to all workers in detail what rescue and medical first aid duties are to be performed and by whom. All workers shall be told what actions they are to take in emergency situations occurring in the workplace.

- Contractors shall assign sufficient staff to ensure all employees are alerted to an emergency.
- In the event of an emergency requiring building evacuation, the ISP Protective Services Unit will provide instructions over the building's public address system. Listen and obey all directions and instructions given over the public address system.
- If an evacuation is ordered, personnel shall perform a sweep of their assigned floor and work area to alert all persons to the emergency, assist persons requesting assistance, close office doors and equipment storage closets, and evacuate the floor immediately. Do not use elevators unless instructed.
- Walk calmly to the nearest emergency exit, descend the nearest stairwell, and exit the building. Proceed to the staging area where Emergency Wardens will account for all personnel. The staging area for employees of the JRTC is the MABB lobby. The staging area for employees of the MABB is the JRTC lobby. If both buildings are evacuated, the staging area is the Daley Center. Be sure to listen to ISP announcements in the event the Daley Center cannot be used as a staging area.
- If medical aid or assistance is needed while in the emergency exiting stairwell, use one of the emergency telephones located on the emergency stairwell landings. Give floor location and state the nature of the problem when reporting the need for assistance.
- In the event the emergency is in an isolated area of the building, employees affected will be contacted by telephone or in person by ISP Protective Services Unit or building engineers on duty.
- Notification regarding re-entry to the building or permanent closing of the building will be issued to employees by the ISP Protective Services Unit, shift manager or supervisor.

In case of an emergency, any individual or group holding a special event in the JRTC/MABB during non-business hours shall:

- Designate an emergency evacuation warden for the event. The warden shall receive a copy of the appropriate Emergency Action Plan and be responsible for reading and understanding the plan.
- If possible, immediately notify ISP Protective Services Unit of the emergency by calling (312) 814-6666.
- Know where the nearest emergency exit route is and direct guests to it during an emergency. Do not use elevators.

- Notify building personnel of any event guests who request special assistance.
- Maintain a list of all guests and bring it along during the evacuation.
- Assemble at predetermined staging area. Notify emergency personnel of any event attendees who have not checked in at the staging area.

EMERGENCY EVACUATION WARDENS

Each agency within the JRTC is required to have at least three emergency evacuation wardens with alternates. The wardens will be appointed by their agencies and attend duty orientation programs. The wardens' primary responsibility is to ensure a fast, safe, and orderly evacuation. The wardens can be identified by their red colored "Emergency Evacuation Warden" sticker which is worn during evacuation.

Listed below are the Emergency Evacuation Wardens' Specific duties and responsibilities:

CHIEF EMERGENCY WARDEN: Chief Emergency Wardens are responsible for all emergency wardens in their agency. They will assume the responsibility for the total coordination and evacuation of their agency as well as communicating the staging areas and reporting procedures for all employees.

EMERGENCY EXITING WARDEN: The Emergency Exiting Warden is stationed near or at each exiting stairwell and is responsible for directing all agency personnel down the appropriate stairwell. The guide will remind all personnel to stay to the right and walk down the stairs. This guide is extremely important because of the primary and secondary exits. If your agency encompasses two stairwells, an additional emergency guide should be appointed.

In the event of a fire emergency wherein only a partial building evacuation is ordered, the Emergency Exiting Warden shall be responsible for opening the emergency stairwell doors on the established exiting floor so that personnel from the stairwell may be directed to a safety floor.

EMERGENCY SEARCHER: The Emergency Searcher is responsible to see that all offices, restrooms, conference rooms, etc. are evacuated, paying special attention to the restroom. If you do not have private work offices, but open work stations instead, you must check them also. As a searcher, you will be responsible for ensuring complete evacuation. After checking an office or conference room, close the door behind you.

ELEVATOR GUARD: The Elevator Guard is responsible for directing all personnel away from the elevators and to the fire stairwells until the fire department arrives.

PERSONS REQUESTING ASSISTANCE WARDEN: This warden is responsible for ensuring the safe evacuation of all persons requesting assistance until the ISP Protective Services Unit or the Chicago Fire Department arrives. If a person requesting assistance can use the stairwell, the Assistance Warden will guide them in that direction. Agencies are responsible for appointing a warden to assist each person requesting assistance.

ATRIUM STAIR GUARD: The Atrium Stair Guard is responsible for standing next to the open exterior stairwells (east and west sides) to redirect personnel to the nearest emergency evacuation stairwell. The stair guard assigned from agencies in Sector A and C will act in place of an Elevator Guard. (Elevator Guards are only needed from agencies located in Sector B.)

STAGING AREA FOR PERSONS REQUESTING ASSISTANCE

All persons requesting assistance will stage in the vending/lounge areas on all floors (3-16). All persons requesting assistance on the 2nd floor and concourse level will assemble in the freight elevator hallway on their respective floors.

All persons requesting assistance will be evacuated by the use of the freight elevator or an exit designated by fire fighters or the ISP Protective Services Unit. Evacuation of the affected areas will be done first and then systematically for all floors or as directed by fire fighters.

IN CASE OF A FIRE

IN AN OPEN OFFICE AREA

Call 9-911 and ISP Protective Services Unit (814-6666) immediately. Give the following information: your exact location, including street address (100 West Randolph), floor number, and suite number. Tell the authorities the exact location and the extent of the fire.

- Alert all personnel in your immediate office area.
- Exit the room or hallway immediately.
- Close any office doors.
- Evacuate immediately.

- Walk calmly to the nearest emergency exit, descend the nearest stairwell, and exit the building.
- Proceed to the outdoor staging area.
- Use the designated emergency exits. Have an alternate emergency exit in case the one in your area is blocked.
- When entering the emergency stairwell, stay to the right side in a single file line.
- DO NOT use the elevator. All elevators will be under the control of the fire department.
- All employees will be notified when the building is safe to re-enter.
- Elevators may be used upon returning to the building.

ENCLOSED ROOM – FIRE OUTSIDE THE DOOR

Feel the door with the back of your hand. If it is hot:

- DO NOT OPEN.
- If you can reach a phone, call 9-911 and ISP Protective Services Unit (814-6666) immediately.
- Give them your exact location, including street address (100 West Randolph), floor, and office number.
- Advise them of your trapped situation.
- Place an article of clothing, coat, chair cushion, or similar item along the bottom of the door to keep out the smoke.
- Move as far away from the door and heat source as possible.
- Wait for rescue personnel to arrive.

If it is NOT hot:

- Slowly open the door while standing behind it. If no danger is present, walk to the nearest emergency exit.
- If the area is filled with smoke, stay low or crawl to the nearest emergency exit.

- DO NOT use the elevators. Descend using the emergency stairwell, exit the building, and proceed to the staging area.
- All employees will be notified when the building is safe to re-enter. Elevators may be used upon returning to the building.

USING PORTABLE FIRE EQUIPMENT

Fires are classified according to the type of material involved:

- Class A (green triangle): Solid combustibles such as paper, wood, cloth, rubber, and plastics.
- Class B (red square): Flammable liquids including gasoline, naphtha, acetone, greases, and oils. Also flammable gases such as methane or hydrogen.
- Class C (blue circle): Fires involving energized electrical equipment, appliances, and wiring. The use of nonconductive extinguishing agents protects against electrical shock.

There are fire extinguishers available for each specific fire classification. The JRTC is equipped with multipurpose, "ABC" dry chemical extinguishers, suitable for use for all fires classified A, B, or C. Water should also be used on Class A fires to prevent smoldering. "ABC" extinguishers have a range of approximately 10-15 feet, and the contents can be discharged within 25 seconds.

There are fire extinguishers available for each specific fire classification. Please make sure you know where they are located in your area.

Basic Fire Extinguisher Operation (PASS):

P – PULL the safety pin (usually a twist-pull action).

A – AIM the nozzle at the base of the fire.

S – SQUEEZE the trigger handle.

S – SWEEP slowly from side-to-side.

Never return an extinguisher once it has been discharged (even if only for a few seconds). Contact the CMS/Engineering Office immediately after use to arrange for recharging of fire extinguishers (814-5766).

Report any and all minor fires such as in a waste basket, even if you were able to extinguish it, to ISP Protective Services Unit (814-6666).

IN CASE OF AN EXPLOSION

- Call 9-911 immediately and the ISP Protective Services Unit (814-6666). Give your exact location including street address (100 West Randolph), floor, and suite number. Do not hang up. Listen for additional instructions from the dispatcher.
- If it is safe to do so, assess the extent of the damage sustained and the injuries involved and give this information to the responding emergency personnel.
- Alert all personnel in your immediate area, checking for any damage or dangerous conditions.
- DO NOT use the elevators. Walk calmly to the nearest emergency exit, descend the stairwell, exit the building, and proceed to outdoor staging area. (See Evacuation Staging Destination Map).
- Emergency evacuation wardens will assist the injured and any persons requesting assistance to the staging area.
- All employees will be notified by their emergency warden when the building is safe to re-enter. Elevators may be used upon returning to the building.

BOMB THREATS AND SEARCHES

Initial Bomb Threat Procedures

- Upon receiving a bomb threat, contact ISP Protective Services Unit at 814-6666 with all pertinent information. ISP Protective Services Unit will dispatch a police officer to interview the recipient of the call. Immediately complete the “Bomb Threat Report Form” included in this guide.
- At this point, ISP Protective Services Unit will notify the Chicago Police Department (CPD) of the initial threat.
- ISP Protective Services Unit will be responsible for the inspection of the common areas such as stairwells, equipment rooms, and restrooms.

ISP Protective Services Unit Will Contact CPD Bomb Squad

- If an object is found unidentifiable, out of place, or of a suspicious nature, Do Not Touch It! ISP Protective Services Unit will then contact the CPD Bomb Squad to investigate the object. Do not use radios or cellular telephones near the suspicious object. Move employees away from the specific object.
- If a suspicious object is found, the Bomb Squad will determine the next step of action.

Evacuation Determination

- If the Bomb Squad determines that the threat was a hoax, they will instruct ISP Protective Services Unit that business should proceed as normal.
- If it is determined or it appears that the threat is real, an evacuation will be implemented. Go to the designated emergency exit, descend the stairs and proceed to the designated staging area and await instructions from your Chief Emergency Warden.

SEVERE WEATHER

In the event of severe weather, an announcement will be made over the public address system regarding any need for evacuation. If there is not enough time to evacuate the building, employees should:

- Move to the center of the floor as far away from the windows as possible. Lie down on the floor, under a desk or table if possible and curl up and protect your head and eyes.
- STAY AWAY FROM THE ATRIUM AREA AND OUTSIDE WALKWAY.
- Do not use the elevators or the telephones.
- Persons requesting assistance will be assisted by the designated emergency wardens.

An "all clear" announcement will be made over the public address system when appropriate. Please report any damage to ISP Protective Services Unit at 814-6666. If there are any injuries, call 9-911 immediately and then contact ISP Protective Services Unit at 814-6666.

POWER FAILURE

In the event of a power failure, all employees should remain in their work area. Announcements will be made as to whether an evacuation will commence. If an evacuation should be ordered:

- Assist all persons requesting assistance to the staging area.

- Exit to the nearest emergency exit stairwell, following the signs to the nearest emergency exit.
- DO NOT use the elevators.
- Exit the building and proceed to the staging area.
- All employees will be notified by their Chief Emergency Warden when they may re-enter the building.

The JRTC is equipped with limited low level emergency lighting. All emergency exit stairwells are equipped with emergency lighting. The public address system is also equipped with an emergency power source.

IN CASE OF A FLOOD

When a general building area is affected, notice will be given over the building's public address system. Local governments are responsible for issuing warnings in the event of flash flooding. During periods of possible flooding, a radio watch should be maintained by all office personnel, building management, and security forces.

Flooding is one of the few disaster conditions in which evacuation of the building may be recommended. Employees should prepare to leave immediately if advised to evacuate. In the event of evacuation, building management may advise the use of alternate routes.

IN CASE OF AN EARTHQUAKE

During an earthquake, the "solid" earth moves or sways. The shaking is seldom the cause of injury or death. Most casualties result from falling objects and debris because the shocks can damage or destroy buildings. Landslides and fires can also be triggered by earthquakes.

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants or light fixtures, or hear objects wobbling on shelves. Initially, there may also be a violent jolt. You may hear a low rumbling noise such as thunder. After these preliminary indicators, the shaking increases, and it may be difficult to stand up or move around.

DURING AN EARTHQUAKE

- Find shelter under a sturdy desk or table if possible. Kneel down and cover your head with your arms. Standing in a doorway is another option.
- Stay away from temporary walls, partitions, and free standing objects such as files, file cabinets, shelves, etc.

- Remain calm and stay in your position. An initial shock usually lasts less than a minute. Aftershocks may occur.
- DO NOT PANIC or attempt to evacuate.
- DO NOT attempt to use the elevators.
- Stay clear of the Atrium, outside walkways, and glass windows.

AFTER THE EARTHQUAKE

- Notify the ISP Protective Services Unit (814-6666) immediately of any structural damage. If there are any injuries, call 9-911 immediately and then contact ISP Protective Services Unit at 814-6666.
- If evacuation is necessary, an announcement will be made.
- Emergency Evacuation Wardens will inform employees of alternate routes if necessary.
- An “all clear” announcement will be made when employees may re-enter the building.

HANDLING SERIOUS INJURY OR ILLNESS

Call 9-911 and ISP Protective Services Unit (814-6666) immediately to report the injury or illness of the person. Tell the authorities the location of the person and the type of illness or injury they are suffering.

ISP Protective Services Unit will respond to the location of the injured or ill to assist in emergency first aid or CPR if necessary. Officers are equipped with an automated external defibrillator (AED) device in the event of a medical emergency involving sudden cardiac arrest.

The ISP Protective Services Unit will direct the CFD ambulances to the location of the victim. It is advisable to have someone from the employee’s agency or, if available, an ISP Protective Services Unit Officer, meet the ambulance personnel at the ground level doors to direct them to the injured or ill person. Be prepared to brief the emergency medical personnel with the nature of the injury or illness and any background information you have to assist them in evaluating the person.

LIFE SAFETY SYSTEMS

The JRTC is equipped with many life safety systems and equipment. Following is a brief definition of their use:

SPRINKLER SYSTEM

The sprinkler system is fully charged with water at all times and is activated by high temperature which causes the sprinkler to discharge water in a limited area. Water pressure within the system is maintained by automatic fire pumps. A flow of water from a sprinkler head will activate the fire alarm system.

FIRE LIGHTS AND SPEAKERS

The JRTC is equipped with white flashing strobe lights that are activated by the fire alarm system. These lights assist the hearing impaired during an emergency. A public address system has speakers placed throughout the building on each floor, whereby information can be given during an emergency. This system has a battery powered back-up system in case of power loss.

SMOKE DETECTORS AND HEAT SENSORS

Smoke detectors and heat sensors are strategically located throughout the building on each floor. These activate the fire alarm system when triggered.

STAIRWELL DOORS/EMERGENCY STAIRWELLS

Emergency stairwells and stairwell doors are fire-rated to prevent fire and smoke from spreading floor to floor. All stairwell doors are locked on the inside stairwell during normal operation. During an alarm situation, all doors are unlocked allowing access to any floor during an evacuation. It is important that these doors not be held or blocked open at any time. These stairwells are for emergency use only.

EMERGENCY LIGHTING

Each emergency stairwell is equipped with emergency lighting. These lights have a battery operated back up system in the event of a power failure.

AIR HANDLING SYSTEMS

In the event of a fire, the air handling system will immediately go into an exhaust mode, whereby smoke will be removed at the roof level.

FIRE EXTINGUISHER CABINETS

ABC type fire extinguishers are strategically located on each floor. All employees should become familiar with their locations. Fire extinguishers Type A (ordinary combustibles) are located inside of the doorways of most emergency stairwells and are used mainly for defense of the stairwell.

EMERGENCY TELEPHONES

Emergency phones are strategically located throughout the emergency stairwells and are a direct line to the fire command panel and the ISP Protective Services Unit. Each elevator is also equipped with an emergency telephone in the event the elevator stops.

PROTESTS, RALLIES, DEMONSTRATIONS, AND CIVIL DISTURBANCES

The JRTC houses the offices of six constitutional officers, legislative leaders and more than 30 state agencies, boards and commissions. On any given day, the number of visitors range between 9,000-11,000 people. The JRTC Plaza offers a wide open space for people to gather and is often the initial meeting place for protests, rallies and demonstrations related to state government programs. The JRTC Plaza is also conveniently located across the street from the Daley Center Courts and Chicago City Hall which have similar events with a plaza at the Daley Center.

During the calendar year there are between 50 to 100 protests, rallies and demonstrations at the JRTC, both permitted and unscheduled. The majority of the events are peaceful and organized with no civil unrest or disturbances. However, from time to time situations arise which require the police to take steps to secure the building and its occupants. In the event a situation develops, PSU Officers may activate operational protocols which may include the following, in no specific order:

- Make notifications and call for additional police or fire personnel for assistance.
- Make an announcement over the public address system notifying people there is civil disturbance with instructions as how to proceed. PSU may provide periodic updates, as well as advise building management that people can resume to "normal business" at the conclusion of the situation.
- Create an inner and outer perimeter by securing some or all of the interior and exterior access points / doors allowing continued business operations within each building. PSU Officers / Guards will direct people to the open access points being utilized for business operations.

- Request that people “Shelter in Place.” Shelter in place means stay where you are or find a location within your office space which is adequate to safeguard you from the incident.
- Evacuate people who may be located near the disturbance. In the event the concourse, ground or second floors are compromised people at those levels may be asked to move to upper floors.
- Other steps may be required depending on the specific nature of the problem. The assistance and cooperation of everyone including the floor wardens is an important part of the police department’s efforts to promote a safe and secure environment.

BOMB THREAT INFORMATION REPORT

DATE OF CALL: _____

EXACT TIME OF CALL: _____

THREAT RECEIVED
BY: _____
EXACT WORDS IN
THREAT: _____
CALL REPORTED TO: _____

QUESTIONS TO ASK FOR A BOMB THREAT:

1. When is the bomb going to explode? _____
2. Where is it right now? _____
3. What does the bomb look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. What is your name? _____
9. What is your address? _____

SEX OF THE CALLER: _____ **RACE:** _____ **AGE:** _____

<p>CALLER'S VOICE:</p> <input type="checkbox"/> Calm <input type="checkbox"/> Angry <input type="checkbox"/> Excited <input type="checkbox"/> Slow <input type="checkbox"/> Rapid <input type="checkbox"/> Soft <input type="checkbox"/> Loud <input type="checkbox"/> Laughter <input type="checkbox"/> Crying <input type="checkbox"/> Normal <input type="checkbox"/> Distinct <input type="checkbox"/> Stutter	<input type="checkbox"/> Slurred <input type="checkbox"/> Nasal <input type="checkbox"/> Lisp <input type="checkbox"/> Raspy <input type="checkbox"/> Deep <input type="checkbox"/> Ragged <input type="checkbox"/> Clearing Throat <input type="checkbox"/> Deep Breathing <input type="checkbox"/> Cracking Voice <input type="checkbox"/> Disguised <input type="checkbox"/> Accent <input type="checkbox"/> Familiar	<p>BACKGROUND NOISES:</p> <input type="checkbox"/> Street Noise <input type="checkbox"/> Voices <input type="checkbox"/> Music <input type="checkbox"/> House Noises <input type="checkbox"/> Motor <input type="checkbox"/> Office Machinery <input type="checkbox"/> Factory Machinery	<input type="checkbox"/> Animal Noises <input type="checkbox"/> Silence <input type="checkbox"/> Static <input type="checkbox"/> Local <input type="checkbox"/> Long Distance <input type="checkbox"/> Phone Booth <input type="checkbox"/> Other _____ _____ _____
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<p>VOICE CHARACTERISTICS:</p> <input type="checkbox"/> Well Spoken (Educated) <input type="checkbox"/> Message Red By Threat Maker <input type="checkbox"/> Other _____	<input type="checkbox"/> Use of Foul Language <input type="checkbox"/> Irrational <input type="checkbox"/> Incoherent <input type="checkbox"/> Taped
--	---

PHONE NUMBER AT WHICH CALL IS RECEIVED:

LENGTH OF CALL:

Section Six

Applicable Affirmative Action/ Equal Employment Opportunity Laws

Civil Rights Act of 1964, As Amended

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is a provision of employment or where employment discrimination causes or may cause discrimination in providing services under such programs.

Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination in hiring, promotion, discharge, pay, fringe benefits and other aspects of employment on the basis of race, color, religion, sex or national origin. Applicants and employees of most private employers, state and local governments and public or private educational institutions are protected. Employment agencies, labor unions and apprenticeship programs are also covered.

Civil Rights Act of 1991

This law expands the protections afforded to individuals under the Civil Rights Act of 1964. It provides for damages for intentional discrimination and unlawful harassment in the workplace and codifies the concepts of business necessity and job relatedness as enunciated in various Supreme Court decisions. In addition, it confirms statutory authority and provides guidelines for disparate impact suits under Title VII of the Civil Rights Act of 1964, and in response to recent Supreme Court decisions the law expands the scope of relevant civil rights statutes.

Equal Employment Opportunity Act of 1972

This law is an amendment to the Civil Rights Act of 1964, which adds sex and religion to the Title VII portion and extends Equal Employment Opportunity (EEO) to state, local and municipal organizations, all employment agencies (private and public), and to labor organizations. This law empowers EEOC to bring civil action against any organization, which is alleged to be practicing discrimination. The Act also gives an individual the right to take a complaint directly to a court of law.

Age Discrimination in Employment Act of 1967

This law prohibits arbitrary discrimination against persons 40 years of age and over in hiring, promotion, discharge, pay, fringe benefits and other aspects of employment. The law covers most private employers, state and local governments, educational institutions, employment agencies and labor organizations.

Americans with Disabilities Act of 1990; As Amended by the Americans with Disabilities Act Amendments Act of 2008

Congress enacted the Americans with Disabilities Act of 1990 ("ADA") to eliminate discrimination against individuals with disabilities in the areas of employment, public accommodations, education, transportation, communication, recreation, institutionalization, health services, voting, and access to public service. Title I of the ADA prohibits discrimination in employment against individuals with disabilities and established the standards governing an employer's affirmative duty to accommodate an individual with a disability. Title II of the ADA prohibits discrimination against individuals with disabilities by state and local governments. The Americans with Disabilities Act Amendments Act of 2008 ("ADAAA") broadens the coverage of "disability" and thereby brings more individuals under protection of the law. EEOC issued regulations under this law.

Rehabilitation Act of 1973

This law sets the standards for promoting, expanding and assisting in employment opportunities for persons with disabilities in all programs or activities receiving federal financial assistance. Sections 503 and 504 provide for the prohibition of discrimination against qualified persons with disabilities. The Office of Federal Contract Compliance Programs (OFCCP), U.S. Department of Labor, enforces section 503. Section 504 is enforced by the agency providing the federal funds.

Executive Order 11246 (As Amended by E.O. 11375)

Executive Order 11246 as amended prohibits job discrimination on the basis of race, color, religion, sex or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.

Family Medical Leave Act of 1993

This law requires employers to provide up to 12 weeks of unpaid job-protected leave to eligible employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one year and for 1,250 hours during the year preceding the start of the leave. The employee must also be employed at a worksite where the employer employs at least 50 employees within a 75-mile radius. The U.S. Department of Labor's Wage and Hour Division is authorized to investigate and resolve complaints of violations.

Unpaid leave must be granted for any of the following reasons: 1) to care for the employee's child after birth or placement for adoption or foster care 2) to care for the employee's spouse, son, daughter, or parent, who has a serious health condition, or 3) for a serious health condition that makes the employee unable to perform the employee's job.

Section 585(a) of the National Defense Authorization Act (NDAA) amended the FMLA to provide eligible employees working for covered employers two important leave rights related to military service:

Qualifying Reason for Leave:

Eligible employees are entitled for up to 12 weeks of leave because of any "qualifying exigency" arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty or has been notified of an impending call to active duty status, in support of a contingency operation.

Leave Entitlement:

An eligible employee who is the spouse, son, daughter, parent, or next-of-kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty, on active duty, is entitled for up to 26 weeks of leave in a single 12-month period to care for the service member. This military caregiver leave is available during a single "12-month period," during which an eligible employee is entitled to a combined total of 26 weeks of the various types of FMLA leave.

Title IX of the Education Amendments Act of 1972

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive Federal financial assistance. The U.S. Department of Education's Office for Civil Rights (OCR) enforces this law. Per the statute, no person in the U.S. shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment (i.e. selection, recruitment, or consideration thereof, regardless of a full-time or part-time status) under any education program or activity receiving Federal financial assistance.

Uniformed Services Employment and Reemployment Rights Act (USERRA)

This law protects the job rights of individuals who voluntarily or involuntarily leave employment positions to undertake military service. It also prohibits employers from discriminating against past and present members of the uniformed services, and applicants to the uniformed services. The U.S. Department of Labor, Veterans Employment and Training Services (VETS), is authorized to investigate and resolve complaints of USERRA violations.

Equal Pay Act of 1963

This law provides that an employer may not discriminate on the basis of sex by paying employees different wages for doing equal work on jobs requiring equal skill, effort, and responsibility, and that are performed under similar working conditions in the same establishment. This law is enforced by the U.S. Equal Employment Opportunity Commission (EEOC).

Pregnancy Discrimination Act

This law amended Title VII to make it illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

Genetic Information Nondiscrimination Act of 2008

This law makes it illegal to discriminate against employees or applicants because of genetic information. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about any disease, disorder or condition of an individual's family members (i.e. an individual's family medical history). The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

SECTION SEVEN

HIRING MONITOR

Name of Agency:	Candidate's Name:
City / County:	Position Number:
IDHR Region / (Facility):	
EEO Job Category:	Bid Number:
Title of Job to be filled:	Date of Hire:

1. Is the EEO category underutilized? If yes, indicate number for each group:

Women:	Black or African American:	Hispanic or Latino:
Asian:	American Indian or Alaskan Native:	
Native Hawaiian or Other Pacific Islander:	People with Disabilities:	

2. Indicate: Race of person selected:

Sex: Veteran: Disability:

3. Number of individuals who applied or were on the list of eligible(s)

Total by Category	# Invited	# Interviewed	# Selected
Women			
Black or African American			
Hispanic or Latino			
Asian			
American Indian or Alaskan Native			
Native Hawaiian or Other Pacific Islander			
People with Disabilities			
Veterans			

4. If no candidates from any of the underutilized groups appeared on the list, what efforts were made in the last six months to assist in the recruitment of candidates?

5. If the category is underutilized and a member of an affirmative action group applied and was not hired, give a detailed explanation for the hiring decision.

6. Was the position posted?

7. Name and position of person(s) who interviewed candidates.

8. Name and position of person(s) who recommended the selection of the candidate.

I have reviewed the eligibility list and with this hire. Remarks on reverse side.

EEO/AA Officer	Date
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I approve of this hire

Chief Executive Officer	Date
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No appointment will be processed without this form. [DHR Rules and Regulations Section 2520.770(h)]

PROMOTION MONITOR

Name of Agency:		Candidate's Name:	
City / County		Position Number:	
IDHR Region / (Facility)			
EEO Job Category:		Bid Number:	
Title of Job to be filled:		Date of Promotion:	

1. Is the EEO category underutilized? If yes, indicate number for each group:

Women:		Black or African American:		Hispanic or Latino:	
Asian:		American Indian or Alaskan Native:			
Native Hawaiian or Other Pacific Islander:		People with Disabilities*:			

2. Indicate the race and sex of person promoted: (Choose One) (Choose One)

3. Number of individuals who applied or were on the list of promotable(s):

Total by Category	# Invited	# Interviewed	# Selected
Women			
Black or African American			
Hispanic or Latino			
Asian			
American Indian or Alaskan Native			
Native Hawaiian or Other Pacific Islander			
People with Disabilities			
Veterans			

4. Did it change the employee's EEO Job Category?

If yes, from what EEO job Category? (Choose One)

5. If the category is underutilized and a member of an affirmative action group applied and was not promoted give a detailed explanation.

6. Was the position posted?

7. Name and position of person(s) who interviewed candidates.

8. Name and position of person(s) who recommended the selection of the candidate.

I have reviewed the eligibility list and: (Choose One) with this promotion. Remarks on reverse side.

EEO/AA Officer	Date
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I approve of this hire

Chief Executive Officer	Date
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No appointment will be processed without this form. [DHR Rules and Regulations Section 2520.770(h)]

DHR-20 (Rev. Feb. 2016)

***For EEO Monitoring purposes.**

ILLINOIS STATE BOARD of EDUCATION

CONFIDENTIAL EMPLOYEE EXIT SURVEY

Each Employee is asked to complete this questionnaire upon separation of ISBE. Disclosure of this information is voluntary and is authorized by the Illinois Department of Human Rights. The completed questionnaire will not be placed in the employee's personnel file.

Name:		Sex:	
Race:		Disability	O Yes O No
Location:		Division:	
Hire Date:		Date of Separation:	
Starting Position:		Ending Position:	
Starting Salary:		Ending Salary:	
Immediate Supervisor:		DA:	

REASONS FOR LEAVING: More than one reason may be given if appropriate; if so, identify primary reason.

RESIGNATION:

Took Another Position	Pregnancy/Home/Family Needs	Poor Health/Physical Disability
Relocation to Another City	Travel Difficulties	To Attend School
Dissatisfaction with Benefits	Dissatisfaction with Salary	Dissatisfaction with Type of Work
Dissatisfaction with Supervisor	Dissatisfaction with Co-Workers	Dissatisfaction with Work Conditions
Other:		

LAID OFF:

Lack of Work	Abolition of Position	Lack of Funds
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RETIREMENT:

Voluntary Retirement	Disability Retirement	Regular Retirement
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O UNSUCCESSFUL PROBATIONARY PERIOD/SEPARATION

Plans after leaving: Please explain:			
Would you want to work at ISBE Again? Please explain:	<input type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> MAYBE

WE ARE INTERESTED IN WHAT OUR EMPLOYEES HAVE TO SAY ABOUT THEIR WORK EXPERIENCE WITH THE AGENCY.

What did you like most about your job? Please explain:
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<p>What did you like least about your job: Please explain:</p>
<p>How did you feel about the pay and benefits: Please explain:</p>

**TABLE FOR RATING (0-4):
EXCELLENT (1), GOOD (2), FAIR (3), POOR (4), NEUTRAL (0)**

Rate of pay for your job		Medical coverage for self	
Paid holidays		Medical coverage for dependents	
Retirement plan		Sick leave	
Life insurance			

**HOW DID YOU FEEL ABOUT THE FOLLOWING (0-4):
VERY SATISFIED (1), SATISFIED (2), DISSATISFIED (3) VERY DISSATISFIED (4), NEUTRAL (0)**

Recognition for the work you did		Job transfer policies and practices	
Training you received		Environment/morale	
Your supervisor's management methods		Teamwork of your direct co-workers	
Opportunity to talk with your supervisor		Teamwork of your division	
Information you received on policies, programs, projects and problems		Teamwork of your agency	
Information you received on departmental structure		Performance reviews policies and practices	
Promotion policies and procedures		Physical working conditions	
Discipline policies and practices			

COMMENTS:

<p>If you are taking another job what will you be doing: Please explain:</p>
<p>What has your new place of employment offered you that is more attractive than your present job: Please explain:</p>
<p>Could ISBE have made any improvements that might have influenced you to stay on the job: Please explain:</p>
<p>Do you feel you were the victim of discrimination or harassment: <input type="radio"/> Yes <input type="radio"/> NO Please explain:</p>
<p>If you answered "yes" to the last question, have you discussed or given written notice of this discrimination to your Supervisor or Professional Capital: Please explain:</p>

Signature: _____ **Date:** _____

PLEASE RETURN THIS FORM TO HUMAN RESOURCES, MAIL CODE S-202