

# Regular Meeting of the Board of Education

Wednesday, May 11, 2022 6:30 PM

District Office, 12809 S. McVickers Avenue, Palos Heights, IL 60463

## 1. Call to Order

1.A. Pledge to the Flag

1.B. Roll Call

## 2. Superintendent's Report

2.A. Student Presentation: Math Bowl Participants;  
Poetry Winners; Second Grade Presentation

2.B. Retirees & Years of Service Awards

2.C. Recognition of Tenure

2.D. Student Accomplishments & Celebrations

2.E. Registration 2022-2023

## 3. Approval of the Consent Agenda Items

3.A. Minutes of the Regular Meeting of April 13,  
2022

3.B. Approval of Bills & Payroll

3.C. Review of Schools' Activity Accounts

3.D. Employment of Personnel

3.E. Destruction of Closed Session Recordings

3.F. Closed Session Minutes of the April 13, 2022

## 4. Old Business

4.A. Grade 6-8 Mathematics Program Adoption (Action  
Item)

4.B. Grade K-5 Mathematics Program Pilot Approval  
(Action Item)

4.C. Country House Lunch Vendor Contract Renewal  
(Action Item)

4.D. Ratification of Veregy Contract Addendum  
(Action Item)

## 5. New Business

5.A. Board Meeting Dates 2022-2023 (Action Item)

5.B. District Consolidated Grant Plan: Title and  
IDEA Grants (Action Item)

5.C. Policy Review (Action Item)

5.D. Non-Union Contract Renewals and Salary  
Increases (Action Items)

5.E. Technology Student Security & Communications Update

6. **Audience Participation**

*If you are coming up to speak, please identify yourself by name and connection to the district and we ask that comments remain brief to accommodate everyone wishing to speak. Policy provides up to 3 minutes per speaker.*

7. **Information Items**

7.A. YTD Financial Summary Report

7.B. Freedom of Information Act Request

8. **Closed Session**

9. **Return to Open Session**

10. **Adjournment**



# District 128 Recognition & Retirement Celebration

# TENURE ACQUISITION

## As of August 16, 2022

- Evan Katsenis - IJHS
- Michelle McGinnis - Indian Hill
- Kim Sopkin - Chippewa



# YEARS OF SERVICE

## Recognition Awards



# 10 Years of Service



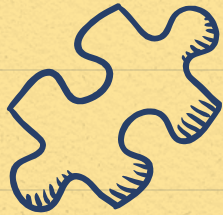
Noora Badwan



Sharon Rosynek



Mike Maholland



# 15 Years of Service



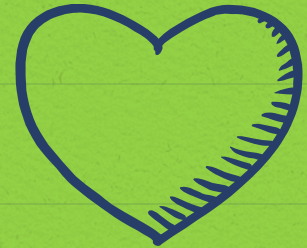
**Corey Breyne**



**Jessica Gabriel**



**Lori Pierce**





# 20 Years of Service



Dana Boulukos



Allison Hinker

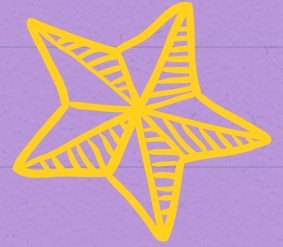


RETIREE



Kathy Fredrick

18 Years of Service



# A Look Back and A Look Forward

FAVORITE  
MEMORY

Daughter  
Beth's first  
day of Kdg  
at Chip  
1975

RETIREMENT  
PLANS

Read  
More

Travel  
More

Substitute

Clear  
House &  
Donate

Exercise  
More

FAMIL  
Y

Social  
Justice  
Committee

## 3 THINGS YOU MIGHT NOT KNOW...

- Students she student taught are likely retired by now
- Loves field trips to anywhere
- Attended a rally in Joliet & saw Bobby & Ted Kennedy speak

Kathy  
Fredrick

**RETIREE**



**Barb Lynch**

**22 Years of Service**



# A Look Back and A Look Forward

FAVORITE  
MEMORY

HOMELESS  
SHELTER  
PROJECT

RETIREMENT  
PLANS

FAMIL  
Y

Golf

ENJOY  
LIFE!

Travel

## 3 THINGS YOU MIGHT NOT KNOW...

- Performed in Musical Theater
- Dream was to be a lawyer
- Found husband @ destination wedding in Punta Cana

Barb  
Lynch

# RETIREE



Linda Anicich

25 Years of Service



# A Look Back and A Look Forward

FAVORITE  
MEMORY

NO PLACE  
LIKE HOME  
D128

RETIREMENT  
PLANS

Redecorate  
Read

Family  
&  
Friends

Travel  
Park Visits

Kayak  
Zoo

## 3 THINGS YOU MIGHT NOT KNOW...

- Always in D128; First 2 years shared by 127 & 128
- Flute & Guitar Player Church Choir
- Performed in 4 Musicals in High School

Linda  
Anicich





**Palos Heights School District 128**  
**Minutes of Board of Education Meeting**  
**April 13, 2022**

The regular meeting of the Board of Education of Palos Heights School District 128 was held on Wednesday, April 13, 2022, at the Dr. Edward T. Rancic Administrative Center, 12809 S. McVicker Ave., Palos Heights, Illinois.

Mr. Grady called the meeting to order at 6:30pm and led the Pledge to the Flag.

Roll Call:

Present: Dr. Powell, Mrs. Restivo, Dr. Facko, Mr. Grady, Mrs. Lyons, Mrs. Rubio,  
& Mrs. Lachowicz

Dr. Brownlow was also in attendance.

**Visitors**

Kim Anoman, Dave Adamonis, Rob Grossi, Pat Callahan, KEvin Kirk, Cathy Leslie, Brigitte Sullivan, Mary Lyn Duffy, Jason Smit, Joe Young, Leslie Lindsred, Kim Funk, Ashley Prohaska, Suzanne Cusack, Eileen Herman, Gabby Dytrych, Sheila Fear, & George Fear

**Superintendent's Report**

Dr. Brownlow first presented the student highlight featuring three third grade students who shared their work as budding authors of informational text. Lincoln Chronos, George Fear, and Ellie Germany shared their published pieces from their animal research projects, complete with informational text features including Tables of Content; illustrations with captions and fun facts about their animals.

Dr. Brownlow then introduced Dr. Rob Grossi, Financial Consultant to the district, who provided the Board of Education with a long-range financial planning update. Overall, the district's financial forecast remains sound with an overall balanced budget over the next five fiscal years.

Staff appreciation week is the week of May 2 - 6. The Board discussed the plans for honoring staff with a luncheon on May 4th to honor the retirees and to present the Years of Service recognition awards. The retirees are as follows: Mrs. Barb Lynch, Technology Teacher Grades K-5; Mrs. Linda Anicich, Speech and Language Pathologist; and Ms. Kathy Fredrick, Chippewa Math Interventionist.

The Strategic Planning Design Team has been working on the development of our Portrait of a Graduate. Jason Smit and Dr. Brownlow presented and discussed the wrapping up the large group

sessions in March. Four two-hour sessions were held over the last several months and feedback was solicited from students, staff and community members along the way. Through that work, it became apparent that the plan is not just about the students, but about everyone; students, staff, parents and the wider surrounding community. Thus, the title of the strategic plan shifted from the Portrait of an Independence Graduate to the Portrait of a Learner. It is believed that by using the term *learner*, a space where everyone can learn together to help nurture and develop the students across the five competencies, the Design Team has identified the framework for the District's plan.

### **District 128 Portrait of a Learner Competencies**

- Perseverance
- Respectful Citizen
- Creative & Critical Thinker (Curiosity)
- Effective Communicator
- Health and Wellness

Dr. Brownlow announced the Shepard Illinois State Scholars 2022 Top 10% of IL Students - 12 of 34 seniors are IJHS graduates: Kara Born, Joseph Cinkus, Richard Cinkus, Shea Fitzgerald, Liam Gayduk, Kelly Greene, Roxanne Habbal, Lillian Hogan, Elizabeth Lappano, Celestia Martinez, Gianna Spain, and Colton Sterling.

### **Approval of Consent Agenda Items**

It was moved by Mr. Grady to approve the consent agenda items as follows:

The Minutes of the Regular Meeting of March 9, 2022; the Approval of Bills and Payroll; the Review of the Schools' Activity Accounts; the Employment of Personnel - *Mary Kate Moroney, 22-23 Curriculum Coach & Instructional Specialist; Kendra Nudd, Social Worker; 22-23 Ashley Battaglia, Social Worker; Current Year - Alexis Humphrey, 4th Grade Special Education Paraprofessional; 22-23 Colleen Murphy, Special Education Navajo;* and the March 9, 2022 Closed Session Minutes.

The motion was seconded by Mrs. Lyons.

Roll Call:

Ayes: Mrs. Lachowicz, Mrs. Rubio, Mrs. Lyons, Mr. Grady, Dr. Facko, Ms. Restivo,  
& Dr. Powell

Nays: None

Motion carried.

## **Old Business**

The district's architect, Pat Callahan of Studio GC, updated the board on the summer projects shared in March and current long range priorities related to the capital project bonds that were recently issued. As of now, there are no anticipated supply chain delays for the planned projects. The plan included the addition of a few items and accelerating the timeline initially forecasted for the replacement of the Independence roof, moving it to Fiscal Year 2026 from Fiscal Year 2028. The Chippewa roof was replaced last summer, the Navajo roof will be replaced this summer, the Indian Hill roof is slated for the summer of 2023 (Fiscal Year 2024). The following is a summary of the other items added to the long-range plans based on the available dollars for capital projects:

- Added plans to upgrade the sound system in the Independence Junior High gymnasium to enhance the quality of the programming
- Renovation of the Chippewa playground to include complete replacement of the current playground equipment and mulch area and to examine installation of fencing to provide a secure and safe play environment for all students that is developmentally appropriate and accessible to all students
- Replacement of the existing fencing on the Indian Hill playground that was not part of the newly renovated area installed last summer

The Advanced Learning Final Program Approval was presented as an Action Item in Old Business. Mrs. Lyons made a motion to approve the Advanced Learning Final Program as presented. The motion was seconded by Mrs. Restivo, and approved by unanimous consent.

The Board was also updated on our plans to upgrade and expand our security camera system. With some of the activity that has transpired outside of school hours, we want to continue to keep our schools and grounds safe and be able to better capture footage when we experience trespassing and other potential violations of our schools and grounds.

## **New Business**

As an Item of New Business, Mrs. Lyons made a motion to approve the proposed paraprofessional and custodial salary increases as presented for the 2022-2023 school year. The motion was seconded by Mrs. Restivo.

Roll Call:

Ayes: Mrs. Restivo, Mr. Grady, Mrs. Rubio, Dr. Powell, Dr. Facko, Mrs. Lyons, & Mrs. Lachowicz

Nays: None

Motion carried.

As an Item of New Business, Mrs. Lachowicz made a motion to approve the Solid State Contract for 2023-2025 as presented. The motion was seconded by Mr. Grady.

Roll Call:

Ayes: Mrs. Lachowicz, Mrs. Rubio, Mrs. Lyons, Mr. Grady, Dr. Facko, Mrs. Restivo, & Dr. Powell

Nays: None

Motion carried.

As a final Item of New Business, Mrs. Lachowicz made a motion to approve the House Bill 1167 COVID Sick Day Bill MOU to extend to all employees as presented. The motion was seconded by Mrs. Lyons.

Roll Call:

Ayes: Mrs. Lachowicz, Mrs. Rubio, Mrs. Lyons, Mr. Grady, Dr. Facko, Mrs. Restivo, & Dr. Powell

Nays: None

Motion carried.

### **Audience Participation**

None

### **Information Items**

The following were included in the Board Packet as Information Items:

- A. YTD Financial Summary Report
- B. Resignations - *Mary Morrone, Social Worker; Dana Romano, 4th Grade Teacher; Jessica Medgyesi, Special Education Teacher at Chippewa*

C. Freedom of Information Act Request:

**Received via email from Thomas Haley, Construction Analyst, of Indiana, Illinois, and Iowa Foundation for Fair Contracting on March 3, 2022.**

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140/1 et. Seq.), the Indiana, Illinois, Iowa Foundation for Fair Contracting (III FFC) respectfully requests the following information regarding the 2022 Alterations and Life Safety project:

1. Please provide a copy of KM Holly Construction's bid package to include, but not limited to, their Certificate of Insurance, bid bonds, and references.

As a not-for-profit organization serving the public interest, we respectfully request the waiver of any fees for copying the requested records. If there are any fees, please bill our office and provide us with your public agency's statutory compliant schedule of allowed fees. Once received, we will remit payment for the requested material. Please send the requested documents to the email address listed on this request. If any portion of this request is denied, please cite the specific exemption(s) that allows the denial. If the public agency has an appeal procedure, please provide the name, title and address of the person to whom the appeal should be sent.

**Complied via email on March 3, 2022.**

**D.** Freedom of Information Act Request:

**Received via email from Jonathan P. Fagg, Data Journalist, of ABC7 Chicago on March 16, 2022.**

Via FOIA, I request access to and/or a copy of data on reconsideration forms or other forms that challenge library books. For this request, please provide what can be shared of the following:

- The title of the book (or other library resource) being challenged,
- The action requested in such a challenge, and the outcome of such challenges
- Details on the reason for the challenge
- Whether the book (or other library resource) was a part of a curriculum or official program
- Such data over time, from Jan 2018 up until the most current date at the point of production.
- Such data electronically, ideally in a spreadsheet format.
- Any available information on the challenger
- Any other available aggregated data relevant to such challenges

**Complied via email on March 17, 2022.**

**E.** Freedom of Information Act Request:

**Received via email from Zoe Yalcin, Data Acquisition Specialist, of SmartProcure on March 22, 2022.**

SmartProcure is submitting a commercial FOIA request to the Palos Heights School District #128 for any and all purchasing records from 12/8/2021 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number
2. Purchase date
3. Line item details (Detailed description of the purchase)
4. Line item quantity
5. Line item price
6. Vendor ID number, name, address, contact person and their email address

**Complied via digital upload on March 31, 2022.**

### **Closed Session**

It was moved by Mrs. Lyons, seconded by Dr. Facko, and approved by unanimous consent that the Board enters into Closed Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of a specific employee; collective negotiating matters or deliberations concerning salary schedules for classes of employees; discussion of possible litigation; and student disciplinary issues. The placement of individual students in special education programs and other matters relating to individual students.

The Board of Education entered into Closed Session at 8:16pm.

### **Adjournment**

With no further business to discuss, Mrs. Lyons made a motion to adjourn at 8:27pm, seconded by Mr. Grady, and approved by unanimous consent. Meeting Adjourned.

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President

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Secretary

PALOS HEIGHTS SCHOOL DISTRICT 128

MAY 2022

<u>GROSS PAYROLL</u>		
<u>APRIL 1 THROUGH APRIL 30, 2022</u>		540,262.32
<u>TRS</u>		39,315.06
<u>BOARD TRS SURCHARGE</u>		2,419.02
<u>THIS</u>		6,547.14
<u>IMRF, FICA, MEDICARE</u>		28,665.76
<u>TOTAL APRIL PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>		617,209.30
<u>EDUCATION FUND</u>	<u>10</u>	106,731.59
<u>BUILDING FUND</u>	<u>20</u>	35,375.52
<u>TRANSPORTATION</u>	<u>40</u>	7,872.48
<u>CAPITAL PROJECTS</u>	<u>60</u>	61,927.63
<u>SPECIAL CHECKS</u>		50,231.60
<u>TOTAL MAY 2022 BILLS PAYABLE</u>		262,138.82
<u>TOTAL MAY 2022 BILLS PAYABLE GROSS AND</u>		
<u>APRIL 2022 PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>		879,348.12

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PRESIDENT

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SECRETARY

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# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1197

Voucher Date: 05/11/2022

Prepared By: 

Printed: 05/04/2022 04:56:22 PM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$211,907.22 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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



PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund		Amount
10	EDUCATIONAL	\$106,731.59
20	OPERATIONS AND MAINTENANCE	\$35,375.52
40	TRANSPORTATION	\$7,872.48
60	CAPITAL PROJECTS	\$61,927.63
		<hr/> <b>\$211,907.22</b>



**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
ACACIA ACADEMY		10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$3,019.32
			Vendor Total:	\$3,019.32
ACCURATE BIOMETRICS		10.5.2310.314.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$250.00
			Vendor Total:	\$250.00
ACME LOCK & KEY	2191	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$68.25
			Vendor Total:	\$68.25
ACP CREATIVIT		20.5.2540.319.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$275.00
		20.5.2540.700.0000.00.00.00 Check #: 0	OPERATIONS/MAINT NEW/REPL EQUIP	\$3,900.00
			Vendor Total:	\$4,175.00
ALBOUM TRANSLATION SERVICES		10.5.1800.300.0000.00.00.00 Check #: 0	BILINGUAL PROGRAMS - TRANSLATIONS	\$39.20
			Vendor Total:	\$39.20
AMAZON CAPITAL SERVICES		10.5.1100.411.0000.00.00.00 Check #: 0	K-12 - SUPPLIES	\$76.72
		10.5.1100.411.0000.01.00.00 Check #: 0	K-12 - SUPPLIES CHIPPEWA	\$167.72
		10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$347.10
		10.5.1100.411.0000.04.00.00 Check #: 0	K-12 - SUPPLIES - INDIAN HILL	\$0.00

**Palos Heights School District 128**

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05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1205.411.0000.00.00.00 Check #: 0	SPEC ED K-12- SUPPLIES	\$77.84
		10.5.1500.411.0000.03.00.00 Check #: 0	PHYS ED SUPPLIES - NAVAJO	\$77.48
		10.5.2410.411.0000.01.00.00 Check #: 0	OFFICE OF PRINCIPAL - SUPPLIES CHIPPEWA	\$256.46
		10.5.2410.411.0000.03.00.00 Check #: 0	OFFICE OF PRINCIPAL - SUPPLIES - NAVAJO HEIGHTS	\$100.38
		10.5.2660.411.0000.00.00.00 Check #: 0	DATA PROCESSING SERVICES- SUPPLIES	\$21.99
			Vendor Total:	\$1,125.69
AMITA GLENOAKS SCHOOL PHEASANT RIDGE		10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$3,544.56
			Vendor Total:	\$3,544.56
BJOREM SPEECH PUBLICATIONS, LLC		10.5.2150.411.0000.00.00.00 Check #: 0	SPEECH/PATH & AUDIO SERVICES- SUPPLIES	\$69.00
			Vendor Total:	\$69.00
CARNEGIE LEARNING		10.5.1100.410.4998.00.03.00 Check #: 0	K-12 CURR ADOPTIONS ESSER III	\$27,219.70
			Vendor Total:	\$27,219.70
CERAMIC SUPPLY CHICAGO		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$180.00
			Vendor Total:	\$180.00
CITY OF PALOS HEIGHTS	23899	20.5.2540.370.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-WATER/SEWER SERVICE	\$794.38
			Vendor Total:	\$794.38

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
COOK COUNTY COLLECTOR	24404	20.5.2540.342.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-ALARMS	\$200.00
			Vendor Total:	\$200.00
COSME LANDSCAPE & MAINTENANCE, INC.		20.5.2530.540.0000.00.00.00 Check #: 0	FACILITIES ACQ & CONST-SITE IMPRV & INFRA	\$6,240.00
			Vendor Total:	\$6,240.00
COUNTRY HOUSE RESTAURANT	11753	10.5.2560.315.0000.00.00.00 Check #: 0	FOOD SERVICES CONTRACTED SERVICES	\$950.00
		10.5.2560.490.0000.00.00.00 Check #: 0	FREE AND REDUCED LUNCHES	\$8,620.00
			Vendor Total:	\$9,570.00
DECKER INC.	6030	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$141.39
			Vendor Total:	\$141.39
ELIM CHRISTIAN SERVICES	4659	10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$15,593.30
		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$2,960.00
			Vendor Total:	\$18,553.30
EMIUM LIGHTING		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$335.00
			Vendor Total:	\$335.00
FACING HISTORY AND OURSELVES, INC.		10.5.2210.314.0000.02.00.00 Check #: 0	PROF SERV TRAINING/ASSEMBLY-INDEPENDENCE	\$1,400.00

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.2211.312.4932.05.00.00 Check #: 0	TITLE II PROF DEV SEL	\$3,500.00
			Vendor Total:	\$4,900.00
FACTS4ME, INC.		10.5.2660.470.0000.00.00.00 Check #: 0	DATA PROCESSING - SOFTWARE	\$50.00
			Vendor Total:	\$50.00
FLINN SCIENTIFIC INC	4378	10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$76.63
			Vendor Total:	\$76.63
HEALTHEQUITY, INC.		10.5.1100.222.0000.00.00.00 Check #: 0	K-12 -MEDICAL INS	\$200.00
			Vendor Total:	\$200.00
ILLINOIS ASSOC. OF SCHOOL ADMIN.	12616	10.5.2310.640.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -DUES AND FEES	\$300.00
			Vendor Total:	\$300.00
ILLINOIS ASSOCIATION OF SCHOOL ADMINISTR	24117	10.5.2410.332.0000.00.00.00 Check #: 0	OFFICE OF PRINCIPAL -TRAVEL/CONF	\$200.00
			Vendor Total:	\$200.00
ILLINOIS SCHOOL BUS	242	40.5.2550.334.0000.02.00.00 Check #: 0	Athletic & Academic Conf. Buses	\$852.48
			Vendor Total:	\$852.48
INDIAN HILL SCHOOL	25566	10.5.2410.411.0000.04.00.00 Check #: 0	OFFICE OF PRINCIPAL - SUPPLIES INDIAN HILL	\$187.12
			Vendor Total:	\$187.12

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
KATIE BARTGEN		10.5.3700.300.4600.05.00.00 Check #: 0	CONTR SPEECH SERV PAROCHIAL GRANT	\$1,087.50
			Vendor Total:	\$1,087.50
KRIHA BOUCEK LLC		10.5.2310.317.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -LEGAL SERVICES	\$687.50
			Vendor Total:	\$687.50
LAMINATOR.COM, INC.		10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$140.46
		10.5.1100.411.0000.04.00.00 Check #: 0	K-12 - SUPPLIES - INDIAN HILL	\$501.15
			Vendor Total:	\$641.61
LEAF		10.5.2660.360.0000.00.00.00 Check #: 0	DATA PROCESSING CAPITAL LEASE	\$2,367.00
			Vendor Total:	\$2,367.00
MENARDS INC	1008	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$121.54
			Vendor Total:	\$121.54
MIDWEST PAPER RETRIEVER		20.5.2540.321.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-SANITATION SERVICES	\$109.25
			Vendor Total:	\$109.25
MINUTEMAN PRESS		10.5.2320.411.0000.00.00.00 Check #: 0	EXECUTIVE ADMIN - SUPPLIES	\$95.50
			Vendor Total:	\$95.50
MOBILE MODULAR PORTABLE STORAGE				

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1100.411.0000.00.10.00 Check #: 0	REG K-12 SUPPLIES COVID-19	\$211.52
			Vendor Total:	\$211.52
NCS PEARSON_25380	25380	10.5.2230.411.0000.00.00.00 Check #: 0	ASSESSMENT AND TESTING- SUPPLIES	\$1,180.98
			Vendor Total:	\$1,180.98
NEXTERA ENERGY		20.5.2540.466.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-ELECTRICITY	\$11,806.97
			Vendor Total:	\$11,806.97
NICOR GAS		20.5.2540.465.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-NATURAL GAS	\$1,205.34
			Vendor Total:	\$1,205.34
PALOS SPORTS INC	68	10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$109.38
			Vendor Total:	\$109.38
PEERLESS NETWORK		20.5.2540.340.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-COMM/AT&T	\$1,546.44
			Vendor Total:	\$1,546.44
PERSONNEL PLANNERS, INC.	24177	10.5.2310.314.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$100.00
			Vendor Total:	\$100.00
PETRARCA, GLEASON, BOYLE & IZZO, LLC		10.5.2310.317.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -LEGAL SERVICES	\$23.00
			Vendor Total:	\$23.00

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
POSTMASTER-PALOS HEIGHTS	70	10.5.2310.341.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -POSTAGE	\$580.00
			Vendor Total:	\$580.00
PROSHRED		20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-MTCE	\$53.00
			Vendor Total:	\$53.00
PUBLIC CONSULTING GROUP	22516	10.5.1800.300.0000.00.00.00 Check #: 0	BILINGUAL PROGRAMS - TRANSLATIONS	\$833.00
			Vendor Total:	\$833.00
REALLY GOOD STUFF	24407	10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$48.42
			Vendor Total:	\$48.42
REGIONAL TRUCK EQUIPMENT CO.		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$41.05
			Vendor Total:	\$41.05
REPUBLIC SERVICES		20.5.2540.321.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-SANITATION SERVICES	\$698.63
			Vendor Total:	\$698.63
RYDIN DECAL		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$312.56
			Vendor Total:	\$312.56
SCHOOL OUTFITTERS.COM	20350	10.5.1205.411.0000.00.00.00 Check #: 0	SPEC ED K-12- SUPPLIES	\$207.88

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$207.88
SCHOOL SPECIALTY_26419	26419	10.5.2410.411.0000.01.00.00 Check #: 0	OFFICE OF PRINCIPAL – SUPPLIES CHIPPEWA	\$61.13
			Vendor Total:	\$61.13
SERTOMA SPEECH & HEARING CENTER	5222	10.5.2150.310.4620.05.00.00 Check #: 0	AUDIOLOGY SERVICES IDEA GRANT	\$667.50
			Vendor Total:	\$667.50
SMITHEREEN EXTERMINATING COMPANY	4755	20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE–MTCE	\$280.00
			Vendor Total:	\$280.00
SOLID STATE BUSINESS SYSTEMS INC.		10.5.2660.411.0000.00.10.00 Check #: 0	DATA PROCESSING SUPPLIES – PROJECT	\$12,553.95
			Vendor Total:	\$12,553.95
STAPLES ADVANTAGE_12999	12999	10.5.1100.411.0000.00.00.00 Check #: 0	K-12 – SUPPLIES	\$298.03
		10.5.1100.411.0000.01.00.00 Check #: 0	K-12 – SUPPLIES CHIPPEWA	\$554.32
		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 – SUPPLIES INDEPENDENCE	\$541.56
			Vendor Total:	\$1,393.91
STUDIO GC ARCHITECTURE		60.5.2530.310.0000.00.00.00 Check #: 0	SITE AND BLD IMRPV ARCHITECT SERVICES	\$61,927.63
			Vendor Total:	\$61,927.63
SUNBELT STAFFING		10.5.2110.300.0000.00.00.00 Check #: 0	SOCIAL WORKER CONTRACTED SERVICES	\$4,933.51



**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				<b>Vendor Total:</b>
SYMMETRY ENERGY SOLUTIONS				\$4,933.51
		20.5.2540.465.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-NATURAL GAS	\$1,537.62
				<b>Vendor Total:</b>
TEACHER CREATED RESOURCES				\$1,537.62
		10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$37.96
				<b>Vendor Total:</b>
TREERING CORPORATION				\$37.96
		10.5.1100.419.0000.00.00.00 Check #: 0	K-12 -YEARBOOK	\$1,297.86
				<b>Vendor Total:</b>
UCP SEGUIN/INFINITEC OF CHICAGO				\$1,297.86
		10.5.1205.310.0000.00.00.00 Check #: 0	SPEC ED K-12- ASSISTIVE TECH	\$39.00
				<b>Vendor Total:</b>
UNIQUE PRODUCTS				\$39.00
		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$6,021.66
				<b>Vendor Total:</b>
UNIVERSAL TAXI DISPATCH				\$6,021.66
		40.5.2550.331.0000.00.00.00 Check #: 0	PUPIL TRANSPORTATION-PUPIL TRANSPORTATION	\$4,060.00
				<b>Vendor Total:</b>
WILSON LANGUAGE TRAINING.	8647			\$4,060.00
		10.5.1100.410.4998.00.03.00 Check #: 0	K-12 CURR ADOPTIONS ESSER III	\$7,106.40
		10.5.2210.314.4620.05.00.00 Check #: 0	PROFESSIONAL DEV IDEA GRANT	\$289.00
		10.5.2210.314.4998.00.03.00 Check #: 0	IMPROV OF INSTR PD ESSER III	\$3,341.00

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1197

05/11/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total: \$10,736.40
				Grand Total: \$211,907.22

End of Report

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# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

---

Voucher No: 1187

Voucher Date: 04/14/2022

Prepared By: 

Printed: 05/05/2022 10:21:42 AM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$50,231.60 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

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



---

PALOS HEIGHTS SCHOOL DISTRICT 128

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<b>Fund</b>		<b>Amount</b>
10	EDUCATIONAL	\$5,535.17
20	OPERATIONS AND MAINTENANCE	\$2,982.00
40	TRANSPORTATION	\$13,501.68
60	CAPITAL PROJECTS	\$28,212.75
		<hr/> <hr/>
		<b>\$50,231.60</b>

**SPECIAL CHECKS DRAWN IN APRIL**

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1187

04/14/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
ALPHA SCHOOL BUS	2011	40.5.2550.333.0000.00.00.00 Check #: 40245	SPECIAL EDUCATION TRANSPORTATION	\$13,501.68
			Vendor Total:	\$13,501.68
AMAZON CAPITAL SERVICES		10.5.1100.411.0000.04.00.00 Check #: 40246	K-12 - SUPPLIES - INDIAN HILL	\$322.30
		10.5.1205.411.0000.00.00.00 Check #: 40246	SPEC ED K-12- SUPPLIES	\$9.99
		10.5.2150.411.0000.00.00.00 Check #: 40246	SPEECH/PATH & AUDIO SERVICES- SUPPLIES	\$88.78
			Vendor Total:	\$421.07
APPLE COMPUTER INC	8012	10.5.2660.323.0000.00.00.00 Check #: 40247	DATA PROCESSING SERVICES-REPAIRS	\$1,343.85
			Vendor Total:	\$1,343.85
I.D.P.H.-VISION AND HEARING		10.5.2130.319.0000.00.00.00 Check #: 40248	HEALTH SERVICES HEARING AND VISION	\$60.00
			Vendor Total:	\$60.00
K.M. HOLLY CONSTRUCTION		60.5.2530.530.0000.00.00.00 Check #: 40249	SITE AND BUILDING IMPROVEMENTS	\$28,212.75
			Vendor Total:	\$28,212.75
MILESTONE THERAPY, LLC.		10.5.2130.314.0000.00.00.00 Check #: 40250	HEALTH SERVICES PHYSICAL THERAPY	\$3,710.25
			Vendor Total:	\$3,710.25
TWAN ENTERPRISES, LLC		20.5.2540.319.0000.00.00.00 Check #: 40251	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$2,982.00
			Vendor Total:	\$2,982.00

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1187

04/14/2022

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Grand Total: \$50,231.60

End of Report

**Palos Heights School District 128**

**Fund Balances**

Fiscal Year: 2021-2022

Month: April  
 Year: 2022  
 Fund Type:

Include Cash Balance  
 FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
10	EDUCATIONAL	\$6,439,680.92	\$8,795,667.53	(\$7,212,541.32)	(\$1,200,000.00)	\$6,822,807.13
11	STUDENT ACTIVITY FUND	\$14,275.00	\$0.00	\$0.00	\$0.00	\$14,275.00
20	OPERATIONS AND MAINTENANCE	\$1,121,529.82	\$826,452.83	(\$662,868.77)	\$0.00	\$1,285,113.88
30	DEBT SERVICE	\$761,828.08	\$911,956.67	(\$883,750.00)	\$0.00	\$790,034.75
40	TRANSPORTATION	\$502,253.14	\$408,883.82	(\$236,338.83)	\$0.00	\$674,798.13
50	MUNICIPAL RETIREMENT	\$101,406.42	\$165,722.73	(\$146,846.62)	\$0.00	\$120,282.53
55	SOCIAL SECURITY	\$137,876.25	\$171,283.94	(\$149,632.51)	\$0.00	\$159,527.68
60	CAPITAL PROJECTS	\$583,016.82	\$291.09	(\$1,784,795.44)	\$6,204,639.72	\$5,003,152.19
70	WORKING CASH	\$185,010.51	\$4,608.62	\$0.00	\$0.00	\$189,619.13
80	TORT IMMUNITY	\$4,618.62	\$22.00	\$0.00	\$0.00	\$4,640.62
90	LIFE SAFETY	\$47,695.51	\$1,429.19	\$0.00	\$0.00	\$49,124.70
<b>Grand Total:</b>		<b>\$9,899,191.09</b>	<b>\$11,286,318.42</b>	<b>(\$11,076,773.49)</b>	<b>\$5,004,639.72</b>	<b>\$15,113,375.74</b>

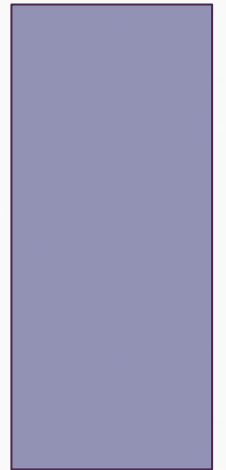
**End of Report**



DISTRICT 128  
6-8 Math  
Program Adoption  
Recommendation

BOARD OF EDUCATION PRESENTATION

May 2022



# 6-8 Math Committee Members

MEMBER	ROLE	AFFILIATION
Diane Muller	Math Specialist	All Schools
Nicole Woods	Grade 8 Teacher	Independence
Lauren Gorka	Grade 7 Teacher	Independence
Sharon Rosynek	Grade 6 Teacher	Independence
Julie MacFarlane	Special Education	Independence
Desiree Willner	EL Teacher	All Schools
Stacey Darwent	Grade 5 Teacher	Navajo
Kaitlin Curran	Principal	Navajo
Kevin Kirk	Principal	Independence
Mary Jo Tavormina	Consultant	MCMI

**Note:** Jeannine Prucha, Math Department Chair at Shepard participated in an initial meeting to discuss key elements for alignment to the high school instructional model.



# Math Program Review Timeline

## August - October 2020

- Committee members identified
- Superintendent identified programs with alignment to IL Common Core State Standards
- Math Specialist, Consultant and Superintendent did initial review of aligned resources

## November 2020

- Three vendors selected to present to committee members

## January 2021 - Mid March 2021

- Professional development on program review process
- Committee members vetted each of the programs applying a program evaluation tool
- Committee members narrowed potential resources to two vendors

## March 2021

- Vendor presentations to committee members
- Committee members completed final evaluation of the two program resources

## April 2021

- Final program recommendation for Fall 2021 Pilot
- Met with selected vendor to discuss pilot resources and support for pilot implementation

## May 2021

- Board of Education recommendation for pilot approval

## Fall 2021 - Present

- Pilot implementation with training and support
- Student Feedback
- Public opportunity for Review

# Carnegie Learning Framework

## A Forward-Thinking Approach to Middle School Math Instruction

Help your middle school students understand what they're learning in a deeper, more conceptual way with our combination of cognitive and learning science, practical instruction, and research.



### Engage

Make learning meaningful for your students. Our materials help you to engage them with real-world examples, encourage them to collaborate, and leverage personal experiences to make learning real for them.



### Develop

Prepare them for the future. Independent learning opportunities help students get the specific 1-to-1 support they need, while group activities help them refine important social skills.



### Demonstrate

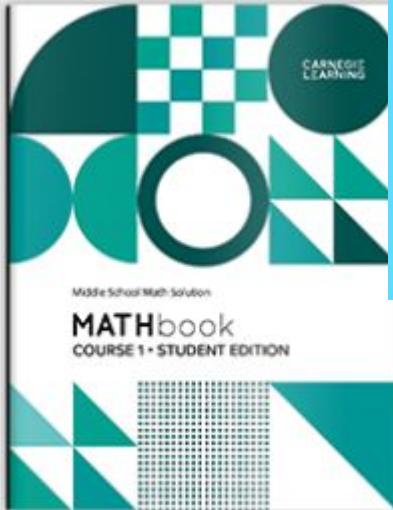
You know that math is more than memorization, and so do we. Our ongoing formative assessments demonstrate what students are (or aren't) learning, so you can make adjustments to accommodate their needs.



Engage, Develop, Demonstrate

Lesson Snapshot

# Program Components



## MATHbook

**I am** a record of student thinking, reasoning, and problem solving. Available as printed texts or eBooks.

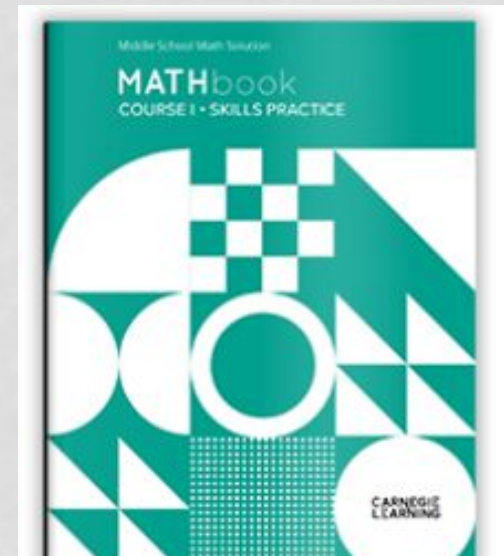
**My purpose** is to create mathematical thinkers who are active learners that participate in class.



## MATHia Software

**I am** a guide for students as they learn and practice key, mathematical concepts and skills. I feature real-time dashboards and assessments to give insight into where your students are and where they're headed.

**My purpose** is to coach students alongside you as they learn, practice, do, and look forward.



## Skills Practice

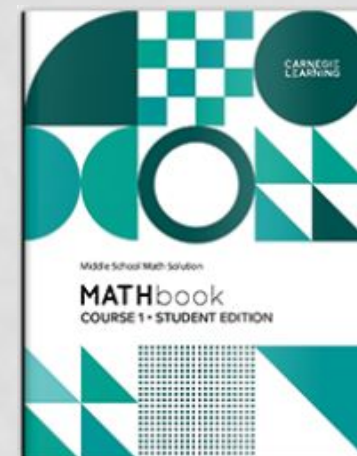
**I am** targeted mathematical skills and concepts practice for each topic in the Student Edition.

**My purpose** is to provide additional practice worksheets.

# Program Components

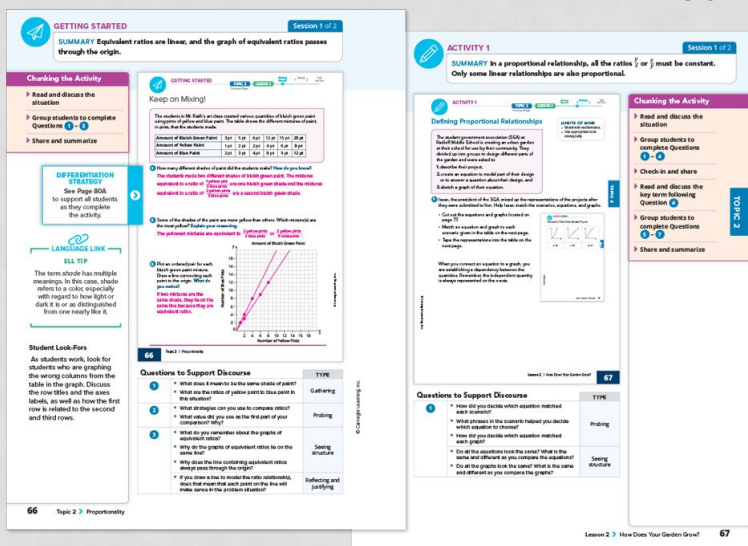
## Comprehensive

Built-in facilitation notes, planning support and reporting dashboards to monitor content coverage. Consistent lesson structure maximizes learning opportunities with clear expectations. Connects math to real life.



## Collaborative

You can foster a community of critical thinkers. Our write-in textbooks encourage students to work in groups, not only to develop math skills, but to learn how to collaborate, create, communicate and problem-solve.



## Personalized Learning

Students get personalized support and insight. Other software just tells students when they're wrong. MATHia provides real-time feedback and interactive examples to show students their errors and how to fix them. MATHia continues to work with them until they get it on their own.



# Program Evaluation

## 21st Century Classroom & Non-Negotiables

### 21st Century Classrooms

- Student led discussion
- Interactive
- Student self-assessment
- Opportunities to take risks and learn from mistakes
- Hands-on exploration
- Problem-solving
- Real world application
- Modeling & reasoning with mathematics
- Integration of technology
- Growth mindset

### Non-Negotiables

- Built in routines
- Student collaboration
- Self and peer evaluation
- Equitable access to rigorous instruction
- Complex tasks (low floor/high ceiling)
- Standards of Mathematical Practices clear and integrated into instruction
- Professional development support

## Teacher Insights



- Promotes organic student discourse
- Provides opportunities for students to share multiple strategies
- Rigorous
- Promotes productive struggle
- Depth of understanding is enhanced
- Engages students with structure
- Promotes reasoning and problem solving that moves students to shared understanding of mathematics.

## Student Insights



- The program is organized in a manner that helps me understand concepts
- Opportunities to collaborate and work together with peers
- The program asks students to think mathematically
- Offers real world examples
- Accurately assesses what is taught
- Increased perseverance to work through challenging math problems
- General satisfaction with the learning experience

**Note: Highlights based upon 148 student survey responses in Grades 6-8**



# Financial Implications

<b>Fiscal Year</b>	<b>Materials Cost</b>	<b>Prof Dev Cost</b>	<b>Total Costs</b>
2023	\$9,000	\$13,000	\$24,000
2024	\$9,000	\$7,800	\$16,800
2025	\$9,000	\$7,800	\$16,800

- Student materials for 3 years funded through ESSER III
- Future student materials costs are absorbed in our existing consumable budget
- Professional development costs will be funded through grant dollars (ESSER and Title II)
- FY 2026 and beyond, \$10,000 annually materials & new staff PD

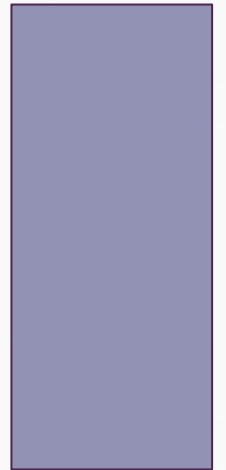
Questions?



# DISTRICT 128 K-5 Math Committee Core Program Review

BOARD OF EDUCATION PRESENTATION

May 2022



# 6-8 Math Committee Members

<b>MEMBER</b>	<b>ROLE</b>	<b>AFFILIATION</b>
Diane Muller	Math Specialist	All Schools
Amanda Curran	Kindergarten Teacher	Indian Hill
Nicole Smagacz	Grade 1 Teacher	Chippewa
Amy Agema	Grade 2 Teacher	Chippewa
Shannon Quaid	Grade 3 Teacher	Chippewa
Desiree Willner	EL Teacher	All Schools
Jessica Ryan & Dana Romano	Grade 4 Teachers	Navajo
Stacey Darwent	Grade 5 Teacher	Navajo
Sharon Rosynek	Grade 6 Teacher	Independence
Mary Lynn Duffy	Principal	Indian Hill/Chippewa
Kaitlin Curran	Principal	Navajo
Annie Forest/Mary Jo Tavormina	Consultant	MCMI

# Shifts in Mathematics Instruction

- **Instructional Practices Look Different**
  - Grounded in conceptual understanding
  - Integrates mathematical practices
  - Scaffolds from concepts, to procedures to application
- **Requires Professional Development**
  - All programs based on conceptual framework require professional development and support for teachers
  - Instructional strategies are the key to elevating student learning and improving outcomes

# Math Program Review Timeline

## May - August 2021

- Committee members identified
- Identified programs with alignment to IL State Standards and Mathematical Practices
- Math Specialist, Consultant and Superintendent did initial review of aligned resources

## September 2021 - January 2022

- Professional development on program review process
- Committee members vetted each of the programs applying a program evaluation tool
- Committee members narrowed potential resources to three vendors

## February 2022 - March 2022

- Vendor presentations to committee members
- Committee members completed final evaluation of the three program resources

## April 2022

- Final program recommendation for Fall 2022 Pilot
- Met with selected vendor to discuss pilot resources and support for pilot implementation

## May 2022

- Board of Education recommendation for pilot approval

## Fall 2022

- Pilot implementation with training and support
- During the pilot program materials will go on display for public review
- Committee will meet regularly and make final recommendation on materials

# Instructional Non-Negotiables



## Looks Like

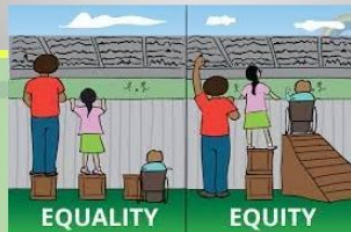
- Students collaborating
- Variety of activities/tasks
- Natural Differentiation
- Cooperative learning
- Manipulatives
- Concrete - Pictorial - Abstract
- Student Leadership

## Feels Like

- Safe to make mistakes
- Excitement, fun
- Comfortable taking risks
- Productive struggle
- Challenging to each student
- Supportive, inclusive

## Sounds Like

- Sharing strategies
- Meaningful Conversation
- Encouraging one another
- Growth Mindset
- Perseverance
- Real world connection
- Family/Community



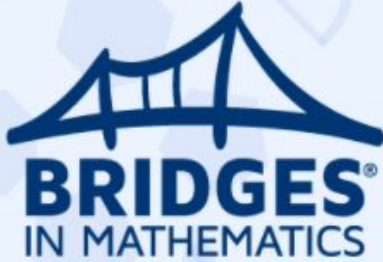
# Program Criteria Review

<b>Program Name</b>	<b>Critical Areas of Focus 40 points</b>	<b>Standards for Mathematical Practice/Critical Criteria 80 points</b>	<b>Overarching Considerations (Culturally Responsive, EL, Assessment, Technology, MTSS, Usability, Prof. Support) 210 points</b>	<b>Total Points 330 points</b>
Bridges Mathematics	30	67	158	255
Illustrative Mathematics	28	64	107	199
STEMscopes Math	27	48	141	216

Based on this analysis, Bridges Mathematics has been selected for piloting for the 2022-2023 School Year.



# Bridges Framework



## Building Mathematical Thinkers

**Bridges in Mathematics** is a comprehensive PK–5 curriculum that equips teachers to fully address state standards in a rigorous, engaging, and accessible manner. Students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, Work Places and Number Corner.

# Program Research Highlights

- Evidence based; validated by research
- Strong presence of coherence, rigor, assessment and support
- Balances conceptual understanding and procedural fluency
- Content and mathematical practices comprehensively addressed
- Intervention support

- Emphasis on problem-solving
- Encourages representing problems mathematically, using reasoning and communicating mathematical content (math talk)
- Real world connections
- Large emphasis on student collaboration and discourse (math talk)

# Financial Implications

<b>Fiscal Year</b>	<b>Materials Cost</b>	<b>Prof Dev Cost</b>	<b>Total Costs</b>
2022 (Pilot)	\$5,100	\$5,400	\$10,500
2023	\$35,000	\$5,400	\$39,400
2024	\$6,000	Virtual at No Cost	\$6,000

- Pilot teacher and student materials for 17/23 sections at no cost
- Adoption materials costs are projected in ESSER III and curriculum adoption budget line
- Professional development costs will be funded through grant dollars (ESSER and/or Title II)
  - Note: Regardless of adoption, this support will benefit improved instructional practices related to math instruction
- FY 2025 and beyond, \$6,000 annually materials & new staff PD

Questions?

## **FOOD SERVICE AGREEMENT**

This Food Service Agreement (the "Agreement") is made as of this 11th day of May 2022, and effective on July 1, 2022, between Palos Heights School District 128 (the "District"), and Country House Restaurant of Alsip, Inc., an Illinois corporation ("Country House").

### **RECITALS**

WHEREAS, the District operates and manages a School Lunch Program providing lunch meals and beverages for its students at Independence Junior High School, Indian Hill School, Chippewa Elementary School, and Navajo Heights School (collectively "the Schools") ;

WHEREAS, the District does not have the resources to provide the lunch meals and beverages for its School Lunch Program at the Schools;

WHEREAS, the District wishes to engage Country House for the purpose of providing it with lunch meals and beverages in order to facilitate its provision of lunch meals and beverages to its students in connection with its operation of its School Lunch Program at the Schools;

WHEREAS, Country House wishes to provide the District with lunch meals and beverages in order to assist the District with its provision of lunch meals and beverages to its students at the Schools;

NOW THEREFORE, in consideration of the mutual covenants and conditions contained herein, the District and Country House agree as follows:

### **SECTION ONE SCOPE OF SERVICES**

Country House shall provide the following services: (a) prepare and deliver the lunch meals and beverages agreed upon as set forth in SECTION TWO A. below, and (b) set up such lunch meals and beverages ready for serving.

**SECTION TWO  
MENU SELECTION PRICING AND PAYMENT**

- A. As soon as practicable prior to the end of each month, the District and Country House shall agree upon the number of lunch meals and beverages to be provided by Country House at each of the Schools for the following month as well as the days of service, menu and price to be charged to the District for such lunch meals and beverages.
  
- B. No later than the fifth (5<sup>th</sup>) day of each month Country House shall present to the District a detailed invoice itemizing the lunch meals and beverages provided by Country House to the Schools for the previous month. Such invoice shall be due and payable in accordance with the Illinois *Local Government Prompt Payment Act* (50 ILCS 505/1, *et seq.*) after delivery of such invoice to the District.
  
- C. The prices charged by Country House for lunch meals and beverages shall be inclusive of food and beverage costs, meal and beverage preparation and delivery, and meal and beverage set up. For the 2022-2023 school year will be \$5.50 for paid lunches (including beverage) and \$3.85 for the free/reduced lunches.
  
- D. The services to be provided by Country House hereunder and the prices to be charged by Country House are on the condition that the District places no less than sixty (60) meal and beverage orders per month when student are in attendance during the regular school term.

**SECTION THREE  
TERM OF AGREEMENT**

Subject to SECTION FOUR below, this Agreement shall be for a one (1) year period commencing on July 1, 2022 and expiring on June 30, 2023 (“Initial Term”). Either the District or Country House may terminate this Agreement effective at the expiration of its Initial Term by providing written notice of termination at least sixty (60) days prior to the expiration of the Initial Term. If such notice is not provided

by either party, this Agreement shall continue on the same terms and conditions set forth in this Agreement for one (1) additional period of one (1) year.

#### **SECTION FOUR TERMINATION**

This Agreement may be terminated prior to its expiration by either party upon the material breach of this Agreement by the other party. In the event of claimed breach, the non-breaching party shall provide fifteen (15) days notice to the other party specifying the factual circumstances giving rise to the breach. If the breach is not cured to the satisfaction of the non-breaching party within the fifteen (15) day period, this Agreement will terminate automatically upon the expiration of the notice period.

#### **SECTION FIVE TYPE OF FOOD AND BEVERAGES**

Country House shall furnish and provide the highest quality food and beverage items.

#### **SECTION SIX LEGAL COMPLIANCE AND INSURANCE**

A. Country House shall comply with all municipal, county, state and federal health laws in the delivery of its services under this Agreement.

B. Country House maintains adequate insurance in connection with the services to be provided hereunder, including general comprehensive liability and workers' compensation insurance.

#### **SECTION SEVEN INDEPENDENT CONTRACTOR STATUS**

Country House shall be an independent contractor. No partnership is intended to be entered into by this Agreement.

**SECTION EIGHT  
FORCE MAJEURE**

Neither Party shall be liable for the nonperformance of, or for the failure or delay to perform, any obligation under this Agreement arising out of or resulting from circumstances beyond the control of the affected Party, including without limitation, natural disasters or acts of God; fire; flood; war; epidemics, pandemics, or outbreak of communicable disease; public health crises; quarantines; government acts, orders or restrictions; health or safety related school closure; or civil commotion or disorder (each, a “Force Majeure Event”).

So long as any Force Majeure Event continues, the Parties’ obligations under this Agreement shall be suspended and excused. Further, upon the occurrence of a Force Majeure Event, the Parties shall discuss what, if any, modifications of the terms of this Agreement or modifications of performance or of obligations may be necessary to address the Force Majeure Event and in order to arrive at an equitable solution. Failing this, either Party may then terminate this Agreement by providing ten (10) days prior written notice to the other Party and this Agreement shall terminate upon the expiration of the notice period.

**SECTION NINE  
INDEMNIFICATION**

Each Party shall indemnify, defend, and hold harmless, the other, including their respective boards, board members, officers, employee, and agents from and against all claims, suits, judgments, liabilities, or costs (including reasonable attorneys fees) for injury, illness, or death to persons, and damage or destruction to property to the extent arising from the negligent acts or omissions or intentional misconduct of the indemnifying party or its employees or agents. The obligations of this Section Nine shall survive expiration or termination of this Agreement.



**SECTION TEN  
ASSIGNMENT**

This Agreement may not be assigned by Country House without the prior written consent of the School.

**SECTION ELEVEN  
COMPLETE AGREEMENT**

This Agreement contains all the covenants, understandings, agreements, and stipulations between the parties and the parties declare their intention to be legally bound by the Agreement. The Recitals set forth above are incorporated herein by reference.

**SECTION TWELVE  
AUTHORITY TO EXECUTE**

The District's authorized representative who has executed this Agreement warrants that she is authorized by the District to execute this Agreement on its behalf. Country House's representative who has executed this Agreement warrants that he is authorized to execute this Agreement on its behalf.

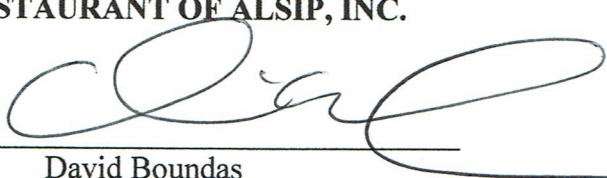
IN WITNESS WHEREOF, the District and Country House have caused their respective names to be signed hereto by their authorized representatives.

**PALOS HEIGHTS  
SCHOOL DISTRICT 128**

**COUNTRY HOUSE  
RESTAURANT OF ALSIP, INC.**

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By: Merryl B. Brownlow, Ed.D.  
Its: Superintendent



---

By: David Boundas  
Its: Executive Vice-President and  
CFO



May 11, 2022

Dr. Merryl B. Brownlow, Ed.D  
Superintendent  
Palos Heights School District #128  
12809 S. McVickers Avenue  
Palos Heights, IL 60463

Re: Veregy Contract Addendum – HVAC System Replacement

Dr. Merryl Brownlow,

Per our conversation on March 9th, please see the enclosed scope of work for the HVAC Replacement Veregy is proposing at no additional cost to the district to be included in the current Veregy (formally CTS) contract as Addendum No. 2. As discussed, Veregy will honor the original contract savings in the contract as presented in Addendum No. 1. Upon District approval, of the final scope/drawings, Veregy will move forward with the implementation planned for summer of 2022.

Please contact me if you have any questions or need additional information regarding the attached information. Thank you again for your partnership!

Sincerely,

Michele A. James  
Senior Account Executive



17W635 Butterfield Road, Suite 315  
Oakbrook Terrace, IL 60181

E: [mjames@veregy.com](mailto:mjames@veregy.com)

C: 773.633.0691

[www.veregy.com](http://www.veregy.com)

#

Dr. Merryl Brownlow,

Please see the attached HVAC Replacement Scope of Work to be included in the Veregy (Formerly CTS Group) Attachment A – SCOPE OF WORK. Please contact me if you have any questions or need additional information. Thank you again for your partnership.

ATTACHMENT A

SCOPE OF WORK

The following scope of work is in accordance with Veregy Final Design Drawings dated May 2<sup>nd</sup>, 2022. Veregy will provide final AS-Built drawings and facilitate all Building Occupancy Permits as needed.

The Scope of Work will be installed in a neat and workmanlike manner in accordance with local codes and ASHRAE standards. Veregy's preliminary schedule has been developed to achieve a substantial completion date of August 3<sup>rd</sup>, 2022, pending equipment delivery dates. Our preliminary schedule includes a start date of June 3<sup>rd</sup>, 2022, and we will ensure that implementation will not impact that start of the 2022/23 school year.

**General Requirements:**

Veregy will perform the following work as a complete turnkey installation. As-built drawings and O&M manuals will be prepared and submitted before final acceptance. Veregy will provide Owner Training on systems installed. Veregy will be responsible for loading and unloading all material for this work and staging on site.

The following work will be provided with a one (1) year parts and labor warranty from the date of final customer acceptance. This will also include a 2-5 year compressor parts only warranty.

**I. General**

**A. Codes and Standards**

1. Governing Code:
  - a. State of Illinois School Code
2. Mechanical and Ventilation:
  - a. 2015 International Mechanical Code
  - b. 2015 International Fuel Gas Code
  - c. Illinois State Fire Marshall's rules, 'Boiler and Pressure Vessel Safety'
3. Electrical:



- a. 2011 NFPA 70 National Electrical Code
  - b. 2015 International Fire Code, excluding chapter 4
4. Plumbing:
    - a. 2014 State of Illinois Plumbing Code
    - b. 2015 International Plumbing Code, section 405.3.1
  5. Energy:
    - a. International Energy Conservation Code 2015
- B. Project Description: This project includes HVAC modifications to the existing VRF systems at the four (4) school buildings at the Palos Heights School District listed below.
1. Chippewa Elementary School
  2. Independence Junior High School
  3. Indian Hill Preschool
  4. Navajo Elementary School



Natural Gas Furnace with DX Cooling: Remove each existing VRF fan unit and replace with a gas furnace with DX cooling. The existing VRF compressor unit shall be demolished and removed. New condensing units shall be installed outdoors for each furnace. Condensing units shall be installed on the adjacent grade for ease of access wherever possible. The condensing unit will be visible where installed. An image of the condensing unit is shown.

## I. Mechanical Scope:

### A. Install New Gas Furnaces with DX Cooling

#### 1. Mechanical System Description:

The existing VRF system at Chippewa Elementary, Independence Junior High School, Indian Hill Preschool, and Navajo Elementary shall be demolished and removed. In place of the existing VRF fan units, new gas furnaces with DX cooling shall be installed. Specifically, the option include the following scope of work:

- a. The VRF systems at Chippewa Elementary shall be demolished and removed.
  - Fifteen (15) VRF fan units and three (3) VRF compressor units shall be demolished and removed including all refrigerant piping, electric duct heaters, VRF thermostats, and electrical wiring and conduit.
  - All refrigerant shall be reclaimed in accordance with EPA regulations. All existing ductwork and outdoor air dampers shall be reused as applicable. All reused existing ductwork and air intakes will be inspected, and any repairs will be made such as sealing or insulating to ensure proper operation of the new system
  - All existing condensate pumps and condensate drain piping shall be reused as applicable. Condensate Pumps that are reused will be verified and cleaned to ensure functionality and proper operation.



- b. The VRF systems at Independence Junior High School shall be demolished and removed.
- Seven (7) VRF fan units and one (1) dual VRF compressor unit shall be demolished and removed including all refrigerant piping, electric duct heaters, VRF thermostats, and electrical wiring and conduit.
  - All refrigerant shall be reclaimed in accordance with EPA regulations.
  - All existing ductwork and outdoor air dampers shall be reused as applicable. All existing condensate pumps and condensate drain piping shall be reused as applicable. All reused existing ductwork and air intakes will be inspected, and any repairs will be made such as sealing or insulating to ensure proper operation of the new system. Condensate Pumps that are reused will be verified and cleaned to ensure functionality and proper operation.
- c. The VRF systems at Indian Hill Preschool shall be demolished and removed.
- Six (6) VRF fan units and one (1) dual VRF compressor unit shall be demolished and removed including all refrigerant piping, electric duct heaters, VRF thermostats, and electrical wiring and conduit.
  - All refrigerant shall be reclaimed in accordance with EPA regulations.
  - All existing ductwork and outdoor air dampers shall be reused as applicable. All reused existing ductwork and air intakes will be inspected, and any repairs will be made such as sealing or insulating to ensure proper operation of the new system.
  - All existing condensate pumps and condensate drain piping shall be reused as applicable. Condensate Pumps that are reused will be verified and cleaned to ensure functionality and proper operation.
- d. The VRF systems at Navajo Elementary shall be demolished and removed.
- Ten (10) VRF fan units and two (2) VRF compressor units shall be demolished and removed including all refrigerant piping, electric duct heaters, VRF thermostats, and electrical wiring and conduit.
  - All refrigerant shall be reclaimed in accordance with EPA regulations.
  - All existing ductwork and outdoor air dampers shall be reused as applicable. All reused existing ductwork and air intakes will be inspected, and any repairs will be made such as sealing or insulating to ensure proper operation of the new system.
- e. New gas furnaces with DX cooling shall be installed at Chippewa Elementary.
- Fifteen (15) new Carrier Comfort 95 gas furnaces each with condensing heating coils for high efficiency operation, DX evaporator N-coils for cooling, and SEER 13 condensing units with scroll compressors.
  - The new condensing units shall be mounted on the adjacent grade wherever refrigerant line lengths allow. Where grade mounting is not feasible or acceptable to the school district, the condensing units shall be roof mounted.
  - All new refrigerant piping shall be extended from the DX coil to the outdoor condensing unit. Refrigerant piping shall be insulated and pressure tested. New R410a refrigerant charge per manufacturer's requirements.
  - Provide new duct connections from the furnace to the existing ductwork as required.



- This shall include a new filter rack in the return duct.
  - Provide new PVC flue and combustion air intakes for each furnace through the roof.
  - Extend existing gas line from the roof or inside room to new furnace gas connection with new isolation valve and dirt leg.
  - New condensate coil traps shall be installed and piped to the existing condensate pumps.
  - New furnace condensate coil piping with inline neutralization kits shall be piped to the existing condensate pumps.
  - New BAS thermostats shall be installed in place of the existing thermostats. Veregy will tie these into the existing BAS system with the same capabilities of the existing system.
- f. New gas furnaces with DX cooling shall be installed at Independence Junior High School.
- Seven (7) new Carrier Comfort 95 gas furnaces each with condensing heating coils for high efficiency operation, DX evaporator N-coils for cooling, and SEER 13 condensing units with scroll compressors.
  - The new condensing units shall be mounted on the adjacent grade wherever refrigerant line lengths allow. Where grade mounting is not feasible or acceptable to the school district, the condensing units shall be roof mounted.
  - All new refrigerant piping shall be extended from the DX coil to the outdoor condensing unit. Refrigerant piping shall be insulated and pressure tested. New R410a refrigerant charge per manufacturer's requirements.
  - Provide new duct connections from the furnace to the existing ductwork as required. This shall include a new filter rack in the return duct.
  - Provide new PVC flue and combustion air intakes for each furnace through the roof.
  - Extend existing gas line from the roof or inside room to new furnace gas connection with new isolation valve and dirt leg.
  - New condensate coil traps shall be installed and piped to the existing condensate pumps.
  - New furnace condensate coil piping with inline neutralization kits shall be piped to the existing condensate pumps.
  - New BAS thermostats shall be installed in place of the existing thermostats. New BAS thermostats shall be installed in place of the existing thermostats. Veregy will tie these into the existing BAS system with the same capabilities of the existing system.
- g. New gas furnaces with DX cooling shall be installed at Indian Hill Preschool.
- Six (6) new Carrier Comfort 95 gas furnaces each with condensing heating coils for high efficiency operation, DX evaporator N-coils for cooling, and SEER 13 condensing units with scroll compressors.
  - The new condensing units shall be mounted on the adjacent grade wherever refrigerant line lengths allow. Where grade mounting is not feasible or acceptable to the school district, the condensing units shall be roof mounted.
  - All new refrigerant piping shall be extended from the DX coil to the outdoor condensing unit. Refrigerant piping shall be insulated and pressure tested. New R410a refrigerant charge per manufacturer's requirements.



- Provide new duct connections from the furnace to the existing ductwork as required. This shall include a new filter rack in the return duct.
  - Provide new PVC flue and combustion air intakes for each furnace through the roof.
  - Extend existing gas line from the roof or inside room to new furnace gas connection with new isolation valve and dirt leg.
  - New condensate coil traps shall be installed and piped to the existing condensate pumps
  - New furnace condensate coil piping with inline neutralization kits shall be piped to the existing condensate pumps.
  - New BAS thermostats shall be installed in place of the existing thermostats. New BAS thermostats shall be installed in place of the existing thermostats. Veregy will tie these into the existing BAS system with the same capabilities of the existing system.
- h. New gas furnaces with DX cooling shall be installed at Navajo Elementary.
- Ten (10) new Carrier Comfort 95 gas furnaces each with condensing heating coils for high efficiency operation, DX evaporator N-coils for cooling, and SEER 13 condensing units with scroll compressors.
  - The new condensing units shall be mounted on the adjacent grade wherever refrigerant line lengths allow. Where grade mounting is not feasible or acceptable to the school district, the condensing units shall be roof mounted.
  - All new refrigerant piping shall be extended from the DX coil to the outdoor condensing unit. Refrigerant piping shall be insulated and pressure tested. New R410a refrigerant charge per manufacturer's requirements.
  - Provide new duct connections from the furnace to the existing ductwork as required. This shall include a new filter rack in the return duct.
  - Provide new PVC flue and combustion air intakes for each furnace through the roof.
  - Extend existing gas line from the roof or inside room to new furnace gas connection with new isolation valve and dirt leg.
  - New condensate coil traps shall be installed and piped to the existing condensate pumps.
  - New furnace condensate coil piping with inline neutralization kits shall be piped to the existing condensate pumps.
  - New BAS thermostats shall be installed in place of the existing thermostats. New BAS thermostats shall be installed in place of the existing thermostats. Veregy will tie these into the existing BAS system with the same capabilities of the existing system.

Roofing Note: In order to maintain the roof warranty on the new roof installed at Chippewa Elementary School last summer and on the new work at Navajo Elementary School for this summer, roof patching or roof related work will be contracted through DCG roofing contractor.



2. Electrical System Description:
  - a. New circuit breakers, electrical circuits, and disconnects shall be installed from the existing power panels to the new furnaces and outdoor condensing units. Condensing unit disconnects shall be rated for outdoor use.
  - b. New carbon monoxide sensors shall be installed in the adjacent rooms served by the new furnaces in accordance with the Illinois School Code.
- B. Distribution
  1. Condensate Piping
    - a. PVC
  2. Refrigerant Piping – Liquid, gas, and hot gas
    - a. Type ‘K’ or ‘ACR’ copper piping with brazed joints.
  3. Ductwork – The ductwork will be sized for low velocity airflow and sealed per code. Ductwork shall be constructed in accordance with SMACNA installation standards.
  4. Insulation
    - a. Supply and return ductwork connected to fans to be lined for sufficient length to attenuate sound.
    - b. Hydronic piping shall be insulated in accordance with the Energy Code.
- C. Controls
  1. Manufacturer Controls
    - a. New furnaces with DX cooling shall be controlled by BAS thermostats.
- D. General
  1. Provide new space CO sensors as required by code for new equipment installation.
  2. Contractor shall provide in-person training to the building facility staff on all new equipment and systems installed as part of this project. At the completion of construction provide project manuals that include IOM manuals for all equipment that installed.
- E. Electrical
  1. All electrical components and power handling devices shall be U.L. Labeled and shall be approved for installation within the Electrical Code.
  2. All electrical power wiring shall be routed in raceways. All equipment, installation, and requirements of the electrical section shall be mandated.
  3. The following are the motor requirements for all motors furnished with or on mechanical equipment;
    - a. Motors located within the air stream: Totally enclosed fan cooled “TEFC”.
    - b. Motors located outdoors, not weather protected shall also be totally enclosed fan cooled “TEFC”.
    - c. Motors indoors on pumps, and open fan drives shall be open drip-proof type “ODP”.







**Veregy**

By \_\_\_\_\_

Name Albert Willis

Title VP Midwest

Date 5/3/2022

A handwritten signature in blue ink that reads "Albert Willis".

**Palos Heights School District #128**

By \_\_\_\_\_

Name Merryl Brownlow

Title Superintendent

Date May 2, 2022

A handwritten signature in blue ink that reads "Merryl B. Brownlow".





**Palos Heights School District 128**

12809 S. McVicker Ave • Palos Heights, IL 60463  
Phone: (708) 597-9040 • Fax: (708) 597 9089 • [www.palos128.org](http://www.palos128.org)

Merryl B. Brownlow, Ed.D.  
Superintendent

**2022-2023 School Year  
Board of Education Meeting Dates**

**Second Wednesday of the Month (\*unless otherwise noted)**

**Meetings take place at 6:30pm at the Palos Heights School District #128 Administrative Center located at 12809 S. McVicker Ave., Palos Heights, IL 60463.**

**No July 2022 Meeting**

**August 10, 2022**

**September 14, 2022**

**October 12, 2022**

**November 9, 2022**

**December 14, 2022**

**January 18, 2023 (\*3rd Wednesday)**

**February 8, 2023**

**March 8, 2023**

**April 12, 2023**

**May 10, 2023**

**June 7, 2023 (\*1st Wednesday)**

Applicant: PALOS HEIGHTS SD 128

County: Cook

Consolidated District Plan ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

Project Number: 23-CDP-00-07-016-1280-02

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Needs Assessment/Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.\* [1]

NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool
- ESSER II (Elementary and Secondary School Emergency Relief II)
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.\* [2]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

PHSD 128 is committed to using federal and local resources to ensure all students make adequate progress in the core curriculum. District 128 will provide a high quality education considering the whole child, diverse learners, and prepare all learners for college and career readiness. Title I funds will be used to pay the salary of a full time reading specialist and a part time intervntionist to close the achievement gap in grade level reading. Title II funds will be used for professional development in alignment for curriculum standards and instructional strategies in the core content areas. Title IV funds will be use to support the implementation fo social and emotioanl learning standards and the culturally responsive teaching.

Response from the approved prior year Consolidated District Plan.

PHSD 128 is committed to using federal and local resources to ensure all students make adequate progress in the core curriculum. We will provide a high quality education considering the whole child, diverse learners, and prepare all learners for college and career readiness.

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No ▼ N/A

4. Will the hybrid- blend Title II and/or Title IV funding?

Indicate all that apply.

No Hybrid Funding

Title II to Title I

Title IV to Title I

Title II to Title IV

Title IV to Title II

**5. Provide a Summary of the LEA's Needs Assessment.**

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

The MTSS team completes a needs assessment each trimester using MAP data, Fountas and Pinnell data and Aimsweb progress monitoring data. Students who are performing below grade level standards by two Fountas and Pinnell intervals and below the 17% in MAP receive reading intervention support at least 4 days each week. The learning gaps in core grade level standards also inform the need for professional development in core areas and the use of the Title II funds for the district and the non public schools. The fall 2022 staff survey indicated a need for professional development in the area of social and emotional learning, the Title IV funds will fund professional development area in this area.

**Legislative References:**

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

\*Required field, applicable for all funding sources

Applicant: PALOS HEIGHTS SD 128  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 23-CDP-00-07-016-1280-02

County: Cook

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**Needs Assessment Impact**

**1. Indicate which of the instruments below were used in the LEA needs assessment process.\***

- A.  School and/or district report card(s)
- B.  Five Essentials Survey
- C.  Student achievement data (disaggregated by student groups)
- D.  Current recruitment and retention efforts and effectiveness data
- E.  Professional development plan(s)
- F.  School improvement plan(s)
- G.  ESSA site based expenditure data
- H.  ED School Climate Survey (EDSCLS)
- I.  CDC School Health Index
- J.  National School Climate Center
- K.  ASCD School Improvement Tool
- L.  Illinois Quality Framework and Supporting Rubric
- M.  Other

List and describe other instruments and/or processes that were used in the needs assessment. The MTSS team uses Fountas and Pinnell benchmark data, MAP data, and Aimsweb data in the assessment process to determine eligibility for reading interventions. The reading intervention team and the classroom teachers meet each trimester to monitor progress and revise goals based on Aimsweb data and running records.

**2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. \* Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.**

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

**A. Title I, Part A - Improving Basic Programs**

The goal of the Title I reading program is to close the achievement gap for students reading below grade level standards. At the end of each trimester the MTSS team analyzes reading achievement data and progress using MAP data, Fountas and Pinnell data, the team in collaboration with the classroom teachers make recommendations for students who need reading interventions from the Title I teacher.

**B. Title I, Part A - School Improvement Part 1003**

The student achievement data and staff culture and climate surveys indicate a need to revise the current School Improvement plans. The Title I reading teacher will be on the summer 2022 committee and provide input on student achievement data and goal setting.

**C. Title I, Part D - Delinquent**

**D. Title I, Part D - Neglected**

**E. Title I, Part D - State Neglected/Delinquent**

**F. Title II, Part A - Preparing, Training, and Recruiting**

**Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.**

The professional development will be in alignment to the English Language Arts Curriculum standards for kindergarten-5th grade teachers. The professional development will focus on further developing strategies for differentiated instruction in the core ELA instruction for the k-5th grade teachers.

**G. Title III - LIEP**

Palos Heights District 128 does not receive Title III funding.

**H. Title III - ISEP**

**I. Title IV, Part A - Student Support and Academic Enrichment**

**Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.**

The fall 2022 staff surveys indicate a need for further professional development in area of social and emotional learning and culturally responsive teaching.

**J. Title V, Part B - Rural and Low Income Schools**

**K. IDEA, Part B - Flow-Through [1]**

TBA

**L. IDEA, Part B - Preschool**

TBA

**M. Elementary and Secondary School Emergency Relief Grant II**

**N. ARP-LEA Elementary and Secondary Emergency Relief Grant III**

**Legislative Requirement:**

[1] IDEA - 23 IAC Section 1.420(q)

\*Required field, applicable for all funding sources selected

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Applicant: PALOS HEIGHTS SD 128  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 23-CDP-00-07-016-1280-02

County: Cook

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**Stakeholder Involvement**

**INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.\***

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future in the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

**District Goal(s):**

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

*Title I funds will be used to pay the salary of one FTE reading specialist and the partial salary of one para professional who will deliver reading interventions to close for children reading below grade level and Title IV funds will be used for professional development in alignment of curriculum standards and instructional strategies in core content areas including but not limited to Math, English Language, and Social Studies.*

**1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below). \* Check all that apply.**

- A.  Teachers (1,7,8,9,10)
- B.  Principals (1,7,8,9,10)
- C.  Other school leaders (1,8,9,10)
- D.  Paraprofessionals (1)
- E.  Specialized instructional support personnel (1,2,3,4,8,9,10)
- F.  Charter school leaders (in a local educational agency that has charter schools) (1)
- G.  Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
- H.  Parent liaisons
- I.  Title I director (1)
- J.  Title II director (1)
- K.  Bilingual director (1,7)
- L.  Title IV director (1)
- M.  Special Education director
- N.  Guidance staff
- O.  Local government representatives (8)
- P.  Community members and community based organizations (7,8)
- Q.  Business representatives (2,3,4)
- R.  Researchers (7)
- S.  Institutions of Higher Education (7)
- T.  Other - specify
- U.  Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = ESSER II
- 9 = ARP-LEA (ESSER III)

**2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.\*\* Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

The stakeholders will meet on April 11, 2022. An informational presentation was presented to the stakeholders and discussion and collaboration was included in the meeting. All stakeholders contributed to the plan.

The following people are stake holders for Palos Heights District 128 Grant Plan:

Parents: Mrs. Amy Lyons, Director of Student Services, Cathy Leslie, Dr. Merryl Brownlow, Superintendent, Jason Smit, Director of Communications, Sinead Fitzmaurice, parent and classroom teacher, Shannon Danato, para professional and parent, Elizabeth Klyczek, para professional, Erica Germany, parent and teacher,

Bristol Ryff, special education teacher, Mrs. Hadad, parent, Mrs. Brienzo,, parent, Mary Lynn Duffy, Principal, Chippewa School and Title Grant Manager, Kim Sopkin, Reading Specialist.

**Response from the prior year Consolidated District Plan.**

The following people are stake holders for the Palos Heights District 128 Title I grant plan: Parents- Mrs. Walczak, Mrs. Kastner and Amy Lyons, Director of Special Education- Cathy Leslie, Gifted Coordinator- Gayle Greenwald, Reading Specialist, Kim Sopkin, English Language Coordinator, Desiree Willner, Art Teacher, Beth Cosme , Para Professionals, Cheryl Weber and Elizabeth Klyczek  
Classroom Teachers, Tracy Arvetis, Colleen Dunford, Special Education Teacher, Nicole Napier, Navajo School Principal, Kaitlin Curran, Principal, Mary Lynn Duffy and Superintendent, Dr. Merryl Brownlow  
The stakeholders met on May 10, 2021. An informational slide presentation was presented to the stakeholders and discussion and collaboration followed the presentation.

All stakeholders contributed to the plan.

**3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.\*\* [2]**

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([count] of 7500 maximum characters used)

Parents were invited to be members of the stake holder committee. ESSA information and the grant plan were presented to the parents. Parents made the following recommendations:

Continue to host a literacy meeting for parents to offer resources to support literacy at home. The English Language Coordinator will implement an improved communication plan for families with a goal to increase family involvement in the overall educational experience.

**Response from the prior year Consolidated District Plan.**

Parents were invited to be members of the stake holder committee. ESSA information and the grant plan were presented to the parents. Parents made the following recommendations:

Continue to host a literacy meeting for parents to offer resources to support literacy at home. The English Language Coordinator will implement an improved communication plan for families with a goal to increase family involvement in the overall educational experience.

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. \*\* [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

All families are invited to two informational sessions during the school year specifically targeted to Tier I instruction in ELA and Math. The sessions also provide information regarding MTSS process for students who need extra support. Special events such as music performances, monthly preschool family events, week of the young child activities, and parent faculty events provide a high level of engagement in the school programs. These events will be scheduled if and when COVID restrictions are lifted.

**Response from the prior year Consolidated District Plan.**

All families are invited to two informational sessions during the school year specifically targeted to Tier I instruction in ELA and Math. The sessions also provide information regarding MTSS process for students who need extra support. Special events such as music performances, monthly preschool family events, week of the young child activities, and parent faculty events provide a high level of engagement in the school programs. These events will be scheduled if and when COVID restrictions are lifted.

**Title I Requirement:**

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1112\(a\)\(1\)\(A\)](#)

**Title III Requirement:**

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities of higher education. (Section 3121(b)(4)(C))

**Legislative References:**

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

\*Required field

\*\* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A



# Consolidated District Plan

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**Private School Participation** [File Upload instructions are linked below. Click here for general page instructions](#)

NOTE: This page may remain blank if no private schools are listed or participating in the programs  
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district’s boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?

Yes  No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Palos Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="45"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="45"/>	<input type="button" value="Choose File"/> No f...sen
St Alexander School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="250"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text" value="250"/>	<input type="button" value="Choose File"/> No f...sen

Comments:



Applicant: PALOS HEIGHTS SD 128  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 23-CDP-00-07-016-1280-02

County: Cook

Consolidated District Plan ▼

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**Preschool Coordination**

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future in the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

**District Goal(s):**

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.  
 The goal of PHSD 128 is that every child will make significant academic gains in literacy and math skills. Funds will be allocated to address students whose reading and math skills are below expected. Additionally, District 128 will continue to support diverse learners through the use of IDEA funds and within our ELL program. Preschool students are supported and targeted primarily with local funds in a blended preschool environment where our young children with special needs are educated with their peers.

**Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual schools, including plans for the transition of participants in such programs to local elementary school programs.\* [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter  
**No Preschool Programs**

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Early Childhood special education services are provided upon a child's third birthday within the District's blended preschool program to the maximum extent possible. When students need intensive special education instruction or related services to make adequate progress those services may be provided in a special education environment as directed by their education plan. The philosophy of the New Preschool Program in District 128 is that all children learn through active exploration and interaction within their home, school and community environment. We believe that all young children should be in a developmentally appropriate learning environment where each individual's development is actively supported and facilitated. Finally, we believe that play is a child's work. Based on these beliefs we have built a preschool program to serve the needs of all young children in our community. Typically developing students are enrolled as tuition students with a sliding scale available to assist those with low income. Preschool children with special needs are enrolled without fees. Classroom teachers are certified in early childhood education with special education and English language learner credentials. Services are provided within the classroom environment as often as possible.

Response from the approved prior year Consolidated District Plan.

Early Childhood special education services are provided upon a child's third birthday within the District's blended preschool program to the maximum extent possible. When students need intensive special education instruction or related services to make adequate progress those services may be provided in a special education environment as directed by their education plan. The philosophy of the New Preschool Program in District 128 is that all children learn through active exploration and interaction within their home, school and community environment. We believe that all young children should be in a developmentally appropriate learning environment where each individual's development is actively supported and facilitated. Finally, we believe that play is a child's work. Based on these beliefs we have built a preschool program to serve the needs of all young children in our community. Typically developing students are enrolled as tuition students with a sliding scale available to assist those with low income. Preschool children with special needs are enrolled without fees. Classroom teachers are certified in early childhood education with special education and English language learner credentials. Services are provided within the classroom environment as often as possible.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

[1] Title I, Part A, Section 1112(b)(8)

\*Required field for Title I and/or IDEA Preschool



Applicant: PALOS HEIGHTS SD 128  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application  
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Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**Student Achievement and Timely Graduation**

**INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.\***

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future by paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

**District Goal(s):**

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

The goal for the Title I funds is to close the achievement gap for students reading below grade level in reading.

**1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 128 trained all k-5 classroom teachers on the Reader's and Writer's Workshop model using a variety of evidence based materials. The workshop model is a balanced approach to teaching the writing standards. Math instruction is provided daily in 60-80 minute blocks, both whole group, small group, and centers are part of the daily math block. Science and Social Studies are taught each week. All k-5 students receive 45 minutes of music, art, and technology instruction each week. Second Step (social and emotional learning) lessons are provided for twenty minutes each week. All instructional programs support English language learners, advanced and struggling learners. The teachers will continuously have opportunities to attend professional development for core curriculum improvement.

The district will monitor student progress with the following assessments: Fountas and Pinnell literacy benchmark assessments, Aims Web and NWEA MAP.

Response from the prior year Consolidated District Plan.

District 128 trained all k-5 classroom teachers on the Reader's and Writer's Workshop model using Schoolwide resources. The workshop model is a balanced approach to teaching the reading and writing standards. Math instruction is provided daily in 60-80 minute blocks, both whole group, small group, and centers are part of the daily math block. Science and Social Studies are taught each week. All k-5 students receive 45 minutes of music, art, and technology instruction each week. Second Step (social and emotional learning) lessons are provided for twenty minutes each week. All instructional programs support English language learners, advanced and struggling learners. The teachers will continuously have opportunities to attend professional development for core curriculum improvement.

The district will monitor student progress with the following assessments: Fountas and Pinnell literacy benchmark assessments, Aims Web and NWEA MAP.

**2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.\* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 128 monitors student progress using the response to intervention or RTI/MTSS process. Students are identified by the grade level teacher and the challenges and strengths are discussed at the individual level. If the challenges are beyond the scope of the grade level curriculum, support staff including speech, occupational therapist, social worker and psychologist are invited to discuss tiered level support for individual students. Our district psychologist advises the RTI team through the process. The teachers monitor student progress in reading with the Fountas and Pinnell running records and Aims web reading and Aims Web data and SMART goals for math. The team meets each month to review progress. When students do not make adequate progress, the intervention time and intensity is increased. Attendance is monitored on a regular basis, the district also offers a preschool screening three times each year. The DIAL-4 is the tool used by the early childhood team. The screening schedule is posted in all of the district buildings.

Response from the prior year Consolidated District Plan.

District 128 monitors student progress using the response to intervention or RTI/MTSS process. Students are identified by the grade level teacher and the challenges and strengths are discussed at the individual level. If the challenges are beyond the scope of the grade level curriculum, support staff including speech, occupational therapist, social worker and psychologist are invited to discuss tiered level support for individual students. Our district psychologist advises the RTI team through the process. The teachers monitor student progress in reading with the Fountas and Pinnell running records and Aims web reading and Aims Web data and SMART goals for math. The team meets each month to review progress. When students do not make adequate progress, the intervention time and intensity is increased. Attendance is monitored on a regular basis, the district also offers a preschool screening three times each year. The DIAL-4 is the tool used by the early childhood team. The screening schedule is posted in all of the district buildings.

**3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content and demonstrate language proficiency, as applicable.\* [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 128 has a designated thirty minute daily intervention time to deliver Fountas and Pinnell Leveled Literacy Interventions, Wilson reading, Read Naturally, Visual Phonics, Hear Builder, and math interventions using Number Worlds. The intervention teachers monitor student progress every 4-6 weeks. Reading interventions will be offered for twenty days during the summer.

Response from the prior year Consolidated District Plan.

District 128 has a designated thirty minute daily intervention time to deliver Fountas and Pinnell Leveled Literacy Interventions, Wilson reading, Read Naturally, Visual Phonics, Hear Builder, and math interventions using Number Worlds. The intervention teachers monitor student progress every 4-6 weeks. Reading interventions will be offered for twenty-six days during the summer.

**4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning that are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.\* [4]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

All of the Kindergarten through fifth grade classroom teachers differentiate instruction to meet the needs of all learners. The NWEA MAP learning continuum is used to form small groups to reteach lessons on the standards using flexible grouping for all students. Literacy and math stations are set up in each classroom to offer students a variety of standards based learning experiences. The classroom teachers use a variety of research based conferencing questions to assist in assessing reading comprehension. Professional development in the area of literacy continue to be provided to staff. Many classroom teachers have attended Kagan brain friendly teaching workshops. The teachers have shared brain friendly strategies with the entire staff. The Second Step program for social and emotional learning is used in all of the classrooms.

Response from the prior year Consolidated District Plan.

All of the Kindergarten through fifth grade classroom teachers differentiate instruction to meet the needs of all learners. The NWEA MAP learning continuum is used to form small groups, to reteach lessons on the standards using flexible grouping for all students. Literacy and math stations are set up in each classroom to offer students a variety of standards based learning experiences. The classroom teachers use the Schoolwide Reader's Workshop program conferencing questions to assist in assessing reading comprehension. Professional development in Readers and Writers Workshop continue to be provided to staff. Many of the classroom teachers have attended Kagan brain friendly teaching workshops. The teachers have shared brain friendly strategies with the entire staff. The Second Step program for social and emotional learning is used in all of the classrooms.

**5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.\*\* [5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

All of the teachers in district Palos Heights 128 are highly qualified teachers. All of the students regardless of income and ethnic backgrounds are given equal access to a well rounded education. All of the teachers are observed formally and informally multiple times during the year to ensure that all of the students are receiving a high quality education. All of the teachers have an overall rating of proficient or higher in the Danielson Evaluation System.

Response from the prior year Consolidated District Plan.

All of the teachers in district Palos Heights 128 are highly qualified teachers. All of the students regardless of income and ethnic backgrounds are given equal access to a well rounded education. All of the teachers are observed formally and informally multiple times during the year to ensure that all of the students are receiving a high quality education. All of the teachers have an overall rating of proficient or higher in the Danielson Evaluation System.

**6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital skills and improve academic achievement.\*\* [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

The district schools have school libraries, students are provided opportunity to extend the literacy skills and topics taught during the Reader's Workshop in the classroom each week. All of the students have access to book check out each week. The media specialist works with the classroom teachers to integrate technology in the production of grade level projects and units of study in the core curricular areas. Students attend computer classes each week and have daily access to ipads.

Response from the prior year Consolidated District Plan.

The district schools have school libraries, students are provided opportunity to extend the literacy skills and topics taught during the Reader's Workshop in the classroom each week. All of the students have access to book check out each week. The media specialist works with the classroom teachers to integrate technology in the production of grade level projects and units of study in the core curricular areas. Students attend computer classes each week and have daily access to ipads.

**7. Describe how the district will identify and serve gifted and talented students by using objective criteria.\*\* [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

The district defines gifted and talented in the following way: The Otis- Lennon School Ability test is administered to all second graders as an initial screening. The following student data is considered in admitting students to the gifted program: Northwest Education Association Measures of Academic Progress achievement test scores for fall, winter and spring of the second grade year, The Renzulli Rating of the Behavioral Characteristics of Superior Students is filled out by classroom teachers for recommended students, the Cognitive Ability Test is administered to students about whom there is any identification questions, teacher recommendations are used for students in grades 3-8. The gifted coordinator works with teachers and students to differentiate education for students who show mastery of core curriculum based on pre-assessments of grade level units. The gifted students are clustered in classrooms with teachers who have completed the gifted seminar.

Response from the prior year Consolidated District Plan.

The district defines gifted and talented in the following way: The Otis- Lennon School Ability test is administered to all second graders as an initial screening. The following student data is considered in admitting students to the gifted program: Northwest Education Association Measures of Academic Progress achievement test scores for fall, winter and spring of the second grade year, The Renzulli Rating of the Behavioral Characteristics of Superior Students is filled out by classroom teachers for recommended students, the Cognitive Ability Test is administered to students about whom there is any identification questions, teacher recommendations are used for students in grades 3-8. The gifted coordinator works with teachers and students to differentiate education for students who show mastery of core curriculum based on pre-assessments of grade level units. The gifted students are clustered in classrooms with teachers who have completed the gifted seminar.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

**Legislative References:**

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

\* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

\*\*Required field for only Title I, Part A

Applicant: PALOS HEIGHTS SD 128  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application

County: Cook

Consolidated District Plan ▼

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Project Number: 23-CDP-00-07-016-1280-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**College and Career Readiness**

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future. Paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide an education that meets their needs.

**District Goal(s):**

Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

The Title IV funds will be used to address social emotional learning, culturally responsive teaching and/or expansion of STEM programming at 1-5.

**1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including applicable, through:\* [1]**

- i. Coordination with institutions of higher education, employers, and other local partners;\* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skill**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

The District 128 grant funds are used for grades 1-5. Palos Heights D 128 is an elementary district.

Response from the approved prior year Consolidated District Plan.

The district does not operate these programs.

**2. If applicable, describe the district's support for programs that coordinate and integrate the following:\* [2]**

**Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

**NOTE: If not applicable because district serves only grades K-8, enter *Elementary District***

([count] of 7500 maximum characters used)

District 128 is an Elementary District

Response from the approved prior year Consolidated District Plan.

District 128 is an Elementary District

**Legislative References:**

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

\* Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool





Applicant: PALOS HEIGHTS SD 128

County: Cook

Consolidated District Plan

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

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Project Number: 23-CDP-00-07-016-1280-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**Professional Development - Highly Prepared and Effective Teachers and School Leaders**

**INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.\***

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

**District Goal(s):**

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Title II funds will be used for professional development in alignment of curriculum to standards and instructional strategies in core content areas including but not limited to: Social Emotional Learning Mathematics K-8; English Language Arts K-8, Science 6-8 and Social Studies 6-8. The private schools will use the funding for professional development in alignment with core content including but not limited to Mathematics, Science and English Language Arts in grades K-8.

**For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

**Program and Description**

A. Title I, Part A - Improving Basic Programs

Not providing

B. Title I, Part A - School Improvement Part 1003

Not providing

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Professional Development in alignment of curriculum to standards and best practice instructional strategies in core content areas.

G. Title III - LIEP

Not providing

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

Not providing

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

IDEA FT funds will be utilized to support teacher growth in the areas of specially designed instruction in the co-taught classroom, trauma informed care and interventions, and behavioral training focusing on de-escalation strategies.

L. IDEA, Part B - Preschool

IDEA Preschool funds will be utilized to support teacher and staff growth in the delivery of specially designed instruction in the blended early learning environment and behavioral training focusing on de-escalation strategies.

M. Elementary and Secondary School Emergency Relief Grant II

N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

**Legislative Requirement:**

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

\* Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; IDEA, Part B Preschool; ESSER II; and/or ESSER III



Applicant: PALOS HEIGHTS SD 128  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application

County: Cook

Consolidated District Plan ▾

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Project Number: 23-CDP-00-07-016-1280-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**Safe and Healthy Learning Environment**

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future while paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

**District Goal(s):**

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Title IV funds will be used to support professional development in the area of social and emotional learning.

**1. Describe the process through which the districts will:**

- i. reduce incidences of bullying and harassment**
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]**
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [1]**
  - a. each major racial and ethnic group;
  - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
  - c. children with disabilities as compared to children without disabilities;
  - d. English proficiency status;
  - e. gender; and
  - f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan need. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

The District 128 schools have school wide Positive Behavior Interventions (PBIS) in place. PBIS is a three tiered behavior system that sets clear behavioral expectations for all students. There are embedded in the PBIS system for all students to report bullying and the staff to respond. The staff created a t-chart defining behaviors managed in the classroom and office managed behavior goal is to teach positive behavior to all of the students. Our social worker teaches Second Step lessons and Zones of Regulation to promote strong social emotional development for all of the students. All of the students participate in the National Unity Day, sponsored by the National Bullying Prevention Center. The students have physical education lessons three days each week. Procedures and protocols for reporting Bullying have been posted on the district website. A universal screener has been implemented K-8 to assess risk in the emotional wellness.

Response from the prior year Consolidated District Plan.

The District 128 schools have school wide Positive Behavior Interventions (PBIS) in place. PBIS is a three tiered behavior system that sets clear behavioral expectations for all students. There are embedded in the PBIS system for all students to report bullying and the staff to respond. The staff created a t-chart defining behaviors managed in the classroom and office managed behavior goal is to teach positive behavior to all of the students. Our social worker teaches Second Step lessons and Zones of Regulation to promote strong social emotional development for all of the students. All of the students participate in the National Unity Day, sponsored by the National Bullying Prevention Center. The students have physical education lessons three days each week. Procedures and protocols for reporting Bullying have been posted on the district website. A universal screener has been implemented K-8 to assess risk in the emotional wellness.

**2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]**

(42 U.S.C. 11301 et seq.):\*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan need. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

District 128's homeless liaison has attended Homeless Liaison Training in Cook County; put up signs in each of our four buildings providing potential homeless families the homeless liaison name, telephone number; set aside money in the title I grant for homeless supplies. If homeless students register, the student will be given access to all of the necessary school supplies and services at age peers in order to be successful in this district. Supplies will include but not limited to pencils, paper, notebooks, crayons and folders.

Response from the prior year Consolidated District Plan.

District 128's homeless liaison has attended Homeless Liaison Training in Cook County; put up signs in each of our four buildings providing potential homeless families the homeless liaison name, telephone number; set aside money in the title I grant for homeless supplies. If homeless students register, the student will be given access to all of the necessary school supplies and services at age peers in order to be successful in this district. Supplies will include but not limited to pencils, paper, notebooks, crayons and folders.

**Title I Requirement:**

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

**Legislative Requirements:**

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

\* Required if funding selected for Title I, Part A and/or Title IV, Part A



# Consolidated District Plan

Close Printer Friendly Page

## Attendance Center Designation

[Instructions](#)

### Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1003 - INDEPENDENCE JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2002 - CHIPPEWA ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2005 - NAVAJO HEIGHTS ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2006 - INDIAN HILL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Describe anticipated Reorganizations:</b>	
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 Application: 2022-2023 Consolidated District Plan - 00  
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Consolidated District Plan ▼

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Project Number: 23-CDP-00-07-016-1280-02

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirement
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**IDEA Specific Requirements**

If IDEA funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return Coordinated Funding page and select IDEA, save the page, and return to this page.

**INSTRUCTIONS:** Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future while paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

**District Goal(s):** Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- PHSD 128 will provide high quality special education instruction in the least restrictive environment to ensure access to FAPE for our diverse learner population to the maximum extent possible.

**1. How was the comprehensive needs assessment information used for planning grant activities?\*** This section should include the comprehensive needs identified and targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Needs assessment information is compiled via staff and parent surveys, face to face conversations, and achievement data. The needs that will continue to be targeted in the FY 2023 school year include continued provision of FAPE for our students with identified disabilities in the least restrictive environment possible with access to the general education environment, curriculum, and peer community attention will be given to the area of social emotional learning and trauma informed practices at all levels, PreK - 8th grade.

Response from the approved prior year Consolidated District Plan.

Needs assessment information is compiled via staff and parent surveys, face to face conversations, and achievement data. The needs that will continue to be targeted in the FY 2022 school year include continued provision of FAPE for our students with identified disabilities in the least restrictive environment possible with access to the general education environment, curriculum, and peer community attention will be given to the area of social emotional learning and trauma informed practices at all levels, PreK - 8th grade.

**2. Summarize the activities and programs to be funded within the grant application.\***

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

IDEA Funds will be used to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment. Funds will be used for salaries, training, supplies, materials, and equipment.

Response from the approved prior year Consolidated District Plan.

IDEA Funds will be used to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment. Funds will be used for salaries, training, supplies, materials, and equipment.

**3. Describe any changes in the scope or nature of services from the prior fiscal year.\***

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

There will be no changes in the scope or nature of services under IDEA from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There will be no changes in the scope or nature of services under IDEA from the prior fiscal year.

\*Required Field







The Illinois State Board of Education  
Consolidated Grant Plan  
For 2023

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Palos Heights District 128  
Information for Stakeholders



## Vision Statement

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Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.



- Consolidate and streamline the federal grant application and management process to reduce the burden on grantees and support holistic service to students
- Provide efficient technology that brings practitioners together for meaningful collaboration.
- Support planning and grant management that takes multiple funding sources into consideration to fully meet each student's needs.
- Help ISBE understand each grantee holistically in order to provide improved technical assistance grounded in equity.

# The Illinois State Board Mission Statement

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The mission of the Illinois State Board of Education (ISBE) is to “provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.” ISBE sees the Every Student Succeeds Act (ESSA) as an opportunity to live this mission in partnership with Illinois stakeholders.<sup>3</sup>

# What is ESSA?

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The intent and purpose of ESSA is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

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. So, too, without the teacher and a safe learning environment, the possibility of each and every child in Illinois to meet the performance goals set by ISBE would be far less.

# The Consolidated District Plan

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Every district must create a grant plan with stakeholders for their local school board. After the school board approves the plan, the grant manager can apply for funds for each grant separately.

District 128 plans to use the Title I funds to support our reading intervention and English Learner programs and professional development for grades k-5. Title II funds will support professional development for teachers and principals PK-8. Title IV will provide funds for supporting the implementation of social and emotional standards and training in culturally responsive teaching standards.

IDEA grant funds will be used to provide special education and related services to students who are eligible under federal law.

# Stakeholders

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The Local Education Agency must develop a plan with timely and meaningful consultation with the stakeholders. Stakeholders must include the following:

- Teachers
- Principals
- Other school leaders
- Paraprofessionals
- Specialized instructional staff
- Parents

# Stakeholder Input

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- Parent Education and increased engagement
- Title I increase family engagement
- Increase parent communication on programs and events

## Document Status: Draft Update - New

### 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

#### New/Unpublished Section

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse. [PRESSPlus1](#)

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
  - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
  - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
  - a. A definition of prohibited grooming behaviors and boundary violations pursuant to policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*;
  - b. Evidence-informed [PRESSPlus2](#) content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; and
  - c. How to report child sexual abuse, grooming behaviors, and/or boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs [PRESSPlus3](#) of child sexual abuse, grooming behaviors, and boundary violations with evidence-informed educational information that also includes: [PRESSPlus4](#)
  - a. Assistance, referral, or resource information, including how to recognize grooming behaviors, [PRESSPlus5](#) appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;
  - b. Methods for how to report child sexual abuse, grooming behaviors, and/or boundary violations to authorities; and
  - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing. [PRESSPlus6](#)

#### LEGAL REF.:

105 ILCS 5/10-23.13, 5/27-9.1a, and 5/27-13.2.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

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

720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

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#### PRESSPlus Comments

PRESSPlus 1. This policy is created in response to 105 ILCS 5/10-23.13 (*Erin's Law*), amended by P.A. 102-610, which requires districts to adopt and implement a policy addressing sexual abuse of children that includes an age-appropriate and evidence-informed



curriculum for preK-12 students, evidence-informed training for school personnel on child sexual abuse, and **evidence-informed educational information for parents/guardians in school handbooks**. For more information, see this policy's footnotes and the Ethics, Training, and Educator Misconduct bundle in the **PRESS** Issue 108 Update Memo, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 108, November 2021**

PRESSPlus 2. Two Illinois laws address "evidence-informed." *Evidence-informed* per *Erin's Law* means modalities that were created utilizing components of evidence-based treatments or curriculums. 105 ILCS 5/10-23.13(a), added by P.A. 102-610. Contrast with National Sex Education Standards (NSES) at 105 ILCS 5/27-9.1a(a), added by P.A. 102-552, which defines an *evidence-informed program* as "a program that uses the best available research and practice knowledge to guide program design and implementation." **Issue 108, November 2021**

PRESSPlus 3. 105 ILCS 5/10-23.13(b) and (b)(1); warning signs and *likely* warning signs are mentioned twice in the law. This policy uses *likely* in the purpose introduction. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH), at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook). **Issue 108, November 2021**

PRESSPlus 4. This information is listed in 7:190-E2, *Student Handbook Checklist*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 108, November 2021**

PRESSPlus 5. **Providing information to parents/guardians about how to recognize grooming behaviors is not in *Erin's Law*, it only addresses informing parents/guardians about the methods for increasing their awareness and knowledge of grooming behaviors. 105 ILCS 5/10-23.13(b)(1). This policy requires the district to provide information to parents/guardians about how to recognize grooming behaviors to: (1) effect the purpose of *Erin's Law*, (2) align with the intent of the following statutes: 105 ILCS 110/3 (Critical Health Problems and Comprehensive Health Education Act); 105 ILCS 5/27-9.1a(b), added by P.A. 102-552 (requires comprehensive health and safety and comprehensive sexual health education a/k/a NSES); and 105 ILCS 5/27-13.2 (educating all students to recognize and avoid sexual abuse and assault) and (3) align with the notification requirements in 105 ILCS 5/27-13.2 (parents/guardians of K-8 students prior to commencing instruction in recognizing and avoiding sexual abuse).** **Issue 108, November 2021**

PRESSPlus 6. Required by 105 ILCS 5/27-13.2. See 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 108, November 2021**

## Document Status: Draft Update

### 5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA), School Code, and awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) training as follows (see policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*): [PRESSPlus!](#)

1. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting, and prevention of child abuse and neglect.
2. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
3. By January 31, 2023, and every year after, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors, and boundary violations.

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psycho-stimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

In addition, the staff development program shall include each of the following:

1. At least, once every 2 years, training of all District staff by a person with expertise on anaphylactic reactions and management.
2. At least every 2 years, an in-service to train school personnel, at a minimum, to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.
3. Training that, at a minimum, provides District staff with a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) and the availability of appropriate sources of counseling and referral.
4. Training for licensed school personnel and administrators who work with students in grades kindergarten through 8 to identify the warning signs of mental illness and suicidal behavior in youth along with appropriate intervention and referral techniques.
5. Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training as follows:
  - a. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting and prevention of child abuse and neglect (see policy 5:90, *Abused and Neglected Child Reporting*);
  - b. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years (see policy 5:90, *Abused and Neglected Child Reporting*);
  - c. Informing educators about the recommendation in the *Erin's Law* Taskforce Report requesting them to attend continuing professional development programs that address the prevention and identification of child sexual abuse (see policy 5:90, *Abused and Neglected Child Reporting*);
6. Education for staff instructing students in grades 7 and 8, concerning teen dating violence as recommended by the District's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students or Complaint Manager.
7. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
8. Annual continuing education and/or training opportunities (*professional standards*) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three year period.
9. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
10. Every two years, school personnel who work with students must complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.

11. Training for school personnel to develop cultural competency, including understanding and reducing implicit racial bias.
12. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
13. For nurses, administrators, [school guidance](#), [PRESSPlus2](#) counselors, teachers, persons employed by a local health department and assigned to a school, and persons who contract with the District to perform services in connection with a student's seizure action plan, training in the basics of seizure recognition, first aid, and appropriate emergency protocols.
14. For all District staff, annual sexual harassment prevention training.
15. Title IX requirements for training as follows (see policy 2:265, *Title IX Sexual Harassment Grievance Procedure*):
  - a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
  - b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
  - c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
  - d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210](#) and [235](#).

[105 ILCS 5/2-3.62](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), and [5/24-5](#).

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 150/25](#), Seizure Smart School Act.

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20](#), [226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: 2:265 (Title IX Sexual Harassment Grievance Procedure), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), [4:165 \(Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors\)](#), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Food Allergy Management Program), 7:290 (Suicide Awareness and Prevention Program), 7:305 (Student Athlete Concussions and Head Injuries)

**PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/10-23.12, amended by P.A. 101-531; 325 ILCS 5/4(j), amended by P.A.s 101-564 and 102-604; and *Erin's Law*, 105 ILCS 5/10-23.13, amended by P.A. 102-610.

Mandated reporter training may be in-person or web-based and must include, at a minimum, information on the following topics: (1) indicators for recognizing child abuse and child neglect; (2) the process for reporting suspected child abuse and child neglect and the required documentation; (3) responding to a child in a trauma-informed manner; (4) understanding the response of child protective

services and the role of the reporter after a call has been made; and (5) implicit bias.

*Implicit bias* means the attitudes or internalized stereotypes that affect people's perceptions, actions, and decisions in an unconscious manner and that exist and often contribute to unequal treatment of people based on race, ethnicity, gender identity, sexual orientation, age, disability, and other characteristics. The implicit bias topic must include, at a minimum: (1) information on implicit bias; (2) information on racial and ethnic sensitivity; and (3) tools to adjust automatic patterns of thinking and ultimately eliminate discriminatory behaviors. 325 ILCS 5/4(j), amended by P.A.s 101-564 and 102-604.

Districts must provide mandated reporter training through either DCFS, an entity authorized to provide continuing education through the Dept. of Financial and Professional Regulation, the Ill. State Board of Education, the Ill. Law Enforcement Training Standards Board, the Ill. State Police, or an organization approved by DCFS to provide mandated reporter training. *Child-serving organizations*, which are not defined in ANCRA, are "encouraged to provide in-person annual trainings." **Issue 108, November 2021**

PRESSPlus 2. Updated in response to P.A. 102-197, changing the term *school guidance counselor* to *school counselor* to clarify that a school counselor's role is broader than the role of a school guidance counselor. School counselors have a licensed school support personnel endorsement, and the role of a school counselor includes academic, social-emotional, and college and career counseling. **Issue 108, November 2021**

## Document Status: Draft Update

### 5:120 Employee Ethics; Conduct; and Conflict of Interest

#### Professional and Appropriate Conduct

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in grooming as defined in 720 ILCS 5/11-25, engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, [PRESSPlus1](#) or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

The Superintendent or designee shall identify appropriate employee conduct standards and provide them to all District employees. [PRESSPlus2](#) Standards related to school employee-student conduct shall, at a minimum:

1. Incorporate the prohibitions noted in paragraph 1 of this policy;
2. Define prohibited grooming behaviors [PRESSPlus3](#) to include, at a minimum, sexual misconduct. Sexual misconduct [PRESSPlus4](#) is (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
  - a. A sexual or romantic invitation
  - b. Dating, or soliciting a date
  - c. Engaging in sexualized or romantic dialog
  - d. Making sexually suggestive comments that are directed toward or with a student
  - e. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
  - f. A sexual, indecent, romantic, or erotic contact with the student
3. Identify expectations for employees to maintain professional relationships with students, including expectations for employee-student boundaries based upon students' ages, grade levels, and developmental levels. [PRESSPlus5](#) Such expectations shall establish guidelines for specific areas, including but not limited to:
  - a. Transporting a student
  - b. Taking or possessing a photo or video of a student
  - c. Meeting with a student or contacting a student outside the employee's professional role
4. Reference employee reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), and the Elementary and Secondary Education Act (20 U.S.C. § 7926);
5. Outline how employees can report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*. [PRESSPlus6](#) and
6. Reference required employee training related to educator ethics, child abuse, grooming behaviors, and boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.

#### Statement of Economic Interests

The following employees must file a "Statement of Economic Interests" as required by the Illinois Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

#### Ethics and Gift Ban

Board of Education policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

## Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with [Section 22-5 of the School Code](#), "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with the Illinois State Board of Education and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) ([30 ILCS 708/](#)) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in the entity selected for the contract:

1. Any person that has a close personal relationship with an employee that may compromise or impair the employee's fairness and impartiality, including a member of the employee's immediate family or household;
2. An employee's business partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

## Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated

by reference: 5:120-E (Exhibit - Code of Ethics for Ill.[inois](#) Educators)

LEGAL REF.:

[U.S. Constitution, First Amendment](#).

[2 C.F.R. §200.318](#)(c)(1).

[5 ILCS 420/4A-101](#), Ill. Governmental Ethics Act.

[5 ILCS 430/](#), State Officials and Employee Ethics Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 135/](#), Local Governmental Employees Political Rights Act.

105 ILCS 5/10-22.39, [5/10-23.13](#), [and 5/22-5](#), and [5/22-90](#) (final citation pending).

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

775 ILCS 5/5A-102, Ill. Human Rights Act.

23 Ill.Admin.Code Part 22, Code of Ethics for Ill.[inois](#) Educators.

[Pickering v. Board of Township H.S. Dist. 205](#), 391 U.S. 563 (1968).

[Garcetti v. Ceballos](#), 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), 4:60 (Purchases and Contracts), [4:165 \(Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors\)](#), [5:90 \(Abused and Neglected Child Reporting\)](#), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), [7:20 \(Harassment of Students Prohibited\)](#)

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## **PRESSPlus Comments**

PRESSPlus 1. *Erin's Law*, 105 ILCS 5/10-23.13, amended by P.A. 102-610. **Issue 108, November 2021**

PRESSPlus 2. Sample conduct standards are contained in administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them. **Issue 108, November 2021**

PRESSPlus 3. 105 ILCS 5/10-23.13(b), amended by P.A. 102-610. **Issue 108, November 2021**

PRESSPlus 4. This definition of *sexual misconduct* is adapted from HB 1975, legislation that did not pass in the first half of the 102nd Ill. General Assembly; however, it includes the results of collaboration to implement some of the recommendations of the *Make Sexual and Severe Physical Abuse Fully Extinct (Make S.A.F.E.) Taskforce* and was endorsed by Stop Educator Sexual Abuse Misconduct & Exploitation (S.E.S.A.M.E.), a national organization working to prevent sexual exploitation, abuse, and harassment of students by teachers and other school staff. See [www.sesamenet.org/](http://www.sesamenet.org/) for further information.

As of **PRESS** Issue 108's publication, HB 1975 is still pending in the 102nd General Assembly and is expected to become law. Its enactment could close significant legal loopholes related to combating grooming by broadening the definition of grooming prohibited by the Criminal Code of 2012 and authorizing the Ill. Dept. of Children and Family Services to investigate grooming allegations under the Abused and Neglected Child Reporting Act. **Issue 108, November 2021**

PRESSPlus 5. 105 ILCS 5/10-23.13(b), amended by P.A. 102-610. Sample expectations and guidelines are contained in administrative procedure 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). Establishing guidelines specific to #3(a), (b), and (c) is not currently required but is a requirement in HB 1975 (See PRESS Plus Comment 4, above). **Issue 108, November 2021**

PRESSPlus 6. 105 ILCS 5/10-23.13(b), amended by P.A. 102-610. **Issue 108, November 2021**

## Document Status: Draft Update

### 5:150 Personnel Records

#### Prospective Employer Inquiries Concerning a Current or Former Employee's Job Performance [PRESSPlus1](#)

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall: [PRESSPlus2](#)

1. Execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to Ill. Dept. of Children and Family Services (DCFS); and
2. Comply with the federal law prohibiting the District from providing a recommendation of employment for an employee, contractor, or agent that District knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law. [PRESSPlus3](#) but the Superintendent or designee may follow routine procedures regarding the transmission of administrative or personnel files for that employee.

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

#### Maintenance and Access to Records [PRESSPlus4](#)

Please refer to the following current agreement:

**"Palos Heights School District 128, PHEA Teacher Contract."**

For employees not covered by this agreement:

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

Access to personnel records is available as follows:

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

LEGAL REF.:

[20 U.S.C. §7926.](#)

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 46/10](#), Employment Record Disclosure Act.

[820 ILCS 40/](#), Personal Record Review Act.

[23 Ill.Admin.Code §1.660.](#)

CROSS REF.: 2:250 (Access to District Public Records), [5:90 \(Abused and Neglected Child Reporting\)](#), 7:340 (Student Records)

### PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-23.13 (*Erin's Law*), amended by P.A. 102-610. For more information, see the Ethics, Training, and Educator Misconduct bundle in the **PRESS** Issue 108 Update Memo, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 108, November 2021**



PRESSPlus 2. Required by the Elementary and Secondary Education Act (ESEA) (20 U.S.C. §7926). On 6-27-2018, the U.S. Dept. of Education issued a *Dear Colleague Letter* stating that school policies must explicitly state this requirement. See the resources portion for the letter at: [www2.ed.gov/policy/elsec/leg/essa/index.html](http://www2.ed.gov/policy/elsec/leg/essa/index.html).

Consult the board attorney about what “or has probable cause to believe, has engaged in sexual misconduct” means. For guidance, policy 5:90, *Abused and Neglected Child Reporting* defines an “alleged incident of sexual abuse” as an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A, that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity. **Issue 108, November 2021**

PRESSPlus 3. Consult the board attorney in these situations for help about what the superintendent may or may not say. Questions exist whether the superintendent says nothing, provides a neutral reference, or whether a *recommendation* could mean positive or negative statements. **Issue 108, November 2021**

PRESSPlus 4. Subheadings are added for clarity. **Issue 108, November 2021**

## Document Status: Draft Update

### 5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Personal Leave, Adoption Leave, Child-Rearing Leave

**Please refer to the following current agreement:**

**"Palos Heights School District 128, PHEA Teacher Contract."**

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification. [PRESSPlus1](#)

The use of paid sick leave for purposes of adoption, or placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption process or foster care process is underway. [PRESSPlus2](#)

#### Child Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, [20 U.S.C. §2601 et seq.](#)) to take child bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Child Bereavement Leave Act. Child bereavement leave allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of his or her child, (2) making arrangements necessitated by the death of the staff member's child, or (3) grieving the death of the staff member's child, without any adverse employment action.

The leave must be completed within 60 days after the date on which the employee received notice of the death of his or her child. However, in the event of the death of more than one child in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Child Bereavement Leave Act. This policy does not create any right for an employee to take child bereavement leave that is inconsistent with the Child Bereavement Leave Act.

#### Sabbatical Leave

Sabbatical leave may be granted in accordance with the School Code.

#### Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

#### General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

#### Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

#### School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

## Leaves for Victims of Domestic Violence, Sexual Violence, ~~or~~ Gender Violence, or Other Crime of Violence [PRESSPlus3](#)

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, ~~or~~ gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, ~~or~~ gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601](#) *et seq.*).

## Leaves to Serve as an Officer or Trustee of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with [105 ILCS 5/24-6.3](#), and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in [105 ILCS 5/24-6.2](#).

## Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

## LEGAL REF.:

[10 ILCS 5/13-2.5](#).

[105 ILCS 5/24-6](#), [5/24-6.1](#), [5/24-6.2](#), [5/24-6.3](#), [5/24-13](#), and [5/24-13.1](#).

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[105 ILCS 5/24-6](#), [5/24-6.1](#), [5/24-6.2](#), [5/24-6.3](#), [5/24-13](#), and [5/24-13.1](#).

[820 ILCS 147/](#), [School Visitation Rights Act](#).

[820 ILCS 154/](#), [Child Bereavement Leave Act](#).

[820 ILCS](#) ~~and~~ [180/](#), [Victims' Economic Security and Safety Act](#).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

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## **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/24-6, amended by P.A. 102-275, overturned the Illinois Supreme Court's decision in [Dynak v. Bd. of Educ. of Wood Dale Sch. Dist. 7](#), 164 N.E.3d 1226 (Ill. 2020) (finding that a teacher was not entitled to use 30 days of sick leave for birth consecutively before and after an intervening summer break). It is unclear from the language of the statute if an employee can be prohibited from *intermittent* use of 30 working sick days for birth, e.g., such as taking leave once a week). Consult the board attorney for guidance on this issue. **Issue 108, November 2021**

PRESSPlus 2. 105 ILCS 5/24-6, amended by P.A. 102-275. **Issue 108, November 2021**

PRESSPlus 3. *Other crime of violence* means conduct prohibited by 720 ILCS 5/9 (homicide), 720 ILCS 5/11 (sex offenses), 720 ILCS 5/12 (bodily harm), 720 ILCS 5/26.5 (harassing and obscene communications), 720 ILCS 5/29D (terrorism), and 720 ILCS 5/33A (armed violence) or similar provisions of the Criminal Code of 1961. 820 ILCS 180/10(2.5), added by P.A. 102-487. **Issue 108, November 2021**

## Document Status: Draft Update

### 6:60 Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. [PRESSPlus1](#) A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. [PRESSPlus2](#) Before the completion of grade 5, students will be offered at least one unit of cursive instruction. ~~Beginning with the 2020-2021 school year,~~ In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 7 and 8, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
3. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. ~~In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.~~ [Q1](#)
4. In grades kindergarten through 8, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
5. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum. [PRESSPlus3](#)
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include educating students about behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
7. In addition, in all grades, gang resistance education and training must be taught.
8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) democratic principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois) freedom, justice, and equality, [PRESSPlus4](#) (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. [PRESSPlus5](#) For exemptions and substitutions, see policies 6:310, *Credit for Alternative Courses and Programs, and Course Substitution*, and 7:260, *Exemption from Physical Education*.
10. In all schools, health education must be stressed, including: [PRESSPlus6](#) (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed [PRESSPlus7](#) sexual abuse and assault awareness and prevention education in all grades. [PRESSPlus8](#) The Superintendent shall implement a comprehensive health education program in accordance with State law. [Q2](#)
11. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
13. In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, and (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans,

#3. Recommend answering "No" to Q1 and removing the highlighted sentence. The attorney review shared that the language addresses practice and should not be included in policy as the school code requirements continue to evolve and change and having this language in policy does not provide us with flexibility to respond. #10. We do not teach sex education, so we will not be revising that part of the policy and answering that we do not offer the National Sex Education Standards based program.

Buddhist Americans, and any other collective community of faith that has shaped America. [PRESSPlus9](#)

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

13. In grade 7, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
14. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
15. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
16. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, and the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans. [PRESSPlus10](#)
17. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
18. Beginning in the fall of 2022, in all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. [PRESSPlus11](#)
19. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

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

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

47 C.F.R. §54.520.

5 ILCS 465/3 and 465/3a.

20 ILCS 2605/2605-480.

105 ILCS 5/2-3.80(e) and (f), [5/10-20.73 \(final citation pending\)](#), [5/10-23.13](#), [5/27-3](#), [5/27-3.5](#), [5/27-5](#), [5/27-6](#), [5/27-6.5](#), [5/27-7](#), [5/27-12](#), [5/27-12.1](#), [5/27-13.1](#), [5/27-13.2](#), [5/27-20.08](#), [5/27-13.2](#), [5/27-20.3](#), [5/27-20.4](#), [5/27-20.5](#), [5/27-20.7](#), [5/27-20.8](#), [5/27-21](#), [5/27-22](#), [5/27-23.3](#), [5/27-23.4](#), [5/27-23.7](#), [5/27-23.8](#), [5/27-23.10](#), [5/27-23.11](#), [5/27-23.15](#), [5/27-24.1](#), and [5/27-24.2](#).

[105 ILCS 435/](#), and [110/3](#), Comprehensive Health Education Program.

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

625 ILCS 5/6-408.5, Ill. Vehicle Code.

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

CROSS REF.: [4:165 \(Awareness and Prevention of Child Sex Abuse and Grooming Behaviors\)](#), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior); 7:260 (Exemption from Physical Education)

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**Questions and Answers:**

\*\*\*Required Question 1. 105 ILCS 5/27-23.6 entitled *Anti-bias education* allows districts to incorporate activities to address intergroup conflict, with the objectives of improving intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict.

Boards that adopt a policy to incorporate activities to address anti-bias education and intergroup conflict pursuant to this law must make information available to the public that describes the manner in which the district has implemented the activities. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at **PRESS** Online by logging in at [www.iasb.com](#). Districts may also include the information in a student handbook and in district newsletters. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH),

at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

Does the District provide anti-bias education and intergroup conflict resolution?

Yes (default)

No (IASB will remove the sentence regarding anti-bias education and intergroup conflict resolution from policy 6:60. If the Board has adopted policy 6:180, IASB will also remove Anti-bias education and intergroup conflict resolution from its list of extended instructional programs.)

\*\*\*Required Question 2. The repealed family life and sex education programs (105 ILCS 5/27-9.1 and 5/27-9.2, amended by P.A. 102-522) were replaced with the National Sex Education Standards (NSES) (105 ILCS 5/27-9.1a, added by P.A. 102-522) and a developmentally appropriate consent education curriculum (105 ILCS 5/27-9.1b, added by P.A. 102-522). But at the time of **PRESS** Issue 108's publication, the term *family life*, "including evidence-based and medically accurate information regarding sexual abstinence," remained in the Comprehensive Health Education Program (CHEP) (105 ILCS 110/3, amended by P.A. 102-464). The CHEP also includes many other health education topics that all elementary and secondary schools in Illinois must provide, including *teen dating violence* (105 ILCS 110/3.10, see 7:185, *Teen Dating Violence Prohibited*, for the required "teen dating violence policy") and cardiopulmonary resuscitation and automated external defibrillator use. For ease of administration, 6:60-AP1, *Comprehensive Health Education Program*, content includes reference to the new NSES curriculum that is outlined in more detail at 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*. 105 ILCS 5/27-9.1a, added by P.A. 102-522. While the NSES law is effective immediately, ISBE has until 8-1-22 to develop its learning standards and resources, and at the time of **PRESS** Issue 108's publication, no guidance existed about whether districts that provide the now-repealed family life and sex education programs formerly in 105 ILCS 5/27-9.1 and 9.2, repealed by P.A. 102-522, may continue to do so for: (a) their 21-22 school years, and/or (b) continuing into the 22-23 school year and subsequent school years. Consult the board attorney if the district offered the now-repealed family life and sex education program to assess whether that program may continue during the 21-22 school and/or school years beyond.

Two choices exist for school boards related to providing students with a sex education curriculum:

1. No sex education; or
2. NSES a/k/a Comprehensive Personal Health and Safety and Sexual Health Education Program (105 ILCS 5/27-9.1a, added by P.A. 102-522, and see 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*).

While boards are not required to include sex education curriculum information in their policies, if they offer it, the new law requires them to identify the curriculum their district uses along with the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials. 105 ILCS 5/27-9.1a(e), added by P.A. 102-522. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com).

If NSES is offered, ensure that the superintendent implements both 6:60-AP1, *Comprehensive Health Education Program*, and 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

If developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b is offered, ensure that implementation of 6:60-AP3, *Developmentally Appropriate Consent Education*, aligns with this policy.

Enter the board's choice below regarding communication to their communities in this policy about the sex education curriculum offered by the district:

The Board does not offer NSES or developmentally appropriate consent education. (No change to the policy.)

The Board offers NSES and/or developmentally appropriate consent education, but the Board will not communicate the curriculum chosen in this policy. (No change to the policy.)

The Board offers National Sex Education Standards (NSES) curriculum, and the Board would like to communicate that in this policy. (IASB will add the following sentence: The Superintendent shall implement a comprehensive health education program in accordance with State law, including a personal health and safety and sexual health education program (National Sex Education Standards) pursuant to 105 ILCS 5/27-9.1a.)

The Board offers National Sex Education Standards (NSES) curriculum and developmentally appropriate consent education curriculum, and the Board would like to communicate both in this policy. (IASB will add the following sentences: The Superintendent shall implement a comprehensive health education program in accordance with State law, including a personal health and safety and sexual health education program (National Sex Education Standards) pursuant to 105 ILCS 5/27-9.1a. The Superintendent shall also implement a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.)

The Board either does not offer NSES, or offers NSES but does not want to communicate that in this policy, but the Board does offer developmentally appropriate consent education curriculum and wants to communicate it in this policy. (IASB will add the following sentence: The Superintendent shall implement a comprehensive health education program in accordance with State law, including a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.)

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**PRESSplus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-13.2, amended by P.A. 102-195, which requires that in addition to instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and substance abuse, the subject must also cover the dangers of opioid abuse. **Issue 108, November 2021**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-6.3, added by P.A. 102-357. Schools must provide at least 30 minutes of play time for any school day five clock hours or longer in length. For any school days less than that, the total time allotted during the school day must be at least one-tenth of a day of attendance for the student. Time spent dressing or undressing for outdoor play may not count towards the daily time allotment. Play time must be computer-, tablet-, phone-, and video-free. Play time may be withheld as a disciplinary or punitive action only if a student's participation poses an immediate threat to the safety of the student or others. **Issue 108, November 2021**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-20.73 (final citation pending), 5/10-20.74, and 5/27-22(e)(3.5), added by P.A. 101-654. 105 ILCS 5/10-20.74, added by P.A. 101-654, requires that districts submit an annual report to ISBE regarding educational technology capacities and policies. See the subhead **Educational Technology Committee** and footnote 20 in 2:150-AP, *Superintendent Committees*, available at **PRESS Online** by logging in at [www.iasb.com](http://www.iasb.com). **Issue 108, November 2021**

PRESSPlus 4. Updated to align with Illinois statute. **Issue 108, November 2021**

PRESSPlus 5. Boards that want their daily physical education requirement to align with their goal in policy 6:50, *School Wellness*, may replace "minimum of three days per five-day week" with their local daily requirements. If the board adopts changes to this policy's physical education requirement, enter the change, and use the save status "Adopted with Additional District Edits." **Issue 108, November 2021**

PRESSPlus 6. Required by the Comprehensive Health Education Program law (105 ILCS 110/3). More detailed critical health problems and comprehensive health education program content is described in administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at **PRESS Online** by logging in at [www.iasb.com](http://www.iasb.com). **Issue 108, November 2021**

PRESSPlus 7. *Evidence-informed per Erin's Law* means modalities that were created utilizing components of evidence-based treatments or curriculums. 105 ILCS 5/10-23.13(a), added by P.A. 102-610. Contrast with National Sex Education Standards (NSES) at 105 ILCS 5/27-9.1a(a), added by P.A. 102-552, which defines an *evidence-informed program* as "a program that uses the best available research and practice knowledge to guide program design and implementation." **Issue 108, November 2021**

PRESSPlus 8. 105 ILCS 110/3 and 105 ILCS 5/10-23.13, amended by P.A. 102-610 a/k/a *Erin's Law* (child sexual abuse prevention). While 105 ILCS 5/10-23.13(b) states pre-K through 12th, this policy uses *all grades* for brevity and ease of administration. *Erin's Law* requires a policy addressing child sexual abuse prevention and curriculum content on that subject (see policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*). A sentence in 6:60-AP1, *Comprehensive Health Education Program*, restates the basic recommendations from page 16 of the *Erin's Law* Taskforce Final Report (Report) to Governor Quinn at: [www.isbe.net/Documents/erins-law-final0512.pdf](http://www.isbe.net/Documents/erins-law-final0512.pdf), which was the basis for HB 1975 text, which did not pass in the first half of the 102nd Ill. General Assembly but is used as the basis for sample content to implement P.A. 102-610 due to that Public Act's vagueness. The professional educator training component of *Erin's Law* is addressed in policies 5:90, *Abused and Neglected Child Reporting* and 5:100, *Staff Development Program*. The Report also encouraged parental involvement because parents play a key role in protecting children from child sexual abuse. **Issue 108, November 2021**

PRESSPlus 9. Updated in response to 105 ILCS 5/27-21, amended by P.A. 102-411. **Issue 108, November 2021**

PRESSPlus 10. Updated in response to 105 ILCS 5/27-20.4, amended by P.A. 101-654. **Issue 108, November 2021**

PRESSPlus 11. Updated in response to 105 ILCS 5/27-20.8, added by P.A. 102-44. The regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate] will monitor districts' compliance with this law during the annual compliance review visits. Districts may meet this law's requirements through online programs or courses. **Issue 108, November 2021**

Recommend as Presented. Our new Advanced Learning Program Model with its matrix addresses the revisions in this policy.

## Document Status: Draft Update

### 6:135 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; ~~and~~
3. Assessment processes that include multiple valid, reliable indicators; ~~and~~
4. By the fall of 2023, the automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows: [PRESSPlus1](#)
  - a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
  - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
  - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

LEGAL REF.:

[105 ILCS 5/14A.](#)

[23 Ill.Admin.Code Part 227](#), Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

#### PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/14A-32(a-5), added by P.A. 101-654 and amended by P.A. 102-209, for all districts, including elementary-only districts. Though not explained in the statute, this is likely because State assessments in English language arts, mathematics, and science are required in grades 3 through 8 (105 ILCS 5/2-3.64a-5) and a student's State assessment results may place the student in high school courses. Consult the board attorney about practical implementation issues for an elementary school district, e.g., what to do if the elementary school district does not have a program for students to enroll in high school courses (If the Board has not adopted policy 6:315, *High School Credit for Students in Grade 7 or 8*, the sample can be found at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com)), or if the elementary school district would like to offer advanced coursework not offered by the high school.

A district must provide the parents/guardians of a student eligible for automatic enrollment with the option to instead enroll in alternative coursework that better aligns with the student's postsecondary education or career goals. For a student entering grade 12, the next most rigorous level of advanced coursework in English language arts or mathematics must be a *dual credit course* (as defined in the Dual Credit Quality Act, 110 ILCS 27/5), an *Advanced Placement course* (as defined in the College and Career Success for All Students Act, 105 ILCS 302/10), or an International Baccalaureate course. The same is true for all other subjects, except that the next most rigorous level of advanced coursework may also include an honors class, an enrichment opportunity, a gifted program, or another program offered by the district. 105 ILCS 5/14A-32(a-5), added by P.A. 101-654 and amended by P.A. 102-209. See 6:135-AP, *Accelerated Placement Program Procedures*, at **PRESS** Online. **Issue 108, November 2021**



Based on "no" response in policy 6:60, number 5 will not be added. See highlight below.

## Document Status: Draft Update

### 6:180 Extended Instructional Programs

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Enrichment Program for Kindergarten
2. Before-and after-school programs for students in grades K-6.
3. Tutorial program.
4. Summer school, whether for credit or not.
5. ~~Anti-bias education~~ **PRESSPlus1** ~~and activities to address intergroup conflict resolution.~~
6. Volunteer service credit program.

LEGAL REF.:

105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6.

105 ILCS 110/3, Comprehensive Health Education Program.

105 ILCS 433/, Vocational Academies Act.

CROSS REF.: 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions), 6:320 (High School Credit for Proficiency)

~~ADOPTED: January 10, 2018~~

### PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/27-23.6 entitled *Anti-bias education* allows districts to incorporate activities to address intergroup conflict resolution, with the objectives of improving intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict.

Boards that adopt a policy to incorporate activities to address anti-bias education and intergroup conflict resolution pursuant to this law must make information available to the public that describes the manner in which the district has implemented the activities. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). Districts may also include the information in a student handbook and in district newsletters. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH), at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

**See policy 6:60's PRESS Plus Question 1.** If the Board answers No, to indicate that the District does not provide anti-bias education, IASB will remove "Anti-bias education and activities to address intergroup conflict resolution." from this policy.

Consult the board attorney if the district wishes to offer intergroup conflict resolution separately; it is unclear whether these topics may be offered separately because the law lists them together. **Issue 108, November 2021**

**Recommend as Presented.**  
**When discriminatory behavior is involved, attorney may be consulted for appropriate consequence.**

## Document Status: Draft Update

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

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

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

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

#### Definitions from [105 ILCS 5/27-23.7](#)

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

*Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.* [PRESSPlus1](#)

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

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, **and** (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, **and** (vii) **increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.** [PRESSPlus2](#)

*School personnel* means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school [guidance](#) [PRESSPlus3](#) counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

#### Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of

**School District 128**  
**Financial Summary Report - All Funds**  
**APRIL 2022**

	Current YTD	Current Budget	(Over)/Under Budget	% of Budget	Prior YTD March-21	Prior Budget	(Over)/Under Budget	% of Budget	Prior YTD vs. Current YTD
<b>BEGINNING BALANCE</b>	<b>\$9,883,213.00</b>				<b>\$11,212,496.83</b>				
<b>REVENUES</b>									
Real Estate Taxes 1100	\$9,245,898.04	\$9,394,346.00	\$148,447.96	98%	\$8,842,585.19	\$8,753,804.00	(\$88,781.19)	101%	\$403,312.85
Other Local Sources 1000	\$462,644.34	\$457,100.00	(\$5,544.34)	101%	\$253,048.88	\$541,618.79	\$288,569.91	47%	\$209,595.46
General St Aid 3001	\$492,300.00	\$601,701.00	\$109,401.00	82%	\$492,222.34	\$601,011.42	\$108,789.08	82%	\$77.66
Other State 3000	\$212,211.72	\$176,394.00	(\$35,817.72)	120%	\$189,200.65	\$232,317.27	\$43,116.62	81%	\$23,011.07
Federal 4000	\$365,746.32	\$367,034.00	\$1,287.68	100%	\$371,447.15	\$342,205.00	(\$29,242.15)	109%	(\$5,700.83)
ESSER Grants	\$507,518.00	\$777,397.00	\$269,879.00	65%	\$0.00	\$0.00	\$0.00	n/a	\$507,518.00
<b>TOTAL REVENUES</b>	<b>\$11,286,318.42</b>	<b>\$11,773,972.00</b>	<b>\$487,653.58</b>	<b>96%</b>	<b>\$10,148,504.21</b>	<b>\$10,470,956.48</b>	<b>\$322,452.27</b>	<b>97%</b>	<b>\$1,137,814.21</b>
<b>EXPENDITURES</b>									
Salaries 100	\$5,195,013.74	\$6,769,002.00	\$1,573,988.26	77%	\$4,911,084.34	\$5,726,296.71	\$815,212.37	86%	\$283,929.40
Benefits 200	\$1,311,756.17	\$1,761,578.00	\$449,821.83	74%	\$1,264,414.30	\$1,419,813.56	\$155,399.26	89%	\$47,341.87
Purchased Services 300	\$1,095,341.67	\$1,358,583.00	\$263,241.33	81%	\$1,133,633.73	\$1,064,279.00	(\$69,354.73)	107%	(\$38,292.06)
Supp/Materials 400	\$571,673.20	\$732,846.00	\$161,172.80	78%	\$450,257.95	\$470,785.00	\$20,527.05	96%	\$121,415.25
Capital Outlay 500	\$1,695,671.28	\$1,983,649.00	\$287,977.72	85%	\$362,332.72	\$1,052,500.00	\$690,167.28	34%	\$1,333,338.56
Out of Dist Tuition 670	\$225,221.98	\$350,000.00	\$124,778.02	64%	\$136,268.37	\$451,976.00	\$315,707.63	30%	\$88,953.61
Other 600	\$895,266.21	\$918,875.00	\$23,608.79	97%	\$894,556.17	\$910,500.00	\$15,943.83	98%	\$710.04
Non-Capitalized Equip 700	\$86,795.00	\$142,666.00	\$55,871.00	61%	\$6,771.00	\$41,000.00	\$34,229.00	17%	\$80,024.00
Termination Benefits 800	\$0.00	\$0.00	\$0.00	n/a	\$0.00	\$0.00	\$0.00	n/a	\$0.00
<b>TOTAL EXPENDITURES</b>	<b>\$11,076,739.25</b>	<b>\$14,017,199.00</b>	<b>\$2,940,459.75</b>	<b>79%</b>	<b>\$9,159,318.58</b>	<b>\$11,137,150.27</b>	<b>\$1,977,831.69</b>	<b>82%</b>	<b>\$1,917,420.67</b>
<b>LIABILITES</b>	<b>(\$366,362.94)</b>				<b>(\$226,870.57)</b>				
<b>TOTAL FUND BALANCE</b>	<b>\$10,092,792.17</b>				<b>\$12,201,682.46</b>				
<b>TOTAL LIAB &amp; FUND BALANCE</b>	<b>\$9,726,429.23</b>				<b>11,974,811.89</b>				
CAPITAL PROJECTS	\$1,784,795.44				1,351,958.24				
<b>EXCLUDING CAPITAL PROJECTS</b>	<b>8,307,996.73</b>				<b>10,849,724.22</b>				
<b>TOTAL LIAB &amp; FUND BALANCE EXCLUDING CAPITAL</b>	<b>7,941,633.79</b>				<b>10,622,853.65</b>				