

Regular Meeting of the Board of Education

Wednesday, April 17, 2024 6:00 PM

Palos Heights School District #128 - 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

3. Approval of the Consent Agenda Items

3.A. Minutes of the Regular Meeting of March 6, 2024

3.B. Approval of Bills & Payroll

3.C. Review of Schools' Activity Accounts

3.D. Personnel Report

1. Employment

1. Kristine Walsh, Interim Principal for Navajo Heights

2. Elizabeth Kelsey, Preschool Teacher-Indian Hill

3. Destiny Martinez, Paraprofessional-Navajo Heights

4. George Balas, Custodian-Indian Hill

5. Non-Union Contracts for Certified Personnel

1. Siobhan Gayduk, Nurse

2. Tara Fitzgibbons, Psychologist

3. Dena White, Occupational Therapist

4. Kim Anoman, Business Manager

6. Administrative Contract Renewal

1. Kaitlin Curran, Navajo Heights

7. Unpaid LOA

1. Christina Brennan, Speech & Language Pathologist

3.E. March 6, 2024 Closed Session Minutes

3.F. Library Book Approvals

3.G. Special Education Out of District Contract: Change of Placement

4. Old Business

4.A. Update of Preschool Expansion Plan Recommendation

4.B. Staffing Update

4.C. Approval of the Shared Cost Agreement from Palos Heights Parks and Recreation for

Resurfacing of Patriot Boulevard and installing a Sidewalk - Option 2 on the bid tabulation form is the work for Patriot Boulevard resurfacing and concrete sidewalks for a total amount of \$43,151.87

5. New Business

5.A. Approval of Personal and Sick Day Addendums for Administrative Contracts to align with PHEA Teacher Contract

5.B. Approval of Colosidated Grant Plan

5.C. Renewal of Milestones Service Provider Contract (Physical Therapy & Occupational Therapy Assistant)

5.D. Resolution for the Honorable Dismissal of a Part-Time Paraprofessional

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 ordinarily provides up to 3 minutes per speaker.

7. Information Items

7.A. YTD Financial Summary

7.B. Freedom of Information Act Items

7.C. Additional Information Items, if any

7.D. Enrollment Report Update

8. Closed Session

9. Return to Open Session

10. Action from Closed Session

11. Adjournment



Palos Heights School District 128

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

Merryl B. Brownlow, Ed.D.
Superintendent

To: District 128 Board of Education
From: Merryl Brownlow, Ed.D., Superintendent
Re: Library Book Purchases
Date: April 17, 2024

Below is a list of media center purchases for the purpose of updating the collection at Independence Jr. High to support curriculum and instruction.

Book Title and Author	Genre
Leonardo da Vinci (Giants Of Science) Kathleen Krull	Nonfiction
16th century superstar. Da Vinci (Time for Kids Nonfiction Readers Grade 7) Wendy Conklin	Nonfiction
Ibn Battuta : the greatest traveler of the Muslim world Henrietta Toth	Nonfiction
Amerigo Vespucci : explorer of South America and the West Indies Heather Niver	Nonfiction
Francisco Pizarro : conqueror of the Inca Empire Daniel Toledo	Nonfiction
Ferdinand Magellan : first circumnavigator of the Earth Susan Meyer	Nonfiction
Francisco Vazquez de Coronado : first European to reach the Grand Canyon Xena Uhl	Nonfiction
Hernan Cortes : conquistador, colonizer, and destroyer of the Aztec Empire Joe Greek	Nonfiction
Comanche (Peoples of North America) by Bodden, Valerie	Nonfiction
The people and culture of the Wampanoag by Lawton, Cassie M	Nonfiction
Sioux (Peoples of North America) by Bodden, Valerie	Nonfiction
Bomb, graphic novel : the race to build--and steal--the world's most dangerous weapon by Sheinkin, Steve (#2630VC5)	Fiction
Code Name Kingfisher (#2218YE5) by Kessler, Liz	Fiction
Curveball by Cartaya, Pablo (#2302HD4)	Fiction
Drawn to change the world : 16 youth climate activists, 16 artists by Reynolds, Emma (#2478AC6)	Fiction

INDIAN HILL
12800 S. Austin Ave
(708) 597-1285

CHIPPEWA
12425 S. Austin Ave
(708) 388-7260

NAVAJO HEIGHTS
12401 S. Oak Park Ave
(708) 385-3269

INDEPENDENCE JR. HIGH
6610 W. Highland Dr
(708) 448-0737



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Merryl B. Brownlow, Ed.D.
 Superintendent

<p>Included in this set All about the green : the teens' guide to finding work and making money (Financial Literacy for Teens) by McGuire, Kara (#0810APX)</p> <p>Cover your assets : the teens' guide to protecting their money and their stuff (Financial Literacy for Teens) by McGuire, Kara (#0810BP7)</p> <p>Making money work : the teens' guide to saving, investing, and building wealth (Financial Literacy for Teens) by McGuire, Kara Smart spending : the teens' guide to cash, credit, and life's costs (Financial Literacy for Teens) by McGuire, Kara (#0810DP1)</p>	<p>Fiction</p>
<p>The city beyond the stars (Kingdom Over the Sea, Book 2) by Nabi, Zohra (#2857YDX) Available for pre-order:</p> <p>The kingdom over the sea (Kingdom Over the Sea, Book 1) by Nabi, Zohra (#2636BBX) This item meets your "Best of Titlewave" preferences</p>	<p>Fiction</p>
<p>Onyekya and the heroes of the dawn (Onyekya, Book 3) by Okogwu, Tola (#2841CD6)</p> <p>Onyekya and the Academy of the Sun (Onyekya, Book 1) by Okogwu, Tola (#1906NX0) This item meets your "Best of Titlewave" preferences</p> <p>Onyekya and the rise of the rebels (Onyekya, Book 2) by Okogwu, Tola (#2632KBX) Hardcover — Margaret K. McElderry Books, 2023</p>	
<p>Operation: Happy : a World War II story of courage, resilience, and an unbreakable bond by Walsh, Jenni L (#2769HDX)</p>	
<p>Project Mercury by Smith, Ronald L (#2483ZE8)</p>	

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Rosa Parks & Claudette Colvin : civil rights heroes by Baptiste, Tracey (#2102VB0)	
When Wishes Were Horses by Voigt, Cynthia (#2483WE6)	
Wild Wave (The Wild Series) (Wild) by Philbrick, Rodman	
6th grade middle school chronicles : where no secrets are kept by Essynce Moore (#1257VT8)	
7th Grade Middle School Chronicles: "Oh Essynce, if only you could see the future..." by Essynce Moore (#1257WT5)	

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Merryl B. Brownlow, Ed.D.
Superintendent

To: District 128 Board of Education
From: Merryl Brownlow, Ed.D., Superintendent
Re: Library Book Purchases
Date: April 17, 2024

Attached is a list of media center purchases for the purpose of updating the collection at Navajo Heights Elementary School to support curriculum and instruction.

INDIAN HILL
12800 S. Austin Ave
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(708) 448-0737



Navajo

Date: 04/02/2024

Quote Number: 11513479

Customer Number: 1200738

Prices Guaranteed Through: 05/31/2024

To: Follett Content Solutions

1340 Ridgeview Drive
McHenry, IL 60050
Attn: Order Department

Phone: 888.511.5114
Email: fssorders@follettlearning.com

For: NAVAJO HEIGHTS SCHOOL (#1200738)

12401 S OAK PARK AVE
PALOS HEIGHTS, IL 60463

Created by: Amanda Buresh
Email: mburesh@palos128.org

List Number: 201521223
List Name: 23-24 Navajo

Order Summary

58 Items	\$1,121.46
Book Processing:	\$69.02
Subtotal:	\$1,190.48
Shipping:	FREE
Free shipping and handling on books and audiovisual materials within the United States and its territories. Shipping and brokerage are free to Canada.	
Total:	\$1,190.48

The pricing in this quote is based on information provided by you, our Customer, and is guaranteed through 05/31/2024. Any variations to the quote, including but not limited to, title selection, processing, shipping/handling fees, and any additional products or services, shall result in additional costs.

For details on cataloging or processing options offered by Follett Content Solutions, call customer service at 888.511.5114.

Books

49 items

Item	!	Price	Qty.	Total
Ahmed Aziz's epic year by Hamza, Nina (#2707JA4) FollettBound Glued — Quill Tree Books, an imprint of HarperCollins Publishers, c2021 p2023	—	\$18.01	1	\$18.01
Allergic by Lloyd, Megan Wagner (#1915CC8) FollettBound Glued — Graphix, an imprint of Scholastic, 2021	—	\$21.25	1	\$21.25
Amulet. Book nine,Waverider (Amulet, Book 9) by Kibuishi, Kazu (#2872EC5) FollettBound Glued — Graphix, an imprint of Scholastic, 2024	—	\$23.04	1	\$23.04
The Baby-sitters Club. 13,Mary Anne's bad luck mystery (Baby-Sitters Club, Book 13) by Cheng, Cynthia Yuan (#2387TA2) FollettBound Glued — Graphix, an imprint of Scholastic, 2023	—	\$21.25	1	\$21.25
The Baby-sitters Club. 14,Stacey's mistake (Baby-Sitters Club, Book 14) by Crenshaw, Ellen T (#2283PCX) FollettBound Glued — Graphix, an imprint of Scholastic, 2023	—	\$21.25	1	\$21.25
The Baby-sitters club. 15,Claudia and the bad joke (Baby-Sitters Club, Book 15) by Nopra, Arley (#2870JC9) FollettBound Glued — Graphix, an imprint of Scholastic, 2024	—	\$21.25	1	\$21.25
The Baby-sitters club. 5,Dawn and the impossible three (Baby-Sitters Club, Book 5) by Galligan, Gale (#2397QA6) FollettBound Glued — Graphix, an imprint of Scholastic Inc., c2017 p2023	—	\$21.25	1	\$21.25

Item	!	Price	Qty.	Total
Ben Yokoyama and the cookie of doom (Cookie Chronicles, Book 1) by Swanson, Matthew (#1625VXX) FollettBound Glued — A Yearling Book, c2021 p2022	—	\$17.17	1	\$17.17
Ben Yokoyama and the cookie of endless waiting (Cookie Chronicles, Book 2) by Swanson, Matthew (#1765QD6) Hardcover (library binding) — Alfred A. Knopf, 2021	—	\$15.99	1	\$15.99
Ben Yokoyama and the cookie of perfection (Cookie Chronicles, Book 3) by Swanson, Matthew (#1623SS4) Hardcover (library binding) — Alfred A. Knopf, 2021	—	\$15.99	1	\$15.99
Big by Harrison, Vashti (#2557ZB7) Hardcover — Little, Brown and Company, 2022	—	\$19.24	1	\$19.24
The chalice of the gods (Percy Jackson and the Olympians, Book 6) by Riordan, Rick (#2441LC5) Hardcover — Disney, Hyperion, 2023	—	\$19.24	1	\$19.24
Chunky Book Series [2-item series] (#A586648)				
Chunky (Chunky, Book 1) by Mercado, Yehudi (#1771FP4) FollettBound Glued — Katherine Tegen Books, an imprint of HarperCollinsPublishers, HarperAlley, 2021	—	\$23.04	1	\$23.04
Chunky goes to camp (Chunky, Book 2) by Mercado, Yehudi (#1815EXX) FollettBound Glued — Katherine Tegen Books, Harper Alley, imprints of HarperCollinsPublishers, 2022	—	\$20.53	1	\$20.53
The couch potato (Food Group) by John, Jory (#1959HB3) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2020	—	\$18.32	1	\$18.32
Creepy Tales Book Set [3-item set] (#A589019)				
Creepy carrots! (Creepy Tales) by Reynolds, Aaron (#0267WY8) Hardcover — Simon & Schuster Books for Young Readers, 2012	—	\$18.32	1	\$18.32
Creepy crayon! (Creepy Tales) by Reynolds, Aaron (#1911HX0) Hardcover — Simon & Schuster Books for Young Readers, 2022	—	\$18.32	1	\$18.32
Creepy pair of underwear! (Creepy Tales) by Reynolds, Aaron (#1494MFX) Hardcover — Simon & Schuster Books for Young Readers, 2017	—	\$18.32	1	\$18.32
Dog Man. The scarlet shedder (Dog Man, Book 12) by Pilkey, Dav (#2093YDX) Hardcover — Graphix, an imprint of Scholastic, 2024	—	\$14.66	2	\$29.32
Dogtown (Dogtown, Book 1) by Applegate, Katherine (#2698VC9) Hardcover — Feiwel and Friends, 2023	—	\$17.41	1	\$17.41
Drama by Telgemeier, Raina (#1814SV9) FollettBound Glued — Graphix, an imprint of Scholastic, c2012 p2021	—	\$21.25	1	\$21.25
Dust by Bowling, Dusti (#2556GB2) Hardcover — Little, Brown and Company, 2023	—	\$16.49	1	\$16.49
The elephants come home : a true story of seven elephants, two people, and one extraordinary friendship by Tomsic, Kim (#1968VY2) FollettBound Sewn — Chronicle Books, 2021	—	\$22.91	1	\$22.91
Everything awesome about sharks and other underwater creatures! by Lowery, Mike (#1631GG1) Hardcover — Orchard Books, an imprint of Scholastic Inc., 2020	—	\$16.49	1	\$16.49
The floating field : how a group of Thai boys built their own soccer field by Riley, Scott (#1913CM7) Hardcover — Millbrook Press, 2021	—	\$19.99	1	\$19.99
The great stink : how Joseph Bazalgette solved London's poop pollution problem by Paeff, Colleen (#1791JXX) FollettBound Sewn — Margaret K. McElderry Books, 2021	—	\$22.20	1	\$22.20

Item	!	Price	Qty.	Total
I survived the American Revolution, 1776 (I Survived, Book 8) by Ball, Georgia (#2859EB0) Hardcover — Graphix an imprint of Scholastic Press, 2023	—	\$23.82	1	\$23.82
I survived the great Alaska earthquake, 1964 (I Survived, Book 23) by Tarshis, Lauren (#2859CB6) Hardcover — Scholastic Press, 2023	—	\$24.35	1	\$24.35
Iceberg by Nielsen, Jennifer A (#2382DA4) Hardcover — Scholastic Press, 2023	—	\$17.41	1	\$17.41
Katie the Catsitter Book Series [3-item series] (#A513624)				
Katie the catsitter (Katie the Catsitter, Book 1) by Venable, Colleen A. F (#1715KD5) Hardcover — Random House, 2021	—	\$21.07	1	\$21.07
Katie the catsitter. #3,Secrets and sidekicks (Katie the Catsitter, Book 3) by Venable, Colleen A. F (#2440JB6) Hardcover — Random House, 2023	—	\$21.07	1	\$21.07
Katie the catsitter. Best friends for never (Katie the Catsitter, Book 2) by Venable, Colleen A. F (#1883EU0) Hardcover — Random House, 2022	—	\$21.07	1	\$21.07
The list of things that will not change by Stead, Rebecca (#1793JD9) FollettBound Glued — A Yearling Book, c2020 p2022	—	\$17.17	1	\$17.17
Long distance by Gardner, Whitney (#1842AQ0) FollettBound Glued — Simon & Schuster Books for Young Readers, 2021	—	\$22.20	1	\$22.20
The lost library by Stead, Rebecca (#2667CC8) Hardcover — Feiwel and Friends, 2023	—	\$17.41	1	\$17.41
The magical imperfect by Baron, Chris (#1644QZ4) FollettBound Glued — Square Fish, c2021 p2022	—	\$18.95	1	\$18.95
Maya and the robot by Ewing, Eve L (#1648RX0) FollettBound Glued — Kokila, an imprint of Penguin Random House LLC, c2021 p2022	—	\$17.17	1	\$17.17
Mixed up by Korman, Gordon (#2008TBX) Hardcover — Scholastic Press, 2023	—	\$17.41	1	\$17.41
New from here by Yang, Kelly (#1868UV6) Hardcover — Simon & Schuster Books for Young Readers, 2022	—	\$18.32	1	\$18.32
The NFL encyclopedia (Sports Encyclopedias) by Flynn, Brendan (#2205RB5) Hardcover (library binding) — Abdo Reference, an imprint of Abdo Publishing, 2022	—	\$35.00	1	\$35.00
No brainer (Diary of a Wimpy Kid, Book 18) by Kinney, Jeff (#2220TC7) Hardcover — Amulet Books, 2023	—	\$14.66	2	\$29.32
Opening the road : Victor Hugo Green and his Green Book by Dawson, Keila V (#1892FM1) Hardcover — Beaming Books, 2021	—	\$19.99	1	\$19.99
School trip (New Kid (Harper)) by Craft, Jerry (#2678FA5) Hardcover — Quill Tree Books, Harper Alley, imprints of HarperCollins Publishers, 2023	—	\$23.82	1	\$23.82
Slugfest by Korman, Gordon (#2423WD5) Hardcover — Balzer + Bray, an imprint of HarperCollinsPublishers, 2024	—	\$19.24	1	\$19.24
The smart cookie (Food Group) by John, Jory (#1785FSX) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2021	—	\$19.24	1	\$19.24
Spy school goes north (Spy School, Book 11) by Gibbs, Stuart (#2049JC3) Hardcover — Simon & Schuster Books for Young Readers, 2023	—	\$18.32	1	\$18.32

Item	!	Price	Qty.	Total
Squished by Lloyd, Megan Wagner (#2391JA7) FollettBound Glued — Graphix, an imprint of Scholastic, 2023	—	\$21.25	1	\$21.25
There was a party for Langston by Reynolds, Jason (#2050PC5) Hardcover — Atheneum Books for Young Readers, 2023	—	\$18.32	1	\$18.32
Top story (Front Desk, Book 5) by Yang, Kelly (#2858WB5) Hardcover — Scholastic Press, 2023	—	\$18.32	1	\$18.32
Unforgettable Logan Foster Book Series [2-item series] (#A567562)				
The unforgettable Logan Foster (Unforgettable Logan Foster, Book 1) by Peters, Shawn (#1796SZ3) FollettBound Glued — Harper, an imprint of HarperCollins Publishers, 2022	—	\$18.01	1	\$18.01
The unforgettable Logan Foster and the shadow of doubt (Unforgettable Logan Foster, Book 2) by Peters, Shawn (#2760GB9) FollettBound Glued — Harper, an imprint of HarperCollins Publishers, 2023	—	\$21.49	1	\$21.49
Ways to make sunshine (Ryan Hart, Book 1) by Watson, Renee (#1794DN3) FollettBound Glued — Bloomsbury Children's Books, c2020 p2021	—	\$17.08	1	\$17.08
What do we know about the Loch Ness monster? (What Do We Know About?) by Korte, Steven (#1887LYX) Hardcover (library binding) — Penguin Workshop, 2022	—	\$15.99	1	\$15.99
Who is LeBron James? (Who Was...?) by Hubbard, Crystal (#2581FA1) Hardcover (library binding) — Penguin Workshop, 2023	—	\$15.99	1	\$15.99
The wild robot protects (Wild Robot, Book 3) by Brown, Peter (#2544BB8) Hardcover — Little, Brown and Company, 2023	—	\$17.41	2	\$34.82
				58 Books: \$1,121.46
				Book Processing: \$69.02
				Subtotal: \$1,190.48
				Shipping: FREE
				Total: \$1,190.48

Return Policy: Library book and/or content orders that have been subject to any customized processing – either prior to shipment or after receipt by the customer – are not eligible for return or cancellation. This excludes material processing errors solely attributable to Follett. Customized processing shall include, but is not limited to, stamping, label application, and barcoding, and is determined by Follett in its sole discretion. Textbook orders of any kind are not returnable.



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Merryl B. Brownlow, Ed.D.
Superintendent

To: District 128 Board of Education
From: Merryl Brownlow, Ed.D., Superintendent
Re: Library Book Purchases
Date: April 17, 2024

Attached is a list of media center purchases for the purpose of updating the collection at Chippewa Elementary School to support curriculum and instruction.

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Chippewa

Date: 03/18/2024
 Quote Number: 11496965
 Customer Number: 1277855
 Prices Guaranteed Through: 05/16/2024

To: Follett Content Solutions

1340 Ridgeview Drive
 McHenry, IL 60050
 Attn: Order Department

Phone: 888.511.5114
 Email: fssorders@folletlearning.com

For: CHIPPEWA SCH (#1277855)

12425 S AUSTIN AVE
 PALOS HEIGHTS, IL 60463

Created by: Amanda Buresh
 Email: mburesh@palos128.org

List Number: 200837277
 List Name: 23-24 Chippewa

Order Summary

85 Items	\$1,496.70
Book Processing:	\$101.15
Subtotal:	\$1,597.85
Shipping:	FREE
Free shipping and handling on books and audiovisual materials within the United States and its territories. Shipping and brokerage are free to Canada.	
Total:	\$1,597.85

The pricing in this quote is based on information provided by you, our Customer, and is guaranteed through 05/16/2024. Any variations to the quote, including but not limited to, title selection, processing, shipping/handling fees, and any additional products or services, shall result in additional costs.

For details on cataloging or processing options offered by Follett Content Solutions, call customer service at 888.511.5114.

Books

59 items

Item	!	Price	Qty.	Total
A is for axolotl : an unusual animal ABC by Macorol, Catherine (#1894ET4) Hardcover — Godwin Books, Henry Holt and Company, 2022	—	\$19.24	1	\$19.24
Allergic by Lloyd, Megan Wagner (#1915CC8) FollettBound Glued — Graphix, an imprint of Scholastic, 2021	—	\$21.25	1	\$21.25
Amy Wu and the perfect bao (Amy Wu) by Zhang, Kat (#1049VW0) Hardcover — Aladdin, 2019	—	\$18.32	1	\$18.32
Avocado asks, 'What am I?' by Abe, Momoko (#1721JD8) Hardcover — Doubleday Books for Young Readers, 2021	—	\$18.32	1	\$18.32
The Baby-sitters club. 11,Good-bye Stacey, good-bye (Baby-Sitters Club, Book 11) by Epstein, Gabriela (#1628ZU3) FollettBound Glued — Graphix, an imprint of Scholastic, 2022	—	\$21.25	1	\$21.25
The Baby-sitters Club. 13,Mary Anne's bad luck mystery (Baby-Sitters Club, Book 13) by Cheng, Cynthia Yuan (#2387TA2) FollettBound Glued — Graphix, an imprint of Scholastic, 2023	—	\$21.25	1	\$21.25
The Baby-sitters Club. 14,Stacey's mistake (Baby-Sitters Club, Book 14) by Crenshaw, Ellen T (#2283PCX) FollettBound Glued — Graphix, an imprint of Scholastic, 2023	—	\$21.25	1	\$21.25

Item	!	Price	Qty.	Total
The Baby-sitters club. 15, Claudia and the bad joke (Baby-Sitters Club, Book 15) by Nopra, Arley (#2850YC7) Hardcover — Graphix, an imprint of Scholastic, 2024	—	\$23.82	1	\$23.82
The Baby-sitters club. 4, Claudia and mean Janine (Baby-Sitters Club, Book 4) by Telgemeier, Raina (#2397PA9) FollettBound Glued — Graphix, an imprint of Scholastic, c2016 p2023	—	\$21.25	1	\$21.25
The Baby-sitters club. 5, Dawn and the impossible three (Baby-Sitters Club, Book 5) by Galligan, Gale (#2397QA6) FollettBound Glued — Graphix, an imprint of Scholastic Inc., c2017 p2023	—	\$21.25	1	\$21.25
The Baby-sitters club. 9, Claudia and the new girl (Baby-Sitters Club, Book 9) by Epstein, Gabriela (#1912ZC6) FollettBound Glued — Graphix, an imprint of Scholastic, 2021	—	\$21.25	1	\$21.25
Baby-sitters little sister. 6, Karen's birthday (Baby-Sitters Little Sister, Book 6) by Farina, Katy (#2388QA7) FollettBound Glued — Graphix, an imprint of Scholastic, 2023	—	\$20.35	1	\$20.35
Baby-sitters little sister. 7, Karen's haircut (Baby-Sitters Little Sister, Book 7) by Farina, Katy (#2023FB7) FollettBound Glued — Graphix, an imprint of Scholastic, 2023	—	\$21.25	1	\$21.25
The Bad Guys in attack of the zittens (Bad Guys, Book 4) by Blabey, Aaron (#1270SG6) FollettBound Glued — Scholastic Inc., c2016 p2017	—	\$14.66	1	\$14.66
The Bad Guys in mission unpluckable (Bad Guys, Book 2) by Blabey, Aaron (#1034FEX) FollettBound Glued — Scholastic Inc., c2015 p2017	—	\$14.66	1	\$14.66
The Bad Guys in the furball strikes back (Bad Guys, Book 3) by Blabey, Aaron (#1417JF3) FollettBound Glued — Scholastic Inc., 2016	—	\$14.66	1	\$14.66
Bad kitty gets a phone (Bad Kitty) by Bruel, Nick (#1897PT3) Hardcover — Roaring Brook Press, 2020	—	\$13.75	1	\$13.75
Bad Kitty vs the babysitter by Bruel, Nick (#2340TB4) FollettBound Glued — Roaring Brook Press, 2011	—	\$16.15	1	\$16.15
Big by Harrison, Vashti (#2557ZB7) Hardcover — Little, Brown and Company, 2022	—	\$19.24	1	\$19.24
Capybara is friends with everyone by Frost, Maddie (#1898KU1) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2022	—	\$17.41	1	\$17.41
Chez Bob by Shea, Bob (#1638AYX) FollettBound Sewn — Little, Brown and Company, 2021	—	\$22.91	1	\$22.91
The crayons go back to school by Daywalt, Drew (#2318UB6) Hardcover — Philomel, 2023	—	\$9.99	1	\$9.99
Creepy Tales Book Set [3-item set] (#A589019)				
Creepy carrots! (Creepy Tales) by Reynolds, Aaron (#0267WY8) Hardcover — Simon & Schuster Books for Young Readers, 2012	—	\$18.32	1	\$18.32
Creepy crayon! (Creepy Tales) by Reynolds, Aaron (#1911HX0) Hardcover — Simon & Schuster Books for Young Readers, 2022	—	\$18.32	1	\$18.32
Creepy pair of underwear! (Creepy Tales) by Reynolds, Aaron (#1494MFX) Hardcover — Simon & Schuster Books for Young Readers, 2017	—	\$18.32	1	\$18.32
Cute as an axolotl : discovering the world's most adorable animals (World of Weird Animals) by Keating, Jess (#1095BM5) Hardcover — Alfred A. Knopf, 2018	—	\$18.32	1	\$18.32

Item	!	Price	Qty.	Total
Don't let the pigeon drive the sleigh! (Pigeon) by Willems, Mo (#2518QC4) Hardcover — Union Square Kids, 2023	—	\$18.32	1	\$18.32
Ducks run amok! by Morris, J. E (#1902MM8) Hardcover — Penguin Workshop, 2021	—	\$9.99	1	\$9.99
The elephants come home : a true story of seven elephants, two people, and one extraordinary friendship by Tomsic, Kim (#1968VY2) FollettBound Sewn — Chronicle Books, 2021	—	\$22.91	1	\$22.91
Everything awesome about sharks and other underwater creatures! by Lowery, Mike (#1631GG1) Hardcover — Orchard Books, an imprint of Scholastic Inc., 2020	—	\$16.49	1	\$16.49
The floating field : how a group of Thai boys built their own soccer field by Riley, Scott (#1913CM7) Hardcover — Millbrook Press, 2021	—	\$19.99	1	\$19.99
How to find a fox by Gardner, Kate (#1636CR4) Hardcover — RP Kids, 2021	—	\$17.41	1	\$17.41
I Survived Book Series [23-item series] (#A239972)				
The attacks of September 11, 2001 (I Survived, Book 6) by Tarshis, Lauren (#0131HZ8) FollettBound Glued — Scholastic, 2012	—	\$15.00	1	\$15.00
The battle of D-Day, 1944 (I Survived, Book 18) by Tarshis, Lauren (#1424JR8) FollettBound Glued — Scholastic Inc., 2019	—	\$14.10	1	\$14.10
The battle of Gettysburg, 1863 (I Survived, Book 7) by Tarshis, Lauren (#0754UE8) FollettBound Glued — Scholastic, 2013	—	\$15.00	1	\$15.00
The bombing of Pearl Harbor, 1941 (I Survived, Book 4) by Tarshis, Lauren (#0010CR4) FollettBound Glued — Scholastic, 2011	—	\$15.00	1	\$15.00
The California wildfires, 2018 (I Survived, Book 20) by Tarshis, Lauren (#1616TR7) FollettBound Glued — Scholastic Inc., 2020	—	\$15.00	1	\$15.00
The Children's Blizzard, 1888 (I Survived, Book 16) by Tarshis, Lauren (#1515CJ7) FollettBound Sewn — Scholastic Inc., 2018	—	\$14.10	1	\$14.10
The destruction of Pompeii, AD 79 (I Survived, Book 10) by Tarshis, Lauren (#0537DP3) FollettBound Glued — Scholastic Inc., 2014	—	\$15.00	1	\$15.00
The eruption of Mount St. Helens, 1980 (I Survived, Book 14) by Tarshis, Lauren (#1064UC9) FollettBound Glued — Scholastic Inc., 2016	—	\$15.00	1	\$15.00
The Galveston hurricane, 1900 (I Survived, Book 21) by Tarshis, Lauren (#1616UR4) FollettBound Glued — Scholastic Inc., 2021	—	\$15.00	1	\$15.00
The Great Chicago Fire, 1871 (I Survived, Book 11) by Tarshis, Lauren (#1580RFX) FollettBound Sewn — Scholastic Inc., 2015	—	\$15.00	1	\$15.00
Hurricane Katrina, 2005 (I Survived, Book 3) by Tarshis, Lauren (#0037TJ8) FollettBound Glued — Scholastic Press, 2011	—	\$15.00	1	\$15.00
I survived the American Revolution, 1776 (I Survived, Book 15) by Tarshis, Lauren (#1271VG4) FollettBound Glued — Scholastic Inc., 2017	—	\$14.10	1	\$14.10
I survived the attack of the grizzlies, 1967 (I Survived, Book 17) by Tarshis, Lauren (#1177TN0) FollettBound Glued — Scholastic Inc., 2018	—	\$14.10	1	\$14.10
I survived the great Alaska earthquake, 1964 (I Survived, Book 23) by Tarshis, Lauren (#2282AC4) FollettBound Glued — Scholastic, Inc., 2023	—	\$15.89	1	\$15.89

Item	!	Price	Qty.	Total
I survived the great molasses flood, 1919 (I Survived, Book 19) by Tarshis, Lauren (#1169YVX) FollettBound Glued — Scholastic Inc., 2019	—	\$15.00	1	\$15.00
I survived the Hindenburg disaster, 1937 (I Survived, Book 13) by Tarshis, Lauren (#0783FY2) FollettBound Glued — Scholastic Press, 2016	—	\$15.00	1	\$15.00
I survived the Wellington avalanche, 1910 (I Survived, Book 22) by Tarshis, Lauren (#1823WX3) FollettBound Glued — Scholastic Inc., 2022	—	\$15.00	1	\$15.00
The Japanese tsunami, 2011 (I Survived, Book 8) by Tarshis, Lauren (#0975UMX) FollettBound Glued — Scholastic Inc., 2013	—	\$15.00	1	\$15.00
The Joplin tornado, 2011 (I Survived, Book 12) by Tarshis, Lauren (#0970UV1) FollettBound Glued — Scholastic Inc., 2015	—	\$15.00	1	\$15.00
The Nazi invasion, 1944 (I Survived, Book 9) by Tarshis, Lauren (#0975VM7) FollettBound Glued — Scholastic Inc., 2014	—	\$15.00	1	\$15.00
The San Francisco earthquake, 1906 (I Survived, Book 5) by Tarshis, Lauren (#0452KV8) FollettBound Glued — Scholastic, 2012	—	\$15.00	1	\$15.00
The shark attacks of 1916 (I Survived, Book 2) by Tarshis, Lauren (#0359NE0) FollettBound Glued — Scholastic Press, 2010	—	\$15.00	1	\$15.00
The sinking of the Titanic, 1912 (I Survived, Book 1) by Tarshis, Lauren (#39818M0) FollettBound Glued — Scholastic, Inc., 2010	—	\$14.10	1	\$14.10
Iggy Peck, architect (Questioneers) by Beaty, Andrea (#14950U9) Hardcover — Abrams Books for Young Readers, 2007	—	\$19.24	1	\$19.24
InvestiGators. All tide up (InvestiGators, Book 7) by Green, John Patrick (#2699ZC4) Hardcover — First Second, 2023	—	\$12.83	1	\$12.83
Jumper : a day in the life of a backyard jumping spider by Lanan, Jessica (#2103MB1) Hardcover — Roaring Brook Press, 2023	—	\$19.24	1	\$19.24
The kindest red : a story of hijab and friendship (Ibtihaj Muhammad Collection) by Muhammad, Ibtihaj (#2610AA5) Hardcover — Little, Brown and Company, 2023	—	\$18.32	1	\$18.32
The Library Fish learns to read (Library Fish) by Capucilli, Alyssa Satin (#2599FA8) Hardcover — Simon & Schuster Books for Young Readers, 2023	—	\$18.32	1	\$18.32
Lila Greer, teacher of the year (Questioneers) by Beaty, Andrea (#2218LC4) Hardcover — Abrams Books for Young Readers, 2023	—	\$19.24	1	\$19.24
Meesha makes friends (Big Bright Feelings) by Percival, Tom (#1825MC1) Hardcover — Bloomsbury Children's Books, 2021	—	\$17.41	1	\$17.41
My first Arabic phrases (Speak Another Language!) by Kalz, Jill (#0578LB5) Hardcover (library binding) — Picture Window Books, 2013 Language: Arabic	—	\$22.04	1	\$22.04
Not quite Snow White by Franklin, Ashley (#2973VB1) FollettBound Sewn — Harper, an imprint of HarperCollinsPublishers, c2019 p2023	—	\$18.01	1	\$18.01
Ogilvy by Underwood, Deborah (#1244CT5) Hardcover — Godwin Books, Henry Holt and Company, 2019	—	\$18.32	1	\$18.32
The only woman in the photo : Frances Perkins & her New Deal for America by Krull, Kathleen (#1235SY3) Hardcover — Atheneum Books for Young Readers, 2020	—	\$19.24	1	\$19.24

Item	!	Price	Qty.	Total
Our friend hedgehog : the story of us (Our Friend Hedgehog) by Castillo, Lauren (#1987EN3) FollettBound Sewn — Alfred A. Knopf, 2020	—	\$21.49	1	\$21.49
The pigeon will ride the roller coaster! (Pigeon) by Willems, Mo (#1633FZ2) Hardcover — Union Square Kids, 2022	—	\$17.41	1	\$17.41
Pizza! : a slice of history by Pizzoli, Greg (#2028DC2) FollettBound Sewn — Viking, 2022	—	\$23.63	1	\$23.63
Runny Babbit : a billy sook by Silverstein, Shel (#16555S6) Hardcover — HarperCollins, 2005	—	\$21.99	1	\$21.99
Runny Babbit returns by Silverstein, Shel (#1406SJX) Hardcover (library binding) — Harper, an imprint of HarperCollins, 2017	—	\$20.89	1	\$20.89
Set your alarm, sloth! : more advice for troubled animals from Dr. Glider by Keating, Jess (#1944UQ3) Hardcover — Orchard Books, an imprint of Scholastic Inc., 2021	—	\$17.41	1	\$17.41
Ship in a bottle by Prahin, Andrew (#1637KQ0) Hardcover — G.P. Putnam's Sons, 2021	—	\$18.32	1	\$18.32
Someone builds the dream by Wheeler, Lisa (#1897PZ2) FollettBound Sewn — Dial Books for Young Readers, 2021	—	\$24.34	1	\$24.34
Stormy : a story about finding a forever home by Guojing (#1472SV0) Hardcover — Schwartz & Wade Books, 2019	—	\$18.32	1	\$18.32
Sulwe by Nyong'o, Lupita (#1689CE4) FollettBound Sewn — Simon & Schuster Books for Young Readers, 2019	—	\$22.20	1	\$22.20
Swashby and the sea by Ferry, Beth (#1975MR6) FollettBound Sewn — Houghton Mifflin Harcourt, 2020	—	\$23.63	1	\$23.63
There's a skeleton inside you! by Ben-Barak, Idan (#1835RA7) Hardcover — Roaring Brook Press, 2020	—	\$16.49	1	\$16.49
They all saw a cat (My Arabic Library Grade Kindergarten-Read Aloud) by Wenzel, Brendan (#1384EW0) Paperback — Scholastic Inc., 2018 Language: Arabic	—	\$7.94	1	\$7.94
This very tree : a story of 9/11, resilience, and regrowth by Rubin, Sean (#2727BB5) FollettBound Sewn — Henry Holt and Company, 2021	—	\$22.91	1	\$22.91
Trzy Koziolki Spryciolki = The three billy goats Gruff by Barkow, Henriette (#0715BMX) Paperback — Mantra Lingua, 2012 Language: Polish	—	\$14.95	1	\$14.95
Ways to make sunshine (Ryan Hart, Book 1) by Watson, Renee (#1794DN3) FollettBound Glued — Bloomsbury Children's Books, c2020 p2021	—	\$17.08	1	\$17.08
Wild Robot Book Series [3-item series] (#A396636)				
The wild robot (Wild Robot, Book 1) by Brown, Peter (#0708JZ8) Hardcover — Little, Brown and Company, 2016	—	\$17.41	1	\$17.41
The wild robot escapes (Wild Robot, Book 2) by Brown, Peter (#1258CH8) Hardcover — Little, Brown and Company, 2018	—	\$17.41	1	\$17.41
The wild robot protects (Wild Robot, Book 3) by Brown, Peter (#2544BB8) Hardcover — Little, Brown and Company, 2023	—	\$17.41	1	\$17.41

85 Books: \$1,496.70

Book Processing: \$101.15

Subtotal: \$1,597.85

Shipping: FREE

Total: \$1,597.85

Return Policy: Library book and/or content orders that have been subject to any customized processing – either prior to shipment or after receipt by the customer – are not eligible for return or cancellation. This excludes material processing errors solely attributable to Follett. Customized processing shall include, but is not limited to, stamping, label application, and barcoding, and is determined by Follett in its sole discretion. Textbook orders of any kind are not returnable.



Palos Heights School District 128

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

Merryl B. Brownlow, Ed.D.
Superintendent

To: District 128 Board of Education
From: Merryl Brownlow, Ed.D., Superintendent
Re: Library Book Purchases
Date: April 17, 2024

Attached is a list of media center purchases for the purpose of updating the collection at Indian Hill Elementary School to support curriculum and instruction.

INDIAN HILL
12800 S. Austin Ave
(708) 597-1285

CHIPPEWA
12425 S. Austin Ave
(708) 388-7260

NAVAJO HEIGHTS
12401 S. Oak Park Ave
(708) 385-3269

INDPENDENCE JR. HIGH
6610 W. Highland Dr
(708) 448-0737



Indian Hill

Date: 03/18/2024

Quote Number: 11496975

Customer Number: 1206508

Prices Guaranteed Through: 05/16/2024

To: Follett Content Solutions

1340 Ridgeview Drive
McHenry, IL 60050
Attn: Order Department

Phone: 888.511.5114
Email: fssorders@follettlearning.com

For: INDIAN HILL ELEMENTARY SCHOOL (#1206508)

12800 S AUSTIN AVE
PALOS HEIGHTS, IL 60463

Created by: Amanda Buresh
Email: mburesh@palos128.org

List Number: 201121387
List Name: Indian Hill 23-24

Order Summary

39 Items	\$652.57
Book Processing:	\$46.41
Subtotal:	\$698.98
Shipping:	FREE
Free shipping and handling on books and audiovisual materials within the United States and its territories. Shipping and brokerage are free to Canada.	
Total:	\$698.98

The pricing in this quote is based on information provided by you, our Customer, and is guaranteed through 05/16/2024. Any variations to the quote, including but not limited to, title selection, processing, shipping/handling fees, and any additional products or services, shall result in additional costs.

For details on cataloging or processing options offered by Follett Content Solutions, call customer service at 888.511.5114.

Books

39 items

Item	!	Price	Qty.	Total
Adorable animals (National Geographic Readers-Level 2) by Quattlebaum, Mary (#1685RY1) FollettBound Sewn — National Geographic, 2022	—	\$14.66	1	\$14.66
Amy Wu and the perfect bao (Amy Wu) by Zhang, Kat (#1049VW0) Hardcover — Aladdin, 2019	—	\$18.32	1	\$18.32
Animals in the city (National Geographic Readers-Level 2) by Carney, Elizabeth (#1366BS8) FollettBound Sewn — National Geographic, 2019	—	\$13.83	1	\$13.83
Arctic animals (National Geographic Readers-Level 2) by Szymanski, Jennifer (#1777ZA5) FollettBound Sewn — National Geographic, 2023	—	\$13.83	1	\$13.83
Avocado asks, 'What am I?' by Abe, Momoko (#1721JD8) Hardcover — Doubleday Books for Young Readers, 2021	—	\$18.32	1	\$18.32
Baby animals (Explore My World) by Delano, Marfe Ferguson (#0966YU5) FollettBound Sewn — National Geographic Society, 2015	—	\$13.83	1	\$13.83
The bad seed goes to the library by John, Jory (#1669HX5) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2022	—	\$17.41	1	\$17.41
Capybara is friends with everyone by Frost, Maddie (#1898KU1) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2022	—	\$17.41	1	\$17.41

Item	!	Price	Qty.	Total
Chez Bob by Shea, Bob (#1638AYX) FollettBound Sewn — Little, Brown and Company, 2021	—	\$22.91	1	\$22.91
The crayons trick or treat by Daywalt, Drew (#2818CAX) Hardcover — Philomel Books, an imprint of Penguin Random House LLC, 2022	—	\$9.99	1	\$9.99
Don't let the pigeon drive the sleigh! (Pigeon) by Willems, Mo (#2518QC4) Hardcover — Union Square Kids, 2023	—	\$18.32	1	\$18.32
Duck! Rabbit! (My Arabic Library Grade Kindergarten-Read Aloud) by Rosenthal, Amy Krouse (#1384GW5) Paperback — Dolphin Books, 2018 Language: Arabic	—	\$7.94	1	\$7.94
Ducks run amok! by Morris, J. E (#1902MM8) Hardcover — Penguin Workshop, 2021	—	\$9.99	1	\$9.99
Extreme ocean : amazing animals, high-tech gear, record-breaking depths, and much more! by Earle, Sylvia A (#1162DY7) FollettBound Glued — National Geographic, 2020	—	\$20.53	1	\$20.53
Farm animals (National Geographic Readers-Level 1 Co-Reader) by Mattern, Joanne (#1000VF2) FollettBound Sewn — National Geographic, 2017	—	\$13.83	1	\$13.83
Gdy ksziezyc na spacer zabralem = I took the moon for a walk by Curtis, Carolyn (#04865Z3) Paperback — Mantra Lingua, 2008 Language: Polish	—	\$16.95	1	\$16.95
How to find a fox by Gardner, Kate (#1636CR4) Hardcover — RP Kids, 2021	—	\$17.41	1	\$17.41
Jas i Malgosia = Hansel and Gretel by Gregory, Manju (#15276S5) Paperback — Mantra, 2005 Language: Polish	—	\$16.95	1	\$16.95
Kayf tadhhab aldynasurat 'iilaa almdrs? (My Arabic Library Grade Kindergarten-Read Aloud) by Yolen, Jane (#1384UW7) Paperback — Scholastic, 2018 Language: Arabic	—	\$7.94	1	\$7.94
Meesha makes friends (Big Bright Feelings) by Percival, Tom (#1825MC1) Hardcover — Bloomsbury Children's Books, 2021	—	\$17.41	1	\$17.41
Mel fell by Tabor, Corey R (#1794BX0) FollettBound Sewn — Balzer + Bray, an imprint of HarperCollinsPublishers, 2021	—	\$22.91	1	\$22.91
Moj tato jest wielkoludem = My daddy is a giant by Norac, Carl (#0714ZM8) Paperback — Mantra, 2004 Language: Polish	—	\$14.95	1	\$14.95
My first book of Arabic words (A+ Books: Bilingual Picture Dictionaries) by Kudela, Katy R (#0345GJX) Hardcover (library binding) — Capstone Press, 2011 Language: Arabic	—	\$22.54	1	\$22.54
New bilingual visual dictionary : English-Polish (New Bilingual Visual Dictionary) by Turhan, Sedat (#1167FF8) Hardcover — Milet, 2017 Language: Polish	—	\$19.21	1	\$19.21
Not quite Snow White by Franklin, Ashley (#2973VB1) FollettBound Sewn — Harper, an imprint of HarperCollinsPublishers, c2019 p2023	—	\$18.01	1	\$18.01
Ogilvy by Underwood, Deborah (#1244CT5) Hardcover — Godwin Books, Henry Holt and Company, 2019	—	\$18.32	1	\$18.32

Item	!	Price	Qty.	Total
Pizza! : a slice of history by Pizzoli, Greg (#2028DC2) FollettBound Sewn — Viking, 2022	—	\$23.63	1	\$23.63
The rainbow fish = Samakat qaws qazah by Pfister, Marcus (#1495RW1) Paperback — NorthSouth/Edition bi:libri, 2019 Language: Arabic	—	\$9.67	1	\$9.67
Set your alarm, sloth! : more advice for troubled animals from Dr. Glider by Keating, Jess (#1944UQ3) Hardcover — Orchard Books, an imprint of Scholastic Inc., 2021	—	\$17.41	1	\$17.41
Ship in a bottle by Prahin, Andrew (#1637KQ0) Hardcover — G.P. Putnam's Sons, 2021	—	\$18.32	1	\$18.32
Someone builds the dream by Wheeler, Lisa (#1902QM7) Hardcover — Dial Books for Young Readers, 2021	—	\$20.16	1	\$20.16
Stormy : a story about finding a forever home by Guojing (#1472SV0) Hardcover — Schwartz & Wade Books, 2019	—	\$18.32	1	\$18.32
Sulwe by Nyong'o, Lupita (#1689CE4) FollettBound Sewn — Simon & Schuster Books for Young Readers, 2019	—	\$22.20	1	\$22.20
Swashby and the sea by Ferry, Beth (#1975MR6) FollettBound Sewn — Houghton Mifflin Harcourt, 2020	—	\$23.63	1	\$23.63
Swim swim sink by Harney, Jennifer (#1307PV8) Hardcover — Disney Hyperion, 2020	—	\$12.83	1	\$12.83
Tadpole to frog : animals grow up (National Geographic Readers-Level 1 Co-Reader) by Evans, Shira (#1531HP8) FollettBound Sewn — National Geographic, 2018	—	\$13.83	1	\$13.83
There's a skeleton inside you! by Ben-Barak, Idan (#1835RA7) Hardcover — Roaring Brook Press, 2020	—	\$16.49	1	\$16.49
Trzy Koziolki Spryciolki = The three billy goats Gruff by Barkow, Henriette (#0715BMX) Paperback — Mantra Lingua, 2012 Language: Polish	—	\$14.95	1	\$14.95
Twenty questions by Barnett, Mac (#2627QA1) Hardcover — Candlewick Press, 2023	—	\$17.41	1	\$17.41

39 Books: \$652.57

Book Processing: \$46.41

Subtotal: \$698.98

Shipping: FREE

Total: \$698.98

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223 West Jackson Boulevard
Suite 1200
Chicago, IL 60606
Phone: (312) 253-3400

Project Memorandum

Date: April 12, 2024

To: Merryl Brownlow, Superintendent of School

From: Patrick Callahan

Re: Palos School District 128 – Indian Hill – PreK Renovations for Fall 2024

Good afternoon,

As you are aware, we have been working with BEAR Construction to secure pricing for the two potential options for renovating the Administration Center and Indian Hill School to accommodate the additional class section for pre-K.

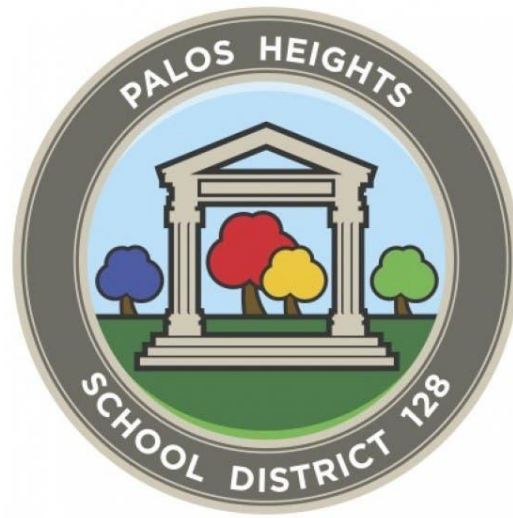
While they continue to work on their detailed estimates and proposal, I am providing the board with a summary update as to where we are with respect to project costs for each of these solutions.

For Option 3, which creates a new classroom out of several storage rooms just north of the large motor gymnasium space at Indian Hill, we are projecting a cost of \$137,544. My explanation is that this cost represents constructing a classroom setting out of existing storage rooms and requires additional mechanical and construction work to be accomplished. The value of this work is reasonable however we will continue to work with Bear Construction to reduce costs if possible.

The cost for Option 3A our approximately \$95,532. Again, this option takes advantage of more of the existing infrastructure and construction to be accomplished.

As we discussed at the last board meeting, the intention is to purchase these capital improvement services leveraging cooperative pricing since time is of the essence and bidding is impractical to achieve it by the start of the school year.

Please do not hesitate to reach out with any questions.

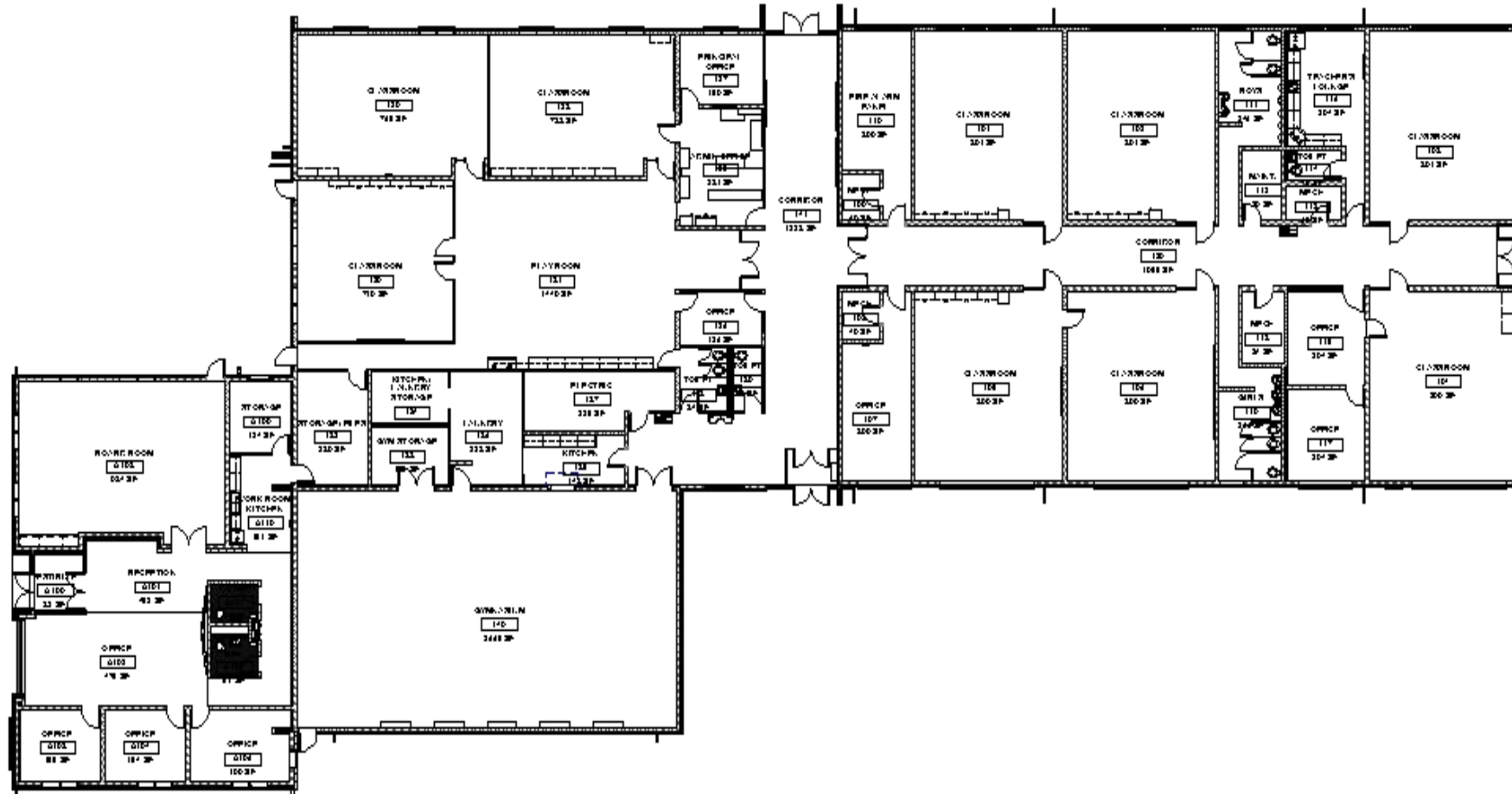


2024-25 School Year

Exploration of Early Childhood
Needs for Expanding Additional Section



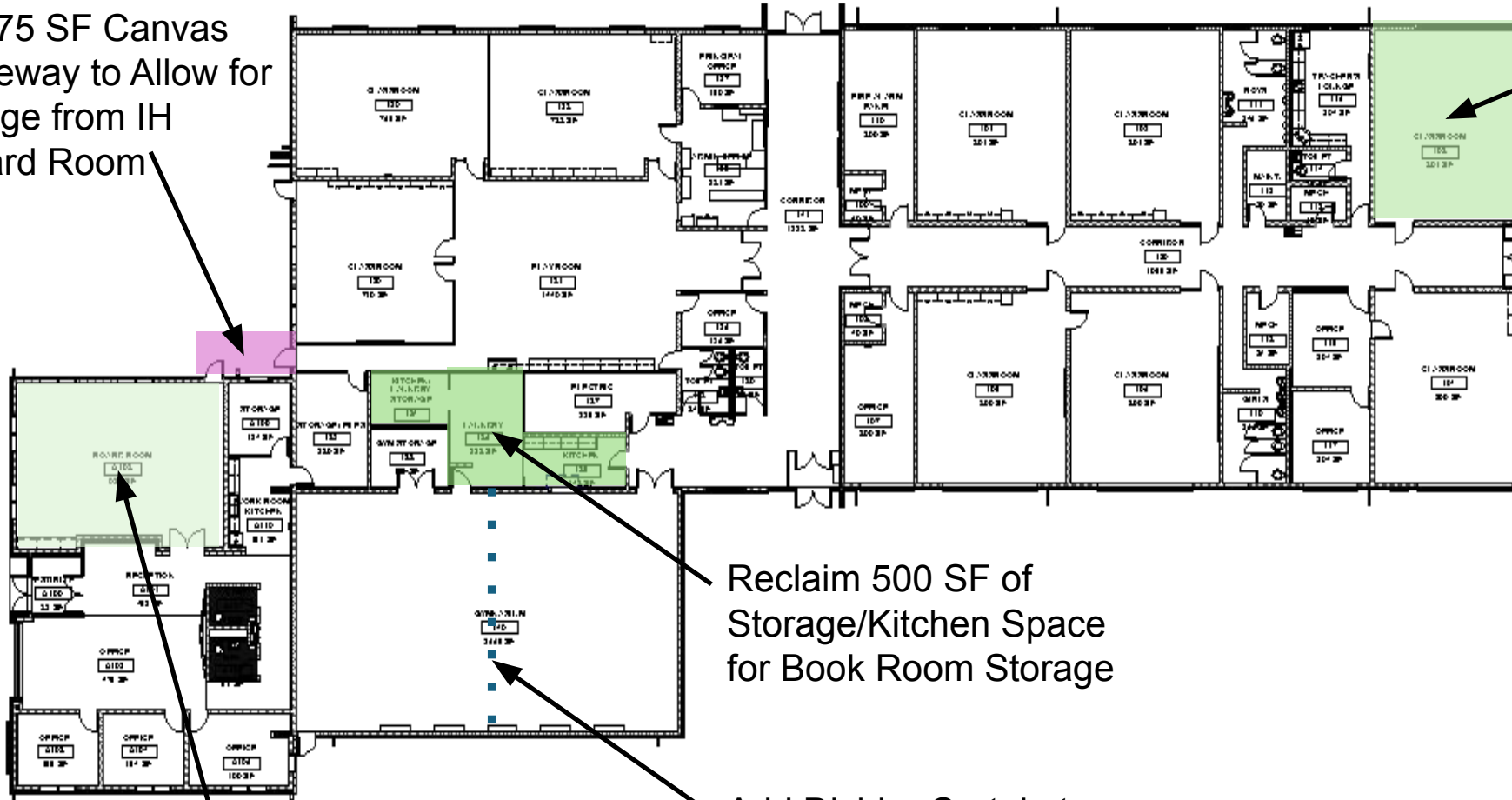
Indian Hill School – Overall Plan



Indian Hill School – SCENARIO 1

Add 175 SF Canvas Breezeway to Allow for Passage from IH to Board Room

Recapture Existing Fine Arts Room for a Classroom at 800 SF



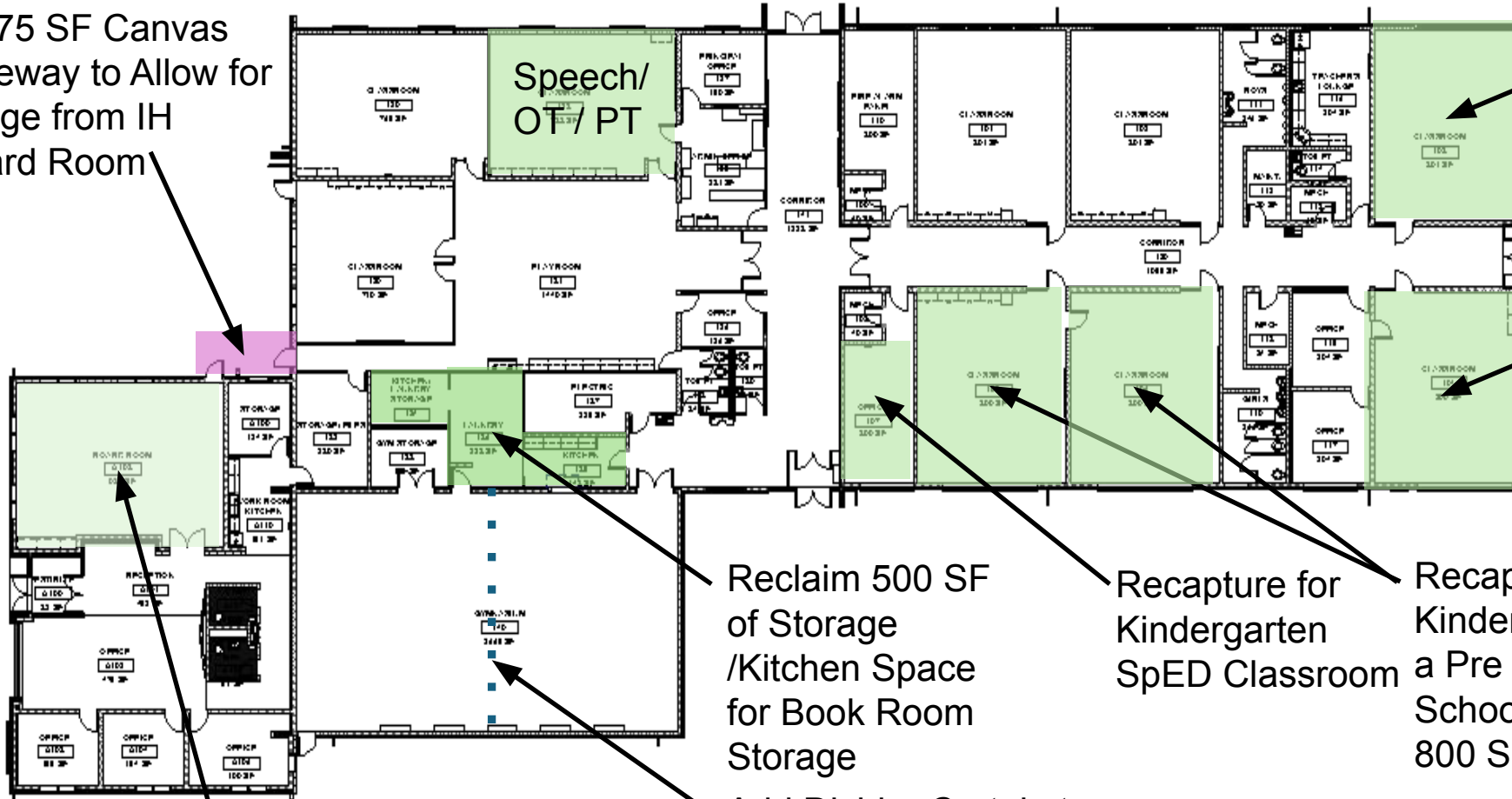
Reclaim 500 SF of Storage/Kitchen Space for Book Room Storage

Use Board Room with Flexible Furniture for Auxiliary Large Motor Space

Add Divider Curtain to Existing Gym to Create Two Large Motor Zones

Indian Hill School – SCENARIO 2

Add 175 SF Canvas Breezeway to Allow for Passage from IH to Board Room



Recapture Existing Fine Arts Room for a Kindergarten Classroom at 800 SF

Recapture Existing SpED Room for a Kindergarten Classroom at 800 SF

Reclaim 500 SF of Storage /Kitchen Space for Book Room Storage

Recapture for Kindergarten SpED Classroom

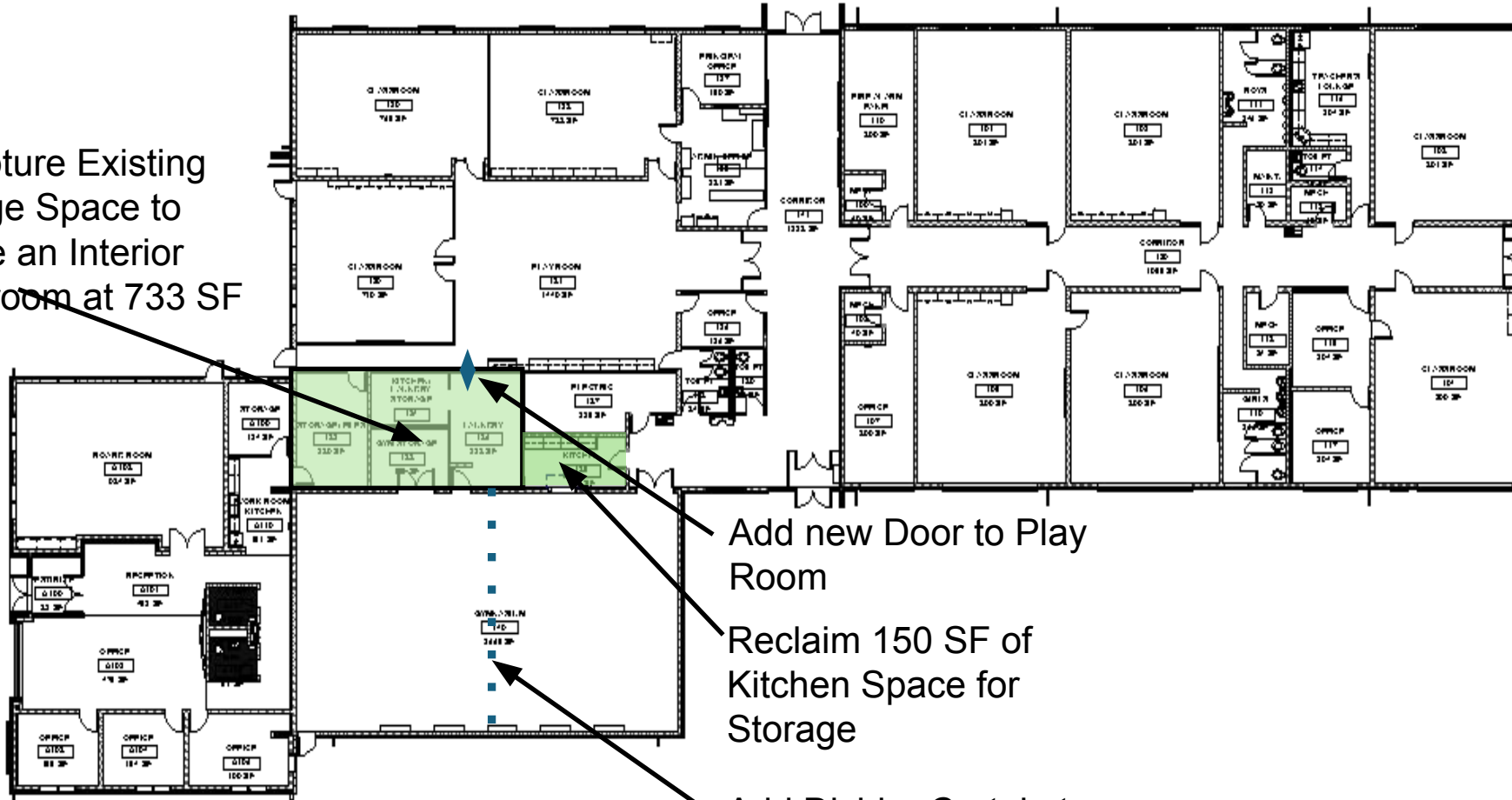
Recapture Existing Kindergarten Rooms for a Pre School-Classrooms at 800 SF each

Use Board Room with Flexible Furniture for Auxiliary Large Motor Space

Add Divider Curtain to Existing Gym to Create Two Large Motor Zones

Indian Hill School – SCENARIO 3

Recapture Existing Storage Space to Create an Interior Classroom at 733 SF



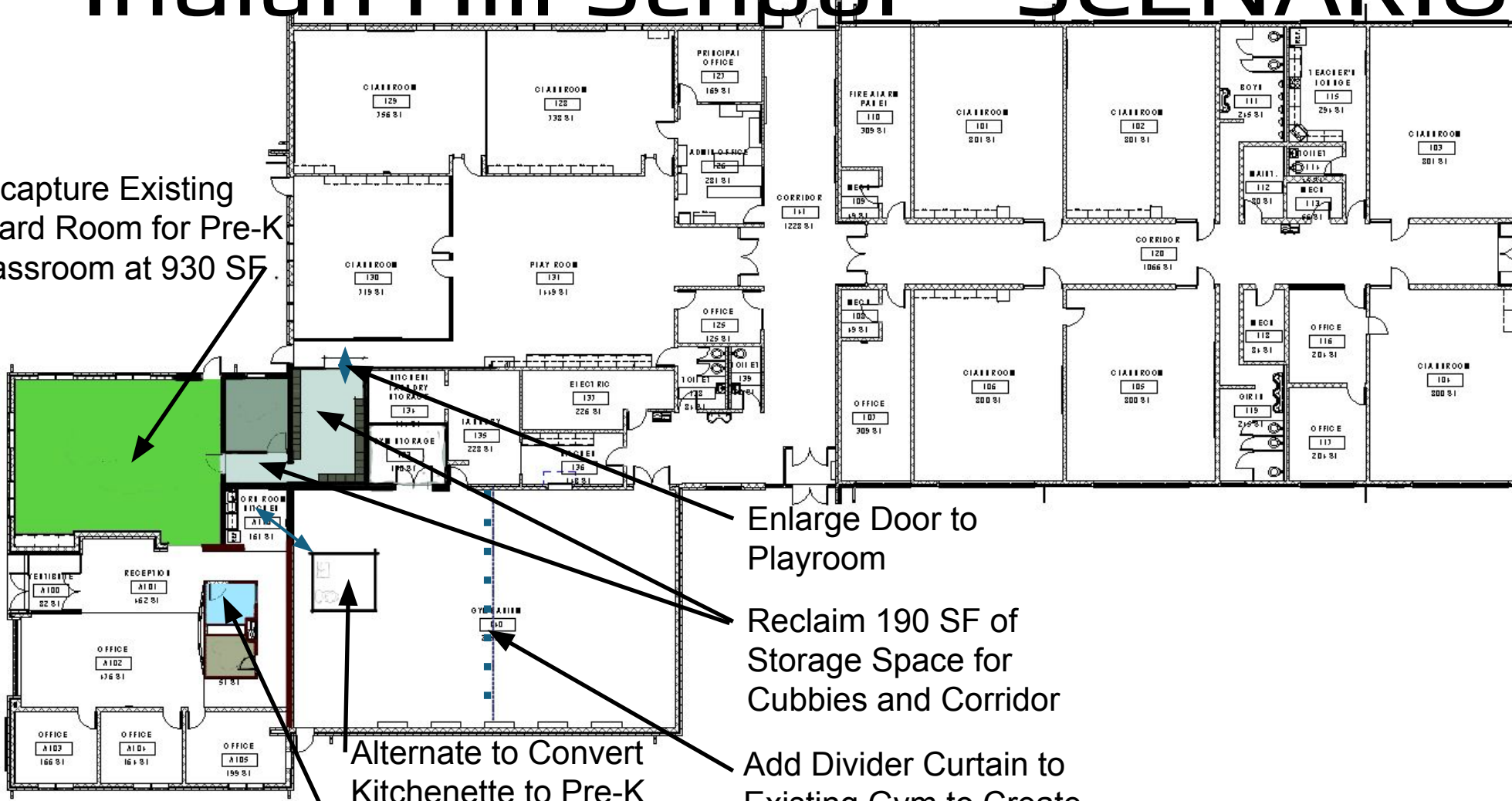
Add new Door to Play Room

Reclaim 150 SF of Kitchen Space for Storage

Add Divider Curtain to Existing Gym to Create Two Large Motor Zones

Indian Hill School – SCENARIO 3A

Recapture Existing Board Room for Pre-K Classroom at 930 SF.



Enlarge Door to Playroom

Reclaim 190 SF of Storage Space for Cubbies and Corridor

Alternate to Convert Kitchenette to Pre-K Toilet
Convert Existing Toilet to Pre-K and Modify Door

Add Divider Curtain to Existing Gym to Create Two Large Motor Zones



Local Public Agency: City of Palos Heights
 County: Cook
 Section: 24-00000-01-GM
 Estimate: \$773,892.95

Date: 04/02/24
 Time: 7:00pm
 Appropriation:

Attended By: _____

Name of Bidder:	Lindahl Brothers, Inc.	M&J Asphalt Paving Co., Inc.	Gallagher Asphalt Corp.	D Construction	K-Five Construction Corp.	McGill Construction LLC	Schroeder
Address of Bidder:	622 E Green St. Bensenville, IL 60106 (630) 595-1080	3124 S. 60th Court Cicero, Illinois 60804 (708) 222-1200	18100 S. Indiana Avenue Thornton, Illinois 60476 (708) 877-7160	1488 S. Broadway Coal City, IL 60416 (815) 634-2555	999 Oakmont Plaza Drive Westmont, Illinois 60559 (630) 257-5600	21227 So 80th Ave. Frankfort, IL 60423 (708) 924-1755	PO Box 831 Huntley, IL 60142 (815) 923-4380
Proposal Guarantee:	5% Bid Bond	5% Bid Bond	5% Bid Bond	5% Bid Bond	5% Bid Bond	5% Bid Bond	5% Bid Bond
Terms:							

Approved Engineer's Estimate		Lindahl Brothers, Inc.		M&J Asphalt Paving Co., Inc.		Gallagher Asphalt Corp.		D Construction		K-Five Construction Corp.		McGill Construction LLC		Schroeder	
Item No.	Item	Unit	Quantity	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total

Item No.	Item	Unit	Quantity	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total	Unit Price	Total
	PAVEMENT PATCHING (PARTIAL DEPTH - 3")	SQ YD	1,482	\$ 25.00	\$ 37,050.00	25.00	\$ 37,050.00	31.65	\$ 46,905.30	18.00	\$ 26,676.00	30.00	\$ 44,460.00	25.00	\$ 37,050.00
	HMA SURFACE REMOVAL, 2"	SQ YD	16,596	\$ 3.00	\$ 49,788.00	3.00	\$ 49,788.00	2.20	\$ 36,511.20	2.90	\$ 48,128.40	2.75	\$ 45,639.00	3.30	\$ 54,766.80
	HMA SURFACE REMOVAL, 6"	SQ YD	2,865	\$ 9.00	\$ 25,785.00	8.50	\$ 24,352.50	6.60	\$ 18,909.00	6.50	\$ 18,622.50	8.00	\$ 22,920.00	6.05	\$ 17,333.25
	HMA SURFACE REMOVAL (BUTT JOINTS)	SQ YD	136	\$ 15.00	\$ 2,040.00	18.00	\$ 2,448.00	3.40	\$ 462.40	15.00	\$ 2,040.00	0.01	\$ 1.36	22.00	\$ 2,992.00
	HMA SURFACE REMOVAL (DRIVEWAY BUTT JOINTS)	SQ YD	390	\$ 15.00	\$ 5,850.00	18.00	\$ 7,020.00	3.35	\$ 1,306.50	17.00	\$ 6,630.00	15.00	\$ 5,850.00	22.00	\$ 8,580.00
	BITUMINOUS MATERIALS (PRIME COAT)	POUND	16,587	\$ 0.01	\$ 165.87	0.01	\$ 165.87	0.01	\$ 165.87	0.01	\$ 165.87	0.01	\$ 165.87	1.50	\$ 24,880.50
	LEVELING BINDER (MACHINE METHOD), N50 3/4"	TON	720	\$ 95.00	\$ 68,400.00	88.00	\$ 63,360.00	92.15	\$ 66,348.00	108.00	\$ 77,760.00	98.00	\$ 70,560.00	99.00	\$ 71,280.00
	HMA BINDER N50, 4"	TON	707	\$ 95.00	\$ 67,165.00	80.00	\$ 56,560.00	87.30	\$ 61,721.10	84.00	\$ 59,388.00	89.00	\$ 62,923.00	93.00	\$ 65,751.00
	HMA SURFACE COURSE, MIX "D", N50 1 1/2"	TON	1,710	\$ 95.00	\$ 162,450.00	80.00	\$ 136,800.00	87.85	\$ 150,223.50	86.00	\$ 147,060.00	90.00	\$ 153,900.00	99.00	\$ 169,290.00
	AGGREGATE SHOULDER, TY B	TON	436	\$ 50.00	\$ 21,800.00	92.00	\$ 40,112.00	58.70	\$ 25,593.20	81.00	\$ 35,316.00	40.00	\$ 17,440.00	51.00	\$ 22,236.00
	TOPSOIL FURNISH AND PLACE, VARIABLE DEPTH	SQ YD	1,765	\$ 5.00	\$ 8,825.00	9.00	\$ 15,885.00	8.85	\$ 15,620.25	9.50	\$ 16,767.50	11.00	\$ 19,415.00	5.00	\$ 8,825.00
	SEED & BLANKET	SQ YD	1,765	\$ 20.00	\$ 35,300.00	5.00	\$ 8,825.00	3.30	\$ 5,824.50	4.00	\$ 7,060.00	13.20	\$ 23,298.00	5.00	\$ 8,825.00
	COMBINATION CURB & GUTTER REMOVAL	FOOT	2,375	\$ 13.00	\$ 30,875.00	11.05	\$ 26,243.75	5.25	\$ 12,468.75	15.00	\$ 35,625.00	11.00	\$ 26,125.00	11.05	\$ 26,243.75
	COMBINATION CURB & GUTTER, TY M, VARIABLE WIDTH	FOOT	2,225	\$ 35.00	\$ 77,875.00	33.40	\$ 74,315.00	31.90	\$ 70,977.50	33.00	\$ 73,425.00	44.00	\$ 97,900.00	29.40	\$ 65,415.00
	HMA DRIVEWAY REMOVAL AND REPLACEMENT (50%)	SQ YD	403	\$ 43.00	\$ 17,329.00	45.00	\$ 18,135.00	41.25	\$ 16,623.75	47.30	\$ 19,061.90	33.00	\$ 13,299.00	50.00	\$ 20,150.00
	PCC DRIVEWAY REMOVAL AND REPLACEMENT (10%)	SQ FT	2,224	\$ 20.00	\$ 44,480.00	14.45	\$ 32,136.80	13.35	\$ 29,690.40	12.30	\$ 27,355.20	16.90	\$ 37,585.60	14.45	\$ 32,136.80
	TRAFFIC CONTROL AND PROTECTION	L SUM	1	\$ 20,000.00	\$ 20,000.00	40,000.00	\$ 40,000.00	28,685.35	\$ 28,685.35	43,500.00	\$ 43,500.00	5,000.00	\$ 5,000.00	12,499.90	\$ 12,499.90
	SPECIAL EXCAVATION	CU YD	213	\$ 60.00	\$ 12,780.00	50.00	\$ 10,650.00	51.10	\$ 10,884.30	35.00	\$ 7,455.00	40.00	\$ 8,520.00	20.00	\$ 4,260.00
	POROUS GRANULAR EMBANKMENT	CU YD	71	\$ 35.00	\$ 2,485.00	55.00	\$ 3,905.00	73.20	\$ 5,197.20	35.00	\$ 2,485.00	56.00	\$ 3,976.00	40.00	\$ 2,840.00
	AGGREGATE SUBGRADE IMPROVEMENTS 12"	CU YD	100	\$ 15.00	\$ 1,500.00	56.00	\$ 5,600.00	73.00	\$ 7,300.00	106.00	\$ 10,600.00	18.00	\$ 1,800.00	30.00	\$ 3,000.00
	Option 1														
	PAVEMENT PATCHING (PARTIAL DEPTH - 3")	SQ YD	82	\$ 25.00	\$ 2,050.00	25.00	\$ 2,050.00	31.65	\$ 2,595.30	18.00	\$ 1,476.00	30.00	\$ 2,460.00	25.00	\$ 2,050.00
	HMA SURFACE REMOVAL, 2"	SQ YD	522	\$ 3.00	\$ 1,566.00	5.50	\$ 2,871.00	2.20	\$ 1,148.40	2.90	\$ 1,513.80	2.75	\$ 1,435.50	5.00	\$ 2,610.00
	HMA SURFACE REMOVAL (BUTT JOINTS)	SQ YD	13	\$ 15.00	\$ 195.00	18.00	\$ 234.00	3.40	\$ 44.20	15.00	\$ 195.00	0.01	\$ 0.13	22.00	\$ 286.00
	BITUMINOUS MATERIALS (PRIME COAT)	POUND	221	\$ 0.01	\$ 2.21	0.01	\$ 2.21	0.01	\$ 2.21	0.01	\$ 2.21	0.01	\$ 2.21	1.50	\$ 331.50
	LEVELING BINDER (MACHINE METHOD), N50 3/4"	TON	23	\$ 95.00	\$ 2,185.00	100.00	\$ 2,300.00	92.15	\$ 2,119.45	108.00	\$ 2,484.00	100.00	\$ 2,300.00	99.00	\$ 2,277.00
	HMA BINDER N50, 4"	TON	46	\$ 95.00	\$ 4,370.00	98.00	\$ 4,508.00	87.30	\$ 4,015.80	124.00	\$ 5,704.00	95.00	\$ 4,370.00	93.00	\$ 4,278.00
	HMA SURFACE COURSE, MIX "D", N50 1 1/2"	TON	63	\$ 95.00	\$ 5,985.00	98.00	\$ 6,174.00	87.85	\$ 5,534.55	106.00	\$ 6,678.00	90.00	\$ 5,670.00	99.00	\$ 6,237.00
	TOPSOIL FURNISH AND PLACE, VARIABLE DEPTH	SQ YD	5	\$ 5.00	\$ 25.00	9.00	\$ 45.00	8.80	\$ 44.00	53.00	\$ 265.00	22.00	\$ 110.00	8.00	\$ 40.00
	SEED & BLANKET	SQ YD	5	\$ 20.00	\$ 100.00	5.00	\$ 25.00	3.70	\$ 18.50	53.00	\$ 265.00	22.00	\$ 110.00	5.00	\$ 25.00
	COMBINATION CURB & GUTTER REMOVAL	FOOT	215	\$ 13.00	\$ 2,795.00	11.05	\$ 2,375.75	5.25	\$ 1,128.75	15.00	\$ 3,225.00	16.50	\$ 3,547.50	11.05	\$ 2,375.75
	COMBINATION CURB & GUTTER, TY M, VARIABLE WIDTH	FOOT	20	\$ 35.00	\$ 700.00	33.40	\$ 668.00	31.90	\$ 638.00	33.00	\$ 660.00	71.50	\$ 1,430.00	29.40	\$ 588.00
	SPECIAL EXCAVATION	CU YD	171	\$ 60.00	\$ 10,260.00	55.00	\$ 9,405.00	51.10	\$ 8,738.10	35.00	\$ 5,985.00	90.00	\$ 15,390.00	20.00	\$ 3,420.00
	POROUS GRANULAR EMBANKMENT	CU YD	29	\$ 35.00	\$ 1,015.00	55.00	\$ 1,955.00	73.20	\$ 2,122.80	35.00	\$ 1,015.00	75.00	\$ 2,175.00	40.00	\$ 1,160.00
	AGGREGATE SUBGRADE IMPROVEMENTS 12"	CU YD	85	\$ 15.00	\$ 1,275.00	56.00	\$ 4,760.00	73.00	\$ 6,205.00	106.00	\$ 9,010.00	75.00	\$ 6,375.00	30.00	\$ 2,550.00
	Option 2														
	PAVEMENT PATCHING (PARTIAL DEPTH - 3")	SQ YD	154	\$ 25.00	\$ 3,850.00	25.00	\$ 3,850.00	31.60	\$ 4,866.40	18.00	\$ 2,772.00	30.00	\$ 4,620.00	25.00	\$ 3,850.00
	HMA SURFACE REMOVAL, 2"	SQ YD	1,535	\$ 3.00	\$ 4,605.00	5.50	\$ 8,442.50	2.20	\$ 3,377.00	2.90	\$ 4,451.50	2.75	\$ 4,221.25	3.30	\$ 5,065.50
	HMA SURFACE REMOVAL (BUTT JOINTS)	SQ YD	54	\$ 15.00	\$ 810.00	18.00	\$ 972.00	3.40	\$ 183.60	15.00	\$ 810.00	0.01	\$ 0.54	22.00	\$ 1,188.00
	HMA SURFACE REMOVAL (DRIVEWAY BUTT JOINTS)	SQ YD	21	\$ 15.00	\$ 315.00	18.00	\$ 378.00	3.35	\$ 70.35	17.00	\$ 357.00	15.00	\$ 315.00	22.00	\$ 462.00
	BITUMINOUS MATERIALS (PRIME COAT)	POUND	1,302	\$ 0.01	\$ 13.02	0.01	\$ 13.02	0.01	\$ 13.02	0.01	\$ 13.02	0.01	\$ 13.02	1.50	\$ 1,953.00
	LEVELING BINDER (MACHINE METHOD), N50 3/4"	TON	66	\$ 95.00	\$ 6,270.00	100.00	\$ 6,600.00	92.15	\$ 6,081.90	147.00	\$ 9,702.00	100.00	\$ 6,600.00	99.00	\$ 6,534.00
	HMA SURFACE COURSE, MIX "D", N50 1 1/2"	TON	133	\$ 95.00	\$ 12,635.00	98.00	\$ 13,034.00	87.30	\$ 11,610.90	116.00	\$ 15,428.00	90.00	\$ 11,970.00	99.00	\$ 13,167.00
	AGGREGATE BASE COURSE, TYPE B 4"	SQ YD	89	\$ 12.00	\$ 1,068.00	10.00	\$ 890.00	4.45	\$ 396.05	13.00	\$ 1,157.00	80.00	\$ 7,120.00	15.00	\$ 1,335.00
	AGGREGATE SHOULDER, TY B	TON	48.00	\$ 50.00	\$ 2,400.00	92.00	\$ 4,416.00	58.70	\$ 2,817.60	81.00	\$ 3,888.00	100.00	\$ 4,800.00	50.00	\$ 2,400.00
	TOPSOIL FURNISH AND PLACE, VARIABLE DEPTH	SQ YD	123.50	\$ 5.00	\$ 617.50	9.00	\$ 1,111.50	8.80	\$ 1,086.80	20.00	\$ 2,470.00	16.50	\$ 2,037.75	8.00	\$ 988.00
	SEED & BLANKET	SQ YD	123.50	\$ 20.00	\$ 2,470.00	5.00	\$ 617.50	3.70	\$ 456.95	8.00	\$ 988.00	16.50	\$ 2,037.75	5.00	\$ 617.50
	PCC SIDEWALK, 5"	SQ FT	800	\$ 10.00	\$ 8,000.00	10.50	\$ 8,400.00	13.35	\$ 10,680.00	11.65	\$ 9,320.00	16.50	\$ 13,200.00	10.50	\$ 8,400.00
	DETACHABLE WARNINGS	SQ FT	10	\$ 50.00	\$ 500.00	45.00	\$ 450.00	33.60	\$ 336.00	49.00	\$ 490.00	55.00	\$ 550.00	45.00	\$ 450.00
	SPECIAL EXCAVATION	CU YD	23	\$ 60.00	\$ 1,380.00	50.00	\$ 1,150.00	51.10	\$ 1,175.30	35.0000	\$ 805.00	100.00	\$ 2,300.00	20.00	\$ 460.00
	Total Bid As Read:				As Read \$740,689.40		As Read \$688,925.00		As Read \$756,250.90		As Read \$765,938.48		As Read \$733,453.25		As Read \$707,878.20
	Total Bid As Calculated:				\$ 740,689.40		\$ 688,925.00		\$ 756,250.90		\$ 765,938.48		\$ 733,453.25		\$ 707,378.20
															\$ 1,031,602.00

INTERGOVERNMENTAL AGREEMENT BETWEEN

THE CITY OF PALOS HEIGHTS AND PALOS HEIGHTS SCHOOL DISTRICT 128

This intergovernmental agreement (“Agreement”) is made and entered into on this 17th day of April, 2024, between the City of Palos Heights (“City”) and the Palos Heights School District 128 (“District”), (collectively the “Parties”), and agrees as follows:

WHEREAS, The City of Palos Heights and the Palos Heights School District 128 are units of local government authorized to enter into Intergovernmental Agreements pursuant to the Constitution of the State of Illinois of 1970, Article VII, Section 10, which provides that units of local government may contract or otherwise associate among themselves to obtain or share services and to exercise, combine, or transfer any power or function in any manner not prohibited by law or by ordinance and may use their credit, revenues, and other resources to pay costs related to intergovernmental activities; and

WHEREAS, the Intergovernmental Cooperation Act 5 ILCS 220/1, et seq. provides that any power or powers, privileges, or authority exercised or which may be exercised by a unit of local government may be exercised jointly with another unit of local government; and

WHEREAS, the City solicited bid proposals for its annual road resurfacing project. Option 2 of the bid proposal included resurfacing of Patriot Blvd and installation of a sidewalk for passageway from the park behind the Rec Center to Orchard's crosswalk; and

WHEREAS, the City and the District have determined it is in each’s best interest that Patriot Blvd be resurfaced and that a sidewalk be installed for passageway from the park behind the Rec Center to Orchard’s crosswalk; and

WHEREAS, the Parties have determined the District will reimburse the City for two-thirds (2/3) of the costs for resurfacing the roadway and making the sidewalk improvements.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained here and other good and valuable consideration, the Parties agree as follows:

1. The recitals set forth above are incorporated in this Section and constitute part of this Agreement.

2. On April 2, 2024, the City Council of the City of Palos Heights received bids for the 2024 MFT resurfacing project. M&J Asphalt Paving Company, Inc., 3124 S. 60th Court, Cicero, Illinois 60804, was determined to be the lowest responsible bidder and their bid included resurfacing of Patriot Blvd and installation of a sidewalk for passageway from the park behind the Rec Center to Orchard's crosswalk. A copy of the bid tabulation is attached hereto as Exhibit A.

3. The City entered a contract with M&J Asphalt Paving Co., Inc., (the "Contractor") on April 16, 2024 to perform work which includes resurfacing Patriot Blvd and installing a sidewalk for passageway from the park behind the Rec Center to Orchard's crosswalk (the "Work").

4. The City will pay Contractor for all of the work performed under the contract and shall be solely responsible for directing and managing the Contractor and their work, which includes the Work. Under no circumstances will the District be considered a party to the contract between the City and the Contractor, nor will the District be responsible for any part of the contract between the City and Contractor. The City shall defend, indemnify and hold harmless the District, its past and present officials (whether elected or appointed), trustees, directors, employees, agents, officers, servants, representatives, attorneys, independent contractors, insurers, volunteers, successors or predecessors of, from and against any claims or causes of action arising out its contract with Contractor. This provision shall survive termination or expiration of the Agreement.

5. In exchange for the City's entering into, handling, and paying the full price of the contract with Contractor, the District agrees to reimburse the City for a cost equal to two thirds (2/3) of the total cost of completing the Work.

6. Amount owed will be based off the final, paid invoice to the City from the Contractor. Following payment of the final invoice, the City will transmit a copy of the paid invoice to the District. District will review the invoice and confirm all the Work was completed. District will transmit payment equal to two-thirds (2/3) of the cost of the Work to the City. Payment will be made in accordance with the Local Government Prompt Payment Act (50 ILCS 505/1 et seq). In the event there is a dispute over the amount owed, the Parties agree the District will submit its full payment of the disputed

amount into an escrow account where the money will accumulate interest until the dispute over amount-owed can be settled.

7. This Agreement shall be in-effect until the Work has been completed, all payment disputes (if any) have been resolved, and payment in-full has been made by the District to the City.

8. To the fullest extent permitted by law, each Party hereby agrees to and shall defend, indemnify and hold harmless the other Party, its past and present officials (whether elected or appointed), trustees, directors, employees, agents, officers, servants, representatives, attorneys, independent contractors, insurers, volunteers, successors or predecessors of, from and against any claims or causes of action arising out of or in connection with this Agreement. Notwithstanding the foregoing, the Parties do not waive any immunity provided by local, state or federal law, including, but not limited to, the immunities provided by the Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101, et seq.). This provision shall survive termination or expiration of the Agreement.

9. In the event a Party defaults by failing to substantially perform any provision, term, or condition of this Agreement, the non-breaching Party may terminate this Agreement by providing written notice to the breaching Party. This notice shall describe with sufficient detail the nature of the default. The Party receiving such notice shall have ten (10) calendar days from the effective date of such notice to cure the default(s). Unless waived by the Party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this Agreement.

10. The Parties may mutually agree to terminate this Agreement in writing at any time. In the event the Agreement is terminated prior to the completion of the Work, the District shall pay the City 2/3 the cost of the Work completed and invoiced to the City as of the date of termination.

11. This Agreement shall not be assigned by one Party without the express written consent of the other Party, which consent may be withheld, in the sole discretion of the other Party.

12. This Agreement may not be amended except pursuant to a written instrument signed by both Parties.

13. The waiver by either Party of any breach or violation of any provision of this Agreement shall not be deemed to be a waiver or a continuing waiver of any subsequent breach or violation of the same or any other provision of this Agreement.

14. Each Party to this Agreement represents and warrants that it has the full right, power, legal capacity, and authority to enter into and perform its respective obligations hereunder and that such obligations shall be binding upon such Party without the requirement of the approval or consent of any other person or entity in connection herewith.

15. This Agreement may be executed in counterparts, each of which is to be deemed an original, and which together constitute one and the same instrument.

16. Under no circumstances shall this Agreement be construed as one of agency, partnership, joint venture or employment between the Parties. The Parties shall each be solely responsible for the conduct of their respective officers, employees and agents in connection with the performance of their obligations under this Agreement.

17. This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois. Any action or claim arising out of or related to this Agreement shall be brought in the Circuit Court of Cook County, Illinois.

18. This Agreement contains the entire agreement between the Parties respecting the matters set forth herein and supersedes all prior agreements between the Parties hereto respecting such matters, if any.

19. All notices, communications, and any amendments by either Party shall be sent to:

City of Palos Heights
Mr. David Strohl
7607 W. College Drive
Palos Heights, IL 60463
dstrohl@palosheights.org

Palos Heights School District 128
Ms. Meryll B. Brownlow, Ed.D.
12809 S McVickers Ave
Palos Heights IL 60463
imbrownlow@palos128.org

EXECUTED AND AGREED TO this _____ day of _____, 2024.

CITY OF PALOS HEIGHTS

PALOS HEIGHTS SCHOOL DISTRICT 128

By: _____
ROBERT S. STRAZ, Mayor

By: _____
MERRYL B. BROWNLOW, Ed.D

Attest: _____
Shannon Harvey , City Clerk

Attest: _____

Applicant: PALOS HEIGHTS SD 128

County: Cook

Consolidated District Plan ▼

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

[Printer-Friendly](#)

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Project Number: 25-CDP-00-07-016-1280-02

Overview

PROGRAM: Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD 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.

FY 2025

Included

Programs:

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)
EL - Bilingual Service Plan (BSP)
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
Foster Care Transportation Plan

LEGISLATION:

[Every Student Succeeds Act \(ESSA\)](#)
[Individuals with Disabilities Education Act Rehabilitation Act](#)
[Strengthening Career and Technical Education for the 21st Century Act](#)
[Workforce Innovation and Opportunity Act](#)
[Head Start Act](#)
[McKinney-Vento Homeless Assistance Act](#)
[Adult Education and Family Literacy Act](#)
[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)
[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2025 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION: The District Plan was submitted initially for the school year 2024-2025 and must be updated annually thereafter.

AMENDMENTS: Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS: [Instructions in PDF format](#)

COMMON ABBREVIATIONS: ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

Applicant: PALOS HEIGHTS SD 128

County: Cook

Consolidated District Plan ▼

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

[Printer-Friendly](#)
[Click to Return to Application Select](#)

Project Number: 25-CDP-00-07-016-1280-02

Needs Assessment and 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 2024-2025.* [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

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 interventionist to close the achievement gap in grade level reading. Funding may also be used to support a stipend for administrative duties of the EL Program for a teacher with EL Certification and an administrative endorsement outside of the instructional day. It may also be allocated for two stipends to coordinate behavioral management programming to a qualified certified staff member and for PBIS program oversight by a staff member with an administrative endorsement. Any excess funds will be allocated to resources targeted to address instructional gaps for English Learners or those struggling in mathematics and/or literacy. Title II funds will be used for professional development in alignment of curriculum standards and instructional strategies in the core content areas, training in SEL and mental health for all staff. Title IV funds will be use to support the implementation of social and emotional learning standards, trauma informed practices, promoting health and wellness for students, culturally responsive teaching and expansion of STEM programming.

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. 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 interventionist to close the achievement gap in grade level reading. Funding may also be used to support a stipend for administrative duties of the EL Program for a teacher with EL Certification and an administrative endorsement outside of the instructional day. It may also be allocated for two stipends to coordinate behavioral management programming to a qualified certified staff member and for PBIS program oversight by a staff member with an administrative endorsement. Any excess funds will be allocated to resources targeted to address instructional gaps in mathematics and/or literacy. Title II funds will be used for professional development in alignment for curriculum standards and instructional strategies in the core content areas, training in SEL and mental health for all staff. Title IV funds will be use to support the implementation of social and emotional learning standards, culturally responsive teaching and expansion of STEM programming.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- No Braiding
- 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

NA

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, enter N/A in the text field.

If No Transfer of Funds is selected, additional hybrid blending options will not be checked.

- No Transfer of Funds
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

NA

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 (including the EL program director) 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 intervention support. The social work team and psychologist also monitor the social emotional well being of students through classroom based data. The learning gaps in core grade level standards and social emotional gaps 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 5 Essentials Survey is also reviewed to identify professional development in the area of social and emotional learning and climate and culture. The Title IV funds will fund professional development in this area. The Year 2 expansion of STEM Programming is a need through a standards alignment analysis. Title IV funds may be used to support expanded STEM programming as new curriculum development occurs to align with new standards. Analysis of new social studies standards and the culturally responsive teaching standards have identified a need for revision and expansion of curricular programming and professional development in these areas. Title II and Title IV funds may be utilized to support these needs. Implementation of a new core literacy resource in FY 25 will also require support from Title I and/or II funds to fund professional development for staff.

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: 2024-2025 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 25-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 Requirements
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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 district report card provides data on achievement gaps for the Hispanic, Low Income and EL Subgroups.

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 Needs Assessment and Programs page; to make changes in program funding, return to 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 to students who need reading interventions from the Title I teacher. The EL/Bilingual monitors WIDA screening data, ACCESS testing results and MTSS data to determine programming levels for all students requiring TPI services.

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

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 programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

The professional development will be aligned to Illinois Learning Standards and Professional Learning Standards for Preschool - Grade 8 staff. The professional development will focus on identified areas of need in content areas and social emotional learning standards. It may also address state mandated trainings relevant to mental health and trauma informed practices.

G. Title III - LIEP

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.

Continued professional development in culturally responsive teaching, trauma informed practices and social emotional learning standards continue to be identified areas for support. The analysis of curriculum also identified STEM and civics education as areas to be targeted for professional development and program supplies and materials.

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

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

The needs identified for IDEA Flow Through include refining implementation of specially designed instruction and flexible grouping in co-taught environments. Additional needs identified include training on implementation of behavior interventions and strategies for educating students with autism and students with emotional disabilities.

L. IDEA, Part B - Preschool

The needs identified for IDEA Preschool include improvement of the delivery of specially designed instruction in blended early learning environments and strategies and supports for students with autism, mu and emotional disabilities.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Applicant: PALOS HEIGHTS SD 128
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-07-016-1280-02

County: Cook

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Table with 10 columns: 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 Requirements

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 b

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 futu
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 ar
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

District Goal(s):

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

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)
B. Principals (1,7,8)
C. Other school leaders (1,8)
D. Paraprofessionals (1)
E. Specialized instructional support personnel (1,2,3,4,8)
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)
H. Parent liaisons
I. Title I director (1)
J. Title II director (1)
K. Bilingual director (1,6,8)
L. Title IV director (1)
M. Special Education director
N. Guidance staff
O. Community members and community based organizations (7)
P. Business representatives (2,3,4)
Q. Researchers (7)
R. Institutions of Higher Education (7)
S. Other - specify
T. 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 = EL - BSP

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.

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 stakeholders met on April 11, 2024. An informational presentation was presented to the stakeholders and discussion and collaboration was included in the meeting. Anyone unable to attend was consulted individually so that all stakeholders could contribute to the plan.

The following people participated for Palos Heights District 128 Grant Plan:

Parents, Director of Student Services, Superintendent, Director of Innovation, Classroom Teachers, Paraprofessional, Special Education Teacher, Principal, Title I Program Administrator (Reading Specialist), District Curriculum Specialists, Student Services Representative, English Learner Teacher.

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 and diverse populations. [2]**

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([count] of 7500 maximum characters used)

Parents representing all subgroups were invited to be members of the stakeholder committee. ESSA information and the grant plan were presented to the parents. Parents made the following recommendations:
Continue to host a literacy and math nights for parents to partner and support students at home. The EL program needs increased support as the population has grown. Stronger efforts to engage families will be funded through Title I support.

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. EL Parent Sessions will be offered to create a network of support and provide parents with strategies to support their students at home. Parents will receive all school communication in their native languages as requested.

Title I Requirement:

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

[ESFA 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, 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 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

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Preschool Coordination

[Instructions](#)

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.

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 levels. Additionally, District 128 will continue to support diverse learners through the use of IDEA funds and within our ELL program. Preschool students are supported through the Preschool for All grant using a criterion rating scale for placement. The district creates blended classrooms where our young children with special needs are educated with their typical 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 school level, 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 Neighborhood 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 have access to 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, District 128 has built a preschool program to serve the needs of all young children in our community. The district has been awarded the Preschool For All grant and will run a tuition free program. Students will be placed according to a criterion based rating scale. Classroom teachers are certified in early childhood education with special education and English language learner credentials. Related services are provided within the classroom environment as often as possible. We also provide a special education resource teacher in the event that an early childhood teacher is lacking that endorsement.

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

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Student Achievement and Timely Graduation

Instructions

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.

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(s).* [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 continued to support professional development in our core foundational skills program, Foundations in response to identified gaps in student learning, particularly for second and third grade students with residual learning gaps from disrupted kindergarten experiences. There is a strong balanced literacy program in place to address the remaining literacy standards in literature, informational text, writing, speaking, listening and language in Grades K-8. We are planning to implement a new core literacy program that integrates Foundations and provides more opportunities to meet the diverse needs of the learners we service. Literacy and math instruction are provided daily in 60-90 minute blocks, both whole group, small group, and centers are part of the daily instruction. Science and Social Studies are taught, integrating ELA and Math standards where relevant K-8. All K-5 students receive instruction in music, art, and STEM each week. SEL lessons are provided in morning meeting and advisory weekly. All of the instructional programs support English language learners, advanced and struggling learners. The teachers will continuously have opportunities to attend professional development for instructional 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 MTSS process. Students are identified by the grade level teacher and the challenges and strengths are discussed at the grade 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 the individual students. Our district psychologist advises the MTSS team through the process. The teachers monitor student progress in literacy Fountas and Pinnell running records and Aims web data and for math they utilize Aims Web data and curriculum based measures. The team meets each month to review progress. When students do not make adequate progress, the intervention is adjusted or time and intensity is increased. Student 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 published in the local newspaper and posted in all of the district buildings. The EL teacher progress monitors students for adequate progress using the MTSS measures. If students are not making adequate progress, program service minutes and supports are adjusted. IEP goals are also progress monitored each trimester to adequate progress. If the student is not making expected progress, IEP meetings are held to review and adjust the plans.

3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop 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 daily intervention time for literacy and mathematics. The intervention teachers monitor student progress every 4-6 weeks. English Learners are provided with support services designated by ACCESS performance levels or screening levels, if new to the district. Non-native English speakers are provided with translation supports and services to access curricular content and for communication purposes. Culturally relevant materials are provided to support instruction. Newcomers are also provided with resources in their native languages when and where possible.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these 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 teachers differentiate instruction to meet the needs of all learners. The NWEA MAP learning continuum and the WIDA "can do" descriptors are used to help identify students for small group, targeted instruction. Flexible small groups are also developed based upon MTSS progress monitoring data and classroom based assessments. 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 classroom, research based assessments in literacy and math to monitor progress. Professional development in core content areas and specially designed instruction supports teachers in differentiating instruction. The EL teachers provides monthly professional development to all staff sharing EL strategies for supporting instruction in the general education environment through staff meetings.

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.

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 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 literacy 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.

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 schools have school libraries and students are provided weekly library/media instruction that supplements core programming. The library and STEM teachers collaborate and integrate instruction with core academic

learning standards. 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 curriculum. All of the students attend STEM classes each week, which integrate digital literacy and citizenship skills. Students 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.

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 defines gifted and talented in the following way: The district uses a matrix for formal advanced learning identification. In Grades K-2, each team has a staff member with gifted endorsement or gifted seminar background, providing the expertise for needed differentiated instruction for high performing students. The intent is to focus on talent development. Formal identification for advanced literacy instruction occurs in the fall of Grade 3. In mathematics, Grade 4 students are identified on a unit by unit basis using classroom based pre-assessments. Formal mathematics identification occurs at the end of Grade 4 for Grade 5. Student data is reviewed annually at Grades 3-8 to assess students demonstrating readiness for advanced learning for the following school year. The following student data is considered on a matrix when admitting students to the advanced learning program: Northwest Education Association Measures of Academic Progress achievement test scores, the Cognitive Ability Test (CogAT Form 7) is administered to all third and fifth grade students annually, classroom based assessments are administered annually in Grades 3 -8, teacher and parent SIGS rating scales are used for students in grades 3-8. The Advanced Learning coordinator works with teachers and students to differentiate education for students who show mastery of the core curriculum based on pre-assessments of grade level units. The advanced learning students are clustered in classrooms with teachers who have completed the gifted seminar or have gifted endorsements whenever possible.

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

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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College and Career Readiness

[Instructions](#)

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 and IV funds may be used to address social emotional learning, trauma informed practices, culturally responsive teaching and/or expansion of STEM programming at K-8.

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, if 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 skills.***

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 is an Elementary District. Title I funds are dedicated to early intervention at Grades K-5. Title II and Title IV funds are used K-8. Articulation meetings occur with our feeder high school district with our MTSS team, our Student Services Team, our Administrative Team and the 8th grade team. Curriculum articulation meetings occur with the Department of Teaching and learning and the D128 curriculum coordinators and administrators overseeing instruction. We partner with the high school for individual students who may need advanced instruction. Students are placed based upon their potential, not just their current performance.

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 promote 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. We do offer STEM programming for Grades K-8.

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

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Professional Development - Highly Prepared and Effective Teachers and School Leaders

[Instructions](#)

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.

For each program for which funding is anticipated for the 2024-2025 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 Needs Assessment and Programs 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

Professional development in foundational literacy instruction may be provided if funds allow.

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

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

Funds may focus on expansion and improvement of instructional strategies and content delivery across all core instructional areas, as well as, culturally responsive teaching and trauma informed practices.

G. Title III - LIEP

H. Title III - ISEP

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

Funds may support training in trauma informed practices, social emotional learning, culturally responsive teaching, STEM expansion programming and civics education.

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.

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; and/or IDEA, Part B Preschool

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Safe and Healthy Learning Environment

[Instructions](#)

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.

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 [2]:**
 - 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 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 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 procedures embedded in the PBIS system for all students to report bullying and the staff to respond. The district maintains an anonymous online bullying reporting system as well. The staff and students review expected and unexpected behaviors within the PBIS system annually. The main goal is to teach positive behavior to all of the students. SEL direct instruction programming is embedded into morning meetings and advisory periods in all grade levels. Anti-bullying lessons are included in the SEL lessons. The programming is supplemented by school-wide assemblies to address topics of bullying, respect and belonging. All of the students participate in the National Unity Day, sponsored by the National Bullying Prevention Center. The students have physical education and health lessons that integrate these topics. Procedures and protocols for reporting Bullying have been posted on the district website. A local screening referral system has been implemented K-8 to assess risk in the social emotional wellness. Staff have received implicit bias training annually. Trauma informed practice training will be a focus in FY 25.

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]

[\(42 U.S.C. 11301 et seq.\);*](#)

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((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 and telephone number; set aside money in the title I grant for homeless supplies and household needs. If homeless students register, the student will be given access to all of the necessary school supplies and services as their same age peers in order to be successful in this district. Supplies will include but not limited to pencils, paper, notebooks, crayons and folders. Transportation is provided at no cost to any homeless student requiring support.

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

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Title I Specific - Part One								Title I Specific - Part Two			

Title I Specific Requirements - Part Two

[Instructions](#)

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, 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, 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.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

[Section 1111\(d\)](#)

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.

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

[(count) of 7500 maximum characters used]

No schools identified under this part

Response from the approved prior year Consolidated District Plan.

No Schools identified.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?*(Section 1112(b)(5))

Yes

No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

[Section 1114 and 1115](#)

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 will use Title I funds for a reading intervention program for students who read below grade level. District 128 is committed to supporting student success within the general education environment and maintaining analyzing student achievement data through the MTSS process. This includes the leadership from Title I reading specialist. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop SMART goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Paraprofessionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

[(count) of 7500 maximum characters used]

District 128 is committed to supporting student success within the general education environment. Flexible services and interventions are provided to students who need support through a Multi-Tiered System of Supports. Students are identified for differentiated support by benchmark data, teacher referral or parent referral and ELL screeners. Each grade level team then conducts initial problem solving meetings to develop goals, and determine appropriate interventions. The grade level teams conduct follow up meetings to adjust interventions, goals and decisions as appropriate. Building Problem Solving Support Teams are established and classroom teachers can present student data and concerns at this next level when adequate progress is not achieved. The Problem Solving- Support Team can revise goals and implement additional interventions or refer the student for additional evaluations. At any time a staff member or parent may refer a student for a formal evaluation. Implementation of MTSS is not intended to delay a formal evaluation when it is deemed appropriate or has been requested in writing by a parent or guardian or a staff person. Para professionals are able to make observations to help identify the target population, not only in the classroom but at specials, lunchroom, recess where teachers are not present. Parents are invited to progress monitoring conferences one time per trimester and the interventionist, classroom teacher, and principal are routinely invited to the meetings.

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.

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 Requirements	Youth in Care Stability Plan	Billin Servic
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Potempa	Dee	Director of Student Services	dpotempa@palos128.org

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Brownlow	Merryl	Superintendent	mbrownlow@palos128.org

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements		Youth in Care Stability Plan Contacts		Best Interest Determination Plan			Youth In Care Transportation Plan				

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

- PROGRAM:** Youth in Care Stability
- PURPOSE:** To comply with ESSA requirements for educational stability for students who are Youth in Care.
- REQUIRED FOR:** All Illinois school districts and state-authorized charter schools
- RESOURCES:** [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding – Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total. First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools - see note below
 - d. School/District staff - see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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IDEA Specific Requirements

[Instructions](#)

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs 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, 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.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be 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.

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 2025 school year include the 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. Specific attention will be given to the area of social emotional learning and trauma informed practices at all levels, PreK - 8th grade. Additional needs identified include educating students with autism in the general education environment and implementing behavior plans with fidelity.

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.

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.

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.

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

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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.

The district does not have a State Performance Plan. The district meets state requirements.

*Required field

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements		Youth in Care Stability Plan Contacts		Best Interest Determination Plan		Youth In Care Transportation Plan					

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include:

Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers;; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and social-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

District 128 Personnel involved in determination will include: Dr. Merryll Brownlow, Superintendent, Mrs. Mary Lynn Duffy, Chippewa Principal, Mrs. Dee Potempa, Director of Student Services, Mrs. Desiree Willner, English Language Learner Coordinator, if appropriate; School Social Workers.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

[See IDEA legislation here](#) | [See Section 504 here](#)

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

The individual needs of students under IDEA or students with disabilities under Section 504 will be considered by the IEP team or the 504 team giving special consideration to needs resulting from their disability.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

The individual needs of students who are English Language Learners will be considered by the school team, including the ELL Director, giving special consideration to needs resulting from their language differences.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

Disputes will be resolved with the superintendent, school administrator, social worker and foster parents and DCFS case worker to determine students' best interest. The foster parent will report the dispute to the building principal. The principal will schedule a meeting with all involved stakeholders. A reasonable resolution will be reached by examining best practice and the best interest of the student involved. DCFS has the final say if a resolution can not be determined.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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.

The Director of Student Services will review plans for Youth in Care with all personnel that support student's educational experience, including any support personnel that may handle record keeping and operational services.

*Required field

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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. The following factors should be considered when developing the transportation procedures for a student in foster care:

Safety; Duration of the need for services; The time/length of travel time for the student each day; Time of placement change
 Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.); Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options.; Maturity and behavioral capacity of student

The following staff will be involved in the determination process:

Building Principal; Transportation Director, Homeless Liaison, School Social Workers; Child Welfare Agency Representative; Superintendent

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe
- i. Other - describe
- j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

Local funds will be used for transportation for children in foster care. Consideration will also be given to the use of IDEA and/or Title funds where applicable.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

The Superintendent, The LEA and the DCFS case manager will work together to settle any disputes over transportation for students in foster care. The school of origin will be responsible for the cost until the dispute is resolved.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

The School of origin will be responsible for the transportation while all disputes are being resolved. The superintendent, the LEA the DCFS case manager and the social worker will collaborate with the local welfare agency so that children in foster care receive safe, efficient transportation in a cost effective manner.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

The superintendent or Homeless Liaison will hold an annual meeting for all district stakeholders including the building principals, support staff, transportation coordinator, and social workers to make all school personnel (including support staff) aware of the process for determining the best interest regarding transportation for foster care students.

*Required field

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		BSP Professional Development	

BSP Contact Information

English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*	First Name*	Middle Initial
<input type="text" value="Willner"/>	<input type="text" value="Desiree"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="708 597 9040"/>	<input type="text" value="dwillner@palos128.org"/>	

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?* Yes No

[Administrator Requirements](#)

If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.
([count] of 3000 maximum characters used)

*Required field

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 Requirements	in C
BSP Overview					BSP Plan Specifics					
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee				

BSP District Program Information

70 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

- Dual Language - Two Way (Self-contained)
- Dual Language - One Way (Self-contained)
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Collaboration)
- Transitional Program in English (Self-contained)
- Transitional Program in English (Collaboration)

Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Code
		TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	
1. Indian Hill Early Learning Center	Prek - K	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	1	0	004
2. Chippewa Elementary School	1-3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	0	0	
3. Navajo Heights Elementary School	4-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	0	0	
4. Independence Junior High	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0	
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for the properly endorsed teachers.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		BSP Professional Development	

BSP Program Enrollment

[Instructions](#)

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE TPI

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes No

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes No

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

*Required field

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 Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		BSP Professional Development	

BSP Professional Development

[Instructions](#)

70 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	11/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Language Assessment	12/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	09/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14
<input checked="" type="checkbox"/> District Identification Assessment	10/01/2024	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	34
<input checked="" type="checkbox"/> Program Design	08/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	02/01/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	52
<input type="checkbox"/> Spanish Language Arts		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field

MILESTONE THERAPY, LLC.

Agreement #: D128.11

AGREEMENT FOR THERAPY STAFFING SERVICES

This Agreement for Therapy Staffing Services (“Agreement”) is made between Milestone Therapy, LLC (MST), an Illinois limited liability company with its principal place of business 2906 Highway Avenue, Highland, Indiana 46322 and the following School District (“FACILITY”):

School District #128
Palos Heights
12809 S. McVickers Ave.
Palos Heights, IL 60463

This Agreement is made and entered into this Thursday, the first day of August 2024, for the provisions of therapy services by MST to FACILITY and its students. The parties agree as follows:

1. MST shall provide to students of the FACILITY professional Therapy services, including treatment, instruction and care and MST shall provide to the FACILITY and its students services ancillary to such Therapy services (collectively, the “Services”) as set out in the attached Addendum(s) as they are amended or supplemented from time to time. The Services shall be provided by a Licensed Therapist or by a Certified Therapy Assistant working under supervision of a Licensed Therapist. All Therapists and Therapy Assistants providing Services under the Agreement shall be fully qualified under applicable law, agency rules and regulations and properly licensed and/or registered by the State of Illinois to provide those services.
2. Services will be provided by MST to FACILITY and its students as needed and when requested by FACILITY, determined pursuant to the provisions of this Agreement, including paragraphs 3 and 6 and accepted by MST. Should periodic adjustments in scheduling be necessary, the Licensed Therapist or Certified Therapy Assistant will adjust the schedule to fulfill the requirements hereunder. MST shall begin to provide and deliver said Services to FACILITY and its students commencing the beginning of the 2024-2025 school year calendar.
3. The type, length, duration and frequency of treatment necessary for a student shall be determined by a multidisciplinary team which shall include a Licensed Therapist (or, if a Licensed Therapist is not available and the FACILITY so chooses, a Certified Therapy Assistant who will present a report prepared by the Licensed Therapist).

4. MST and any Licensed Therapist or Certified Therapy Assistant providing Services hereunder shall abide by the currently approved methods, practices, and standards of the profession, abide by the applicable provisions of the respective discipline specific Illinois Therapy Acts, and by any reasonable and lawful rules or regulations established by FACILITY of which MST is notified in writing by FACILITY as being applicable to MST and its Therapists.
5. FACILITY shall provide and make available to MST sufficient treatment space and equipment at FACILITY'S places of business which will enable MST to provide competent and adequate Services. FACILITY agrees to provide equipment including, but not limited to, mats, balls, foam rolls, workbooks, therapeutic games, testing kits, and any other specific FACILITY based activities where treatment requiring such equipment is to be delivered. All such equipment is to be in adequate condition for use by the Licensed Therapist or Certified Therapy Assistant in providing the Services. Access to school internet and a computer will be provided by FACILITY for required documentation. In the event that a student needs specific equipment particularly associated with his/her condition on a recurrent, long term, or permanent basis, MST shall not be obligated to purchase said equipment but shall recommend the purchase of such equipment by the FACILITY, if it is necessary to implement the program. Any equipment purchased by the FACILITY under this provision shall remain the property of the FACILITY upon MST termination of Services. MST shall not be obligated to purchase said equipment.
6. The following procedures shall be followed for referral of students by FACILITY for evaluation or Therapy: referral and signed parental consent (state mandated form) given to Licensed Therapist or Certified Therapy Assistant from MST; MST schedules evaluation/treatment at child's school or established district center set up for treatment. Collection of Physician prescriptions for ongoing Therapy is the responsibility of FACILITY, and FACILITY is to have a copy delivered to MST within one (1) week of receipt.
7. FACILITY shall reimburse and pay to MST the regular rates set forth below for Services described herein, including reasonable time for related note-writing, progress notes, screen and evaluation administration, scoring, and write-up, letters of medical necessity, set-up, clean-up, travel to and from schools, and/or planning, which MST provides to FACILITY and its students:

Physical Therapy: \$89.50 per hour
Occupational Therapy: \$89.50 per hour
Speech Language Therapy: \$99.50 per hour
ABA Therapy - BCBA: \$89.50 per hour
ABA Therapy - RBT: \$79.00 per hour

If the signed contract is returned after May 31, 2024, the rates to MST will be modified as follows:

Physical Therapy: \$92.50 per hour
Occupational Therapy: \$92.50 per hour
Speech Language Therapy: \$102.50 per hour
ABA Therapy - BCBA: \$92.50 per hour
ABA Therapy - RBT: \$82.00 per hour

8. MST shall be responsible for submitting invoices and bills to FACILITY which provides payment or reimbursement for Services rendered by MST to FACILITY and its students. Amounts due MST hereunder shall be billed directly to the FACILITY with payment due no later than forty-five (45) days from the date of the invoice. Patient revenues and collections from payor are the FACILITY'S responsibility and the absence of receipt of them shall not be grounds for non-payment to MST. Interest on invoice amounts not paid within the 45-day period identified above shall be lesser the rate of 16% per annum compounded monthly, or the maximum allowed by law. Any disputed charges on invoicing for Services must be handled within the 45 day window from submission. Any disputes beyond that window will not be considered valid and the expectation will be payment of MST invoice in full.
9. Should FACILITY fail or refuse, for any reason, to pay and make reimbursement to MST for Services rendered by MST to FACILITY and its students in the amounts, manner and at the times described herein, and should said failure or refusal continue for ten (10) days after FACILITY receives written notice from MST of the non-payment, then this Agreement shall, at MST sole option and election, be terminated and MST shall have no further or additional responsibility to FACILITY and its students to provide Services hereunder. MST'S election to terminate pursuant to this paragraph shall in no way impair MST right to claim against FACILITY for any balances previously due and owing nor shall it impair MST'S right to claim against FACILITY for any damages suffered as a result of FACILITY'S breach of this Agreement.
10. MST expressly represents and warrants to FACILITY that MST is an independent contractor and that all Licensed Therapists, Certified Therapy Assistants, CFY Candidates, and Student Interns providing Services hereunder are its employees or interns who shall be delivering services in their professional capacities independent of any direction of FACILITY. With respect to its employees, MST will comply with all applicable local, state and federal employment-related rules, regulations and laws.
11. MST agrees to maintain the following insurance covering its activities, and the activities of any service provider assigned to FACILITY by MST, performed pursuant to this Agreement: (1) Comprehensive General Liability insurance from an entity acceptable to the FACILITY, in an amount not less than Three Million Dollars (\$3,000,000) in aggregate and One Million Dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage; (2) malpractice/professional liability insurance from an entity acceptable to the FACILITY, in an amount not less than Three Million Dollars (\$3,000,000) in aggregate and One Million Dollars (\$1,000,000) per occurrence

combined single limit for bodily injury and property damage. Said insurance policies shall name FACILITY as additional insured upon request, and shall be endorsed to provide for written notification to FACILITY by the insurer not less than 30 days prior to cancellation, expiration or material change in insurance coverage. MST shall provide FACILITY with Certificates of Insurance upon execution of this Agreement.

12. MST shall maintain during the term of this Agreement required worker's compensation, in accordance with applicable statutory requirements, for all personnel providing Services to FACILITY that are employees of MST. Upon request, FACILITY will provide MST with a written report for any work-related injury or incident involving injury to an MST employee.
13. Subject to student records confidentiality requirements, any incident involving incompetence, negligence or misconduct jeopardizing student safety and welfare will be reported to MST for investigation, if appropriate, and appropriate personnel action. Subject to student records confidentiality requirements, any incident involving incompetence, negligence or misconduct jeopardizing Licensed Therapist and Certified Therapy Assistant safety and welfare will be reported to MST for investigation, if appropriate, with appropriate action to follow.
14. FACILITY will promptly notify MST of any complaint or concern regarding Services rendered pursuant to this Agreement.
15. FACILITY is responsible for providing and/or coordinating orientation and system training for all Licensed Therapists and Certified Therapy Assistants new to the FACILITY or when new systems are implemented for existing staff.
16. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois. The parties hereby irrevocably consent and submit to the jurisdiction in the Courts of the State of Illinois for any legal proceedings arising out of any breach of this Agreement. In the event that either party to this Agreement is required to utilize the courts to secure the benefits or protections in this Agreement, the substantially prevailing party in any such proceeding shall be entitled to recover from the other party the reasonable costs incurred, including, but without limitation, reasonable attorney fees.
17. This Agreement may be executed simultaneously in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
18. All notices, requests, demands and other communications shall be deemed to have been duly given if hand delivered or mailed, first class postage prepaid, (a) to the FACILITY at that address of FACILITY'S place of business or at such address as FACILITY may have furnished to MST in writing, (b) to MST at the address of MST'S place of business or at such address as MST may have furnished to FACILITY in writing.
19. FACILITY and MST hereby agree that the terms and conditions set forth throughout this Agreement are an integral part of this Agreement. FACILITY states it has read and

understands its entirety, and that no other representations, oral statements, inducements, or promises not written herein shall be of no force or effect. This Agreement supersedes all previous agreements and is hereby acknowledged and accepted by signature.

20. Subject to the restrictions of applicable law, except with the prior written consent of MST, FACILITY agrees not to offer employment to, nor to employ, contract with, or otherwise utilize in any way the professional services of any employee or independent contractor of MST who renders Services on behalf of MST to FACILITY or its students pursuant to this Agreement, during the term of this Agreement and for a two (2) year period after termination of this Agreement. If FACILITY violates this section of the contract, a flat fee of \$50,000.00 will be paid to MST by FACILITY as a finder's fee within thirty (30) days of any such person providing Service to the FACILITY or its students.
21. MST shall defend, indemnify and hold harmless the FACILITY and its Board of Education, Board members, officers, administrators, employees, agents, successors and assigns, from and against any and all claims, liabilities, losses, damages, costs or expenses of any kind (including attorneys' fees) arising out of or relating to MST's performance under this Agreement and/or the Services provided by or through MST pursuant to this Agreement.
22. FACILITY shall defend, indemnify and hold harmless MST and its Board members, officers, administrators, employees, agents, successors and assigns, from and against any and all claims, liabilities, losses, damages, costs or expenses of any kind (including attorneys' fees) arising out of or relating to FACILITY's performance under this Agreement.
23. Subject to the provisions of any applicable confidentiality-related rule, law or regulation, the term of this Agreement and for five (5) years following termination of this Agreement, the FACILITY and its authorized agents, during regular business hours and upon reasonable notice and demand, shall have access to all information and records relating to Services rendered by or through MST pursuant to this Agreement.
24. MST understands and agrees that student record information (including academic information and medical information) is confidential. Neither MST nor its service providers will redisclose said information except as permitted by law.
25. For each individual to perform Services for the FACILITY, MST, at its expense, shall ensure compliance with the requirements relating to fingerprint-based criminal history records checks and checks of the Statewide Sex Offender Database, in accordance with Section 10-21.9 of the Illinois School Code. Current checks must be conducted, and written results must be provided to the FACILITY, before the individual may perform Services for the FACILITY. The FACILITY reserves the right to decline a service provider, if the FACILITY determines that the results of the check are unsatisfactory.
26. The provisions of Exhibit A, as amended from time to time, are incorporated into this Agreement.

FACILITY:

MILESTONE THERAPY, LLC:

By: _____

Print: _____

Title: _____

Date: _____

By: 

Print Lesli Letke, OTR/L

Title: Director of School Services

Date: 04-01-2024

MILESTONE THERAPY, LLC.

Addendum to Agreement #: D128.11

ADDENDUM

This Addendum (“Addendum”) is made a part of the Agreement for Therapy Staffing Services between Milestone Therapy, LLC (MST), an Illinois limited liability company with its principal place of business 2906 Highway Ave, Highland IN 46322, and the following School District (“FACILITY”):

District #128
Palos Heights
12809 S. McVickers Ave.
Palos Heights, IL 60463

1. **THERAPY SERVICES:** Therapy coverage will entail the following, as requested by the FACILITY, for certain students requiring Physical and Occupational Therapy services during the 2024-2025 school year:

Direct Physical and Occupational Therapy services, including appropriate supervision of Physical and/or Occupational Therapy Assistants;

Record-keeping and reporting, including documentation of services provided and students’ progress towards goals;

Screening and Evaluation of students by Physical and Occupational Therapist, and preparation of evaluation reports;

Attendance at IEP meetings by Physical and Occupational Therapist or Physical and/or Occupational Therapist Assistant;

Medicaid billing as a third-party biller;

Other services as are reasonably requested by the FACILITY and agreed to by MST.

2. **DATES AND TIMES:** Services will be provided on the following days and times based on student’s needs: Weekdays between 8:00 am and 5:00 pm except for school holidays and the following days: Christmas Day through New Year’s Day, Memorial Day, July 4th, Thanksgiving Day and the Friday following Thanksgiving. Once student caseload is established, services will be provided by MST on an exclusive basis only.

In the event that any terms of this Addendum conflict with any terms of the Agreement, the terms of this Addendum will control.

FACILITY:

By: _____
Print: _____
Title: _____
Date: _____

Milestone Therapy LLC.


By: 
Print: Lesli Letke, OTR/L
Title: Director of School Services
Date: 04-01-2024

EXHIBIT A

- Licensed Therapist and Certified Therapy Assistant individually and together (“Therapist”) will be paid for attendance at parent teacher conferences (up until end of their work day), Institute Days and Inservice Days.
- It is expected that Therapists will work a full day (7 hours) during E-Learning days.
- Facility to provide and reimburse time for district/state required safety training to MST staff, to align with mandatory training required of Facility staff (active shooter, fire safety, etc.)
- Keys to therapy rooms will be provided when necessary to provide Therapist and student safety in an active shooter situation.
- Facility will provide printer access for Therapists.
- Facility will provide School IDs for Therapists.
- For cause only, Facility may request that a Therapist be removed from this Agreement. MST will remove the Therapist and replace him/her with another Therapist as expeditiously as is reasonably possible.

The Monthly Report

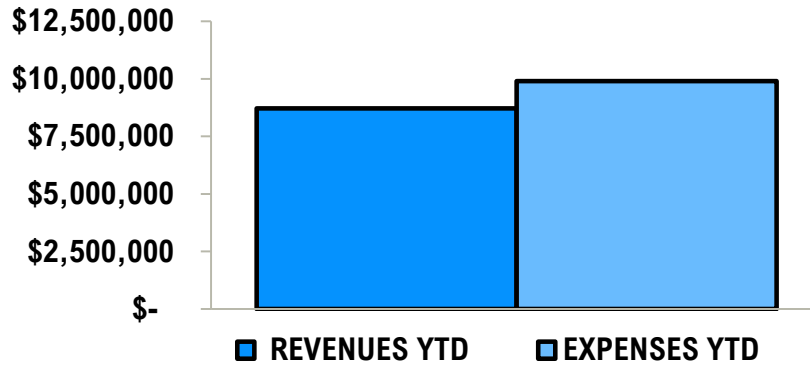
Palos Heights School District 128

February 2024



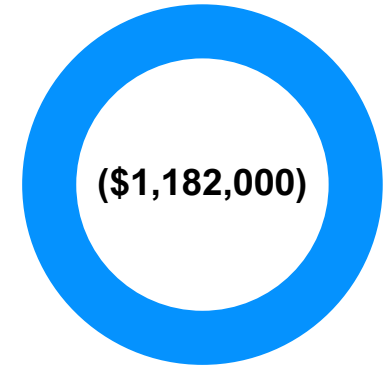
Executive Summary - February 2024

(Figures rounded to the nearest thousand)



BEGINNING BALANCE	\$9,047,000
TOTAL REVENUES - YTD	\$8,721,000
TOTAL EXPENSES - YTD	\$9,903,000
ENDING BALANCE	\$9,865,000

**YTD SURPLUS/DEFICIT
ALL FUNDS**



Fiscal Year Activity

FUND	BEGINNING BALANCE	REVENUES YTD	EXPENSES YTD	TRANSFERS/ OTHER	ENDING BALANCES
Education	\$ 4,689,000	\$ 6,761,000	\$ 6,045,000	-	\$ 5,405,000
Operations and Maintenance	708,000	603,000	667,000	-	644,000
Bond and Interest	862,000	788,000	1,085,000	-	565,000
Transportation	377,000	334,000	279,000	-	432,000
IMRF/SS	189,000	229,000	224,000	-	194,000
Capital Projects	2,011,000	5,000	1,594,000	-	422,000
Working Cash	197,000	1,000	-	2,000,000	2,198,000
Tort Immunity	5,000	-	-	-	5,000
Health/Life Safety	9,000	-	9,000	-	-
Total All Funds	\$ 9,047,000	\$ 8,721,000	\$ 9,903,000	\$ 2,000,000	\$ 9,865,000
Total Operating Funds	\$ 5,971,000	\$ 7,699,000	\$ 6,991,000	\$ 2,000,000	\$ 8,679,000

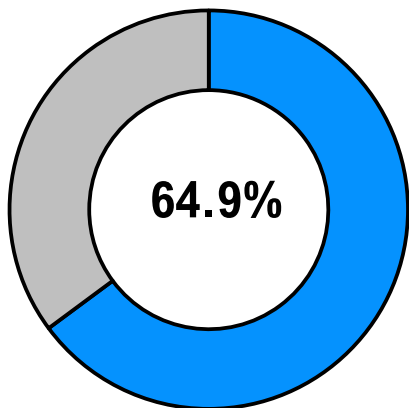
**YTD SURPLUS/DEFICIT
OPERATING FUNDS**



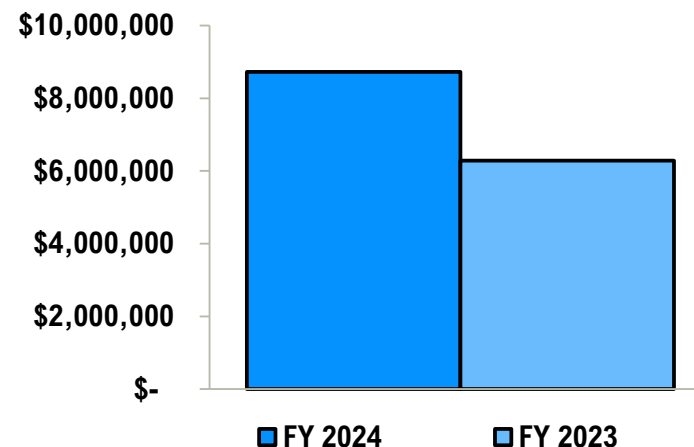
Per ISBE, the four operating funds of a school district are the Educational, Operations & Maintenance, Transportation and Working Cash Funds. These are the primary funds used by ISBE to assess a school district's financial strength.

Revenue Report (All Funds Summary) - February 2024

% OF BUDGETED REVENUES RECEIVED YTD



TOTAL MONTHLY REVENUES
\$1,746,000
TOTAL REVENUES - YTD
\$8,721,000
TOTAL BUDGETED REVENUES
\$13,447,000



February 2024 Revenues (Current Year)

SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Real Estate Taxes	\$ 1,648,000	\$ 6,783,000	\$ 10,848,000	62.5%
Other Local Sources	-	260,000	845,000	30.8%
Evidenced Based Funding	56,000	393,000	617,000	63.7%
Other State Sources	-	569,000	264,000	215.5%
Federal Sources	42,000	716,000	873,000	82.0%
Total	\$ 1,746,000	\$ 8,721,000	\$ 13,447,000	64.9%

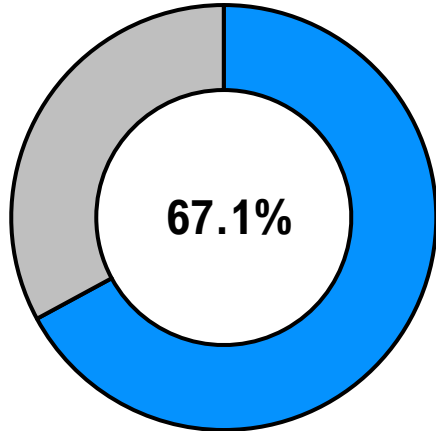
February 2023 Revenues (Prior Year)

SOURCE	MONTH	YTD
Real Estate Taxes	\$ 44,000	\$ 4,636,000
Other Local Sources	27,000	423,000
Evidenced Based Funding	56,000	393,000
Other State Sources	-	175,000
Federal Sources	29,000	654,000
Total	\$ 156,000	\$ 6,281,000

February 2024 YTD VS. February 2023 YTD
+\$2,440,000

Expenditure Report (All Funds Summary) - February 2024

% OF BUDGETED EXPENDITURES PAID YTD



TOTAL MONTHLY EXPENSES

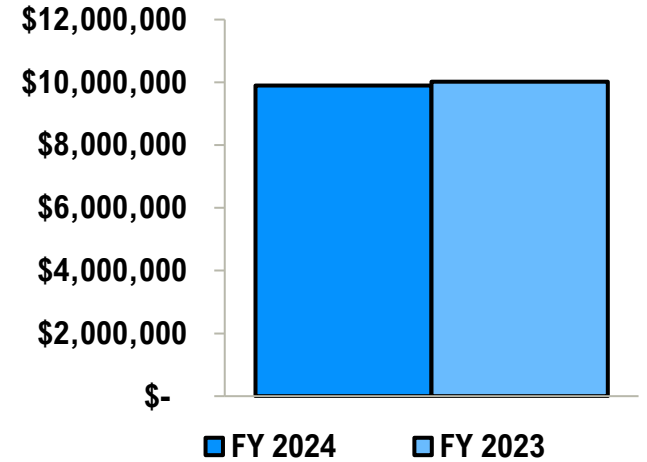
\$924,000

TOTAL EXPENSES - YTD

\$9,903,000

TOTAL BUDGETED EXPENSES

\$14,759,000



February 2024 Expenditures (Current Year)

SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Salaries	\$ 577,000	\$ 4,253,000	\$ 7,458,000	57.0%
Employee Benefits	144,000	1,085,000	1,923,000	56.4%
Purchased Services	95,000	1,017,000	1,551,000	65.6%
Supplies and Materials	46,000	316,000	661,000	47.8%
Capital Outlay	25,000	1,681,000	1,332,000	126.2%
Tuition and Other	36,000	453,000	599,000	75.6%
Non-Capitalized Equip	1,000	13,000	60,000	21.7%
Debt Payments	-	1,085,000	1,175,000	92.3%
Total	\$ 924,000	\$ 9,903,000	\$ 14,759,000	67.1%

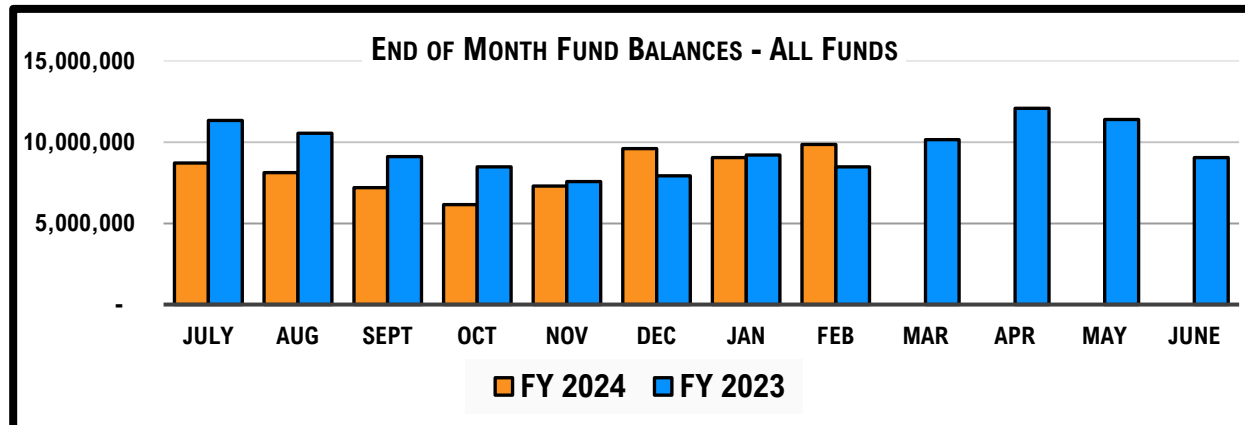
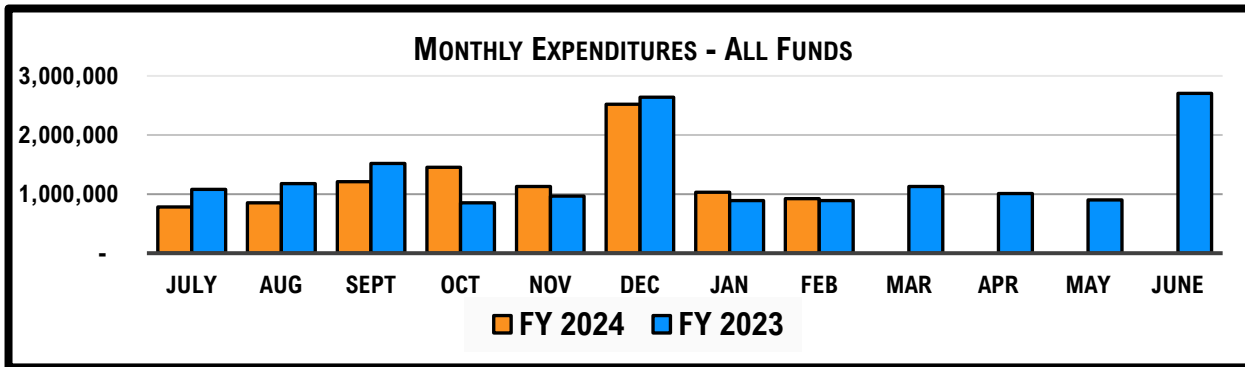
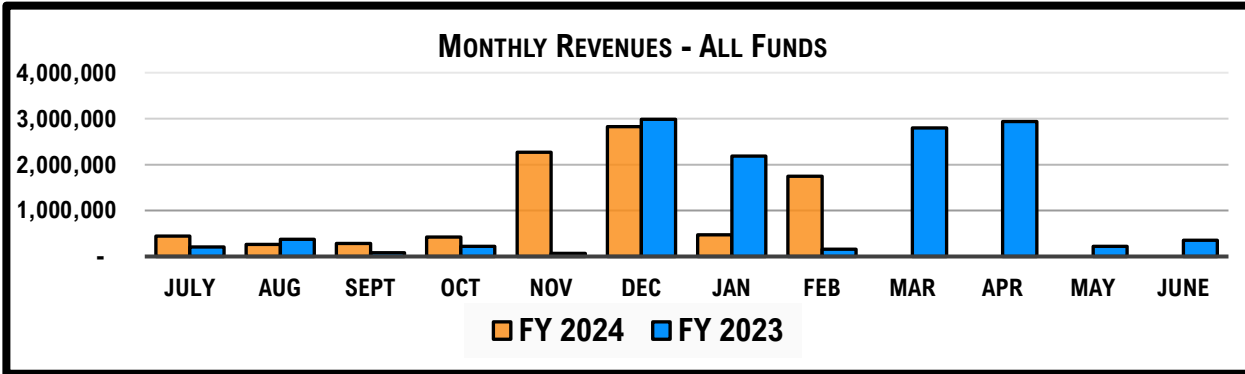
February 2023 Expenditures (Prior Year)

SOURCE	MONTH	YTD
Salaries	\$ 547,000	\$ 3,979,000
Employee Benefits	134,000	1,056,000
Purchased Services	76,000	1,129,000
Supplies and Materials	32,000	345,000
Capital Outlay	71,000	2,005,000
Tuition and Other	30,000	303,000
Non-Capitalized Equip	-	136,000
Debt Payments	-	1,064,000
Total	\$ 890,000	\$ 10,017,000

February 2024 YTD VS. February 2023 YTD

-\$114,000

Cash Flow Report - February 2024



CURRENT FISCAL YEAR (2024)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	9,047,000	443,000	782,000	8,708,000
AUG	8,708,000	261,000	851,000	8,118,000
SEPT	8,118,000	282,000	1,211,000	7,189,000
OCT	7,189,000	424,000	1,455,000	6,158,000
NOV	6,158,000	2,269,000	1,127,000	7,300,000
DEC	7,300,000	2,825,000	2,523,000	9,602,000
JAN	9,602,000	471,000	1,030,000	9,043,000
FEB	9,043,000	1,746,000	924,000	9,865,000
MAR				
APR				
MAY				
JUNE				

PRIOR FISCAL YEAR (2023)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	12,216,000	206,000	1,081,000	11,341,000
AUG	11,341,000	376,000	1,176,000	10,541,000
SEPT	10,541,000	84,000	1,521,000	9,104,000
OCT	9,104,000	222,000	855,000	8,471,000
NOV	8,471,000	71,000	968,000	7,574,000
DEC	7,574,000	2,984,000	2,638,000	7,920,000
JAN	7,920,000	2,182,000	888,000	9,214,000
FEB	9,214,000	156,000	890,000	8,480,000
MAR	8,480,000	2,799,000	1,131,000	10,148,000
APR	10,148,000	2,939,000	1,009,000	12,078,000
MAY	12,078,000	221,000	900,000	11,399,000
JUNE	11,399,000	354,000	2,705,000	9,048,000

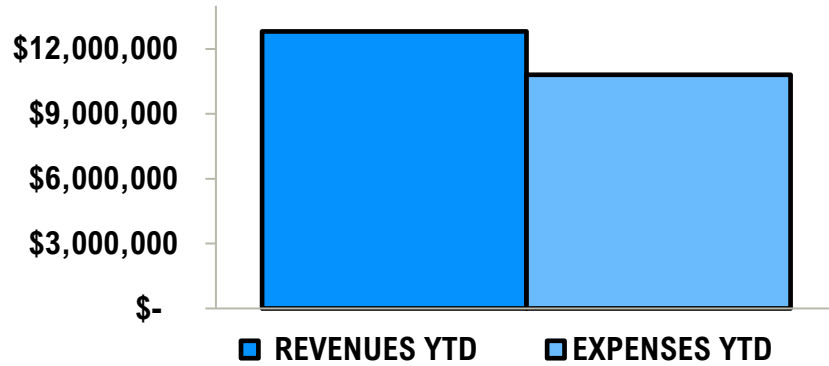
The Monthly Report

Palos Heights School District 128

March 2024

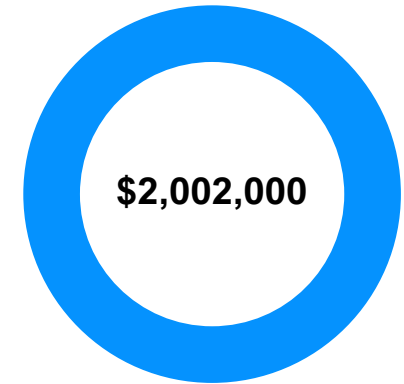


Executive Summary - March 2024 (Figures rounded to the nearest thousand)



BEGINNING BALANCE
\$9,047,000
TOTAL REVENUES - YTD
\$12,807,000
TOTAL EXPENSES - YTD
\$10,805,000
ENDING BALANCE
\$13,049,000

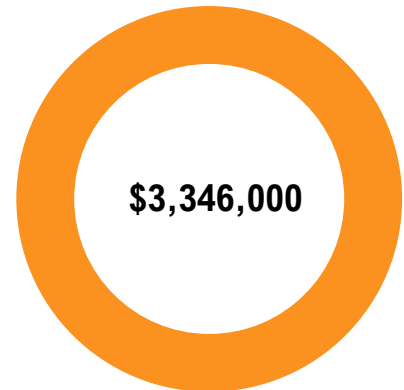
**YTD SURPLUS/DEFICIT
ALL FUNDS**



Fiscal Year Activity

FUND	BEGINNING BALANCE	REVENUES YTD	EXPENSES YTD	TRANSFERS/ OTHER	ENDING BALANCES
Education	\$ 4,689,000	\$ 9,857,000	\$ 6,864,000	-	\$ 7,682,000
Operations and Maintenance	708,000	902,000	713,000	-	897,000
Bond and Interest	862,000	1,235,000	1,085,000	-	1,012,000
Transportation	377,000	443,000	282,000	-	538,000
IMRF/SS	189,000	360,000	258,000	-	291,000
Capital Projects	2,011,000	7,000	1,594,000	-	424,000
Working Cash	197,000	3,000	-	2,000,000	2,200,000
Tort Immunity	5,000	-	-	-	5,000
Health/Life Safety	9,000	-	9,000	-	-
Total All Funds	\$ 9,047,000	\$ 12,807,000	\$ 10,805,000	\$ 2,000,000	\$ 13,049,000
Total Operating Funds	\$ 5,971,000	\$ 11,205,000	\$ 7,859,000	\$ 2,000,000	\$ 11,317,000

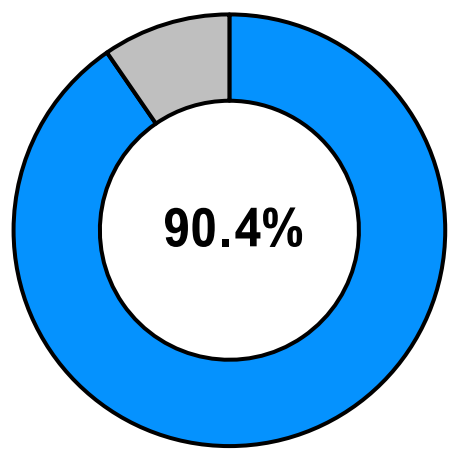
**YTD SURPLUS/DEFICIT
OPERATING FUNDS**



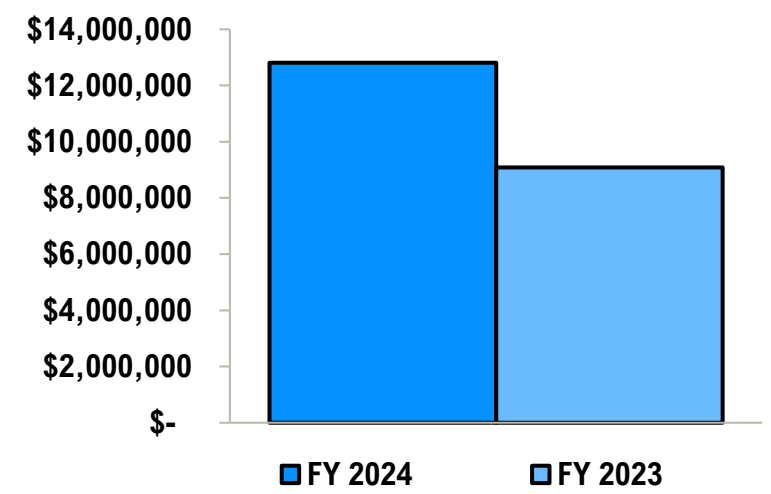
Per ISBE, the four operating funds of a school district are the Educational, Operations & Maintenance, Transportation and Working Cash Funds. These are the primary funds used by ISBE to assess a school district's financial strength.

Revenue Report (All Funds Summary) - March 2024

% OF BUDGETED REVENUES RECEIVED YTD



TOTAL MONTHLY REVENUES
\$4,083,000
TOTAL REVENUES - YTD
\$12,807,000
TOTAL BUDGETED REVENUES
\$14,167,000



March 2024 Revenues (Current Year)

SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Real Estate Taxes	\$ 3,847,000	\$ 10,631,000	\$ 10,829,000	98.2%
Other Local Sources	42,000	305,000	756,000	40.3%
Evidenced Based Funding	57,000	450,000	617,000	72.9%
Other State Sources	85,000	653,000	878,000	74.4%
Federal Sources	52,000	768,000	1,087,000	70.7%
Total	\$ 4,083,000	\$ 12,807,000	\$ 14,167,000	90.4%

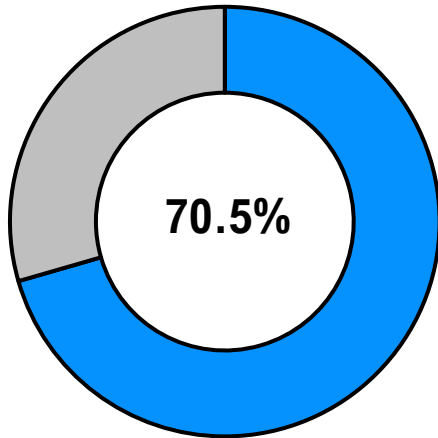
March 2023 Revenues (Prior Year)

SOURCE	MONTH	YTD
Real Estate Taxes	\$ 2,589,000	\$ 7,225,000
Other Local Sources	73,000	497,000
Evidenced Based Funding	57,000	449,000
Other State Sources	-	175,000
Federal Sources	80,000	734,000
Total	\$ 2,799,000	\$ 9,080,000

March 2024 YTD VS. March 2023 YTD
+\$3,727,000

Expenditure Report (All Funds Summary) - March 2024

% OF BUDGETED EXPENDITURES PAID YTD



TOTAL MONTHLY EXPENSES

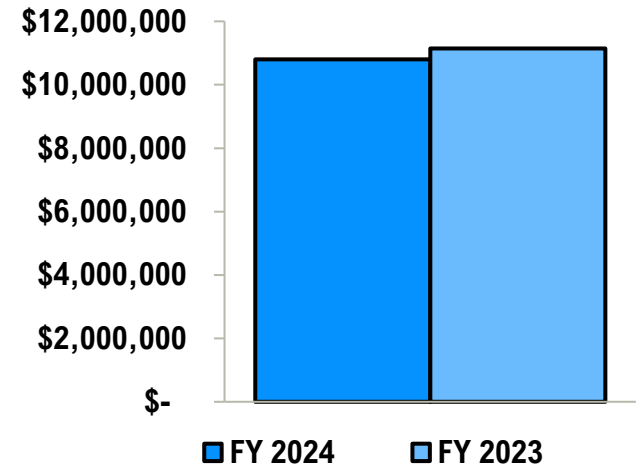
\$904,000

TOTAL EXPENSES - YTD

\$10,805,000

TOTAL BUDGETED EXPENSES

\$15,320,000



March 2024 Expenditures (Current Year)

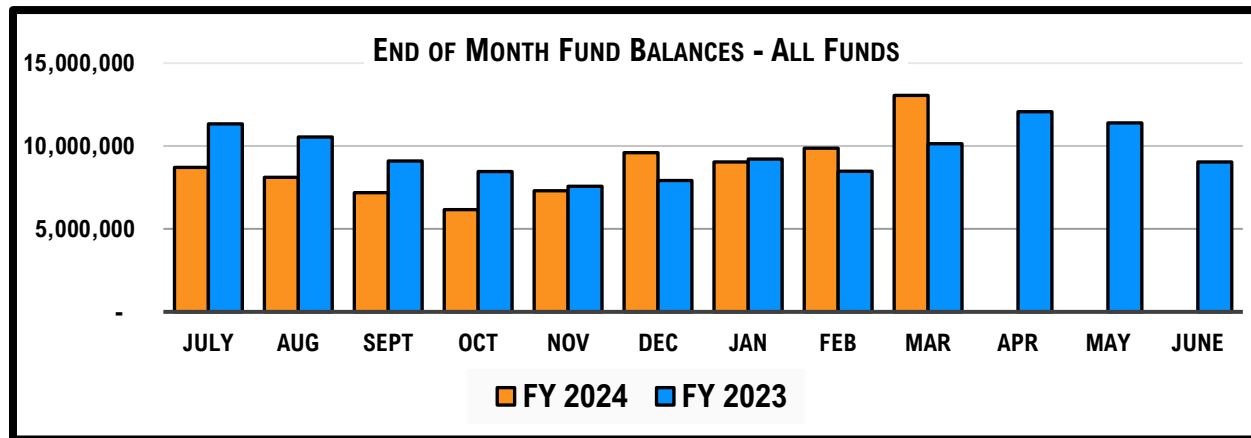
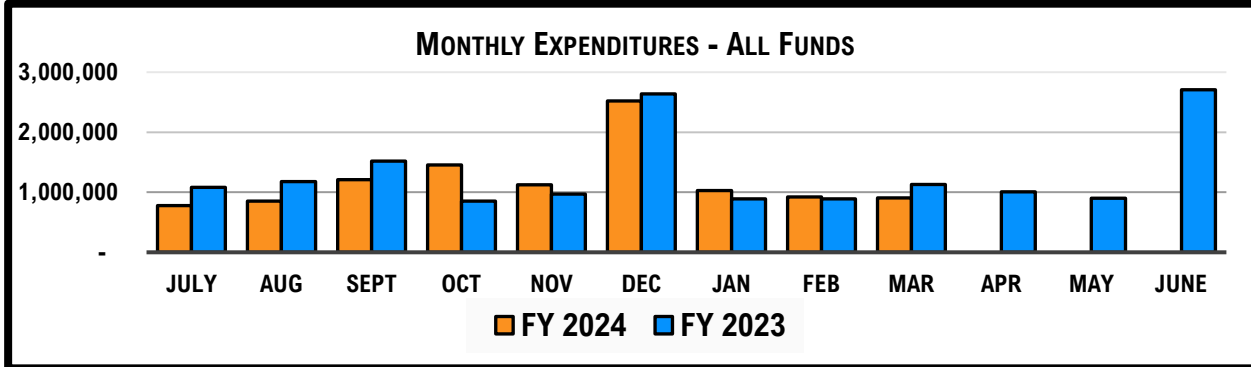
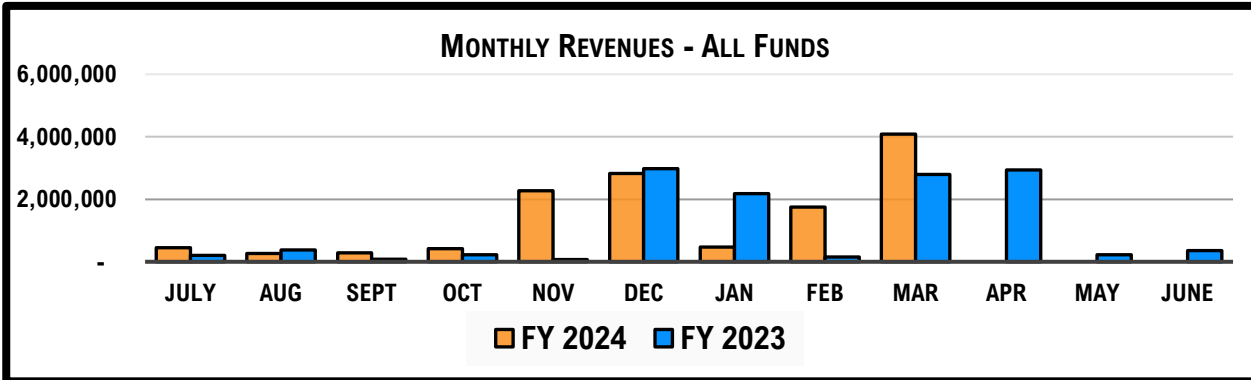
SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Salaries	\$ 589,000	\$ 4,842,000	\$ 7,464,000	64.9%
Employee Benefits	146,000	1,231,000	1,915,000	64.3%
Purchased Services	36,000	1,051,000	1,621,000	64.8%
Supplies and Materials	106,000	422,000	782,000	54.0%
Capital Outlay	2,000	1,683,000	1,738,000	96.8%
Tuition and Other	17,000	470,000	599,000	78.5%
Non-Capitalized Equip	8,000	21,000	26,000	80.8%
Debt Payments	-	1,085,000	1,175,000	92.3%
Total	\$ 904,000	\$ 10,805,000	\$ 15,320,000	70.5%

March 2023 Expenditures (Prior Year)

SOURCE	MONTH	YTD
Salaries	\$ 824,000	\$ 4,807,000
Employee Benefits	201,000	1,256,000
Purchased Services	26,000	1,154,000
Supplies and Materials	23,000	367,000
Capital Outlay	22,000	2,027,000
Tuition and Other	35,000	337,000
Non-Capitalized Equip	-	136,000
Debt Payments	-	1,064,000
Total	\$ 1,131,000	\$ 11,148,000

March 2024 YTD VS. March 2023 YTD
-\$343,000

Cash Flow Report - March 2024



CURRENT FISCAL YEAR (2024)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	9,047,000	446,000	780,000	8,713,000
AUG	8,713,000	261,000	851,000	8,123,000
SEPT	8,123,000	282,000	1,211,000	7,194,000
OCT	7,194,000	424,000	1,455,000	6,163,000
NOV	6,163,000	2,269,000	1,127,000	7,305,000
DEC	7,305,000	2,825,000	2,523,000	9,607,000
JAN	9,607,000	471,000	1,030,000	9,048,000
FEB	9,048,000	1,746,000	924,000	9,870,000
MAR	9,870,000	4,083,000	904,000	13,049,000
APR				
MAY				
JUNE				

PRIOR FISCAL YEAR (2023)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	12,216,000	206,000	1,081,000	11,341,000
AUG	11,341,000	376,000	1,176,000	10,541,000
SEPT	10,541,000	84,000	1,521,000	9,104,000
OCT	9,104,000	222,000	855,000	8,471,000
NOV	8,471,000	71,000	968,000	7,574,000
DEC	7,574,000	2,984,000	2,638,000	7,920,000
JAN	7,920,000	2,182,000	888,000	9,214,000
FEB	9,214,000	156,000	890,000	8,480,000
MAR	8,480,000	2,799,000	1,131,000	10,148,000
APR	10,148,000	2,939,000	1,009,000	12,078,000
MAY	12,078,000	221,000	900,000	11,399,000
JUNE	11,399,000	354,000	2,705,000	9,048,000

Statement of Revenues and Expenses

Palos Heights School District 128

February 2024



Statement of Revenue by Fund

Page 1 of 2

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Collected
Educational Fund						
Local Sources	8,784,000	1,227,000	5,299,000	3,485,000	39.7%	60.3%
State Sources	676,000	(19,000)	746,000	(70,000)	-10.4%	110.4%
Federal Sources	873,000	42,000	716,000	157,000	18.0%	82.0%
Total Education Fund	10,333,000	1,250,000	6,761,000	3,572,000	34.6%	65.4%
Operations and Maintenance Fund						
Local Sources	864,000	128,000	528,000	336,000	38.9%	61.1%
State Sources	75,000	75,000	75,000	-	0.0%	100.0%
Total O&M Fund	939,000	203,000	603,000	336,000	35.8%	64.2%
Debt Service Fund						
Local Sources	1,245,000	191,000	788,000	457,000	36.7%	63.3%
Total Debt Service Fund	1,245,000	191,000	788,000	457,000	36.7%	63.3%
Transportation Fund						
Local Sources	328,000	46,000	193,000	135,000	41.2%	58.8%
State Sources	130,000	-	141,000	(11,000)	-8.5%	108.5%
Total Transportation Fund	458,000	46,000	334,000	124,000	27.1%	72.9%
IMRF/SS Fund						
Local Sources	379,000	56,000	229,000	150,000	39.6%	60.4%
Total IMRF/SS Fund	379,000	56,000	229,000	150,000	39.6%	60.4%
Capital Projects Fund						
Local Sources	50,000	-	5,000	45,000	90.0%	10.0%
Total Capital Projects Fund	50,000	-	5,000	45,000	90.0%	10.0%
Working Cash Fund						
Local Sources	41,000	-	1,000	40,000	97.6%	2.4%
Total Working Cash Fund	41,000	-	1,000	40,000	97.6%	2.4%
Fire Prevention & Safety Fund						
Local Sources	2,000	-	-	2,000	100.0%	0.0%
Total Fire Prev. & Safety Fund	2,000	-	-	2,000	100.0%	0.0%
GRAND TOTAL - ALL FUNDS	13,447,000	1,746,000	8,721,000	4,726,000	35.1%	64.9%

Statement of Expenditure by Fund

Educational Fund	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Utilized
Salaries	7,090,000	548,000	4,009,000	3,081,000	43.5%	56.5%
Employee Benefits	1,439,000	108,000	801,000	638,000	44.3%	55.7%
Purchased Services	742,000	62,000	558,000	184,000	24.8%	75.2%
Supplies and Materials	435,000	32,000	188,000	247,000	56.8%	43.2%
Capital Outlay	36,000	10,000	23,000	13,000	36.1%	63.9%
Other Objects	599,000	36,000	453,000	146,000	24.4%	75.6%
Non-Capitalized Equipment	55,000	1,000	13,000	42,000	76.4%	23.6%
Total Education Fund	10,396,000	797,000	6,045,000	4,351,000	41.9%	58.1%

Operations and Maintenance Fund

Salaries	346,000	26,000	230,000	116,000	33.5%	66.5%
Employee Benefits	83,000	7,000	58,000	25,000	30.1%	69.9%
Purchased Services	122,000	3,000	157,000	(35,000)	-28.7%	128.7%
Supplies and Materials	226,000	15,000	128,000	98,000	43.4%	56.6%
Capital Outlay	134,000	15,000	94,000	40,000	29.9%	70.1%
Non-Capitalized Equipment	5,000	-	1,000	4,000	80.0%	20.0%
Total O&M Fund	916,000	66,000	668,000	248,000	27.1%	72.9%

Debt Service Fund

Other Objects	1,175,000	-	1,085,000	90,000	7.7%	92.3%
Total Debt Service Fund	1,175,000	-	1,085,000	90,000	7.7%	92.3%

Transportation Fund

Salaries	24,000	2,000	15,000	9,000	37.5%	62.5%
Employee Benefits	1,000	-	1,000	-	0.0%	100.0%
Purchased Services	586,000	29,000	262,000	324,000	55.3%	44.7%
Total Transportation Fund	611,000	31,000	278,000	333,000	54.5%	45.5%

IMRF/SS Fund

Employee Benefits	399,000	29,000	224,000	175,000	43.9%	56.1%
Total IMRF/SS Fund	399,000	29,000	224,000	175,000	43.9%	56.1%

Capital Projects Fund

Purchased Services	100,000	1,000	39,000	61,000	61.0%	39.0%
Capital Outlay	1,162,000	-	1,555,000	(393,000)	-33.8%	133.8%
Total Capital Projects Fund	1,262,000	1,000	1,594,000	(332,000)	-26.3%	126.3%

Life Safety Fund

Capital Outlay	-	-	9,000	(9,000)	N/A	N/A
Total Life Safety Fund	-	-	9,000	(9,000)	N/A	N/A

GRAND TOTAL - ALL FUNDS	14,759,000	924,000	9,903,000	4,856,000	32.9%	67.1%
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Statement of Revenues and Expenses

Palos Heights School District 128

March 2024



Statement of Revenue by Fund

Page 1 of 2

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Collected
Educational Fund						
Local Sources	8,710,000	2,901,000	8,201,000	509,000	5.8%	94.2%
State Sources	1,191,000	141,000	887,000	304,000	25.5%	74.5%
Federal Sources	1,087,000	52,000	768,000	319,000	29.3%	70.7%
Total Education Fund	10,988,000	3,094,000	9,856,000	1,132,000	10.3%	89.7%
Operations and Maintenance Fund						
Local Sources	864,000	299,000	827,000	37,000	4.3%	95.7%
State Sources	113,000	-	75,000	38,000	33.6%	66.4%
Total O&M Fund	977,000	299,000	902,000	75,000	7.7%	92.3%
Debt Service Fund						
Local Sources	1,245,000	447,000	1,235,000	10,000	0.8%	99.2%
Total Debt Service Fund	1,245,000	447,000	1,235,000	10,000	0.8%	99.2%
Transportation Fund						
Local Sources	329,000	109,000	303,000	26,000	7.9%	92.1%
State Sources	192,000	-	141,000	51,000	26.6%	73.4%
Total Transportation Fund	521,000	109,000	444,000	77,000	14.8%	85.2%
IMRF/SS Fund						
Local Sources	379,000	130,000	360,000	19,000	5.0%	95.0%
Total IMRF/SS Fund	379,000	130,000	360,000	19,000	5.0%	95.0%
Capital Projects Fund						
Local Sources	50,000	2,000	7,000	43,000	86.0%	14.0%
Total Capital Projects Fund	50,000	2,000	7,000	43,000	86.0%	14.0%
Working Cash Fund						
Local Sources	5,000	2,000	3,000	2,000	40.0%	60.0%
Total Working Cash Fund	5,000	2,000	3,000	2,000	40.0%	60.0%
Fire Prevention & Safety Fund						
Local Sources	2,000	-	-	2,000	100.0%	0.0%
Total Fire Prev. & Safety Fund	2,000	-	-	2,000	100.0%	0.0%
GRAND TOTAL - ALL FUNDS	14,167,000	4,083,000	12,807,000	1,360,000	9.6%	90.4%

Statement of Expenditure by Fund

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Utilized
Educational Fund						
Salaries	7,083,000	561,000	4,570,000	2,513,000	35.5%	64.5%
Employee Benefits	1,434,000	109,000	910,000	524,000	36.5%	63.5%
Purchased Services	828,000	28,000	586,000	242,000	29.2%	70.8%
Supplies and Materials	571,000	97,000	285,000	286,000	50.1%	49.9%
Capital Outlay	36,000	2,000	25,000	11,000	30.6%	69.4%
Other Objects	599,000	17,000	469,000	130,000	21.7%	78.3%
Non-Capitalized Equipment	21,000	8,000	20,000	1,000	4.8%	95.2%
Total Education Fund	10,572,000	822,000	6,865,000	3,707,000	35.1%	64.9%

Operations and Maintenance Fund

Salaries	357,000	28,000	258,000	99,000	27.7%	72.3%
Employee Benefits	84,000	2,000	61,000	23,000	27.4%	72.6%
Purchased Services	142,000	6,000	163,000	(21,000)	-14.8%	114.8%
Supplies and Materials	211,000	9,000	136,000	75,000	35.5%	64.5%
Capital Outlay	138,000	-	94,000	44,000	31.9%	68.1%
Non-Capitalized Equipment	5,000	-	1,000	4,000	80.0%	20.0%
Total O&M Fund	937,000	45,000	713,000	224,000	23.9%	76.1%

Debt Service Fund

Other Objects	1,175,000	-	1,085,000	90,000	7.7%	92.3%
Total Debt Service Fund	1,175,000	-	1,085,000	90,000	7.7%	92.3%

Transportation Fund

Salaries	24,000	2,000	17,000	7,000	29.2%	70.8%
Employee Benefits	1,000	-	1,000	-	0.0%	100.0%
Purchased Services	586,000	1,000	263,000	323,000	55.1%	44.9%
Total Transportation Fund	611,000	3,000	281,000	330,000	54.0%	46.0%

IMRF/SS Fund

Employee Benefits	396,000	34,000	258,000	138,000	34.8%	65.2%
Total IMRF/SS Fund	396,000	34,000	258,000	138,000	34.8%	65.2%

Capital Projects Fund

Purchased Services	65,000	-	39,000	26,000	40.0%	60.0%
Capital Outlay	1,555,000	-	1,555,000	-	0.0%	100.0%
Total Capital Projects Fund	1,620,000	-	1,594,000	26,000	1.6%	98.4%

Life Safety Fund

Capital Outlay	9,000	-	9,000	-	0.0%	100.0%
Total Life Safety Fund	9,000	-	9,000	-	0.0%	100.0%

GRAND TOTAL - ALL FUNDS	15,320,000	904,000	10,805,000	4,515,000	29.5%	70.5%
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Laura Kriha <lkriha@palos128.org>

Fwd: FOIA request response

1 message

Kim Anoman <kanoman@palos128.org>
To: Laura Kriha <lkriha@palos128.org>

Mon, Mar 11, 2024 at 12:52 PM

Here is a FOIA request along with the reply for the April board packet.

Kim Anoman
Business Manager
Palos Heights School District #128
708-597-9040

----- Forwarded message -----

From: **Kim Anoman** <kanoman@palos128.org>
Date: Mon, Mar 11, 2024 at 12:52 PM
Subject: FOIA request response
To: Sheri Reid <sreid@smartprocure.com>

Sheri,

Per your request below, I have uploaded the requested documents to the link that was provided. If you need any additional information, please let me know.

From: **Sheri Reid** <sreid@smartprocure.com>
Date: Mon, Mar 11, 2024 at 8:01 AM
Subject: SmartProcure FOIA Request to Palos Heights School District #128 For PO/Vendor Information
To: mbrownlow@palos128.org <mbrownlow@palos128.org>

Dear Merryl Brownlow or Custodian of Public Records,

SmartProcure is submitting a commercial FOIA request to the Palos Heights School District #128 for any and all purchasing records from 12/15/2023 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

If you would like to let me know what type of financial software you use, I may have report samples that help to determine how, or if, you are able to respond.

As an added security and privacy measure, there will be a unique upload link for any new requests moving forward, including this one. We appreciate your assistance towards this request. You may also attach the information to this email.

<https://upload.smartprocure.com/?id=c2RqPWEyYlZQMDAwMDAwM2JxVlIBUSZzdD1JTCZvcmc9UGFsb3NlZWlnaHRzU2Nob29sRGlzdHJpY3QxMjgmb2lkPTEwMTAwOA%3D%3D>

If this request was misrouted, please forward to the correct contact person and reply to this communication with the appropriate contact information.

If you have any questions, please feel free to respond to this email or I can be reached at the phone number below in my signature.

Regards,

Sheri Reid
Data Acquisition Specialist
SmartProcure
Direct: (561) 609-6759
Email: sreid@smartprocure.com

Kim Anoman
Business Manager
Palos Heights School District #128
708-597-9040



Laura Kriha <lkriha@palos128.org>

Fwd: SmartProcure, Confirmation of Receipt for Recent Records

1 message

Merryl Brownlow <mbrownlow@palos128.org>
To: Kim Anoman <kanoman@palos128.org>, Laura Kriha <lkriha@palos128.org>

Mon, Mar 11, 2024 at 3:45 PM

Merryl Brownlow, Ed.D.
Superintendent
Palos Heights School District 128
[12809 S McVickers Ave.](#)
[Palos Heights, IL 60643](#)
(708) 597-9040

Sent from Gmail Mobile...please excuse any typos.

----- Forwarded message -----

From: **Sheri Reid** <sreid@smartprocure.com>
Date: Mon, Mar 11, 2024 at 3:16 PM
Subject: SmartProcure, Confirmation of Receipt for Recent Records
To: mbrownlow@palos128.org <mbrownlow@palos128.org>

Dear Merryl Brownlow,

Thank you for your response.

This email serves as confirmation that we have received records from Palos Heights School District #128. We greatly appreciate your efforts to address our request.

Should we have further questions regarding the file(s) provided, we will be in contact with you soon.

Again, thank you for your assistance.

Best Regards,

Sheri Reid

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Sheri Reid
Data Acquisition Specialist
SmartProcure
Direct: (561) 609-6759 | Support: 954-420-9900
Email: sreid@smartprocure.com | <https://smartprocure.us/>
5000 T-Rex Ave, Suite 200, Boca Raton, FL 33431

PALOS SCHOOL DISTRICT 128
ENROLLMENT UPDATE
as of April 12, 2023

Grade Level	Enrollment as of 4/12/2024	Enrollment as of 1/18/2024
Preschool	89	85
Kindergarten	80	79
Indian Hill Total	169	164
1st Grade	69	69
2nd Grade	83	81
3rd Grade	92	92
Chippewa Total	244	242
4th Grade	76	77
5th Grade	90	90
Navajo Total	166	167
6th Grade	69	69
7th Grade	73	72
8th Grade	60	60
Independence Jr High Total	202	201
TOTAL ENROLMENT	781	774