

# Regular Meeting of the Board of Education

Wednesday, August 14, 2024 6:00 PM

Independence Junior High School, 6610 W. Highland Dr., Palos Heights, IL 60463

## 1. Call to Order

1.A. Pledge to the Flag

1.B. Roll Call

## 2. Superintendent's Report

2.A. Introduction of Newly Hired Personnel

2.B. FY25 Tentative Budget & Financial Forecast Presentation

2.C. Institute Day & Professional Development Update

2.D. Registration and Enrollment Update

## 3. Approval of the Consent Agenda Items

3.A. Minutes of the Regular Board Meeting of June 12, 2024

3.B. Approval of Bills & Payroll

3.C. Review of Schools' Activity Accounts

3.D. Employment of Personnel

## 4. Old Business

4.A. Review of Closed Session Minutes to Keep Closed

4.B. Preschool Construction Update

4.C. Review of Mandated Reporter Responsibilities of Board Members

4.D. Approval of Board of Education Goals in relation to the Strategic Plan

## 5. New Business

5.A. Policy First Read

5.B. Set Budget Hearing for September 18, 2024 at 6:00pm

5.C. Superintendent Goals 2024-2025 and New Evaluation Tool

5.D. Approval of Milestones Speech & Language Therapist Leave of Absence Contract

5.E. Approval of installation of bollards for the Navajo student pick up and drop off lane

## 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 Item

7.C. Additional Information Items

7.C.1. Anticipated Resignation

**8. Closed Session, if needed**

**9. Return to Open Session**

**10. Adjournment**

# WELCOME BACK DISTRICT 128

## Where We are Family

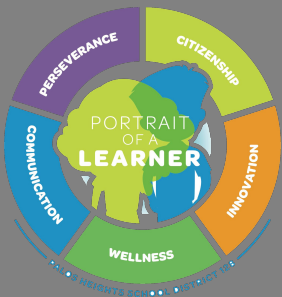


Board of Education Meeting

August 14, 2024



*Where Children  
Are First!*



## WELCOME TO OUR D128 FAMILY

### DISTRICT OFFICE

Dee Potempa - Director of Student Services

### INDIAN HILL

Laura Bass - Paraprofessional

Liz Kelsey - Preschool

Nancy Cook - Paraprofessional

Danielle Procenti- Paraprofessional

Julie Kolecki - Kindergarten

Daisy Fakhoury - Paraprofessional

### INDEPENDENCE

Moira Donahue - Art Teacher

Malcolm Head - Night Custodian

Eileen Dignan - Paraprofessional

TBD - Paraprofessional



*Where Children  
Are First!*



## WELCOME TO OUR D128 FAMILY

### NAVAJO

Kristin Wagner - Secretary

Destiny Martinez - Paraprofessional

TBD - Night Custodian

Jaclyn Suchorabski - Paraprofessional

TBD - Math Intervention

### CHIPPEWA

Mandy Dunne - First Grade

Krissy Nielsen - Paraprofessional

Jamie Fioravanti - Resource

Wilson Vega - Custodian

# Creating a Culture of Belonging



*D128 Welcomes*

*Doug Bolton*



WELLNESS is FOUNDATIONAL TO OUR PORTRAIT



# Palos Heights School District 128

## Tentative Budget

Fiscal Year Ending June 30, 2025

	<u>Education</u>	<u>Operations &amp; Maint.</u>	<u>Bond &amp; Interest</u>	<u>Transportation</u>	<u>Municipal Retirement</u>	<u>Capital Projects</u>	<u>Working Cash</u>	<u>Tort</u>	<u>Life Safety</u>	<u>Total</u>
<b>Fund Balance - July 1, 2024</b>	4,826,000	694,000	959,000	521,000	213,000	335,000	2,295,000	5,000	-	9,848,000
<b>Revenues:</b>										
Real Estate Taxes	7,950,000	855,000	1,285,000	450,000	420,000	-	140,000	-	-	11,100,000
Other Local Sources	546,000	11,000	15,000	21,000	5,000	25,000	20,000	-	-	643,000
Evidenced-Based Funding	545,000	75,000	-	-	-	-	-	-	-	620,000
Other State Sources	790,000	-	-	187,000	-	-	-	-	-	977,000
Federal Sources	610,000	-	-	-	-	-	-	-	-	610,000
<b>Total Revenues</b>	<u>10,441,000</u>	<u>941,000</u>	<u>1,300,000</u>	<u>658,000</u>	<u>425,000</u>	<u>25,000</u>	<u>160,000</u>	<u>-</u>	<u>-</u>	<u>13,950,000</u>
<b>Expenditures:</b>										
Salaries	7,663,000	378,000	-	30,000	-	-	-	-	-	8,071,000
Employee Benefits	1,558,000	98,000	-	2,000	398,000	-	-	-	-	2,056,000
Purchased Services	749,000	184,000	-	518,000	-	-	-	-	-	1,451,000
Supplies and Materials	439,000	211,000	-	-	-	-	-	-	-	650,000
Capital Outlay	34,000	164,000	-	-	-	200,000	-	-	-	398,000
Other Objects	601,000	-	1,176,000	-	-	-	-	-	-	1,777,000
Non-Capitalized Equipment	57,000	5,000	-	-	-	-	-	-	-	62,000
<b>Total Expenditures</b>	<u>11,101,000</u>	<u>1,040,000</u>	<u>1,176,000</u>	<u>550,000</u>	<u>398,000</u>	<u>200,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>14,465,000</u>
Revenue Over (Under) Expenditure	(660,000)	(99,000)	124,000	108,000	27,000	(175,000)	160,000	-	-	(515,000)
Bond Proceeds	-	-	-	-	-	-	-	-	-	-
Transfers	-	-	-	-	-	-	-	-	-	-
<b>Fund Balance - June 30, 2025</b>	<u>4,166,000</u>	<u>595,000</u>	<u>1,083,000</u>	<u>629,000</u>	<u>240,000</u>	<u>160,000</u>	<u>2,455,000</u>	<u>5,000</u>	<u>-</u>	<u>9,333,000</u>

# Palos Heights School District 128

## Unaudited End of Year Performance

Fiscal Year Ending June 30, 2024

	<u>Education</u>	<u>Operations &amp; Maint.</u>	<u>Bond &amp; Interest</u>	<u>Trans- portation</u>	<u>Municipal Retirement</u>	<u>Capital Projects</u>	<u>Working Cash</u>	<u>Tort</u>	<u>Life Safety</u>	<u>Total</u>
<b>Fund Balance - July 1, 2023</b>	4,661,000	714,000	871,000	381,000	197,000	2,011,000	196,000	5,000	9,000	9,045,000
<b>Revenues:</b>										
Real Estate Taxes	7,878,000	835,000	1,260,000	374,000	388,000	-	71,000	-	-	10,806,000
Other Local Sources	557,000	16,000	22,000	26,000	9,000	24,000	28,000	-	-	682,000
Evidenced-Based Funding	543,000	75,000	-	-	-	-	-	-	-	618,000
Other State Sources	694,000	38,000	-	246,000	-	-	-	-	-	978,000
Federal Sources	933,000	-	-	-	-	-	-	-	-	933,000
<b>Total Revenues</b>	<u>10,605,000</u>	<u>964,000</u>	<u>1,282,000</u>	<u>646,000</u>	<u>397,000</u>	<u>24,000</u>	<u>99,000</u>	<u>-</u>	<u>-</u>	<u>14,017,000</u>
<b>Expenditures:</b>										
Salaries	7,127,000	353,000	-	25,000	-	-	-	-	-	7,505,000
Employee Benefits	1,385,000	84,000	-	2,000	381,000	-	-	-	-	1,852,000
Purchased Services	714,000	236,000	-	479,000	-	39,000	-	-	-	1,468,000
Supplies and Materials	496,000	192,000	-	-	-	-	-	-	-	688,000
Capital Outlay	30,000	117,000	-	-	-	1,661,000	-	-	9,000	1,817,000
Other Objects	659,000	-	1,194,000	-	-	-	-	-	-	1,853,000
Non-Capitalized Equipment	23,000	1,000	-	-	-	-	-	-	-	24,000
<b>Total Expenditures</b>	<u>10,434,000</u>	<u>983,000</u>	<u>1,194,000</u>	<u>506,000</u>	<u>381,000</u>	<u>1,700,000</u>	<u>-</u>	<u>-</u>	<u>9,000</u>	<u>15,207,000</u>
Revenue Over (Under) Expenditure	171,000	(19,000)	88,000	140,000	16,000	(1,676,000)	99,000	-	(9,000)	(1,190,000)
Bond Proceeds	-	-	-	-	-	-	2,000,000	-	-	2,000,000
Transfers	-	-	-	-	-	-	-	-	-	-
<b>Fund Balance - June 30, 2024</b>	<u>4,832,000</u>	<u>695,000</u>	<u>959,000</u>	<u>521,000</u>	<u>213,000</u>	<u>335,000</u>	<u>2,295,000</u>	<u>5,000</u>	<u>-</u>	<u>9,855,000</u>

PALOS HEIGHTS SCHOOL DISTRICT 128

JULY 2024

<u>GROSS PAYROLL</u>		
<u>JUNE 1 THROUGH JUNE 30, 2024</u>		1,264,173.02
<u>TRS</u>		102,755.73
<u>BOARD TRS SURCHARGE</u>		6,083.78
<u>THIS</u>		16,466.27
<u>IMRF, FICA, MEDICARE</u>		49,368.60
<u>TOTAL JUNE PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>		1,438,847.40
<u>EDUCATION FUND</u>	<u>10</u>	127,494.63
<u>BUILDING FUND</u>	<u>20</u>	38,691.70
<u>TRANSPORTATION</u>	<u>40</u>	5,539.14
<u>CAPITAL PROJECTS</u>	<u>60</u>	37,769.59
<u>SPECIAL CHECKS</u>		386,765.02
<u>LIFE SAFETY</u>	<u>90</u>	
<u>TOTAL JULY 2024 BILLS PAYABLE</u>		596,260.08
<u>TOTAL JULY 2024 BILLS PAYABLE GROSS AND</u>		
<u>JUNE 2024 PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>		2,035,107.48

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PRESIDENT

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SECRETARY

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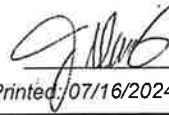
# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

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Voucher No: 1008

Voucher Date: 07/17/2024

Prepared By:



Printed: 07/16/2024 03:31:18 PM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$209,495.06 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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



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PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund		Amount
10	EDUCATIONAL	\$127,494.63
20	OPERATIONS AND MAINTENANCE	\$38,691.70
40	TRANSPORTATION	\$5,539.14
60	CAPITAL PROJECTS	\$37,769.59
		<hr/> <b>\$209,495.06</b>

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1008

07/17/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
ACCURATE BIOMETRICS		10.5.2310.314.0000.00.00.00 Check #: 0	BOARD OF EDUCATION - PROFESS SERVS/CONSULTANTS	\$500.00
Vendor Total:				\$500.00
AFFILIATED CUSTOMER SERVICE INC	8023	20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-MTCE	\$5,762.00
Vendor Total:				\$5,762.00
ALMA TECHNOLOGIES, INC.		10.5.2660.314.0000.00.62.00 Check #: 0	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$18,700.00
Vendor Total:				\$18,700.00
ALPHA SCHOOL BUS	2011	40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$3,913.14
Vendor Total:				\$3,913.14
AMANDA CURRAN		10.5.1100.230.0000.00.00.00 Check #: 0	K-12 - TUITION	\$2,208.00
Vendor Total:				\$2,208.00
AMERICAN SCHOOL BOARD JOURNAL	4718	10.5.2310.640.0000.00.00.00 Check #: 0	BOARD OF EDUCATION - DUES AND FEES	\$78.00
Vendor Total:				\$78.00
APPTEGY		10.5.2660.314.0000.00.62.00 Check #: 0	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$6,798.00
Vendor Total:				\$6,798.00
BEAR CONSTRUCTION COMPANY		60.5.2530.530.0000.00.00.00 Check #: 0	SITE AND BUILDING IMPROVEMENTS	\$37,769.59
Vendor Total:				\$37,769.59

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Voucher Batch Number: 1008

07/17/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
BUSINESSOLVER				
		10.5.1100.222.0000.00.00.00	K-12 -MEDICAL INS	\$63.75
		Check #: 0		
			Vendor Total:	\$37,769.59
C.J. ERICKSON PLUMBING CO.	16644			
		20.5.2540.323.0000.00.00.00	OPERATION/MAINTENANCE-MTCE	\$170.00
		Check #: 0		
			Vendor Total:	\$63.75
CLEVER PROTOTYPES				
		10.5.1250.300.4300.05.00.00	TITLE I PURCHASE SERVICES	\$107.88
		Check #: 0		
			Vendor Total:	\$170.00
COOPERATIVE ASSOC. FOR SPECIAL EDUC.				
		10.5.2150.310.4620.05.00.00	AUDIOLOGY SERVICES IDEA GRANT	\$754.20
		Check #: 0		
			Vendor Total:	\$107.88
COUNTY TREE SERVICE, INC.				
		20.5.2540.320.0000.00.00.00	OPER & MAINT PROP SERVICES	\$1,500.00
		Check #: 0		
			Vendor Total:	\$754.20
DEFRANCO PLUMBING				
		20.5.2530.530.3925.00.00.00	OPER & MAINT BLDG IMPRV SPMG GRANT	\$18,631.00
		Check #: 0		
			Vendor Total:	\$1,500.00
EDUCATIONAL LEAGUE OF ILLINOIS				
		10.5.2320.640.0000.00.00.00	EXECUTIVE ADMIN -DUES & FEES PROF. ORGANIZATIONS	\$130.00
		Check #: 0		
			Vendor Total:	\$18,631.00
ELIM CHRISTIAN SERVICES	4659			
			Vendor Total:	\$130.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1008

07/17/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
ENGIE		10.5.1912.670.0000.00.00.00	SPEC ED K-12 PRIVATE TUITION	\$7,062.65
		Check #: 0		
		10.5.2560.490.0000.00.00.00	FREE AND REDUCED LUNCHES	\$56.00
ESGI	25574	40.5.2550.333.0000.00.00.00	SPECIAL EDUCATION TRANSPORTATION	\$1,260.00
		Check #: 0		
		Vendor Total:		\$8,378.65
FOREST ALARM SERVICE INC	7714	20.5.2540.466.0000.00.00.00	OPERATION/MAINTENANCE-ELECTRICITY	\$5,419.85
		Check #: 0		
		Vendor Total:		\$5,419.85
FRONTLINE TECHNOLOGIES GROUP		10.5.1100.411.0000.04.00.00	K-12 - SUPPLIES - INDIAN HILL	\$1,968.00
		Check #: 0		
		Vendor Total:		\$1,968.00
GRANT SPECIALTIES		20.5.2540.342.0000.00.00.00	OPERATION/MAINTENANCE-ALARMS	\$360.00
		Check #: 0		
		Vendor Total:		\$360.00
IASA DUPAGE COUNTY		10.5.2660.314.0000.00.62.00	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$5,399.56
		Check #: 0		
		Vendor Total:		\$5,399.56
		10.5.2310.314.0000.00.00.00	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$2,500.00
		Check #: 0		
		Vendor Total:		\$2,500.00
		10.5.2210.314.0000.00.00.00	IMPROV OF INSTRUCT PROF SERV	\$650.00
		Check #: 0		
		Vendor Total:		\$650.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1008

07/17/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
IASB	2496	10.5.2310.314.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$4,000.00
		10.5.2310.640.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -DUES AND FEES	\$8,905.00
			Vendor Total:	\$12,905.00
IASBO	11541	10.5.2320.640.0000.00.00.00 Check #: 0	EXECUTIVE ADMIN -DUES & FEES PROF. ORGANIZATIONS	\$340.00
			Vendor Total:	\$340.00
ILLINOIS ASSOC. OF SCHOOL ADMIN.	12616	10.5.2310.640.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -DUES AND FEES	\$300.00
			Vendor Total:	\$300.00
ILLINOIS ASSOCIATION OF SCHOOL ADMINISTR	24117	10.5.2320.640.0000.00.00.00 Check #: 0	EXECUTIVE ADMIN -DUES & FEES PROF. ORGANIZATIONS	\$2,040.03
			Vendor Total:	\$2,040.03
KRIHA BOUCEK LLC		10.5.2310.317.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -LEGAL SERVICES	\$1,261.00
			Vendor Total:	\$1,261.00
MARY KATE MORONEY		10.5.2660.411.0000.00.00.00 Check #: 0	DATA PROCESSING SERVICES- SUPPLIES	\$90.03
			Vendor Total:	\$90.03
MATH LEARNING CENTER		10.5.2210.332.0000.01.00.00 Check #: 0	INSTR OUT OF DIST MEAL/HOTEL- CH	\$150.00
			Vendor Total:	\$150.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1008      07/17/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
MEMBEAN, INC.		10.5.2660.314.0000.00.63.00 Check #: 0	DATA PROCESSING- CURRICULUM CONTRACT RENEWALS	\$3,111.00
MENARDS INC	1008	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$48.44
			Vendor Total:	\$3,111.00
MERRYL BROWNLOW		20.5.2540.340.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-COMM/AT&T	\$227.56
			Vendor Total:	\$48.44
MICHAELS		10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$56.77
			Vendor Total:	\$227.56
MIDWEST PAPER RETRIEVER		20.5.2540.321.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-SANITATION SERVICES	\$156.98
			Vendor Total:	\$56.77
MILESTONE THERAPY, LLC.		10.5.2130.314.0000.00.00.00 Check #: 0	HEALTH SERVICES PT/OT	\$1,275.00
		10.5.2130.314.4620.05.00.00 Check #: 0	HEALTH SERVICES OT SUPPORT IDEA GRANT	\$297.50
			Vendor Total:	\$1,572.50
MOBILE MODULAR PORTABLE STORAGE		10.5.1100.314.0000.00.00.00 Check #: 0	K-12 PROF SERVICES	\$102.72
MYSTERY SCIENCE			Vendor Total:	\$102.72

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1008

07/17/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
NEARPOD, LLC		10.5.2660.314.0000.00.63.00	DATA PROCESSING- CURRICULUM CONTRACT RENEWALS	\$8,370.00
		Check #: 0		
			Vendor Total:	\$8,370.00
NICOR GAS		10.5.1100.314.0000.00.63.00	K-8 Curriculum renewal tech contracts	\$6,300.00
		Check #: 0		
			Vendor Total:	\$6,300.00
PERSONNEL PLANNERS, INC.	24177	20.5.2540.465.0000.00.00.00	OPERATION/MAINTENANCE-NATURAL GAS	\$784.50
		Check #: 0		
			Vendor Total:	\$784.50
PROVEN IT		10.5.2310.314.0000.00.00.00	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$150.00
		Check #: 0		
			Vendor Total:	\$150.00
RELIABLE FIRE EQUIPMENT CO.	532	10.5.2660.360.0000.00.00.00	DATA PROCESSING CAPITAL LEASE	\$737.88
		Check #: 0		
			Vendor Total:	\$737.88
REPUBLIC SERVICES		20.5.2540.323.0000.00.00.00	OPERATION/MAINTENANCE-MTCE	\$1,300.00
		Check #: 0		
			Vendor Total:	\$1,300.00
RUSH DAY SCHOOL		20.5.2540.321.0000.00.00.00	OPERATION/MAINTENANCE-SANITATION SERVICES	\$770.23
		Check #: 0		
			Vendor Total:	\$770.23
		10.5.1912.670.0000.00.00.00	SPEC ED K-12 PRIVATE TUITION	\$12,147.36
		Check #: 0		
			Vendor Total:	\$12,147.36

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1008      07/17/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
SELF	15290	10.5.2310.380.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -INSURANCE	\$23,955.00
SERTOMA SPEECH & HEARING CENTER	5222	10.5.2150.310.4620.05.00.00 Check #: 0	AUDIOLOGY SERVICES IDEA GRANT	\$682.50
SMITHEREEN EXTERMINATING COMPANY	4755	20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$296.00
SOMETHING FISHY INC.		10.5.1100.411.0000.01.00.00 Check #: 0	K-12 - SUPPLIES CHIPPEWA	\$75.00
		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$15.00
		10.5.1100.411.0000.04.00.00 Check #: 0	K-12 - SUPPLIES - INDIAN HILL	\$87.00
SSJHSC	22287	10.5.1500.640.0000.00.00.00 Check #: 0	INTERSCH PRG-SSJHS CONF DUES/ FEES	\$6,069.80
TRUGREEN		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$175.83
		20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-MTCE	\$151.41
UNIQUE PRODUCTS				\$327.24

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1008

07/17/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
UNIVERSAL TAXI DISPATCH		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$2,937.90
			Vendor Total:	\$2,937.90
		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$366.00
			Vendor Total:	\$366.00
			Grand Total:	\$209,495.06

End of Report

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# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

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Voucher No: 1288

Voucher Date: 06/01/2024

Prepared By:



Printed: 6/19/2024 11:28:10 AM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$12,480.41 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

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



PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund		Amount
10	EDUCATIONAL	\$8,489.93
20	OPERATIONS AND MAINTENANCE	\$141.38
40	TRANSPORTATION	\$3,849.10
		<hr/> <hr/>
		<b>\$12,480.41</b>

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/01/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON CAPITAL SERVICES		10.5.1100.410.0000.00.00.00 Check #: 43365	CURRICULUM NEW ADOPTIONS	\$1,142.46
		10.5.1100.410.0000.01.00.00 Check #: 43365	CONSUMABLES - CHIPPEWA	\$458.77
		10.5.1100.411.0000.00.00.00 Check #: 43365	K-12 - SUPPLIES	\$137.85
		10.5.1100.411.0000.02.00.00 Check #: 43365	K-12 - SUPPLIES INDEPENDENCE	\$337.14
		10.5.1100.411.0000.04.00.00 Check #: 43365	K-12 - SUPPLIES - INDIAN HILL	\$17.09
		10.5.1125.411.3705.00.00.00 Check #: 43365	PRE K SUPPLIES PFA GRANT	\$174.43
		10.5.1250.413.4300.01.00.00 Check #: 43365	MATH SUPPLIES TITLE I CHIPPEWA	\$161.49
		10.5.1250.413.4300.03.00.00 Check #: 43365	MATH SUPPLIES TITLE I NAVAJO	\$269.89
		10.5.1250.413.4300.04.00.00 Check #: 43365	MATH SUPPLIES TITLE I INDIAN HILL	\$211.67
		10.5.2660.411.0000.00.00.00 Check #: 43365	DATA PROCESSING SERVICES- SUPPLIES	\$124.21
		20.5.2540.411.0000.00.00.00 Check #: 43365	OPERATION/MAINTENANCE- SUPPLIES	\$141.38
			Vendor Total:	\$3,176.38
APPLE COMPUTER INC	8012	10.5.2660.700.0000.00.00.00 Check #: 43366	DATA PROCESSING NON CAP EQUIPMENT	\$699.00
			Vendor Total:	\$699.00
BMO FINANCIAL GROUP		10.5.1100.411.0000.00.00.00 Check #: 43367	K-12 - SUPPLIES	\$0.00
		10.5.1100.411.0000.01.00.00 Check #: 43367	K-12 - SUPPLIES CHIPPEWA	\$0.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/01/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1100.411.0000.02.00.00 Check #: 43367	K-12 - SUPPLIES INDEPENDENCE	\$0.00
		10.5.1100.411.0000.03.00.00 Check #: 43367	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$0.00
		10.5.1100.411.0000.04.00.00 Check #: 43367	K-12 - SUPPLIES - INDIAN HILL	\$0.00
		10.5.1125.314.3705.00.00.00 Check #: 43367	PRE K PROF SERV PFA GRANT	\$0.00
		10.5.1205.319.4620.05.00.00 Check #: 43367	SP ED OTHER PROF SERVICES IDEA GRANT	\$0.00
		10.5.2310.411.0000.00.00.00 Check #: 43367	BOARD OF EDUCATION - SUPPLIES	\$0.00
		10.5.2320.411.0000.00.00.00 Check #: 43367	EXECUTIVE ADMIN - SUPPLIES	\$0.00
		10.5.2410.411.0000.01.00.00 Check #: 43367	OFFICE OF PRINCIPAL - SUPPLIES CHIPPEWA	\$0.00
		10.5.2410.411.0000.03.00.00 Check #: 43367	OFFICE OF PRINCIPAL - SUPPLIES - NAVAJO HEIGHTS	\$0.00
		10.5.2410.411.0000.04.00.00 Check #: 43367	OFFICE OF PRINCIPAL - SUPPLIES INDIAN HILL	\$0.00
		10.5.2660.323.0000.00.00.00 Check #: 43367	DATA PROCESSING SERVICES-REPAIRS	\$0.00
		10.5.2660.332.0000.00.00.00 Check #: 43367	DATA PROCESSING -PROF. DEV TRAVEL/CONF	\$0.00
		10.5.2660.411.0000.00.00.00 Check #: 43367	DATA PROCESSING SERVICES- SUPPLIES	\$0.00
		10.5.2660.470.0000.00.00.00 Check #: 43367	DATA PROCESSING - SOFTWARE	\$0.00
		20.5.2540.411.0000.00.00.00 Check #: 43367	OPERATION/MAINTENANCE- SUPPLIES	\$0.00
Vendor Total:				\$0.00

GRANT SPECIALTIES

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1288

06/04/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.2310.314.0000.00.00.00 Check #: 43368	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$1,000.00
			Vendor Total:	\$1,000.00
ILLINOIS SCHOOL BUS	242	10.5.1125.314.3705.00.00.00 Check #: 43369	PRE K PROF SERV PFA GRANT	\$351.34
		40.5.2550.334.0000.02.00.00 Check #: 43369	Athletic & Academic Conf. Buses	\$1,227.77
		40.5.2550.335.0000.01.00.00 Check #: 43369	FIELD TRIPS - CHIPPEWA	\$1,160.70
		40.5.2550.335.0000.02.00.00 Check #: 43369	FIELD TRIPS - INDEPENDENCE	\$1,460.63
			Vendor Total:	\$4,200.44
POSTMASTER-PALOS HEIGHTS	70	10.5.2310.341.0000.00.00.00 Check #: 43370	BOARD OF EDUCATION -POSTAGE	\$680.00
			Vendor Total:	\$680.00
STAPLES ADVANTAGE_12999	12999	10.5.1100.411.0000.00.00.00 Check #: 43371	K-12 - SUPPLIES	\$38.18
		10.5.1100.411.0000.01.00.00 Check #: 43371	K-12 - SUPPLIES CHIPPEWA	\$1,913.41
		10.5.1100.411.0000.02.00.00 Check #: 43371	K-12 - SUPPLIES INDEPENDENCE	\$367.77
			Vendor Total:	\$2,319.36
TREERING CORPORATION		10.5.1100.419.0000.00.00.00 Check #: 43372	K-12 -YEARBOOK	\$180.23
			Vendor Total:	\$180.23
UCP SEGUIN/INFINITEC OF CHICAGO		10.5.2210.314.4620.05.00.00 Check #: 43373	PROFESSIONAL DEV IDEA GRANT	\$225.00

Palos Heights School District 128

Voucher Supplement Account Summary

Voucher Batch Number: 1288 06/01/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$225.00
			Grand Total:	\$12,480.41

End of Report

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# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1299

Voucher Date: 06/28/2024

Prepared By: 

Printed 07/19/2024 11:29:14 AM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$374,284.61 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

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



PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund		Amount
10	EDUCATIONAL	\$197,627.55
20	OPERATIONS AND MAINTENANCE	\$58,584.95
40	TRANSPORTATION	\$11,992.11
60	CAPITAL PROJECTS	\$106,080.00
		<hr/> <b>\$374,284.61</b>

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1299

06/28/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
ACUTRANS		10.5.1800.300.0000.00.00.00 Check #: 43485	BILINGUAL PROGRAMS – TRANSLATIONS	\$676.98
			Vendor Total:	\$676.98
ALPHA SCHOOL BUS	2011	40.5.2550.314.3705.00.00.00 Check #: 43486	Busr's field trips PFA grant	\$263.95
		40.5.2550.333.0000.00.00.00 Check #: 43486	SPECIAL EDUCATION TRANSPORTATION	\$1,119.44
			Vendor Total:	\$1,383.39
AMAZON CAPITAL SERVICES		10.5.1100.411.0000.00.00.00 Check #: 43487	K-12 – SUPPLIES	\$69.81
		10.5.1100.411.0000.02.00.00 Check #: 43487	K-12 – SUPPLIES INDEPENDENCE	\$22.10
		10.5.1100.411.0000.04.00.00 Check #: 43487	K-12 – SUPPLIES – INDIAN HILL	\$716.61
		10.5.2220.411.0000.02.00.00 Check #: 43487	EDUCATION MEDIA – SUPPLIES INDEPENDENCE	\$127.79
		10.5.2320.411.0000.00.00.00 Check #: 43487	EXECUTIVE ADMIN – SUPPLIES	\$0.00
		10.5.2660.411.0000.00.00.00 Check #: 43487	DATA PROCESSING SERVICES– SUPPLIES	\$526.36
		20.5.2540.411.0000.00.00.00 Check #: 43487	OPERATION/MAINTENANCE– SUPPLIES	\$169.00
			Vendor Total:	\$1,631.67
AMPLIFY		10.5.1100.410.0000.02.00.00 Check #: 43488	CONSUMABLES – INDEPENDENCE	\$2,498.28
			Vendor Total:	\$2,498.28
BEAR CONSTRUCTION COMPANY				

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1299      06/28/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
BMO FINANCIAL GROUP		20.5.2530.319.4998.00.03.00 Check #: 43489	FAC + ACQ PROF SERVICES ESSER 3	\$40,000.00
			Vendor Total:	\$40,000.00
BUSINESSOLVER		10.5.2320.411.0000.00.00.00 Check #: 43490	EXECUTIVE ADMIN - SUPPLIES	\$1,175.54
			Vendor Total:	\$1,175.54
C & C DAIRY	18217	10.5.1100.222.0000.00.00.00 Check #: 43491	K-12 -MEDICAL INS	\$63.00
			Vendor Total:	\$63.00
CELTIC COMMERCIAL PAINTING		10.5.2560.410.0000.00.00.00 Check #: 43492	FOOD SERVICES- MILK SUPPLIES	\$1,227.60
			Vendor Total:	\$1,227.60
CENGAGE LEARNING		20.5.2530.540.0000.00.00.00 Check #: 43493	FACILITIES ACQ & CONST-SITE IMPRV & INFRA	\$9,050.00
			Vendor Total:	\$9,050.00
CITY OF PALOS HEIGHTS	23899	10.5.1100.410.0000.00.00.00 Check #: 43494	CURRICULUM NEW ADOPTIONS	\$670.50
		10.5.1250.300.4300.05.00.00 Check #: 43494	TITLE I PURCHASE SERVICES	\$1,700.00
			Vendor Total:	\$2,370.50
COOK COUNTY COLLECTOR	24404	20.5.2540.370.0000.00.00.00 Check #: 43495	OPERATION/MAINTENANCE-WATER/SEWER SERVICE	\$1,052.70
			Vendor Total:	\$1,052.70

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1299

06/28/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.5.2540.342.0000.00.00.00 Check #: 43496	OPERATION/MAINTENANCE-ALARMS	\$200.00
DCG ROOFING SOLUTIONS, INC.		60.5.2530.530.0000.00.00.00 Check #: 43497	SITE AND BUILDING IMPROVEMENTS	\$106,080.00
			Vendor Total:	\$200.00
DH IMAGING GROUP		10.5.1100.411.0000.02.00.00 Check #: 43498	K-12 - SUPPLIES INDEPENDENCE	\$1,849.00
			Vendor Total:	\$106,080.00
EASTERSEALS		10.5.1912.670.0000.00.00.00 Check #: 43499	SPEC ED K-12 PRIVATE TUITION	\$6,471.30
			Vendor Total:	\$1,849.00
ENGIE		20.5.2540.466.0000.00.00.00 Check #: 43500	OPERATION/MAINTENANCE-ELECTRICITY	\$3,465.75
			Vendor Total:	\$6,471.30
FOLLETT CONTENT SOLUTIONS		10.5.2220.430.0000.01.00.00 Check #: 43501	EDUCATION MEDIA -LIBRARY BOOKS CHIPPEWA	\$1,556.80
		10.5.2220.430.0000.02.00.00 Check #: 43501	EDUCATION MEDIA -LIBRARY BOOKS INDEPENDENCE	\$415.67
		10.5.2220.430.0000.03.00.00 Check #: 43501	EDUCATION MEDIA -LIBRARY BOOKS NAVAJO HEIGHTS	\$1,193.84
		10.5.2220.430.0000.04.00.00 Check #: 43501	EDUCATION MEDIA-LIBRARY BOOKS INDIAN HILL	\$660.80
			Vendor Total:	\$3,827.11

FRANCOTYP-POSTALIA, INC 26071

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1299      06/28/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
HEALTHEQUITY, INC.		10.5.1100.411.0000.00.00.00 Check #: 43502	K-12 - SUPPLIES	\$168.06
		20.5.2540.319.0000.00.00.00 Check #: 43502	OPERATION/MAINTENANCE-OTHER PROF/TECH SERVICES	\$428.31
		Vendor Total:		
HOUGHTON MIFFLIN HARCOURT PUBLISHING	22609	10.5.1100.222.0000.00.00.00 Check #: 43503	K-12 -MEDICAL INS	\$200.00
		10.5.1100.410.0000.00.00.00 Check #: 43504	CURRICULUM NEW ADOPTIONS	\$3,532.07
		10.5.1100.410.4998.00.03.00 Check #: 43504	K-5 ELA ESSER III	\$29,345.00
Vendor Total:			\$200.00	
HOUGHTON MIFFLIN HARCOURT PUBLISHING	22609	10.5.2210.314.0000.00.00.00 Check #: 43504	IMPROV OF INSTRUCT PROF SERV	\$3,900.00
		10.5.2210.314.4998.00.03.00 Check #: 43504	IMPROV OF INSTR PD ESSER III	\$30,000.00
		Vendor Total:		
ILLINOIS SCHOOL BUS	242	10.5.1100.410.4998.00.03.00 Check #: 43505	K-5 ELA ESSER III	\$37,369.57
		40.5.2550.331.0000.00.00.00 Check #: 43506	PUPIL TRANSPORTATION-PUPIL TRANSPORTATION	\$3,684.96
		40.5.2550.335.0000.01.00.00 Check #: 43506	FIELD TRIPS - CHIPPEWA	\$2,570.99
Vendor Total:			\$37,369.57	
		40.5.2550.335.0000.02.00.00 Check #: 43506	FIELD TRIPS - INDEPENDENCE	\$1,070.08

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1299

06/28/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
INSECT LORE		40.5.2550.335.0000.03.00.00	FIELD TRIPS - NAVAJO	\$1,801.41
		Check #: 43506		
		40.5.2550.335.0000.04.00.00	FIELD TRIPS - INDIAN HILL	\$383.28
		Check #: 43506		
			Vendor Total:	\$9,510.72
KENNEDY PLUMBING		10.5.1100.411.0000.04.00.00	K-12 - SUPPLIES - INDIAN HILL	\$108.93
		Check #: 43507		
			Vendor Total:	\$108.93
KNICKERBOCKER ROOFING & PAVING INC	8993	20.5.2540.323.0000.00.00.00	OPERATION/MAINTENANCE-MTCE	\$500.00
		Check #: 43508		
			Vendor Total:	\$500.00
KRIHA BOUCEK LLC		20.5.2540.323.0000.00.00.00	OPERATION/MAINTENANCE-MTCE	\$1,291.65
		Check #: 43509		
			Vendor Total:	\$1,291.65
MENARDS INC	1008	10.5.2310.317.0000.00.00.00	BOARD OF EDUCATION - LEGAL SERVICES	\$1,146.00
		Check #: 43510		
			Vendor Total:	\$1,146.00
MILESTONE THERAPY, LLC.		20.5.2540.411.0000.00.00.00	OPERATION/MAINTENANCE- SUPPLIES	\$343.93
		Check #: 43511		
			Vendor Total:	\$343.93
NICOR GAS		10.5.2130.314.0000.00.00.00	HEALTH SERVICES PT/OT	\$2,805.00
		Check #: 43512		
		10.5.2130.314.4620.05.00.00	HEALTH SERVICES OT SUPPORT IDEA GRANT	\$6,375.00
		Check #: 43512		
			Vendor Total:	\$9,180.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1299

06/28/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.5.2540.465.0000.00.00.00 Check #: 43513	OPERATION/MAINTENANCE-NATURAL GAS	\$857.32
PALOS ACE HARDWARE	17607	20.5.2540.411.0000.00.00.00 Check #: 43514	OPERATION/MAINTENANCE- SUPPLIES	\$46.23
			Vendor Total:	\$857.32
PETRARCA, GLEASON, BOYLE & IZZO, LLC		10.5.2310.317.0000.00.00.00 Check #: 43515	BOARD OF EDUCATION - LEGAL SERVICES	\$450.00
			Vendor Total:	\$450.00
PROVEN IT		10.5.1100.411.0000.03.00.00 Check #: 43516	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$24.00
			Vendor Total:	\$24.00
READYREFRESH		10.5.1100.411.0000.00.00.00 Check #: 43517	K-12 - SUPPLIES	\$34.95
			Vendor Total:	\$34.95
RUSH DAY SCHOOL		10.5.1912.670.0000.00.00.00 Check #: 43518	SPEC ED K-12 PRIVATE TUITION	\$29,356.12
		10.5.2560.490.0000.00.00.00 Check #: 43518	FREE AND REDUCED LUNCHES	\$490.00
			Vendor Total:	\$29,846.12
SCHOOL HEALTH CORP.	3983	10.5.1100.411.0000.02.00.00 Check #: 43519	K-12 - SUPPLIES INDEPENDENCE	\$3,878.38
			Vendor Total:	\$3,878.38
SCHROEDER MATERIAL INC	962	20.5.2540.411.0000.00.00.00 Check #: 43520	OPERATION/MAINTENANCE- SUPPLIES	\$81.76

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1299

06/28/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
SERTOMA SPEECH & HEARING CENTER	5222	10.5.2150.310.4620.05.00.00 Check #: 43521	AUDIOLOGY SERVICES IDEA GRANT	\$243.75
Vendor Total:				\$81.76
SOMETHING FISHY INC.		10.5.1100.411.0000.01.00.00 Check #: 43522	K-12 - SUPPLIES CHIPPEWA	\$75.00
		10.5.1100.411.0000.02.00.00 Check #: 43522	K-12 - SUPPLIES INDEPENDENCE	\$10.00
Vendor Total:				\$243.75
SPECIAL EDUCATION SERVICES		10.5.1912.670.0000.00.00.00 Check #: 43523	SPEC ED K-12 PRIVATE TUITION	\$1,617.28
Vendor Total:				\$85.00
STABRAWA, LORETTA	4310	10.5.3700.310.4620.05.00.00 Check #: 43524	CONTR LBSI SERV PAROCH LS IDEA	\$2,280.00
Vendor Total:				\$1,617.28
SYMMETRY ENERGY SOLUTIONS		20.5.2540.465.0000.00.00.00 Check #: 43525	OPERATION/MAINTENANCE-NATURAL GAS	\$151.34
Vendor Total:				\$2,280.00
TCI	23967	10.5.1100.410.0000.01.00.00 Check #: 43526	CONSUMABLES - CHIPPEWA	\$3,213.00
Vendor Total:				\$151.34
TIMBERLINE BILLING SERVICE		10.5.1205.311.0000.00.00.00 Check #: 43527	SPEC ED PURCH SERVICES	\$463.27
Vendor Total:				\$3,213.00
Vendor Total:				\$463.27

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2023-2024

Voucher Batch Number: 1299

06/28/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
U.S. TOY CO/CONSTRUCTIVE PLAYTHINGS	6938	10.5.1125.411.3705.00.00.00 Check #: 43528	PRE K SUPPLIES PFA GRANT	\$287.49
UNIQUE PRODUCTS		20.5.2540.411.0000.00.00.00 Check #: 43529	OPERATION/MAINTENANCE- SUPPLIES	\$946.96
UNIVERSAL TAXI DISPATCH		40.5.2550.333.0000.00.00.00 Check #: 43530	SPECIAL EDUCATION TRANSPORTATION	\$1,098.00
VAN GOGH SCHOOL PHOTOGRAPHERS, INC.	24417	10.5.1100.411.0000.02.00.00 Check #: 43531	K-12 - SUPPLIES INDEPENDENCE	\$150.00
WILSON LANGUAGE TRAINING.	8647	10.5.1100.410.4998.00.03.00 Check #: 43532	K-5 ELA ESSER III	\$17,202.70
		10.5.2210.312.4300.05.00.00 Check #: 43532	PROF DEV TRAINING TITLE I	\$1,280.00
			<b>Vendor Total:</b>	<b>\$18,482.70</b>
			<b>Grand Total:</b>	<b>\$374,284.61</b>

End of Report

# Palos Heights School District 128

## Fund Balances

Fiscal Year: 2023-2024

Include Cash Balance  
 FY End Report  
 Month: June  
 Year: 2024  
 Fund Type:

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance
10	EDUCATIONAL	\$4,669,135.88	\$10,605,269.34	(\$10,441,144.70)	\$0.00	\$4,853,260.52
11	STUDENT ACTIVITY FUND	\$5,269.00	\$0.00	\$0.00	\$0.00	\$5,269.00
20	OPERATIONS AND MAINTENANCE	\$708,300.00	\$963,447.08	(\$982,955.48)	\$0.00	\$688,791.60
30	DEBT SERVICE	\$862,501.32	\$1,281,723.25	(\$1,194,447.22)	\$0.00	\$949,777.35
40	TRANSPORTATION	\$376,884.96	\$645,550.52	(\$506,501.62)	\$0.00	\$515,933.86
50	MUNICIPAL RETIREMENT	\$98,103.92	\$191,416.05	(\$169,400.43)	\$0.00	\$120,119.54
55	SOCIAL SECURITY	\$90,933.43	\$206,052.06	(\$212,014.62)	\$0.00	\$84,970.87
60	CAPITAL PROJECTS	\$2,010,804.92	\$24,137.84	(\$1,700,389.40)	\$0.00	\$334,553.36
70	WORKING CASH	\$196,199.14	\$99,270.64	\$0.00	\$2,000,294.50	\$2,295,764.28
80	TORT IMMUNITY	\$4,782.59	\$125.34	\$0.00	\$0.00	\$4,907.93
90	LIFE SAFETY	\$9,211.53	\$237.53	(\$9,262.61)	\$0.00	\$186.45

Grand Total: \$9,052,126.69    \$14,017,229.65    (\$15,216,116.08)    \$2,000,294.50    \$9,853,534.76

End of Report

PALOS HEIGHTS SCHOOL DISTRICT 128

AUGUST 2024

<u>GROSS PAYROLL</u>			
<u>JULY 1 THROUGH JULY 31, 2024</u>			149,139.45
<u>TRS</u>			7,451.54
<u>BOARD TRS SURCHARGE</u>			480.17
<u>THIS</u>			1,299.91
<u>IMRF, FICA, MEDICARE</u>			13,257.37
<u>TOTAL JULY PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>			171,628.44
<u>EDUCATION FUND</u>	<u>10</u>		41,070.32
<u>BUILDING FUND</u>	<u>20</u>		7,563.50
<u>TRANSPORTATION FUN</u>	<u>40</u>		3,083.28
<u>SPECIAL CHECKS</u>			19,621.67
<u>CAPITAL PROJECTS</u>	<u>60</u>		5,925.30
<u>TOTAL AUGUST 2024 BILLS PAYABLE</u>			77,264.07
<u>TOTAL AUGUST 2024 BILLS PAYABLE GROSS</u>			
<u>JULY 2024 PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>			248,892.51

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PRESIDENT

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SECRETARY

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# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

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Voucher No: 1026

Voucher Date: 08/14/2024

Prepared By:



Printed: 08/06/2024 03:14:58 PM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$57,642.40 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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



PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund		Amount
10	EDUCATIONAL	\$41,070.32
20	OPERATIONS AND MAINTENANCE	\$7,563.50
40	TRANSPORTATION	\$3,083.28
60	CAPITAL PROJECTS	\$5,925.30
		<hr/> <hr/>
		\$57,642.40

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1026

08/14/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
ACCURATE BIOMETRICS				
		10.5.2310.314.0000.00.00.00	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$100.00
		Check #: 0		
			Vendor Total:	\$100.00
CITY OF PALOS HEIGHTS	23899	20.5.2540.370.0000.00.00.00	OPERATION/MAINTENANCE-WATER/SEWER SERVICE	\$417.45
		Check #: 0		
			Vendor Total:	\$417.45
DEEP SPACE SPARKLE		10.5.1100.411.0000.01.00.00	K-12 - SUPPLIES CHIPPEWA	\$159.50
		Check #: 0		
		10.5.1100.411.0000.03.00.00	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$159.50
		Check #: 0		
			Vendor Total:	\$319.00
ELIM CHRISTIAN SERVICES	4659	10.5.1912.670.0000.00.00.00	SPEC ED K-12 PRIVATE TUITION	\$15,134.25
		Check #: 0		
		10.5.2560.490.0000.00.00.00	FREE AND REDUCED LUNCHES	\$120.00
		Check #: 0		
		40.5.2550.333.0000.00.00.00	SPECIAL EDUCATION TRANSPORTATION	\$2,700.00
		Check #: 0		
			Vendor Total:	\$17,954.25
ENGIE		20.5.2540.466.0000.00.00.00	OPERATION/MAINTENANCE-ELECTRICITY	\$4,350.17
		Check #: 0		
			Vendor Total:	\$4,350.17
FOLLETT SCHOOL SOLUTIONS, INC.		10.5.2660.314.0000.00.62.00	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$4,763.74
		Check #: 0		
			Vendor Total:	\$4,763.74
FRIENDZY				

**Palos Heights School District 128**

**Voucher Supplement Account Summary**

Fiscal Year: 2024-2025

Voucher Batch Number: 1026

08/14/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.3700.411.4400.05.00.00 Check #: 0	Parochial supplies Title IV	\$2,600.00
ILLINOIS ASSOC. OF SCHOOL ADMIN.	12616	10.5.2310.332.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -TRAVEL/CONF	Vendor Total: \$2,600.00
ILLINOIS SCHOOL BUS	242	40.5.2550.334.0000.02.00.00 Check #: 0	Athletic & Academic Conf. Buses	Vendor Total: \$369.00
Interiors for Business, Inc		60.5.2530.530.0000.00.00.00 Check #: 0	SITE AND BUILDING IMPROVEMENTS	Vendor Total: \$383.28
LEAF		10.5.2660.360.0000.00.00.00 Check #: 0	DATA PROCESSING CAPITAL LEASE	Vendor Total: \$5,925.30
MENARDS INC	1008	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	Vendor Total: \$2,655.00
MIDWEST PAPER RETRIEVER		20.5.2540.321.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-SANITATION SERVICES	Vendor Total: \$325.88
MOBILE MODULAR PORTABLE STORAGE		10.5.1100.314.0000.00.00.00 Check #: 0	K-12 PROF SERVICES	Vendor Total: \$156.98
				Vendor Total: \$102.72

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1026

08/14/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
NASCO	512	10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$290.80
NCS PEARSON_25380	25380	10.5.2230.314.0000.00.00.00 Check #: 0	ASSESSMENT AND TESTING RENEWAL SUB	\$3,864.00
ORLAND PARK ROTARY CLUB DIST. 6450		10.5.2310.640.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -DUES AND FEES	\$150.00
PROSHRED		20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-MTCE	\$62.96
REPUBLIC SERVICES		20.5.2540.321.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-SANITATION SERVICES	\$797.52
SCHOLASTIC NEWS		10.5.1100.410.0000.03.00.00 Check #: 0	CONSUMABLES - NAVAJO	\$4,089.25
		10.5.1100.410.0000.04.00.00 Check #: 0	CONSUMABLES - INDIAN HILL	\$1,417.92
SCOPE	5209	10.5.2310.640.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -DUES AND FEES	\$2,332.00
SMITHEREEN EXTERMINATING COMPANY	4755			\$2,332.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1026

08/14/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
SOMETHING FISHY INC.		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$180.00
			Vendor Total:	\$180.00
SSA		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$58.00
			Vendor Total:	\$58.00
SUCCESS BY DESIGN, INC.	3648	10.5.2320.640.0000.00.00.00 Check #: 0	EXECUTIVE ADMIN - DUES & FEES PROF. ORGANIZATIONS	\$250.00
			Vendor Total:	\$250.00
SYMMETRY ENERGY SOLUTIONS		10.5.1100.410.0000.03.00.00 Check #: 0	CONSUMABLES - NAVAJO	\$846.59
			Vendor Total:	\$846.59
TRUGREEN		20.5.2540.465.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-NATURAL GAS	\$30.46
			Vendor Total:	\$30.46
ULINE	17779	20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$639.83
			Vendor Total:	\$639.83
UNIQUE PRODUCTS		10.5.1125.411.3705.00.00.00 Check #: 0	PRE K SUPPLIES PFA GRANT	\$608.05
			Vendor Total:	\$608.05
		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$602.25
			Vendor Total:	\$602.25

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1026

08/14/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
XTRAMATH		10.5.2660.314.0000.00.63.00	DATA PROCESSING- CURRICULUM	\$1,000.00
		Check #: 0	CONTRACT RENEWALS	
			Vendor Total:	\$1,000.00
			Grand Total:	\$57,642.40

End of Report

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# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

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Voucher No: 1007

Voucher Date: 07/10/2024

Prepared By:



Printed: 08/07/2024 10:39:28 AM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$11,474.14 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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



PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund		Amount
10	EDUCATIONAL	\$10,749.67
20	OPERATIONS AND MAINTENANCE	\$724.47
		<hr/> <b>\$11,474.14</b>

## SPECIAL CHECKS DRAWN IN JULY

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1007

07/10/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
BMO FINANCIAL GROUP		10.5.1100.411.0000.00.00.00 Check #: 43546	K-12 - SUPPLIES	\$240.98
		10.5.1100.411.0000.03.00.00 Check #: 43546	K-12 -SUPPLIES - NAVAJO HEIGHTS	(\$32.46)
		10.5.2210.314.0000.00.00.00 Check #: 43546	IMPROV OF INSTRUCT PROF SERV	(\$450.00)
		10.5.2310.332.0000.00.00.00 Check #: 43546	BOARD OF EDUCATION -TRAVEL/CONF	\$2,160.00
		10.5.2310.341.0000.00.00.00 Check #: 43546	BOARD OF EDUCATION -POSTAGE	\$53.00
		10.5.2320.332.0000.00.00.00 Check #: 43546	EXECUTIVE ADMIN -TRAVEL/CONF	\$1,548.00
		10.5.2320.411.0000.00.00.00 Check #: 43546	EXECUTIVE ADMIN - SUPPLIES	\$413.22
		10.5.2410.411.0000.01.00.00 Check #: 43546	OFFICE OF PRINCIPAL - SUPPLIES CHIPPEWA	\$374.00
		10.5.2560.400.3705.00.00.00 Check #: 43546	FOOD SERVICES SUPPLIES PFA GRANT	\$660.48
		10.5.2660.323.0000.00.00.00 Check #: 43546	DATA PROCESSING SERVICES-REPAIRS	\$448.00
		10.5.2660.332.0000.00.00.00 Check #: 43546	DATA PROCESSING -PROF. DEV TRAVEL/CONF	\$741.60
		10.5.2660.411.0000.00.00.00 Check #: 43546	DATA PROCESSING SERVICES- SUPPLIES	\$619.98
		10.5.2660.411.0000.00.11.00 Check #: 43546	DATA PROCESSING SUPPLIES ADMIN	\$23.98
		10.5.2660.470.0000.00.00.00 Check #: 43546	DATA PROCESSING - SOFTWARE	\$30.89
		20.5.2540.411.0000.00.00.00 Check #: 43546	OPERATION/MAINTENANCE- SUPPLIES	\$724.47
Vendor Total:				\$7,556.14

KIMBERLY ANOMAN

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1007

07/10/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
LEAF		10.5.2510.230.0000.00.00.00 Check #: 43547	BUSINESS SUPPORT TUITION REIMB	\$1,263.00
		10.5.2660.360.0000.00.00.00 Check #: 43548	DATA PROCESSING CAPITAL LEASE	\$2,655.00
			Vendor Total:	\$1,263.00
			Vendor Total:	\$2,655.00
			Grand Total:	\$11,474.14

End of Report

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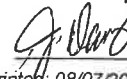
# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

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Voucher No: 1015

Voucher Date: 07/26/2024

Prepared By:



Printed: 08/07/2024 10:38:11 AM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$6,438.53 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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



PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund		Amount
10	EDUCATIONAL	\$4,342.22
20	OPERATIONS AND MAINTENANCE	\$2,096.31
		<hr/>
		<b>\$6,438.53</b>

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1015

07/26/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
<b>AMAZON CAPITAL SERVICES</b>				
		10.5.1100.411.0000.00.00.00 Check #: 43609	K-12 - SUPPLIES	\$162.68
		10.5.2320.411.0000.00.00.00 Check #: 43609	EXECUTIVE ADMIN - SUPPLIES	\$92.08
		10.5.2660.411.0000.00.00.00 Check #: 43609	DATA PROCESSING SERVICES- SUPPLIES	\$479.18
			Vendor Total:	\$733.94
<b>BMO FINANCIAL GROUP</b>				
		10.5.1100.411.0000.02.00.00 Check #: 43610	K-12 - SUPPLIES INDEPENDENCE	\$64.95
		10.5.2310.341.0000.00.00.00 Check #: 43610	BOARD OF EDUCATION - POSTAGE	\$11.14
		10.5.2320.411.0000.00.00.00 Check #: 43610	EXECUTIVE ADMIN - SUPPLIES	\$65.32
		10.5.2660.314.0000.00.62.00 Check #: 43610	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$169.00
		10.5.2660.323.0000.00.00.00 Check #: 43610	DATA PROCESSING SERVICES-REPAIRS	\$159.00
		10.5.2660.411.0000.00.00.00 Check #: 43610	DATA PROCESSING SERVICES- SUPPLIES	\$99.98
		10.5.2660.470.0000.00.00.00 Check #: 43610	DATA PROCESSING - SOFTWARE	\$30.89
		20.5.2540.411.0000.00.00.00 Check #: 43610	OPERATION/MAINTENANCE- SUPPLIES	\$78.40
			Vendor Total:	\$678.68
<b>BUILD A BOWTIQUE</b>				
		10.5.1500.412.0000.00.00.00 Check #: 43611	INTERSCH PRG - UNIFORMS	\$3,008.00
<b>ENGIE</b>				
		20.5.2540.466.0000.00.00.00 Check #: 43612	OPERATION/MAINTENANCE-ELECTRICITY	\$1,905.21
			Vendor Total:	\$3,008.00

Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1015 07/26/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
VINCENT JUAREZ				
		20.5.2540.411.0000.00.00.00	OPERATION/MAINTENANCE- SUPPLIES	\$1,905.21
		Check #: 43613		\$112.70
			Vendor Total:	\$1,905.21
			Vendor Total:	\$112.70
			Grand Total:	\$6,438.53

End of Report

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# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

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Voucher No: 1019

Voucher Date: 07/31/2024

Prepared By:



Printed: 08/07/2024 10:37:15 AM

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PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$1,709.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

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



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PALOS HEIGHTS SCHOOL DISTRICT 128

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Fund	Amount
10 EDUCATIONAL	\$1,709.00
	<hr/>
	<b>\$1,709.00</b>

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Palos Heights School District 128

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1019

07/31/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
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10.5.1100.411.0000.03.00.00  
Check #: 43614

K-12 -SUPPLIES - NAVAJO HEIGHTS \$1,709.00

Vendor Total: \$1,709.00

Grand Total: \$1,709.00

End of Report

## Palos Heights School District 128

### Fund Balances

Fiscal Year: 2024-2025

Include Cash Balance  
 Month: July  
 Year: 2024  
 Fund Type:  FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance
10	EDUCATIONAL	\$4,853,260.52	\$398,412.11	(\$289,505.52)	\$0.00	\$4,962,167.11
11	STUDENT ACTIVITY FUND	\$5,269.00	\$0.00	\$0.00	\$0.00	\$5,269.00
20	OPERATIONS AND MAINTENANCE	\$688,791.60	\$0.00	(\$75,651.31)	\$0.00	\$613,140.29
30	DEBT SERVICE	\$949,777.35	\$0.00	\$0.00	\$0.00	\$949,777.35
40	TRANSPORTATION	\$515,933.86	\$0.00	(\$7,748.74)	\$0.00	\$508,185.12
50	MUNICIPAL RETIREMENT	\$120,119.54	\$0.00	(\$6,789.48)	\$0.00	\$113,330.06
55	SOCIAL SECURITY	\$84,970.87	\$0.00	(\$6,467.89)	\$0.00	\$78,502.98
60	CAPITAL PROJECTS	\$334,553.36	\$0.00	(\$37,769.59)	\$0.00	\$296,783.77
70	WORKING CASH	\$2,295,764.28	\$0.00	\$0.00	\$0.00	\$2,295,764.28
80	TORT IMMUNITY	\$4,907.93	\$0.00	\$0.00	\$0.00	\$4,907.93
90	LIFE SAFETY	\$186.45	\$0.00	\$0.00	\$0.00	\$186.45

**Grand Total:** \$9,853,534.76      \$398,412.11      (\$423,932.53)      \$0.00      \$9,828,014.34

End of Report

**District 128, Cook County  
Palos Heights, Illinois**

**BOARD MEETING -JULY NONE**

**Activity Fund Receipts and Expenses JUNE 2024**

	<b>Balance 05/31/24</b>	<b>JUNE Receipts</b>	<b>JUNE Expenses</b>	<b>Balance 06/30/24</b>
<b>Indian Hill</b>	1291.85	\$0.00	\$383.28	\$908.57
<b>Chippewa</b>	\$1,746.69	\$12,662.44	\$12,244.98	\$2,164.15
<b>Navajo</b>	\$563.00	\$1,772.48	\$2,212.35	\$123.13
<b>Independence</b>				
<b>IJHS</b>	\$2,396.86	\$1,025.67	\$2,923.14	\$499.39
<b>Cheerleaders</b>	\$113.71	\$3,300.00	\$0.00	\$3,413.71
<b>Drama</b>	\$5,138.36	\$595.00	\$5,563.81	\$169.55
<b>Lunch</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>Poms</b>	\$106.55	\$0.00	\$0.00	\$106.55
<b>Student Council</b>	\$322.90	\$0.00	\$100.00	\$222.90
<b>TOTAL</b>	<u><u>\$10,388.07</u></u>	<u><u>\$19,355.59</u></u>	<u><u>\$23,427.56</u></u>	<u><u>\$6,316.10</u></u>

Done 8/7/24 GA

District 128, Cook County  
Palos Heights, Illinois

BOARD MEETING August 14, 2024

Activity Fund Receipts and Expenses JULY 2024

	Balance 06/30/24	JULY Receipts	JULY Expenses	Balance 07/31/24
Indian Hill	908.57	\$0.00	\$0.00	\$908.57
Chippewa	\$2,164.15	\$0.00	\$0.00	\$2,164.15
Navajo	\$123.13	\$0.00	\$0.00	\$123.13
Independence				
IJHS	\$499.39	\$0.00	\$0.00	\$499.39
Cheerleaders	\$3,413.71	\$0.00	\$0.00	\$3,413.71
Drama	\$169.55	\$0.00	\$0.00	\$169.55
Lunch	\$0.00	\$0.00	\$0.00	\$0.00
Poms	\$106.55	\$0.00	\$0.00	\$106.55
Student Council	\$222.90	\$0.00	\$0.00	\$222.90
<b>TOTAL</b>	<b>\$6,699.38</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,699.38</b>

\*\*Balances Carried Forward

## General Personnel

### **5:90 Abused and Neglected Child Reporting**

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child shall: (1) immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873) (within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in one's professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at [report.cybertip.org/](http://report.cybertip.org/) or [www.missingkids.org](http://www.missingkids.org). The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

#### Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as required by law and policy 5:100, *Staff Development Program*.

#### Alleged Incidents of Sexual Abuse: Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with policy 7:20, *Harassment of Students Prohibited*.

### Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the appropriate Intermediate Service Center Executive Director in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated.

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*.

### Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

If the Board determines that any District employee, other than an employee licensed under [105 ILCS 5/21B](#), has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in policy 2:20, *Powers and Duties of the Board of Education; Indemnification*.

LEGAL REF:

[20 U.S.C. §7926](#), Elementary and Secondary Education Act.

[105 ILCS 5/10-21.9](#), [5/10-23.13](#), [5/21B-85](#), [5/22-85.5](#), and [5/22-85.10](#).

[20 ILCS 1305/1-1](#) *et seq.*, Department of Human Services Act.

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

[720 ILCS 5/12C-50.1](#), Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Terminations and Suspensions), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

Adopted: June 7, 2023

**Palos Heights SD 128**

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# Competency Based Board of Education Goals

## TEACHING & LEARNING

**Recommended 2-year timeline.**

**Suggested Goal:** Identify and address barriers to student learning to ensure equitable access to high quality instruction.

- **Strategy:** Evaluate and monitor instructional resources and strategies to better meet the needs of all learners and address opportunity gaps for identified subgroups
- **Strategy:** Promote the integration of competencies from the Portrait of a Learner framework to foster meaningful and authentic learning experiences for all students



# Competency Based Board of Education Goals

## COMMUNITY ENGAGEMENT

**Suggested Goal:** Promote engagement of family and community in support of student learning and the development of the Portrait of a Learner competencies.

- **Strategy:** Promote an inclusive and supportive environment that encourages active engagement and collaboration with families and community organizations



# Competency Based Board of Education Goals

## HUMAN RESOURCES

**Suggested Goal:** The District 128 recruitment and hiring processes will include measures to determine a candidate's understanding and development of the Portrait of a Learner competencies.

- **Strategy:** Promote the development of interview tools and processes that measure a candidate's knowledge of the Portrait of a Learner competencies.

**Suggested Goal:** District 128 will commit resources to support professional development and promote staff wellness, cultivating a positive culture and climate that results in staff retention.

- **Strategy:** Promote the allocation of resources dedicated to professional development and wellness of all staff in the budget development process.



# Competency Based Board of Education Goals

## FINANCE & OPERATIONS

**Suggested Goal:** District 128 will ensure that fiscal and operational long-range planning and priorities are guided by the five competencies of the Portrait of a Learner and are focused on providing a high quality learning experience for all students.

- **Strategy:** When engaging in long-range finance, facility and instructional planning, the district will commit itself to exploring innovative practices in maximizing fiscal and operational resources in an effort to maintain high quality programming for students.



# Document Status: Draft Update

## BOARD OF EDUCATION

### 2:70 Vacancies on the Board of Education - Filling Vacancies

#### Vacancy

Elective office of a Board of Education member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability,
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated,
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

#### Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the appropriate Intermediate Service Center Executive Director [PRESSPlus1](#) of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 60 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board will publicize it and accept résumés from District residents who are interested in filling the vacancy. After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.:

[105 ILCS 5/10-10](#) and [5/10-11](#).

CROSS REF.: 2:40 (Board Member Qualifications), 2:60 (Board Member Removal from Office), 2:120 (Board Member Development)

Adopted: January 15, 2020

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for clarity. **Issue 115, June 2024**

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

#### **2:125 Board Member Compensation; Expenses**

##### Board Member Compensation Prohibited

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

##### Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

##### Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

##### Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

##### Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the appropriate Intermediate Service Center Executive Director; [PRESSPlus1](#)
2. County or regional meetings and the annual meeting sponsored by any school board association complying with [Article 23 of the School Code](#); and

3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development*, other professional development opportunities that are encouraged by the School Code and other training provided by one of the entities described in the above list (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

#### Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

#### Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

#### Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
  - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.

- b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
  - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
  - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
  - e. Taxis, airport limousines, ride sharing or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
  4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
  5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

#### Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)) must comply with Board policy 5:60, *Expenses*, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

#### LEGAL REF.:

[105 ILCS 5/10-20](#) and [5/10-22.32](#).

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

[50 ILCS 150/](#), Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

Adopted: June 10, 2020

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#### **PRESSPlus Comments**

PRESSPlus 1. Updated for clarity. **Issue 115, June 2024**

Recommend as Presented  
Edits part of a 5-year update  
now that policy is implemented.

# Document Status: Draft Update

## OPERATIONAL SERVICES

### 4:70 Resource Conservation

The Superintendent or designee shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in the School Code, if economically and practically feasible.
3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibility of potential markets for other recyclable materials that are present in the District's waste stream; and (c) establish a goal for the be designed to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that is generated by the District, when it is economically and practically feasible to do so. [PRESSPlus1](#)
4. Adherence to eEnergy conservation measures.

LEGAL REF.:

[105 ILCS 5/10-20.19c](#) and [5/19b](#).

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs)

Adopted: August 10, 2022

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to a five-year review. **Issue 115, June 2024**

Recommend as Presented  
Updated in response to advisory member feedback to raise the maximum balance for revolving fund bank accounts. Legal references updated and footnotes updated in response to legale updates.

## Document Status: Draft Update

### OPERATIONAL SERVICES

#### 4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

##### Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the appropriate Intermediate Service Center Executive Director. [PRESSPlus1](#)

##### Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

##### Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by [2 C.F.R. §200.313](#), if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

##### Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$5,000 and have an estimated useful life greater than one year.

##### Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that

is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition of property acquired by the District under grant awards that comply with federal and State law.

### Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

### Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

### Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Financial Secretary and Business Manager or Superintendent's Secretary, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

### Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

[2 C.F.R. §200](#) *et seq.*

[30 ILCS 708/](#), Grant Accountability and Transparency Act, implemented by [44 Ill.Admin.Code 7000](#) *et*

seq.

[105 ILCS 5/2-3.27](#), [5/2-3.28](#), [5/3-7](#), [5/3-15.1](#), [5/5-22](#), [5/10-21.4](#), [5/10-20.19](#), [5/10-22.8](#), and [5/17-1](#) et seq.

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

Adopted: January 20, 2021

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for clarity. **Issue 115, June 2024**

Recommend as Presented  
Legal cross references updated.

## Document Status: Draft Update

### General Personnel

#### 5:130 Responsibilities Concerning Internal Information

District employees are responsible for maintaining: (1) the integrity and security of all internal information, and (2) the privacy of confidential records, including but not limited to: student school records, personnel records, and the minutes of, and material disclosed in, a closed Board of Education meeting. Internal information is any information, oral or recorded in electronic or paper format, maintained by the District or used by the District or its employees. The Superintendent or designee shall manage procedures for safeguarding the integrity, security, and, as appropriate, confidentiality of internal information.

#### LEGAL REF.:

~~Family Educational and Privacy Rights Act~~, 20 U.S.C. §1232g, Family Educational and Privacy Rights Act.

~~Uses and Disclosures of Protected Health Information; General Rules~~, 45 C.F.R. §164.502, Uses and Disclosures of Protected Health Information; General Rules.

~~Ill. Freedom of Information Act~~, 5 ILCS 140/, Ill. Freedom of Information Act.

~~Local Records Act~~, 50 ILCS 205/, Local Records Act.

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85, Student Online Personal Protection Act, [PRESSPlus1](#)

~~Personnel Record Review Act~~, 820 ILCS 40/, Personnel Record Review Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: September 18, 2019

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#### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated. **Issue 115, June 2024**

Recommend as Presented  
Legal References and footnotes  
updates as part of review.

## Document Status: Draft Update

### Professional Personnel

#### 5:200 Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

Teacher Workday, Duty-Free Lunch, Assignments, Evaluation, Salary

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

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

#### Nursing Mothers

The District accommodates employees who are nursing mothers according to provisions in State and federal law.

#### School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in [105 ILCS 5/14-1.09a](#).

#### Dismissal

The District will follow State law when dismissing a teacher.

#### LEGAL REF.:

[29 U.S.C. §218\(d\)](#), [Pub. L. 117-328](#), Pump for Nursing Mothers Act.

[42 U.S.C. §2000gg et seq.](#), [Pub. L. 117-328](#), Pregnant Workers Fairness Act.

[105 ILCS 5/10-19](#), [5/10-19.05](#), [5/10-20.65](#), [5/14-1.09a](#), [5/22-965](#), [PRESSPlus1 5/22.4](#), [5/24-16.5](#), [5/24-2](#), [5/24-8](#), [5/24-9](#), [5/24-11](#), [5/24-12](#), [5/24-21](#), [5/24A-1 through 24A-20](#).

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

[23 Ill.Admin.Code Parts 50](#) (Evaluation of Educator Licensed Employees) and [51](#) (Dismissal of Tenured Teachers).

[Cleveland Bd. of Educ. v. Loudermill](#), 470 U.S. 532(1985).

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

## **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/22-96, added by P.A. 103-46 and amended by P.A. 103-564, requires school districts, when hiring or assigning educators for physical education, music, or visual arts, to prioritize the hiring or assigning of educators who hold an educator license and endorsement in those areas. The law also requires educators in these areas to obtain short-term approval if they are not licensed in the content area, or, if no short-term approval is available, they must meet criteria specified by the Ill. State Board of Education (ISBE). Educators must obtain an endorsement in the area being taught prior to the end of the short-term approval period to continue to maintain the educator's employment for subsequent school years. In the alternative, educators do not need to be licensed, obtain short-term approval, or meet other ISBE requirements if they meet the requirements of Title 23 of the Illinois Administrative Code except for Section 1.710. **Issue 115, June 2024**

## Document Status: Draft Update

### INSTRUCTION

#### 6:140 Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A *homeless child* is defined as provided in the McKinney Homeless Assistance Act and the Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Intermediate Service Center Executive Director and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

#### LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 45/](#), Education for Homeless Children Act.

[23 Ill.Admin.Code §1.241](#). [PRESSPlus1](#)

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), [4:140 \(Waiver of Student Fees\)](#), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

Adopted: August 10, 2022

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#### PRESSPlus Comments



## *Document Status: Draft Update - Rewritten*

### Vacancies on the Board of Education - Filling Vacancies

#### **2:70-E Exhibit - Checklist for Filling Board Vacancies by Appointment**

The Board of Education fills a vacancy by either appointment or election. The Board uses this checklist for guidance when it must fill a vacancy by appointment. Some items contain guidelines along with explanations. For more information, see *Answers to FAQs: Vacancies on the Board of Education*, published by a committee of the Ill. Council of School Attorneys (ICSA), and available at: [www.iasb.com/law/vacancies.cfm](http://www.iasb.com/law/vacancies.cfm). [PRESSPlus1](#)

**Confirm that the Board must fill the vacancy by appointment.**

Guidelines	Explanation
Review Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> , to determine if a vacancy on the Board occurred and, if so, whether the successor will be selected by election or Board appointment. Consult the Board Attorney as needed.	Filling a vacancy by Board appointment or election depends upon when the vacancy occurred. If a vacancy occurs with less than: (1) 868 days remaining in the term of office, or (2) 88 days before the next regularly scheduled election for the vacant office, no election to fill the vacancy is held and the appointee serves the remainder of the term. At all other times, an appointee serves until the next regular school election, at which election a successor is elected to serve the remainder of the unexpired term. See 105 ILCS 5/10-10.
In the event a seat on the board goes unfilled at an election, consult the Board Attorney to determine (1) how long the seat can be <i>held over</i> by the incumbent member, and (2) the process by which the Board will fill the seat.	The School Code partially addresses the concept of a <i>holdover seat</i> ; it states “no elective office...becomes vacant until the successor of the incumbent of such office has been appointed or elected, as the case may be, and qualified.” 105 ILCS 5/10-11.

**Notify the Intermediate Service Center Executive Director of the vacancy within five days of its occurrence (105 ILCS 5/10-10).**

**Develop a list of qualifications for appointment of a person to fill the vacancy.**

Guidelines	Explanation
At a minimum, a candidate must meet the following qualifications: <ul style="list-style-type: none"> <li>• Be a United States citizen</li> </ul>	

<ul style="list-style-type: none"> <li>• Be at least 18 years of age</li> <li>• Be a resident of Illinois and District for at least one year immediately preceding the appointment</li> <li>• Be a registered voter</li> <li>• Not be a child sex offender</li> <li>• Not hold an incompatible public office</li> <li>• Not have a prohibited interest in any contract with the District</li> <li>• Not be a school trustee</li> <li>• Not hold certain types of prohibited State or federal employment</li> </ul>	<p>While the School Code does not expressly set forth eligibility requirements for appointment to a Board vacancy, the Board may want to use the qualifications for elected Board members listed in 105 ILCS 5/10-3 and 5/10-10.</p> <p>For guidance discussing other qualifications that the Board may want to consider, see IASB's <i>Recruiting School Board Candidates</i>, available at: <a href="http://www.iasb.com/training/recruiting.cfm">www.iasb.com/training/recruiting.cfm</a></p> <p>For guidance regarding conflict of interest and incompatible offices, see <i>Answers to FAQs Regarding Conflict of Interest and Incompatible Offices (ICSA)</i>, available at: <a href="http://www.iasb.com/IASB/media/Documents/COI_FAQ.pdf">www.iasb.com/IASB/media/Documents/COI_FAQ.pdf</a>.</p>
<p>When additional qualifications apply, the following items may be included in the Board's list of qualifications:</p> <ul style="list-style-type: none"> <li>• Meet all qualifications based upon the distribution of population among congressional townships in the district.</li> <li>• Meet all qualifications based upon the distribution of population among incorporated and unincorporated areas.</li> </ul>	<p>Board members of some community unit school districts may be subject to historical residential qualifications based on the distribution of population among congressional townships in the district or between the district's incorporated and unincorporated areas. 105 ILCS 5/10-11.</p> <p><b>Note:</b> If a vacancy for an area of residence remains unfilled, a board must submit a proposition at the next general election for the election of a board member at large. 105 ILCS 5/10-10.5(c).</p>

**Decide who will receive completed vacancy applications.**

Guidelines	Explanation
The Board	

<p>THE BOARD President will accept applications.</p> <p>The Board will discuss, at an open meeting, its process to review the applications and who will contact applicants for an interview.</p>	<p>Who accepts vacancy applications is at the Board's sole discretion. According to Board policy 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>, the Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts the applications must be decided prior to posting the vacancy announcement.</p>
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**Create the Board member vacancy announcement.**

<b>Announcement</b>	<b>Explanation</b>
<p><b>School District _____ Board Member Vacancy</b></p> <p>The School District is accepting applications to fill the vacancy resulting from [<i>reason for vacancy</i>] of [<i>former Board member's name</i>].</p>	<p>The contents of a vacancy announcement, how it is announced, and where it is posted are at the Board's sole discretion.</p> <p>The Board may want to announce the vacancy and its intent to fill it by appointment during an open meeting. The announcement may be posted on the District's website and in the local newspaper(s).</p>
<p>The individual selected will serve on the School Board from the date of appointment to [<i>date</i>].</p>	<p>The length of the appointment depends upon when during the term of office the vacancy occurred. See 105 ILCS 5/10-10 and Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i>, to determine the length of the appointment.</p>
<p>The School District [<i>School District's philosophy or mission statement</i>].</p>	<p>See Board policy 1:30, <i>School District Philosophy</i>, for the District's mission statement that is specific to the community's goals.</p>
<p>Applicants for the Board vacancy must be: [<i>Board's list of qualifications</i>].</p>	<p>See checklist item titled <i>Develop a list of qualifications for appointment of a person to fill the vacancy above</i>.</p>
<p>Applicants should show familiarity with the Board's policies regarding general duties and responsibilities of a Board and a Board member, including fiduciary responsibilities, conflict of interest, ethics and gift ban. The Board's policies are available at [<i>locations</i>].</p>	<p>Listing this along with the Board's list of qualifications assists candidates in understanding a Board member's duties and responsibilities and may facilitate a better conversation during the interview process. See Board policies: 2:20, <i>Powers and Duties of the School Board; Indemnification</i>; 2:80, <i>Board Member Oath and Conduct</i>; 2:100, <i>Board Member Conflict of Interest</i>; 2:105 <i>Ethics and Gift Ban</i>; and 2:120, <i>Board Member Development</i>.</p>
<p>Applications may be obtained at [<i>location and address and/or website</i>] beginning on [<i>date and time</i>].</p>	<p>See action item titled <i>Decide who will receive completed</i></p>

Completed applications may be turned in by <i>[time and date]</i> to <i>[name and title of person receiving applications]</i> .	<i>vacancy applications</i> above.
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- Publicize the vacancy announcement by placing it on the District’s website, announcing it at a meeting, and/or advertising it in the local newspaper(s).**
- Accept and review applications from prospective candidates (see Decide who will receive completed vacancy applications above).**
- Contact appropriate applicants for interviews (see Decide who will receive completed vacancy applications above).**
- Develop interview questions.**

Interview Questions	Explanation
<p>Why do you want to be a Board member?</p> <p>What specific skills would you bring to the Board?</p> <p>Please give specific examples of your ability in interpersonal relationships and teamwork.</p> <p>What do you see as the role of a Board member?</p> <p>What have you done to prepare yourself for the challenges of being a Board member?</p> <p>Please describe your previous community or nonprofit experiences.</p> <p>What areas in the district would you like to see the Board strengthen?</p>	<p>Interview questions are at the Board’s sole discretion. This list is not exhaustive, but it may help the Board tailor its questions toward finding a candidate who will approach Board membership with a clear understanding of its demands and expectations along with a constructive attitude toward the challenge. The Board may also want to consider allowing an equal amount of time for each interview.</p> <p>See IASB’s Recruiting School Board Candidates, available at: <a href="http://www.iasb.com/training/recruiting.cfm">www.iasb.com/training/recruiting.cfm</a></p> <p>A prospective candidate to fill a vacancy may raise other specific issues that the Board will want to cover during an interview.</p>

<p>What is your availability to meet the time, training commitments, and other responsibilities required for Board membership?</p> <p>Describe what legacy you would like to leave behind.</p>	
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**Conduct interviews with candidates (interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(3)).**

Interview Plan	Explanation
<p>In each interview, the Board President will:</p> <p>Introduce Board members to the candidate at the beginning of the interview.</p> <p>Describe the Board’s interview process, selection process, and ask the candidate if he or she has questions about the Board’s process for filling a vacancy by appointment.</p> <p>Describe the District’s philosophy or mission statement.</p> <p>Describe the vacancy for the candidate by reviewing the: (1) qualifications, and (2) general duties and responsibilities of the Board and the Board members, including fiduciary responsibilities, conflict of interest, ethics and gift ban, and general Board member development.</p> <p>Begin asking the interview questions that the Board developed.</p> <p>Ask the candidate whether he or she has any questions for the Board.</p> <p>Thank the candidate and inform the candidate when the Board expects to make a decision and how the candidate will be contacted regarding the Board’s decision.</p>	<p>The Board President will lead the Board as it interviews prospective candidates. See Board policy 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>. The president presides at all meetings. 105 ILCS 5/10-13.</p> <p>The Board may also want to consider allowing an equal amount of time for each interview.</p>

**Fill vacancy by a vote during an open meeting of the Board before the 60th day (105 ILCS 5/10-10).**

**Assist the appointed Board member in filing his or her statement of economic interest (5 ILCS 420/4A-105(c)).**

**Announce the appointment to District staff and community.**

Announcement	Explanation
<p>The Board appointed [appointee's name] to fill the vacancy on the Board.</p> <p>The appointment will be from [date] to [date].</p> <p>The Board previously established qualifications for the appointee in a careful and thoughtful manner. [Appointee's name] meets these qualifications and has demonstrated the willingness to accept the duties and responsibilities of a Board member. [Appointee's name] brings a clear understanding of the demands and expectations of being a Board member along with a constructive attitude toward the challenge.</p>	<p>The contents of the appointment announcement and length of time it is displayed are at the Board's sole discretion. The Board may want to consider announcing the appointment during its meeting and also by posting it in the same places that it posted the vacancy announcement.</p> <p>See Board policy 8:10, <i>Connection with the Community</i>.</p>

**Administer the Oath of Office and begin orientation.**

Guidelines	Explanation
<p>See Board policy 2:80, <i>Board Member Oath and Conduct</i>.</p>	<p>Each individual, before taking his or her seat on the Board, must take an oath in substantially the form given in 105 ILCS 5/10-16.5.</p>
<p>See Board policy 2:120, <i>Board Member Development</i>, and exhibit 2:120-E1, <i>Guidelines for Serving as a Mentor to a New School Board Member</i>.</p>	<p>Orientation assists new Board members to learn, understand, and practice effective governance principles. See the IASB Foundational Principles of Effective Governance, available at: <a href="http://www.iasb.com/principles_popup.cfm">www.iasb.com/principles_popup.cfm</a>.</p>

**Inform IASB of the newly appointed Board member's name and directory information.**

**PRESSPlus Comments**

PRESSPlus 1. This Board exhibit is **Rewritten** for PRESS Plus Issue 115. Minor updates were made to the **PRESS** sample in response to a five-year review. A redlined version showing the changes made is available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 115, June 2024**

## *Document Status: Draft Update - Rewritten*

### Board Attorney

#### **2:160-E Exhibit - Checklist for Selecting a Board Attorney**

The Board of Education selects and retains the Board Attorney(s). The Board may use this checklist for guidance when it selects and retains attorney(s) and/or law firms for legal services. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorneys/law firms. The Board may also select an attorney without using an RFP process and adapt this checklist. The Board may also adapt this checklist and use it for an application process, if the Board seeks an inhouse attorney. For more information, call the Ill. Association of School Board's (IASB) Office of General Counsel; see its current phone numbers at [www.iasb.com/about-us/staff/#office-general-counsel](http://www.iasb.com/about-us/staff/#office-general-counsel). [PRESSPlus1](#)

#### **Determine what type of legal services the District needs.**

1. Review Board policy 2:160, *Board Attorney*. **Note:** Critically analyze whether the District's legal needs are best served by in-house attorneys or outside attorneys/law firms. Many districts use a combination of these services. Many districts also use multiple attorneys/law firms for their specialties, e.g., different law firms for bond counsel, special education, or labor law. Some boards also approve a panel of attorneys and allow the administration to choose which attorney to use.
2. Consider the following factors to analyze the type(s) of legal services needed for the District including, but are not limited to:
  - District's size;
  - Any past and current experiences with legal matters;
  - Complexity of the District's legal needs;
  - Availability of expertise; and
  - Cost of outside fees compared to internal staff expenses for an in-house arrangement.

#### **Develop a list of qualifications necessary for providing quality legal services to the District.**

1. Review Board policy 4:60, *Purchases and Contracts*. **Note:** While State law exempts hiring an attorney from bidding requirements (105 ILCS 10-20.21(a)), the Board may want to review its procurement processes and align procurement for legal services to its non-bidding-related standards for purchases, e.g., avoiding favoritism, staying within the District's budget, etc.
2. Develop the list of qualifications. The major qualifications include, but are not limited to:
  - Licensed to practice law in Illinois and in good standing with the Ill. Attorney Registration and Disciplinary Commission (ARDC) (see checklist item *Conduct a reference check and other background investigations*, below)
  - Member of the District's assigned United States district court and the Seventh Circuit Court of Appeals

- Substantive knowledge and experience in the legal areas matching District’s needs, e.g., bidding, civil rights, collective bargaining, education reform, employment law, Freedom of Information Act, Open Meetings Act, other records laws, special education, student rights, etc. **Note:** This list of knowledge and experience must be created by the District’s identified needs and may change from time to time.
- Experience in all aspects of contract, employment, and school law
- Experience that meets the District’s needs, including litigation experience in State and federal courts
- Membership in professional associations, such as, the Ill. Council of School Attorneys (ICSA) and education law sections of bar associations, etc.
- Demonstrated knowledge of and ability to apply professional responsibility rules
- Accessibility for the District’s identified needs, e.g., evening Board meetings, phone calls, etc.
- Ability to declare that representation of the District will be to the exclusion of all other clients having potential conflicts with the District’s interests
- When additional qualifications apply, list those qualifications for providing legal services. This may include specialties such as bond counsel, etc.

#### **Develop the RFP.**

1. Insert the list of qualifications that the Board developed.
2. Include the following information:
  - The deadline for responses to be submitted
  - The location (address or email) where responses should be sent
  - A statement that the Board is soliciting proposals from qualified lawyers and law firms to provide legal services to the School District
  - Significant information about the District (see Board policy 1:30, *School District Philosophy*, for the District’s mission statement that is specific to the community’s goals)
  - The scope of work, e.g., “The Board Attorney will provide legal advice concerning [*typical duties, specific duties, excluded duties*].”
  - Qualifications
  - Details about interviews and presentations
3. Specify what responders must include in their responses, such as the following:
  - Cover letter, complete name, address, and legal structure (if the responder is a law firm)
  - The individuals who prepared the response, including their titles
  - If different from above, the identity of and directory information for the individuals who have authority to answer questions regarding the submitted proposal
  - A proposed fee schedule, e.g., “Respondents may combine set fees and hourly fees. If hourly fees are proposed, please provide the minimum time increment for billing purposes. If a retainer agreement is proposed, please specifically describe options.”
  - A summary of the responder’s relevant experience representing public schools
  - A writing sample
  - An assurance that the responder meets the RFP’s qualifications
  - References including current or past clients

## **Announce the RFP.**

1. Title the announcement. **Note:** How and where the RFP is announced are at the Board's sole discretion. The Board may want to announce the RFP during an open meeting, post it on the District's website, mail or email it to local law firms, and/or place it in the local newspaper(s) or other legal publications. A directory of those lawyers belonging to the ICSA is on the IASB website, [www.iasb.com](http://www.iasb.com). A printed copy is available upon request. Inclusion in the directory does not represent an IASB endorsement. Some attorneys who practice school law do not belong to ICSA. Other online sources, such as the Ill. State Bar Association, also maintain directories of information about attorneys. The Board may want to title the announcement "The [*Insert District's name*] School Board Requests Proposals to Provide Legal Services."
2. Announce that the Board seeks an attorney or law firm to serve as its Board Attorney.
3. Inform the reader that the attorney or law firm selected will serve either *at will* or from the date of appointment to [*date*]. The length of the appointment is at the Board's discretion.
4. State the School District's philosophy or mission statement.
5. Insert the RFP location and contact information with the beginning date and time.
6. Tell prospective responders that completed RFPs must be returned by [*certain time and date*] to [*name and title of person receiving applications*].

## **Receive and manage responses to the RFP.**

1. Review Board policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts applications is at the Board's sole discretion and should be decided by the Board prior to posting the RFP announcement.
2. The Board will discuss, at an open meeting, its process to review the applications and who will contact RFP responders for an interview.
3. The designated person will contact RFP responders for interviews.

## **Develop interview questions if the Board interviews attorneys or law firms.**

1. Interview questions are at the Board's discretion.
2. A prospective attorney or law firm to fill the Board Attorney position may raise other specific issues that the Board will want to cover during an interview.
3. The following non-exhaustive list of interview questions may help the Board tailor its questions toward finding an attorney or law firm with an approach to the role of the Board Attorney that the Board desires:
  - What do you see as your role as Board Attorney?
  - How many other school districts do you currently represent?
  - What kind of legal services do you provide to your school clients? Please explain how your other experience is relevant to this position.
  - How many years of experience does your firm (or, the attorney) have? How long have you been practicing law? How long have you been representing school districts?
  - What methods will you use to ensure all members of the Board, which is your client, remain informed? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of sample policy 2:160, *Board Attorney*.
  - How would you manage a situation in which the Board feels strongly about its position but

you believe that position is not legally supportable? The *Ill. Rules of Professional Conduct*, at [www.illinoiscourts.gov/supremecourt/rules/art\\_viii/default\\_new.asp](http://www.illinoiscourts.gov/supremecourt/rules/art_viii/default_new.asp), require attorneys to represent the Board in its capacity as the governing body for the District. The responders should be discussing these rules, specifically Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client), among others, in their answers to this question. See also, sample policy 2:160, *Board Attorney*.

- How would you manage a situation in which the Board's interest may be or become adverse to one or more of its members? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of sample policy 2:160, *Board Attorney*.
- How would you manage a situation in which the Board and Superintendent are in conflict? How about a divided Board? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of sample policy 2:160, *Board Attorney*.
- If the Board did something that you had advised against, could you still defend the Board's action? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of sample policy 2:160, *Board Attorney*.
- Will you try to shape Board decisions or do you have a whatever the Board decides philosophy? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of sample policy 2:160, *Board Attorney*.
- Do you give clients specific recommendations or do you advise them of the available options and let the client decide? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of sample policy 2:160, *Board Attorney*.
- Do you provide your school Board clients with any updating services gratis?
- How do you keep your Board clients apprised of litigation and other legal matters you are handling for them?
- Will you be handling this business personally, i.e., will you delegate to your associates or partners?
- Can anyone else in your firm handle our inquiries when you are unavailable?
- How do you keep current on school law?
- When do you tell your school clients to contact you regarding a matter with possible legal repercussions?
- Have you represented a school district in a matter involving the rights of disabled students? ...involving disabled employees? ... involving a student expulsion? ... involving a teacher dismissal? ... involving an employee's contract or dismissal? ... involving a building contract or bidding matter? ... Can you tell us about that case?
- How do you bill? How are you to be paid? Please explain your rates and/or fees. The subject of billing should cover whether the attorney or law firm prepares a budget for representation and its method for billing in detail, including the date and time, what work was performed, and who worked on the project, along with expenses.
- Did you bring a written agreement for legal services, engagement letter, or a retainer agreement? If yes, please review it for us now. If not, please explain the options for a written agreement for legal services, engagement letter, or a retainer agreement.

**Develop an interview protocol.** Interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(1).

1. The Board President will lead the Board as it interviews responders to its RFP. See 105 ILCS 5/10-13 stating that the Board President presides at all meetings and Board policy 2:110, *Qualifications, Term, and Duties of Board Officers*.

2. The Board may also want to consider allowing an equal amount of time for each interview.
3. Discuss the following items with each responder during the interview:
  - Introduce Board members to the responder
  - Describe the Board's interview process, selection process, and ask the responder if he or she has questions about the Board's process for selecting its attorney
  - Describe the District's philosophy or mission statement
  - Describe the Board Attorney position by reviewing the RFP
  - Begin asking the interview questions (see *Develop interview questions*, above)
  - Ask the responder whether he or she has any questions for the Board
  - Thank the responder and inform him or her when the Board expects to make its decision and how the responder will be contacted regarding the Board's decision

**Conduct a reference check and other background investigation(s).**

1. The Board President may perform this check or direct the Superintendent to:
  - Check the ARDC's master roll of attorneys as "Authorized to Practice Law" (To do this, enter the attorney's name into the ARDC's registration and public disciplinary records database at: [www.iardc.org/Lawyer/Search](http://www.iardc.org/Lawyer/Search).)
  - Click on the attorney's name to review whether any disciplinary actions are pending or resolved; current and prior actions will appear at the bottom of the screen
  - If disciplinary actions are listed, ask the attorney or law firm for more information
2. There are other online attorney review services available. These services may be overly subjective and/or the attorney may have control over the content in these services. Always check with the ARDC.
3. Call references provided by the responder.

**Enter into a written agreement or engagement letter with the selected attorney or law firm.**

1. All *agreements for legal services* should be in writing. At minimum, the agreement should provide the fee arrangement and the scope of services. *Agreements for legal services* and individual billing statements from the Board Attorney are subject to disclosure pursuant to a Freedom of Information Act request (PAO 14-02).
2. Discuss the fee arrangements with the responder and decide:
  - Whether to enter into a fee arrangement and/or a retainer agreement (**Note:** Attorneys typically bill by a pre-determined percentage of the hour, e.g., in one-tenth of an hour increments. Many districts enter into a retainer agreement for legal services or an engagement letter that requires them to pay the attorney a pre-determined fee every month. In return, the attorney provides a pre-determined amount of legal services whenever the district needs him or her. Districts find this useful because (1) they can budget for legal expenses, (2) legal advice is available up to the pre-determined amount for lower fees, and (3) this arrangement often provides for an enhanced, long-term relationship with the attorney.)
  - The appropriate scope of services
3. Review the written contract or memorialized relationship (*agreement for legal services or engagement letter*) for these provisions:

- Fee arrangement
- Scope of services
- Which attorneys will be providing legal services
- A statement that the Board controls all legal decisions
- A statement that the attorney and his or her law firm have no conflicts of interest or, if a conflict exists, that the Board understands the conflict and waives it
- Board's right to terminate the services of the attorney and law firm at any time for any reason

4. Approve the *agreement for legal services or engagement letter* during an open Board meeting.

**Announce the appointment to District staff and community.**

1. The contents of the announcement and length of time it is displayed are at the Board's sole discretion.
2. The Board may want to consider announcing during an open meeting. See Board policy 8:10, *Connection with the Community*.
3. The Board may want to include the following information in its announcement:
  - The Board appointed [attorney's name or law firm name] as the Board Attorney
  - The appointment will begin on [date] for [length of time]
  - The Board previously established qualifications for the Board Attorney in a careful and thoughtful manner, e.g., "[Attorney or lawfirm's name] meets these qualifications and has demonstrated the willingness to accept its duties and responsibilities. [Attorney or law firm's name] brings a clear understanding of the demands and expectations of the Board Attorney position along with a constructive attitude toward the challenge."

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**PRESSPlus Comments**

PRESSPlus 1. This Board exhibit is **Rewritten** for PRESS Plus Issue 115. Minor updates were made to the **PRESS** sample, including a corrected link to the Ill. Attorney Registration and Disciplinary Commission. A redlined version showing the changes made is available at **PRESS** Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 115, June 2024**

**Recommend as Presented**  
**Updated as part of review. Reimbursement Form.**

# *Document Status: Review and Monitoring*

## **Board Member Compensation; Expenses**

### **2:125-E1 Exhibit - Board Member Expense Reimbursement Form**

*Submit to the Superintendent, who will include this request in the monthly list of bills presented to the Board of Education. Please print and attach receipts for all expenditures. **Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements.** Please print. [PRESSPlus1](#)*

Name: \_\_\_\_\_  
 \_\_\_\_\_

Title/Office:

Travel Destination: \_\_\_\_\_  
 \_\_\_\_\_

Purpose:

Departure Date: \_\_\_\_\_  
 \_\_\_\_\_

Return Date:

**Receipts attached**

Request Date:

**Estimated expenses attached** (Completed 2:125-E2, Board Member Estimated Expense Approval Form)(pre-approval is required for federal and State grants).

**Approved expense advancement (voucher) attached, if applicable\*** (Completed 2:125-E2, Board Member Estimated Expense Approval Form.)

### **Actual Expense Report**

\* Board members will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. [105 ILCS 5/10-22.32](#). For federal and State grants, board members will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 2:125, *Board Member Compensation; Expenses*.

Auto Travel Allowance: \_\_\_\_\_ per mile

Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
<b>Subtotal</b>										

Advances

<b>Advances</b>	-
<b>TOTAL</b> (a negative amount indicates refund due from Board member)	\$

Submitting Board Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

**Board Action:**

- Approved**       **Denied**
- Approved in Part**    **Exceeds Maximum Allowable Amount**
- Grant Funding Source** (if applicable): \_\_\_\_\_

Comments: \_\_\_\_\_

DATED : June 10, 2020

**PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com)), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 115, June 2024**

# Document Status: Review and Monitoring

## Board Member Compensation; Expenses

### 2:125-E2 Exhibit - Board Member Estimated Expense Approval Form

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the Board of Education. Use of this form is required (1) by 2:125-E3, Resolution to Regulate Expense Reimbursements and (2) for pre-approval of expenses to be charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act. Please print. [PRESSPlus1](#)

Name: \_\_\_\_\_  
\_\_\_\_\_

Title/Office:

Travel Destination: \_\_\_\_\_  
\_\_\_\_\_

Purpose:

Departure Date: \_\_\_\_\_  
\_\_\_\_\_

Return Date:

**Estimated Expenses Approval Requested** ([50 ILCS 150/20](#) or grant expenditure)

**Travel is grant-related\*** (specify grant): \_\_\_\_\_

**Purchase Order Requested**

Purchase Order #:

**Expense Advancement Voucher Requested** ([105 ILCS 5/10-22.32](#))

Voucher Amount:

Estimated Expense Report						
Auto Travel Allowance: _____ per mile						
<i>*Grant-related travel only: Except for mileage and other transportation expenses, expense reimbursement/per diem is only allowed if on official travel status for 12 hours or more. If lodging at or below the applicable rate cannot be identified, please indicate below and attach at least three quotes for review.</i>						
	Auto Mileage	Transp.		Meals or Per Diem	Other	Daily

Date	Miles	Cost	Expenses	Lodging	Bkfst	Lunch	Dinner	Item Cost	Total
<b>Total</b>									<b>\$</b>

Submitting Board Member's Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

**Board Action:**

- Approved**       **Denied**
- Approved in Part**    **Exceeds Maximum Allowable Amount**
- Grant Funding Source** (if applicable): \_\_\_\_\_

Comments: \_\_\_\_\_

DATED : June 10, 2020

**PRESSPlus Comments**

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**Issue 115, June 2024**

## Document Status: Review and Monitoring

### BOARD OF EDUCATION

#### 2:160 Board Attorney

The Board of Education may retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the Board in its capacity as the governing body for the School District. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services or as memorialized by an engagement letter. The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board. [PRESSPlus1](#)

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may also authorize a specific Board member to confer with the Board Attorney on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The Board retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

#### LEGAL REF.:

[Rule 1.7](#) (Conflict of Interest: Current Clients) and [Rule 1.13](#) (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.: 4:60 (Purchases and Contracts)

Adopted: June 10, 2020

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#### **PRESSPlus Comments**

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## *Document Status: Review and Monitoring*

### OPERATIONAL SERVICES

#### **4:15 Identity Protection**

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to: [PRESSPlus1](#)

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, [5 ILCS 179/](#). Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

#### Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable measures to safeguard: (1) *protected personally identifiable information*, (2) other information that a federal awarding agency, pass-through

agency or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

[2 C.F.R. §200.303\(e\)](#).

[5 ILCS 179/](#), Identity Protection Act.

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

[50 ILCS 205/3](#), Local Records Act.

[105 ILCS 10/](#), Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

Adopted: January 15, 2020

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## **PRESSPlus Comments**

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**Issue 115, June 2024**

## Document Status: Review and Monitoring

### General Personnel

#### 5:180 Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The Board of Education's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of their gross salary. [PRESSPlus1](#)

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes a teacher or other licensed employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the teacher or other licensed employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant if the examination is job-related and consistent with business necessity.

LEGAL REF.:

[42 U.S.C. §12101](#) et seq., Americans with Disabilities Act.

[105 ILCS 5/10-22.4](#), [5/24-12](#), and [5/24-13](#).

*Elder v. School Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

*School District No. 151 v. ISBE*, 154 Ill.App.3d 375 (1st Dist. 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Adopted: September 18, 2019

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**PRESSPlus Comments**

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**Issue 115, June 2024**

## *Document Status: Review and Monitoring*

### Educational Support Personnel

#### **5:290 Employment Termination and Suspensions**

##### Resignation and Retirement[PRESSPlus1](#)

An employee is requested to provide two weeks' notice of a resignation. A resignation notice cannot be revoked once given. An employee planning to retire should notify his or her supervisor at least two months before the retirement date.

##### Non-RIF Dismissal

The District may terminate an at-will employee at any time for any or no reason, but not for a reason prohibited by State or federal law.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

The Superintendent is responsible for making dismissal recommendations to the School Board consistent with the Board's goal of having a highly qualified, high performing staff. This includes recommending a non-licensed employee for immediate dismissal for willful or negligent failure to report an instance of suspected child abuse or neglect as required by [325 ILCS 5/](#).

##### Reduction in Force and Recall

The Board may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow [Sections 10-22.34c](#) (outsourcing non-instructional services) and [10-23.5](#) (procedures) of the School Code, to the extent they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

##### Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

##### Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct or pending a dismissal

hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees. Upon receipt of a recommendation from the Ill. Dept. Children and Family Services (DCFS) that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended, proceeding with:
  - a. A suspension with pay; or
  - b. A suspension without pay.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.:

[105 ILCS 5/10-22.34c](#) and [5/10-23.5](#)

[5 ILCS 430](#) *et seq.*, State Officials and Employees Ethics Act.

[325 ILCS 5/7.4](#)(c-10), Abused and Neglected Child Reporting Act.

[820 ILCS 105/4a](#), Minimum Wage Law.

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:240 (Suspension), 5:270 (Employment At-Will, Compensation, and Assignment)

Adopted: January 15, 2020

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## **PRESSPlus Comments**

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**Issue 115, June 2024**

**Recommend as Presented**  
**5 year review and monitoring.**

## *Document Status: Review and Monitoring*

### **Educational Support Personnel**

#### **5:310 Compensatory Time-Off**

This policy governs the use of compensatory time-off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, [29 U.S.C. §201 et seq.](#), and (2) are not represented by an exclusive bargaining representative. [PRESSPlus1](#)

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. Other than as provided below, at no time may an employee's accumulated compensatory time-off exceed 240 hours, which represents compensation for 160 hours of overtime. An employee whose work regularly includes public safety, emergency response, or seasonal activities may accumulate a maximum of 480 hours of compensatory time, which represents compensation for 320 hours of overtime. If an employee accrues the maximum number of compensatory time-off hours, the employee: (1) is paid for any additional overtime hours worked, at the rate of one and one-half times the employee's regular hourly rate of pay, and (2) does not accumulate compensatory time-off until the employee uses an equal amount of accrued time-off.

An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time-off.

Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:

1. The average regular rate received by such employee during the last three years of employment;  
or
2. The final regular rate received by such employee.

Compensatory time-off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime compensation.

#### Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

#### LEGAL REF.:

Fair Labor Standards Act, [29 U.S.C. §201 et seq.](#); [29 C.F.R. Part 553](#).

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

Adopted: September 18, 2019

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#### **PRESSPlus Comments**

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**Issue 115, June 2024**

## *Document Status: Review and Monitoring*

### INSTRUCTION

#### **6:110 Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program**

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following: [PRESSPlus1](#)

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program
- Alternative school placement
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time to time
- Graduation incentives program
- Remediation program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

LEGAL REF.:

[105 ILCS 5/2-3.41](#), [5/2-3.66](#), [5/10-20.9a](#), [5/13B](#), [5/26-2a](#), [5/26-13](#), [5/26-14](#), and [5/26-16](#).

CROSS REF.: 6:280 (Grading and Promotion), 6:300 (Graduation Requirements), 7:70 (Attendance and Truancy)

Adopted: September 18, 2019

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#### **PRESSPlus Comments**

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**Issue 115, June 2024**

## Document Status: Review and Monitoring

### INSTRUCTION

#### **6:150 Home and Hospital Instruction**

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program. [PRESSPlus1](#)

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to three months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

#### LEGAL REF.:

[105 ILCS 5/10-19.05\(e\)](#), [5/10-22.6a](#), [5/14-13.01](#), and [5/18-4.5](#).

[23 Ill.Admin.Code §§1.520](#), [1.610](#), and [226.300](#).

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: February 12, 2020

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**Issue 115, June 2024**

## *Document Status: Review and Monitoring*

### STUDENTS

#### **7:170 Vandalism**

The Board of Education will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property. [PRESSPlus1](#)

LEGAL REF.:

[740 ILCS 115/](#).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

Adopted: September 18, 2019

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**Issue 115, June 2024**

**SUPERINTENDENT GOAL-SETTING FORM**

Name: \_\_\_\_\_ School year: \_\_\_\_\_

District: \_\_\_\_\_

This goal-setting form should be completed by the superintendent following the self-assessment process. The proposed goals, as well as activities, outcomes, and timeline, will be reviewed by the evaluator prior to the beginning of work on the goals. No more than five (5) goals should be established for a single school year; it is not necessary to have a goal for each standard. Note that the evaluation deadline is March 1, at which time progress towards goals will be reported with final results reported at the start of the following academic year.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)
<p><b>Component I:</b> <b>Purposeful Community</b></p> <p><i>Board Goal Connection: Community Engagement &amp; Human Resources</i></p>	<p>a. Establish intentional community with a common purpose</p> <p>b. Establish processes that lead to patterns of communication, relationships and a sense of well being across the district and wider community</p> <p>c. Building capacity across the district and community to support achievement of district goals</p> <p>d. Broadens and sustains a sense of collective efficacy across the district</p>	<p>Facilitate the implementation of the Portrait of a Learner framework to promote adult and student competency development that will lead to improved social emotional well being and improved learning</p>	<ol style="list-style-type: none"> <li>1. Creation of a district dashboard to monitor implementation of the Portrait of a Learner Framework</li> <li>2. Implementation of a student showcase demonstrate growth in competency development</li> <li>3. Continued professional development focused on adult competency development</li> <li>4. Develop a multi modal communication plan to engage the stakeholder diversity of our parent and wider community</li> </ol>	<ol style="list-style-type: none"> <li>1. Present the District Dashboard at the State of the District Presentation, November 2024</li> <li>2. Student Showcase to be scheduled for late spring 2025</li> <li>3. Monthly presentation at Board of Education Meetings to update communication strategies implemented throughout the year</li> </ol>
<p><b>Component II:</b> <b>Managing Change</b></p> <p><i>Board Goal Connection: Teaching &amp; Learning</i></p>	<ol style="list-style-type: none"> <li>a. Focus on continuous improvement</li> <li>b. Implementation of research based practices to improve student achievement</li> </ol>	<p>Facilitate vertical alignment of school improvement plans targeting core content areas to identify and address barriers that will lead to improved student</p>	<ol style="list-style-type: none"> <li>1. Set strategic school improvement goals based on triangulation of data and identify groups at-risk</li> </ol>	<ol style="list-style-type: none"> <li>1. Relevant student performance data</li> <li>2. School improvement plans with specific targeted outcomes</li> </ol>

<p><b>&amp; Human Resources</b></p>	<p>c. Monitor and evaluate implementation of district instructional program</p>	<p>learning with an intentional focus on improving at-risk subgroup student achievement</p>	<p>2. Utilize weekly and monthly meeting structures to encourage collaboration with a focus on school improvement planning 3. Provide resources and training to address intentional alignment of standards, assessment and instruction</p>	<p>3. Professional development plan</p>
<p><b>Component III: Focus of Leadership</b></p> <p><b>Board Goal Connection: Teaching &amp; Learning &amp; Human Resources</b></p>	<p>a. Collaboratively develop school improvement plans targeting improved achievement b. Align professional development with school improvement plans c. Align resources to support goal attainment</p>	<p>Facilitate vertical alignment of school improvement plans targeting core content areas to identify and address barriers that will lead to improved student learning with an intentional focus on improving at-risk subgroup student achievement</p>	<p>1. Set strategic school improvement goals based on triangulation of data and identify groups at-risk 2. Utilize weekly and monthly meeting structures to encourage collaboration with a focus on school improvement planning 3. Provide resources and training to address intentional alignment of standards, assessment and instruction</p>	<p>1. Relevant student performance data 2. School improvement plans with specific targeted outcomes 3. Professional development plan</p>
<p><b>Component IV: Management</b></p> <p><b>Board Goal Connection: Teaching &amp; Learning &amp; Human Resources</b></p>	<p>a. Focus fiscal management on controlling expenditures while maintaining appropriate resources to support improved student learning b. Design various forms of formal and informal communication to maintain a focus on continuous improvement c. Design processes and structures to increase parent and community engagement and support</p>	<p>Develop a communication plan for engaging the community in the work of the district focused on the Portrait of a Learner framework and improving the student learning experience</p>	<p>1. Develop a multi modal communication plan to engage the stakeholder diversity of our parent and wider community 2. Maintain long range plans for finance, operations and human resources 3. Identify and schedule new events/activities that will increase involvement and engagement of parent and community stakeholders</p>	<p>1. Monthly presentation at Board of Education Meetings to update communication strategies implemented throughout the year 2. Annual long range plan presentation updates 3. Calendar of events/activities for parents and community stakeholders</p>

Superintendent signature: \_\_\_\_\_ Date:

Evaluator signature:



# *User's Guide*

## Superintendent Evaluation System

January 2022

**McREL**  
INTERNATIONAL



# McREL

INTERNATIONAL

McREL International

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## INTRODUCTION

Effective leadership means more than simply knowing what to do—it’s knowing when, how, and why to do it. Effective leaders understand how to balance pushing for change while at the same time, protecting aspects of culture, values, and norms worth preserving. They know which policies, practices, resources, and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly. Finally, they understand and value the people in the organization. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed. This combination of knowledge and skills is the essence of balanced leadership.<sup>1</sup>

This combination of knowledge and skills is also the focus of McREL’s Superintendent Evaluation System. By using the results of the evaluation to guide their own professional development, superintendents, central office administrators and local Boards of Education will be able to chart a course for professional growth and development while leading school systems to higher levels of productivity and greater student achievement gains.

### RESEARCH ON SUPERINTENDENT LEADERSHIP

Following McREL’s study on the effects of school-leaders on student achievement and published in a book titled, *School Leadership That Works: From Research to Results*<sup>2</sup> (Marzano, Waters, & McNulty, 2005). Researchers at McREL sought to determine whether leadership at the district level has a similar relationship with student achievement—whether it is an important part of the mix of actions that have, in the aggregate, a causal effect on student achievement. The study sought to answer two basic questions. The first, what is the strength of the

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<sup>1</sup>Waters, T. J., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Retrieved from <http://www.mcrel.org/products/144>

<sup>2</sup>Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

relationship between district-level administrative action and average student achievement? The second, what are the specific district leadership behaviors that are associated with student achievement? The findings from this research study were first published in a working paper; *School District Leadership that Works: The effect of superintendent Leadership on Student Achievement*<sup>3</sup> (Waters & Marzano, 2006) and subsequently published in the book, *District leadership that works: Striking the right balance*<sup>4</sup> (Marzano & Waters, 2009)

The targeted sample of our study was all available studies involving district leadership (or variables related to district leadership) and student academic achievement in the United States from 1970 until 2005. Of the studies that met the rigorous criteria for inclusion the sample size involved 2,817 districts and the achievement scores of 3.4 million students. Our researchers believe this study to be the largest-ever quantitative examination of research on superintendents.

## FINDINGS

The answer to our first question; “What is the strength of the relationship between district-level administrative action and average student achievement?” we found a statistically significant relations between district leadership and student achievement. The computed correlation between district leadership and student achievement was .24 and significant at the .05 level. In other words, *District Leadership Matters!* Given such a relationship we would predict that average student achievement in a district would increase by 9.5 percentile points in those districts where central office leadership were focused and intentional on the responsibilities and/or initiatives (specific actions of district leadership) that would strengthen their leadership and district productivity.

Our second question; “What are the specific district leadership behaviors that are associated with student achievement?” Related to this question, our second finding revealed five district-level leadership responsibilities that have a statistically significant correlation with average student achievement.

### *RESPONSIBILITY: ENSURING COLLABORATIVE GOAL SETTING*

Effective district leaders include all relevant stakeholders, including central office staff, building-level administrators, and board of education members, in establishing non-negotiable goals for their districts. In particular, they ensure that building-level administrators are heavily involved in the goal-setting process since these are the individuals who are charged with implementing the articulated goals in schools. Such involvement does not imply consensus, however it does imply that once stakeholders reach an acceptable level of agreement regarding goals, all stakeholders support the attainment of those goals.

### *RESPONSIBILITY: NONNEGOTIABLE GOALS FOR ACHIEVEMENT AND INSTRUCTION*

<sup>3</sup>Waters, T. & Marzano, R. (2006). *School District Leadership that Works: The effect of superintendent Leadership on Student Achievement*. Denver, CO: Mid-continent Research for Education and Learning. - retrieved from [www.mcrel.org/products-and-services/products/product-listing/01\\_99/product-90#sthash.P7bcPrhi.dpuf](http://www.mcrel.org/products-and-services/products/product-listing/01_99/product-90#sthash.P7bcPrhi.dpuf)

<sup>4</sup>Marzano, R., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree.

Effective superintendents ensure that the collaborative goal-setting process results in nonnegotiable goals (goals that all staff members must act on) in at least two areas: (1) student achievement and (2) classroom instruction. This means that the district sets specific achievement targets for the district as a whole, for individual schools, and for subpopulations of students within the district. Once set, the achievement goals are enacted in every school site. All staff must be aware of the goals and an action plan is developed and executed for those goals.

With respect to goals for classroom instruction, this responsibility does not mean that the district establish a single instructional model that all teachers must employ. However, it does mean that the district adopt a broad but common framework for classroom instruction design and planning, common instructional vocabulary, and consistent use of research-based instructional strategies in each school and each classroom.

Another characteristic of this responsibility is the expectation that all principals support the goals explicitly and implicitly. Explicit support means that school leaders engage in the behaviors described above. Implicit support means that building level administrators do nothing to subvert the accomplishment of those goals such as criticizing district goals or subtly communicating that the goals the district has selected are inappropriate or unattainable.

#### *RESPONSIBILITY: CREATING BOARD ALIGNMENT WITH AND SUPPORT OF DISTRICT GOALS*

In effective school districts, the board of education is aligned with and supportive of the nonnegotiable goals for achievement and instruction. The board ensures that these goals remain the top priorities in the district and that no other initiatives deflect attention or resources from accomplishing these goals.

Although other initiatives might be undertaken, they must directly relate to these two primary goals. Publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are precisely the board-level actions that are most directly related to student achievement.

While it is important to understand that all central office staff and board members are responsible for these first three responsibilities, they are a direct obligation of the superintendent and board.

#### *RESPONSIBILITY: ALLOCATING RESOURCES TO SUPPORT THE GOALS FOR ACHIEVEMENT AND INSTRUCTION*

Superintendents of high-performing districts ensure that the necessary resources, including, time, money, personnel, and materials, are appropriately allocated to accomplish the district's goals. This can mean gutting back on or dropping initiatives that are not aligned with the nonnegotiable goals. Our analysis does not answer questions about the level of resources school district must commit to supporting achievement and instruction, however it is clear that a meaningful commitment of funding must be dedicated to professional development for teachers and school leaders. The professional development supported with this funding should be focused on building the requisite knowledge, skills, and competencies teachers and principals need accomplish a district's goals. Furthermore, when such resources are deployed at the school level,

they must be utilized in ways that align schools with district goals.

#### *RESPONSIBILITY: MONITORING ACHIEVEMENT AND INSTRUCTION GOALS*

Effective superintendents and their staff continually monitor district process toward achievement and instructional goals to ensure that these goals remain the driving force behind district actions. If not monitored continually and systematically, the goals can become little more than pithy refrains that are spoken at district and school events and highlighted in written reports. Effective superintendents ensure that each school regularly examines the extent to which it is meeting achievement targets. Discrepancies between articulated goals and current practices are interpreted as a need to change and refocus efforts to enhance student achievement. In short, each school uses the achievement goals as their primary indicator of their success and progress toward goal attainment. The same can be said for instructional goals. Any discrepancies between expected teacher behavior in classrooms as articulated by agreed-upon instructional models and observed teacher practices are taken as a call for corrective action.

#### *RESPONSIBILITY: DEFINED AUTONOMY: A SURPRISING AND PERPLEXING FINDING*

One set of findings from our analysis at first appears contradictory, involves building-level autonomy with a district. One study reported that building autonomy has a positive correlation of .28 with average student achievement in the district, indicating that an increase in building autonomy is associated with an increase in student achievement. Interestingly, that same study reported that site-based management has a negative correlation of  $-.16$  with student achievement, indicating that an increase in site-based management is associated with a decrease in student achievement. Superintendents who implement an inclusive goals-setting process that results in board-adopted “nonnegotiable goals” for achievement and instruction, who assures that school align their use of district resources for professional development with district goals, and who monitors and evaluates progress toward goal attainment is fulfilling multiple responsibilities associated with higher levels of achievement and school productivity. This superintendent has established a relationship with school we refer to as *defined autonomy* when he or she also encourages principals and others to assume responsibility for school success. *Defined autonomy* means that the superintendent expects building principals and all other administrators in the district to lead within the boundaries defined by the district goals.

#### *BONUS FINDING*

Our analysis produced one finding that initially was not a focus of the study, but emerged from the analysis of the reports in our study. Two studies that we examined reported correlation between superintendent tenure and student academic achievement. Specifically, this finding implies that the longevity of the superintendent has a positive effect on the average academic achievement of students in the districts. This positive effect may manifest itself as early as two years into a superintendent’s tenure. This may suggest that consistency in leadership and strengthening leadership practice correlated with improving instruction and achievement is required to positively effect district productivity. The contents of this evaluation system are intended to guide, strengthen and support superintendent leadership.

## PURPOSE OF EVALUATION

The intended purpose of McREL’s Superintendent Evaluation System is to assess the superintendent’s performance in relation to the research-based responsibilities that have been proven to be effective. The evaluation should take place in collaboration with board of education. The superintendent will take the lead in conducting the evaluation through the use of self-assessment, reflection, and input gathered from the various stakeholders with an interest in the leadership in the district. The evidence and documentation collected during the process is not intended to become a portfolio. Rather, it should provide a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific responsibilities aligned with district leadership that works<sup>5</sup>.

McREL’s Superintendent Evaluation System will:

- Serve as a guide for superintendents as they reflect upon and improve their effectiveness as district leaders;
- Inform higher education programs in developing the content and requirements of degree programs that prepare future superintendents;
- Focus the goals and objectives of districts as they support, monitor, and evaluate principals and other key district staff;
- Guide professional development for the superintendent as well as other district employees; and
- Serve as a tool in developing coaching and mentoring programs for superintendents.

## STEPS OF THE PROCESS

Prior to the implementation and use of this evaluation system, training is required of the superintendent and members of the board of education. Training will provide an overview of the essential finding from the research and how it is connected to this evaluation system. In addition the training will help define the roles and responsibilities of the superintendent and the board members, the process for conducting the evaluation , and how to accurately rate the performance of the superintendent.



Figure 1: McREL’s Superintendent Evaluation Process

### STEP 1: SELF-ASSESSMENT

Each school year, the superintendent will inform the board that an evaluation of his or her performance should be conducted. In preparation for the first discussion related to the evaluation, the superintendent will assess his or her own performance using the Rubric for Evaluating

<sup>5</sup>Marzano, R., & Waters, T. (2009). *District leadership that works: Striking the right balance*. Bloomington, IN: Solution Tree.

Superintendents. This self-assessment becomes the basis for collaborative dialogue with board members and setting goals for the upcoming academic year.

#### *STEP 2: MEETING BETWEEN SUPERINTENDENT AND DISTRICT SCHOOL BOARD*

At this meeting, the superintendent will provide members of the board a complete set of materials guiding the evaluation process and an explanation of the process, the timeline, and the rubric used to determine the superintendent's level of performance. The superintendent and members of the board will agree on the conditions of the evaluation including its scope, timeline, goals, evidence, and documentation necessary to demonstrate proficiency, potential consequences of poor performance, and potential benefits of accomplished or distinguished performance. Each superintendent should be thoroughly familiar with the McREL Evaluation Process, basic understanding of the research that support the evaluation rubric, and all of the materials associated with system, including definitions and forms.

The superintendent will also share with the board the results of the self-assessment and his or her plans for each area to address during the year. Such areas may include items that need improvement as well as areas of strength that should be expanded and enhanced.

#### *STEP 3: CONSOLIATED PERFORMANCE ASSESSMENT*

The superintendent will collect, analyze, and synthesize the information agreed upon with the board in Step 2 in order to prepare a comprehensive picture of performance throughout the year. This summary of the evidence and documentation needed to judge performance should be provided to the board well in advance of the performance discussion at which final performance levels will be discussed.

#### *STEP 4: DISTRICT SCHOOL BOARD RATING OF THE SUPERINTENDENT*

Members of the board will independently rate the superintendent's performance using the McREL's Rubric for Evaluating Superintendents on each element and framework component following the scoring method (discussed in scoring the rubric). They will then meet to discuss their individual ratings, comments and any recommendations for improvement. Final framework component ratings will be determined using the median score taken from individual board members ratings. Taking the median score should assist in consensus building between board members reflecting accurate, fair, and meaningful ratings. Ratings and feedback will be shared with the superintendent. Individual ratings may be shared, but that is not a requirement of the evaluation process.

#### *STEP 5: FINAL EVALUATION AND GOAL-SETTING MEETING*

The superintendent and the board will discuss the superintendent's progress toward achieving goals established for the year and the level of performance on standards as documented in steps 1 and 4. This discussion will include the self-assessment, consolidated assessment, and the board's summary evaluation of the superintendent, which have been prepared in advance of the meeting. Should additional data or documents need to be brought into the discussion, the board and superintendent will agree on the information needed for the review and a timeline for providing it for the board's consideration. At this meeting, the superintendent and the board will agree upon performance goals and recommendations for the subsequent school year. All forms needed to complete this process are included in this manual.

## **ROLES AND RESPONSIBILITIES**

For the implementation of a new superintendent evaluation system to be effective requires stakeholders to know and understand their roles and responsibilities. Stakeholder responsibilities link directly to processes and practices associated with effective implementation and use of this evaluation system.

### *SUPERINTENDENT RESPONSIBILITIES*

- Understand McREL’s Superintendent Evaluation Process.
- Prepare for Step 2, the meeting with the board to agree upon the guidelines for conducting the evaluation. This preparation will include completing a self-assessment, reviewing performance goals and determining which ones have been met and which are short of completion, and identifying nonnegotiable goals and district strategic priorities.
- Gather data, documents, and evidence to support performance in relation to the performance standards and progress toward attaining goals.
- Develop and implement strategies to improve personal performance or attain goals in areas individually or collaboratively identified.
- Finalize goals and end-of-year evaluation with the board as soon as student achievement data is received.

### *BOARD RESPONSIBILITIES*

- Participate in training to understand and implement the
- McREL Superintendent Evaluation Process.
- Ensure that all steps of the evaluation process are conducted as described in this manual.
- Identify the superintendent’s strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the superintendent’s summary evaluation worksheet contains accurate information and accurately reflects the superintendent’s performance.
- Participate in the evaluation discussions and guide the superintendent in establishing goals for the subsequent year.

## **OVERVIEW OF THE RUBRIC FOR EVALUATION OF SUPERINTENDENTS**

The following rubric was developed to align with and exemplify the research finding on effective superintendents briefly outlined earlier in this document. It should be used in conjunction with the Balanced Leadership Framework® to record evaluator ratings of the superintendent and the superintendent’s self-assessments and to document end-of-year ratings based on all evaluation activities. A form for summarizing the superintendent’s ratings also accompanies the material in (see Superintendent Summary Evaluation Worksheet). Together, these materials form the core of McREL’s Superintendent Evaluation process.

The superintendent's performance will be noted as follows:

**Developing:** Superintendent demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

**Proficient:** Superintendent demonstrated basic competence on standard(s) of performance.

**Accomplished:** Superintendent exceeded basic competence on standard(s) of performance most of the time.

**Distinguished:** Superintendent consistently and significantly exceeded basic competence on standard(s) of performance.

**Not Demonstrated:** Superintendent did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the "Not Demonstrated" rating is used, the evaluator must comment about why it was used.)

These levels are cumulative across the rows of the rubric. The "Developing" superintendent may exemplify the skills expected of a superintendent who is new to the position or an experienced superintendent who is working in a new school, or who needs a new skill in order to meet the standard. A "Proficient" superintendent must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a "Distinguished" superintendent exhibits all of the skills and knowledge described for that element across the row. Occasionally, a superintendent might not demonstrate evidence of proficiency on a particular element. In that case, the "Not Demonstrated" column should be selected. This column may also be used to document evidence that a superintendent is performing at a level below expectations or below standard. If that column is chosen, then a comment must be made as to why it was selected.

This instrument should be used to monitor the superintendent's progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in each school. The rubric should be completed by superintendents as a self-assessment of their performance during the year. Board members will use the rubric to complete their assessment of the superintendent's performance for the same time period. Likewise, the superintendent and the board will use the rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the superintendent.

## HOW THE INSTRUMENT IS CONSTRUCTED

The evaluation instrument is constructed from the three major components of the Balanced Leadership Framework with an additional set of rubrics that address the managerial responsibilities of the superintendent (See appendix A for the rubric and all forms associated with this evaluation system). The three major Balanced Leadership Framework components include:

**FRAMEWORK COMPONENT I: PURPOSEFUL COMMUNITY**—A purposeful community is one with the collective efficacy to effectively develop and use all available assets (tangible and intangible) to accomplish purpose and outcomes that matter to all stakeholders through agreed-upon processes. This component of the evaluation system has four elements.

- a. Element a: *Purpose and outcomes*. The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.
- b. Element b: *Agreed-upon processes*. The superintendent and central office staff collaboratively establish and model process that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.
- c. Element c: *Tangible and intangible assets*. The superintendent and central office staff identify and effectively manage all available assets across the district and from the community
- d. Element d: *Collective efficacy*. The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.

**FRAMEWORK COMPONENT II: MANAGING CHANGE**—Change involves understanding the implication of change efforts for stakeholders and adjusting and balancing leadership behaviors accordingly. This component of the evaluation system has four elements.

- a. Element a: *Creates demand for change*. The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.
- b. Element b: *Implements change*. The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity and consistency.
- c. Element c: *Monitors and evaluates*. . The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.
- d. Element d: *Manages personal transitions*. The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions .

**FRAMEWORK COMPONENT III: FOCUS OF LEADERSHIP**—Focus of Leadership involves accurately and proactively targeting appropriate areas for school improvement efforts. This component contains three elements.

- a. Element a: *Non-negotiable goals*. The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.
- b. Element b: *Use of resources*. The superintendent and central office staff dedicate resources for professional development of teachers and principals to achieve district goals.
- c. Element c: *Defined autonomy*. The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.

**FRAMEWORK COMPONENT IV: MANAGEMENT**—Effective district management ensures that there are processes and systems in place for budgeting, staffing, problem solving, communication, and scheduling that organize the work of the district and give priority to student learning and safety. This components contains five elements.

- a. Element a: *Resources and budget*. The superintendent and central office staff establish budget processes and systems focused on and resulting in improved student achievement.
- b. Element b: *Systematic communication*. The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.
- c. Element c: *Safe and orderly environment*. The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.
- d. Element d: *Parent/community involvement and outreach*. The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.
- e. Element e: *Legal and regulatory compliance*. The superintendent and central office staff designs protocols and processes in order to comply with federal, state, and district legal requirements and mandates.

## HOW THE RUBRIC IS CONSTRUCTED

The rubrics are constructed (figure 2) by applying the selected practices from the research findings from McREL’s study of effective superintendents. The selected practices provide the anchor descriptors within the appropriate element rubric. Additionally each element rubric is supported by the literature and best practice standards of effective superintendents. A complete set of the six leadership responsibilities and selected practices can be found in the resource section in appendix B of this document.

Element	Balanced Leadership Framework Component				Ratings
<b>FRAMEWORK COMPONENT III: FOCUS OF LEADERSHIP</b>					
Focus of Leadership involves accurately and proactively targeting appropriate areas for school improvement efforts.					
a. Non-negotiable Goals. The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.					
<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished (comment required)</b>	<b>Not Demonstrated (comment required)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows effective, research-based curricular, instructional, and assessment practices.</li> <li><input type="checkbox"/> Possesses strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or the workforce.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Establishes a district-wide focus on 5-year non-negotiable goals for achievement and instruction. (2)</b></li> <li><input type="checkbox"/> <b>Establishes clear priorities among the district's instructional goals and objectives with district achievement and instructional practices at the top of the list. (2)</b></li> <li><input type="checkbox"/> <b>Supports varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population. (2)</b></li> <li><input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, &amp; Staff Survey) to develop goals and objectives.</li> <li><input type="checkbox"/> Defines the practice of instructional leadership in the context of preparing students for success in college or the workforce in the 21st century.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ensures that the instructional needs of students from diverse populations are being met. (5)</b></li> <li><input type="checkbox"/> Aligns the district's curriculum, instruction, and assessment practices.</li> <li><input type="checkbox"/> Challenges district and school staff to define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st century.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inspires all district and school staff to be accountable for achieving district non-negotiable goals for achievement and instruction.</li> <li><input type="checkbox"/> Leverages policies and organizational structures to ensure that effective alignment among curriculum, instruction and assessment is sustained.</li> </ul>		
<b>Descriptors</b>					

**Bolded descriptors provide the anchors and are taken from the selected practices from the six areas of leadership responsibility. The parentheses indicate the responsibility.**

Figure 2: Rubric construction .

The rubric descriptors are placed in such a way that the knowledge, skills and dispositions implied by each descriptor scaffold down each column ratings and continue to the next column. Such a design allows for a differentiation in the levels of superintendent performance, but more importantly provide a clear pathway to performance improvement.

## HOW TO SCORE THE RUBRIC

The scoring system for the superintendent rubric is a 3-step process designed to use the ratings of all school board members in a fair and objective manner. This process involves the following

- Each school board member will independently rate the superintendent on each descriptor. Figure 3 illustrates the scoring strategy to be used for the descriptors; they are cumulative across the rows. To be rated “Distinguished” on any element, the superintendent must exhibit all of the descriptors under “Developing,” “Proficient,” and “Accomplished” as well as all of the descriptors under “Distinguished.” The school board member should mark the box beside each element in evidence, beginning with the left column. If the superintendent does not demonstrate the practice, the box is left blank. If the school board member cannot check any of the practices under the four columns, the superintendent is rated “Not Demonstrated.” In such cases, the school board member must comment and provide guidance about how the superintendent needs to proceed toward obtaining the skills described for that element.

FRAMEWORK COMPONENT III: FOCUS OF LEADERSHIP				
Focus of Leadership involves accurately and proactively targeting appropriate areas for school improvement efforts.				
a. Non-negotiable Goals. The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Knows effective, research-based curricular, instructional, and assessment practices. <input type="checkbox"/> Possesses strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or the workforce.	and... <input type="checkbox"/> Establishes a district-wide focus on 5-year non-negotiable goals for achievement and instruction. (2) <input type="checkbox"/> Establishes clear priorities among the district's instructional goals and objectives with district achievement and instructional practices at the top of the list. (2) <input type="checkbox"/> Supports varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population. (2) <input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, & Staff Survey) to develop goals and objectives. <input type="checkbox"/> Defines the practice of instructional leadership in the context of preparing students for success in college or the workforce in the 21st century.	and... <input type="checkbox"/> Ensures that the instructional needs of students from diverse populations are being met. (3) <input type="checkbox"/> Aligns the district's curriculum, instruction, and assessment practices. <input type="checkbox"/> Challenges district and school staff to define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st century.	and... <input type="checkbox"/> Inspires all district and school staff to be accountable for achieving district non-negotiable goals for achievement and instruction. <input type="checkbox"/> Leverages policies and organizational structures to ensure that effective alignment among curriculum, instruction and assessment is sustained.	

Figure 3: Cumulative and additive scoring method.

A cumulative additive scoring method provides consistency in scoring between multiple raters and provides a fair and accurate assessment of superintendent performance.

- The final rating for each standard is the median, or middle, rating of all the school board members' ratings. The median rating is the middle score of the group of scores. To obtain the median rating, start with the lowest score in the set and count up until you get to the middle score. Figure 4 provides an example of how a five-member board might score a

superintendent. For example for Framework Component III: Focus of Leadership, one rating was “Not Demonstrated,” three ratings were “Developing,” and one ratings was “Proficient.” For this component, the median score is “Developing.”

Component	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
1		1	1	3		Accomplished
2		1	2	1	1	Proficient
3	1	3	1			Developing
4		1	2	2		Proficient

**Figure 4: Example of scoring superintendent evaluation: Finding the Median**

**Note:** *If a school board is made up of an even number of board members, there is no median score. Rather the median is between the two middle scores, in such cases, the raters should use the higher of the two scores.*

- Once the median scores for all of the standards are determined, the overall score for the superintendent is determined based on the median score for all the standards. In the example in Figure 3, the median is “Proficient.” This was determined by arranging the median scores for the standards from lowest to highest and finding the score in the middle. When the median scores in Figure 4 are arranged from lowest to highest, they look like this:

Framework Component (lowest to highest)	Rating	Overall Rating
3. Focus of Leadership	Developing	
2. Managing Change	Proficient	
4. Management	Proficient	
1. Purposeful Community	Accomplished	
		Proficient

Proficient is the median score, and therefore the overall all score for the superintendent in this particular example is “Proficient.”



# *Rubrics and Forms*

## Superintendent Evaluation System

This section contains all of the forms that are required to effectively use this evaluation system.2



## THE SUPERINTENDENT EVALUATION RUBRIC – BALANCED LEADERSHIP FRAMEWORK

**FRAMEWORK COMPONENT I: PURPOSEFUL COMMUNITY**

A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

a. Purpose and outcomes. The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Articulates a shared vision for the district in the 21st century.	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Develops and adopts five year non-negotiable goals for achievement and instruction collaboratively with the Board. (2)</b></li> <li><input type="checkbox"/> <b>Demonstrates situational awareness of the political climate of the school district. (3)</b></li> <li><input type="checkbox"/> Uses multiple sources of data to understand the culture of the district.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ensures that schools have a clear mission focused on district goals. (6)</b></li> <li><input type="checkbox"/> Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education.</li> <li><input type="checkbox"/> Ensures that all parental and community involvement activities respect the cultures and traditions of the local community.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently and routinely solicits input from stakeholder groups to determine the effectiveness of the district's strategic plan and ensures that changes to the plan are made, informed by this input.</li> </ul>	

b. Agreed-upon processes. The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conveys a shared understanding as to the nature and function of the goal setting process. (1)</b></li> <li><input type="checkbox"/> Periodically reviews and updates the district's mission, vision and strategic goals.</li> <li><input type="checkbox"/> Coordinates the development of a district strategic plan based on the district's mission, vision and non-negotiable goals.</li> <li><input type="checkbox"/> Conveys how policies and practices relate to the district's mission, vision, and goals</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Leads board members, central office staff and school administrators, in a collaborative goal setting process. (1)</b></li> <li><input type="checkbox"/> <b>Establishes strong agreed-upon principles/ values which direct actions of people. (6)</b></li> <li><input type="checkbox"/> Contributes to a rigorous and systematic approach to update or rewrite the district's vision, mission, values, beliefs, and goals statements.</li> <li><input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions.</li> <li><input type="checkbox"/> Implements processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates a shared vision and understanding of "defined autonomy." (6)</li> <li><input type="checkbox"/> Creates collaborative processes and procedures for developing, implementing, reviewing and maintaining the district's strategic plan.</li> <li><input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way.</li> <li><input type="checkbox"/> Designs a plan to implement policies and procedures that ensures engagement and cooperation among staff.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages policies and procedures to maintain high levels of collective efficacy.</li> </ul>	

c. Tangible and intangible assets. The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals.</li> <li><input type="checkbox"/> Articulates the rationale of shared leadership.</li> <li><input type="checkbox"/> Identifies groups and potential partners within the community.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Directs personnel operations to assure a stable yet improving and well balanced work force. (6)</b></li> <li><input type="checkbox"/> Ensures the hiring of well qualified teachers. (6)</li> <li><input type="checkbox"/> Implements structures to share leadership and decision making among staff members throughout the district.</li> <li><input type="checkbox"/> Establishes new opportunities for meaningful partnerships or collaborative endeavors.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures accountability for effectively assuming leadership roles.</li> <li><input type="checkbox"/> Expands the capacity central office staff to establish and maintain collaborative work environments.</li> <li><input type="checkbox"/> Creates policies, procedures, and processes that support shared leadership.</li> <li><input type="checkbox"/> Builds relationships within and beyond the school community that ensure understanding and appreciation of the district's vision.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses shared leadership to promote effective change throughout the district and to support ongoing improvement of student learning.</li> <li><input type="checkbox"/> Leverages relationships and partnerships to affect community-wide change that improves both the community and work of the district.</li> <li><input type="checkbox"/> Inspires community trust in the school district in meetings, through media, and with other approaches.</li> </ul>	
d. Collective efficacy. The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Possesses a sense of self-efficacy to affect positive leadership in the district.</li> <li><input type="checkbox"/> Understands the importance of efficacy among district staff in promoting district goals.</li> <li><input type="checkbox"/> Acknowledges district shortcomings and celebrates accomplishments</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages a belief in the ability of personnel to accomplish substantial outcomes.</li> <li><input type="checkbox"/> Discusses the successes and shortcomings of the district with stakeholder groups.</li> <li><input type="checkbox"/> Implements strategies that build efficacy among principals.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sustains an environment of trust among staff, students, parents, and the community at large.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes collective efficacy among staff and other stakeholder groups to achieve district goals/outcomes that matter.</li> </ul>	
Comments:				
<b>Suggested Data and Documents:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> District Vision and Mission Statements</li> <li><input type="checkbox"/> Climate/Culture Surveys</li> <li><input type="checkbox"/> Leadership Team Agendas, Minutes</li> <li><input type="checkbox"/> Community Survey Data</li> <li><input type="checkbox"/> Student Achievement Data</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Attendance Data</li> <li><input type="checkbox"/> Teacher Attendance Data</li> <li><input type="checkbox"/> Graduation and Promotion Rates</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>		

**FRAMEWORK COMPONENT II: MANAGING CHANGE**

Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

a. Creates demand for change. The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Clearly articulates the skills and experiences students will need for success in college and the workforce in the 21st century.	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Collaboratively develops goals that reflect changes necessary to enhance student achievement rather than goals intended to maintain the status quo. (1)</b></li> <li><input type="checkbox"/> Uses data to establish dissatisfaction with the current reality and/or establish a vision of a more attractive reality.</li> <li><input type="checkbox"/> Utilizes data-driven decision making processes with the Board and central office staff.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Commits the district and schools to continuous improvement. (6)</b></li> <li><input type="checkbox"/> Creates a true sense of urgency for change across the system.</li> <li><input type="checkbox"/> Builds a strategy that identifies critical behaviors.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocates a culture of continuous growth and development, organizationally and individually.</li> </ul>	

b. Implements Change. The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity and consistency.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the characteristics of first and second order change.</li> <li><input type="checkbox"/> <b>Understands the type and nature of conflict in the district. (3)</b></li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Provides leadership for central office and principals as to how to implement district goals. (6)</b></li> <li><input type="checkbox"/> Recognizes the implications of change in implementing the district goals.</li> </ul> Ensures professional development that is <ul style="list-style-type: none"> <li><input type="checkbox"/> aligned with curricular, instructional, and assessment practices;</li> <li><input type="checkbox"/> connected to district improvement goals; and</li> <li><input type="checkbox"/> differentiated based on staff needs.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that all staff members are evaluated fairly and equitably.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically challenges the status quo</li> </ul> Accelerates the rate of adoption of an innovation by: <ul style="list-style-type: none"> <li><input type="checkbox"/> identifying opinion leaders; and</li> <li><input type="checkbox"/> targeting issues and framing the messages.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manages change according to order of magnitude for stakeholders.</li> <li><input type="checkbox"/> Synthesizes research and implements into practice.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Promotes innovation at the district and school levels within the context of district goals. (6)</b></li> <li><input type="checkbox"/> Promotes change focused on improving student learning of 21st century knowledge and skills.</li> <li><input type="checkbox"/> Institutionalizes innovations that demonstrate improvement in student learning.</li> <li><input type="checkbox"/> Inspires others to embrace change necessary to meet district goals for achievement and instruction.</li> </ul>	

<p>c. Monitors and evaluates. The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the impact of change on the individuals implementing it.</li> <li><input type="checkbox"/> Understands the value and fundamentals of program and personnel evaluation.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Reports student achievement data and data regarding instructional goals to the board on a regular basis. (5)</b></li> <li><input type="checkbox"/> <b>Monitors progress toward district achievement goals. (5)</b></li> <li><input type="checkbox"/> <b>Ensures the annual evaluation of personnel in terms of their support for district goals. (5)</b></li> <li><input type="checkbox"/> Monitors how effectively principals and other district leaders implement educator evaluation systems.</li> <li><input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, &amp; Staff Survey) to monitor implementation and inform mid-course corrections.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ensures classroom observations are conducted frequently and systematically by central office with school-level staff. (6)</b></li> <li><input type="checkbox"/> <b>Monitors and evaluates the implementation of instructional methodologies identified by the district. (5)</b></li> <li><input type="checkbox"/> Regularly evaluates change efforts and clearly communicates results to all stakeholders.</li> <li><input type="checkbox"/> Holds him/herself accountable for the full and complete implementation of the educator evaluation system.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an environment where errors are seen as opportunities to learn about and improve practices.</li> <li><input type="checkbox"/> Leverages rigorous evaluation techniques to increase the efficacy of change efforts on student achievement.</li> </ul>	
<p>d. Manages personal transitions. The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.</p>				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands that personal transition is a part of shared human endeavor.</li> <li><input type="checkbox"/> Understands how individuals progress through personal transitions.</li> <li><input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages people to express views that are contrary to her/his own views.</li> <li><input type="checkbox"/> Discusses discordant issues with staff and implements solutions to address them.</li> <li><input type="checkbox"/> Resolves conflicts in the best interest of students and the district.</li> <li><input type="checkbox"/> Demonstrates the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates an effective picture of the improvement initiative and communicates it effectively.</li> <li><input type="checkbox"/> Creates transition management plans.</li> <li><input type="checkbox"/> Leads staff in identifying professional goals related to improving student learning through the fulfillment of a professional growth plan.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inspires people to experiment, take risks, and exercise their creativity during the gap between the old and the new.</li> <li><input type="checkbox"/> Mentors others to deal successfully with the personal transitions they must make for a change effort to succeed.</li> </ul>	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> District Strategic Plan</li> <li><input type="checkbox"/> Professional Development Plans</li> <li><input type="checkbox"/> Relevant Student Performance Data</li> <li><input type="checkbox"/> Board Reports</li> <li><input type="checkbox"/> Personnel Evaluation Data</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Regular Feedback to Leaders Regarding Performance</li> <li><input type="checkbox"/> Classroom Walkthrough Data</li> <li><input type="checkbox"/> Monitoring Plan</li> <li><input type="checkbox"/> Operating Principals and Working Agreements</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>		

**FRAMEWORK COMPONENT III: FOCUS OF LEADERSHIP**

Focus of Leadership involves accurately and proactively targeting appropriate areas for school improvement efforts.

- a. **Non-negotiable Goals.** The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows effective, research-based curricular, instructional, and assessment practices.</li> <li><input type="checkbox"/> Possesses strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or the workforce.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Establishes a district-wide focus on 5-year non-negotiable goals for achievement and instruction. (2)</b></li> <li><input type="checkbox"/> <b>Establishes clear priorities among the district's instructional goals and objectives with district achievement and instructional practices at the top of the list. (2)</b></li> <li><input type="checkbox"/> <b>Supports varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population. (2)</b></li> <li><input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, &amp; Staff Survey) to develop goals and objectives.</li> <li><input type="checkbox"/> Defines the practice of instructional leadership in the context of preparing students for success in college or the workforce in the 21st century.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ensures that the instructional needs of students from diverse populations are being met. (5)</b></li> <li><input type="checkbox"/> Aligns the district's curriculum, instruction, and assessment practices.</li> <li><input type="checkbox"/> Challenges district and school staff to define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st century.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inspires all district and school staff to be accountable for achieving district non-negotiable goals for achievement and instruction.</li> <li><input type="checkbox"/> Leverages policies and organizational structures to ensure that effective alignment among curriculum, instruction and assessment is sustained.</li> </ul>	

b. Use of Resources. The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Conveys the importance of professional development in promoting district goals.</li> <li><input type="checkbox"/> Articulates the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ensures extensive teacher and principal staff development that pertain directly to district achievement and instructional goals. (4)</b></li> <li><input type="checkbox"/> <b>Ensures all instructional staff is implementing a common but flexible instructional model. (4)</b></li> <li><input type="checkbox"/> <b>Ensures a controlled approach to resource allocation. (4)</b></li> <li><input type="checkbox"/> Supports ongoing professional development activities throughout the district.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Directs the creation of a master plan to coordinate in-service activities of the district so that all directly relate to district goals. (4)</b></li> <li><input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan.</li> <li><input type="checkbox"/> <b>Builds and utilizes an instructional and resource management system to track progress on district goals. (4)</b></li> <li><input type="checkbox"/> Creates value-added assessment to improve the relevancy and impact of resource allocation and use.</li> <li><input type="checkbox"/> Prioritizes the results of personnel evaluations to develop district-wide professional development plans.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages district resources to attain their highest and best use to achieve district achievement and instructional goals.</li> <li><input type="checkbox"/> Leverages policies and organizational structures to integrate professional development into the culture of the district and schools.</li> </ul>	

<p>c. <b>Defined Autonomy.</b> The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<p><input type="checkbox"/> Communicates high expectations for district and school performance (6).</p>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expects that central office staff and principals foster and carry out district achievement and instructional goals. (6)</li> <li><input type="checkbox"/> Allocates necessary resources, including time and personnel, to achieve the district's goals for achievement and instruction.</li> <li><input type="checkbox"/> Employs collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities.</li> <li><input type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that a teacher evaluation program focuses on district instructional priorities as a priority for principals. (6)</li> <li><input type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs.</li> <li><input type="checkbox"/> Builds the capacity of principals and other district leaders to design systems to equitably manage human and financial resources.</li> <li><input type="checkbox"/> Optimizes the budgetary process so that effective programs are maintained and less effective programs are eliminated.</li> <li><input type="checkbox"/> Ensures that instructional time is valued and protected across the district.</li> <li><input type="checkbox"/> Expands recognition of and rewards for improved student achievement.</li> </ul>	<p>and...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that all students throughout the district have the opportunity to learn. (6)</li> </ul>	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant Student Performance Data</li> <li><input type="checkbox"/> Data Collection Plan</li> <li><input type="checkbox"/> Professional Development Plans</li> <li><input type="checkbox"/> Personnel Evaluation Data</li> <li><input type="checkbox"/> University/School Associations</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Handbooks</li> <li><input type="checkbox"/> Master Schedule</li> <li><input type="checkbox"/> Staff Surveys</li> <li><input type="checkbox"/> Community Activities</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>		

**FRAMEWORK COMPONENT IV: MANAGEMENT**

Effective district management ensures that there are processes and systems in place for budgeting, staffing, problem solving, communication, and scheduling that organize the work of the district and give priority to student learning and safety.

a. **Resources and Budget.** The superintendent and central office staff establish budget processes and systems focused on and resulting in improved student achievement.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows and applies sound business practices for budgeting and accounting.</li> <li><input type="checkbox"/> Identifies and plans for facility needs.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources.</li> <li><input type="checkbox"/> Monitors the use of district resources to ensure fairness and equity.</li> <li><input type="checkbox"/> Implements collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures transparency into the processes that create the district's financial policies and procedures.</li> <li><input type="checkbox"/> Monitors and revises budgets, as appropriate to position, to achieve the district goals.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes the communication of the district's budget and resource allocation in ways that build the understanding and trust of constituents.</li> </ul>	

b. **Systematic Communication.** The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates necessary information to relevant district staff members.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a system of communication that contributes to realizing district goals.</li> <li><input type="checkbox"/> Provides information to various community stakeholder groups in a timely and effective manner.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that community stakeholders and educators are informed about progress toward achieving district goals.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Empowers various advisory groups to improve external and internal communication.</li> </ul>	

c. Safe and Orderly Environment. The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Knows the district and school safety and crisis plans, community emergency response plan, and the district's data security plan.	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes appropriate partnerships with other community safety and emergency institutions.</li> <li><input type="checkbox"/> Implements district policies and procedures for a safe and orderly environment.</li> </ul> Enforces clear expectations, structures, policies and procedures for ensuring: <ul style="list-style-type: none"> <li><input type="checkbox"/> The health and safety of students and staff including physical and emotional well-being.</li> <li><input type="checkbox"/> The security of all sensitive and confidential data.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Creates clear expectations, structures, policies and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling.</li> <li><input type="checkbox"/> Commits all district staff to a secure and safe working environment.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Innovates approaches for a safe and orderly environment.</li> </ul>	
d. Parent/Community Involvement and Outreach. The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Presents opportunities for community involvement in the schools.	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with parents and community groups to develop support for the school district.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Engages with important local organizations and governmental entities (e.g., Boards of directors, important committees or task forces, new community initiatives).</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages community and government entity assets to accomplish district goals.</li> </ul>	

e. Legal and Regulatory Compliance. The superintendent and central office staff designs protocols and processes in order to comply with federal, state, and district legal requirements and mandates.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Understands and articulates the impact of legal issues affecting public education.	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepares and implements district policies in compliance with local, state, and federal requirements.</li> <li><input type="checkbox"/> Facilitates the implementation of state education policy.</li> <li><input type="checkbox"/> Applies laws, policies, and procedures fairly, wisely, and considerately.</li> <li><input type="checkbox"/> Enforces legal systems to protect the rights of students and staff.</li> <li><input type="checkbox"/> Enforces compliance with local state, and federal mandates.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs protocols and processes that ensure compliance with federal, state, and district mandates.</li> <li><input type="checkbox"/> Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary.</li> <li><input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district.</li> </ul>	and... <ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively manages federal and state mandates to improve student learning.</li> </ul>	
Comments:				
Suggested Data and Documents: <ul style="list-style-type: none"> <li><input type="checkbox"/> Facility Need Plans</li> <li><input type="checkbox"/> Communication Samples</li> <li><input type="checkbox"/> District Safety/Crisis Plan</li> <li><input type="checkbox"/> Community/Parent Volunteer Data</li> <li><input type="checkbox"/> List of Committees and Meetings with Community Participation</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Master Schedule</li> <li><input type="checkbox"/> District Budget Plan</li> <li><input type="checkbox"/> Established District Policies</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>		

**SUPERINTENDENT INDIVIDUAL SUMMARY EVALUATION WORKSHEET**

This form serves two purposes: (1) to summarize the self-assessment, and; (2) summarize individual board member ratings in preparation for the final evaluation and goal-setting meeting. The superintendent should use this form to record his or her self-assessment ratings, and the evaluator(s) should use this form to record performance ratings of the superintendent.

Name of superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

District: \_\_\_\_\_

Name of evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Not Demonstrated																				
Developing																				
Proficient																				
Accomplished																				
Distinguished																				
	Purpose and outcomes	Agreed-upon processes	Tangible and intangible assets	Collective efficacy	<b>Overall: Purposeful Community</b>	Creates demand for change	Implements change	Monitors and evaluates	Manages personal transitions	<b>Overall: Manage Change</b>	Non-negotiable goals	Use of resources	Defined autonomy	<b>Overall: Focus of Leadership</b>	Resources and budget	Systematic communication	Safe and orderly environment	Parent/community involvement and outreach	Legal and regulatory compliance	<b>Overall: Management</b>
	<b>Purposeful Community</b>				<b>Managing Change</b>					<b>Focus of Leadership</b>			<b>Management</b>							

- Individual school board member ratings:** Each school board member should record his or her rating of the superintendent's performance on individual elements. The overall framework rating is the middle rating of all of the element ratings for each component.



### SUPERINTENDENT COLLECTIVE SUMMARY EVALUATION WORKSHEET

This form is a tally sheet that serves to combine all board member ratings to determine the median score for each framework component.

Component	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
Purposeful Community						
Managing Change						
Focus of Leadership						
Management						
<b>Overall</b>						

- Tally individual school board member ratings:** Individual school board member ratings are tallied according to the scoring directions. The median score for each rating should be determined and recorded in the table below.
- Determine the Overall Rating for Each Standard:** The Overall Rating is determined by locating the middle rating of the four standards ratings. Record that score in the table.

Superintendent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator signature: \_\_\_\_\_ Date: \_\_\_\_\_



**SUPERINTENDENT GOAL-SETTING FORM**

Name: \_\_\_\_\_ School year: \_\_\_\_\_

District: \_\_\_\_\_

This goal-setting form should be completed by the superintendent following the self-assessment process. The proposed goals, as well as activities, outcomes, and time line, will be reviewed by the evaluator prior to the beginning of work on the goals. No more than five (5) goals should be established for a single school year; it is not necessary to have a goal for each standard.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
Component I: Purposeful Community					
Component II: Managing Change					
Component III: Focus of Leadership					
Component IV: Management					

Superintendent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator signature: \_\_\_\_\_ Date: \_\_\_\_\_



## GLOSSARY

1. Data–Factual information used as the basis for reasoning, discussion, or planning.
2. Evidence–Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
3. McREL Superintendent Evaluation Rubric–A composite matrix of the framework component, elements, and descriptors of the Balanced Leadership Framework for Superintendents.
4. Performance goals–Goals for improvement in professional practice based on the self-assessment and/or evaluator recommendation.
5. Performance Rating Scale–The following rating scale will be used for evaluating superintendent members:
  - Developing: Superintendent demonstrated adequate growth toward achieving standard (s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
  - Proficient: Superintendent demonstrated basic competence on standard(s) of performance.
  - Accomplished: Superintendent exceeded basic competence on standard(s) for performance most of the time.
  - Distinguished: Superintendent consistently and significantly exceeded basic competence on standards of performance.
  - Not Demonstrated: Superintendent did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.
6. Research-based practice–Education practice that is backed by rigorous evidence of effectiveness.
7. Self-assessment–Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others.
8. Summary Evaluation Form–A composite assessment of the school executive’s performance based on the evaluation rubric and supporting evidence.

**McREL**  
INTERNATIONAL  
*curiosity for better learning*

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Denver, CO 80237-2596  
800.858.6830 • [www.mcrel.org](http://www.mcrel.org)

# MILESTONE THERAPY, LLC.

Agreement #: D128.12

## 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: \$89.50 per hour  
ABA Therapy - BCBA: \$89.50 per hour  
ABA Therapy - RBT: \$79.00 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: \_\_\_\_\_

By: 

Print: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

Print Lesli Letke, OTR/L  
Title: Director of School Services  
Date: 07-02-2024

# MILESTONE THERAPY, LLC.

*Addendum to Agreement #: D128.12*

## 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, Speech, and Occupational Therapy services during the 2024-2025 school year:

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

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

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

Attendance at IEP meetings by Physical, Speech, and Occupational Therapist or Physical, Speech, 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 4<sup>th</sup>, 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: 07-02-2024

## 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.



**Palos Heights School District 128**  
12809 S McVicker Ave | Palos Heights, IL 60463  
Phone (708) 597-9040 | Fax (708) 597-9089 | [www.palos128.org](http://www.palos128.org)

*Merryl B. Brownlow, Ed.D.*  
*Superintendent*

To: District 128 Board of Education Members  
From: Dr. Merryl Brownlow  
Superintendent  
Date: August 14, 2024  
Re: Installation of Bollards at Navajo

---

After attending conferences on school safety, it is recommended that the district consider the installation of bollards along the east side of the sidewalk along the car rider lane at Navajo Heights Elementary School. The current drive is asphalt adjacent to sidewalk with no curb or barrier to prevent vehicles from driving up onto the sidewalk and grass where students assemble to wait for their rides. The bollards is a low cost solution to keep students safe and create a barrier between cars and the grassy assembly area. This also will serve as protection for the façade of the school should a vehicle inadvertently leave the traffic lane heading towards the building. The cost of the bollards has been factored into the operations and maintenance budgeting for the 2025 fiscal year.



10117 KENNEDY AVE  
HIGHLAND, IN 46322  
T: (219) 924-9944  
F: (219) 924-9947

**Date:** June 19, 2024

**Pages:** 2

**To:** Jason Smit - Palos Heights School District 128

**From:** Eric DeVries

**Phone:** 219-924-9944

**Proposal #:** 240873

**Subject:** Bollard installation @ Navajo Heights Elem School

**We Propose the Following:**

**Install 18 Protective Bollards along the front drive:**

- We will cut and remove 2'x2' squares of existing concrete.
- An auger will be used to drill down 2 feet and install a 40" steel pipe.
- Concrete will be poured in the hole to support the steel pipe.
- The Bollards will be installed over the steel pipes.
- The specific type is Wausau Tile TF6021A31Y 12" x 36" Color: Fog

**Price for the above listed work:**

**\$ 24,300.00**

\$1,350 per bollard (you can deduct the quantity of bollards to install.)

**Terms:** Balance due upon completion, Net 30 days. Interest of 1½% per month will be added to all past due, unpaid balances. Customer is responsible for the costs of collection of past due accounts, including but not limited to court costs and attorney fees. Note: we will accept payment by credit card, but there is a 3% additional charge above the contract price. If a permit is required, the cost of obtaining the permit will be added to the price of the project. Prices are firm for 30 days from the date of the proposal.

**Warranty:** Site Services warranties against defects in products or workmanship for a period of one (1) year from the date of installation. The warranty is limited to the repair or replacement of the defect. The warranty specifically excludes Damage from Acts of God, accidents, excessive traffic loads and snowplowing.

**Site Services** We will work closely with you to schedule this project in a way that will minimize the inconvenience involved for everyone. We have completed thousands of projects since 1982. Please check our website at [siteservicesonline.com](http://siteservicesonline.com) or call for the location of projects in your area.

Cordially,

A handwritten signature in blue ink that reads "Eric DeVries".

Eric DeVries  
Estimator

PROPOSAL ACCEPTANCE

To accept this proposal, sign below and send a copy back to me. Work will only be scheduled after the signed proposal has been returned, or a purchase order has been issued.

Accepted by: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Company Name

Authorized Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_

Options Selected: \_\_\_\_\_ Total Contract Price: \_\_\_\_\_

Billing Information: \_\_\_\_\_

Name/Contact

Contact Email or Mailing Address

SCHEDULING – After the proposal is signed and returned, I will make a work order for the operations manager. You will then be contacted regarding a proposed schedule for the project. Please indicate any issues that will affect our scheduling of this project. Indicate the hours the facility is open and any dates of special events. Please remember that Site Services does not work on Sunday.

THANK YOU FOR CHOOSING SITE SERVICES!



# Statement of Revenues and Expenses

## Palos Heights School District 128

### July 2024



## Statement of Revenue by Fund

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Collected
<b>Educational Fund</b>						
Local Sources	8,710,000	62,000	62,000	8,648,000	99.3%	0.7%
State Sources	1,191,000	-	-	1,191,000	100.0%	0.0%
Federal Sources	1,087,000	336,000	336,000	751,000	69.1%	30.9%
<b>Total Education Fund</b>	<b>10,988,000</b>	<b>398,000</b>	<b>398,000</b>	<b>10,590,000</b>	<b>96.4%</b>	<b>3.6%</b>
<b>Operations and Maintenance Fund</b>						
Local Sources	864,000	-	-	864,000	100.0%	0.0%
State Sources	113,000	-	-	113,000	100.0%	0.0%
<b>Total O&amp;M Fund</b>	<b>977,000</b>	<b>-</b>	<b>-</b>	<b>977,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Debt Service Fund</b>						
Local Sources	1,245,000	-	-	1,245,000	100.0%	0.0%
<b>Total Debt Service Fund</b>	<b>1,245,000</b>	<b>-</b>	<b>-</b>	<b>1,245,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Transportation Fund</b>						
Local Sources	329,000	-	-	329,000	100.0%	0.0%
State Sources	192,000	-	-	192,000	100.0%	0.0%
<b>Total Transportation Fund</b>	<b>521,000</b>	<b>-</b>	<b>-</b>	<b>521,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>IMRF/SS Fund</b>						
Local Sources	379,000	-	-	379,000	100.0%	0.0%
<b>Total IMRF/SS Fund</b>	<b>379,000</b>	<b>-</b>	<b>-</b>	<b>379,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Capital Projects Fund</b>						
Local Sources	50,000	-	-	50,000	100.0%	0.0%
<b>Total Capital Projects Fund</b>	<b>50,000</b>	<b>-</b>	<b>-</b>	<b>50,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Working Cash Fund</b>						
Local Sources	5,000	-	-	5,000	100.0%	0.0%
<b>Total Working Cash Fund</b>	<b>5,000</b>	<b>-</b>	<b>-</b>	<b>5,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Fire Prevention and Safety Fund</b>						
Local Sources	2,000	-	-	2,000	100.0%	0.0%
<b>Total Fire Prev. and Safety Fund</b>	<b>2,000</b>	<b>-</b>	<b>-</b>	<b>2,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>GRAND TOTAL - ALL FUNDS</b>	<b>14,167,000</b>	<b>398,000</b>	<b>398,000</b>	<b>13,769,000</b>	<b>97.2%</b>	<b>2.8%</b>

\*Report created on 08/08/2024

# Statement of Expenses by Fund

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Utilized
<b>Educational Fund</b>						
Salaries	7,083,000	117,000	117,000	6,966,000	98.3%	1.7%
Benefits	1,434,000	31,000	31,000	1,403,000	97.8%	2.2%
Purchased Services	828,000	94,000	94,000	734,000	88.6%	11.4%
Supplies	571,000	10,000	10,000	561,000	98.2%	1.8%
Capital Outlay	36,000	-	-	36,000	100.0%	0.0%
Other Objects	599,000	37,000	37,000	562,000	93.8%	6.2%
Non-Capitalized Equipment	21,000	-	-	21,000	100.0%	0.0%
<b>Total Education Fund</b>	<b>10,572,000</b>	<b>289,000</b>	<b>289,000</b>	<b>10,283,000</b>	<b>97.3%</b>	<b>2.7%</b>
<b>Operations and Maintenance Fund</b>						
Salaries	357,000	28,000	28,000	329,000	92.2%	7.8%
Benefits	84,000	6,000	6,000	78,000	92.9%	7.1%
Purchased Services	142,000	11,000	11,000	131,000	92.3%	7.7%
Supplies	211,000	12,000	12,000	199,000	94.3%	5.7%
Capital Outlay	138,000	19,000	19,000	119,000	86.2%	13.8%
Non-Capitalized Equipment	5,000	-	-	5,000	100.0%	0.0%
<b>Total O&amp;M Fund</b>	<b>937,000</b>	<b>76,000</b>	<b>76,000</b>	<b>861,000</b>	<b>91.9%</b>	<b>8.1%</b>
<b>Debt Services Fund</b>						
Other Objects	1,175,000	-	-	1,175,000	100.0%	0.0%
<b>Total Debt Services Fund</b>	<b>1,175,000</b>	<b>-</b>	<b>-</b>	<b>1,175,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>Transportation Fund</b>						
Salaries	24,000	2,000	2,000	22,000	91.7%	8.3%
Benefits	1,000	-	-	1,000	100.0%	0.0%
Purchased Services	586,000	6,000	6,000	580,000	99.0%	1.0%
<b>Total Transportation Fund</b>	<b>611,000</b>	<b>8,000</b>	<b>8,000</b>	<b>603,000</b>	<b>98.7%</b>	<b>1.3%</b>
<b>IMRF Fund</b>						
Benefits	396,000	13,000	13,000	383,000	96.7%	3.3%
<b>Total IMRF Fund</b>	<b>396,000</b>	<b>13,000</b>	<b>13,000</b>	<b>383,000</b>	<b>96.7%</b>	<b>3.3%</b>
<b>Capital Projects Fund</b>						
Purchased Services	65,000	-	-	65,000	100.0%	0.0%
Capital Outlay	1,555,000	38,000	38,000	1,517,000	97.6%	2.4%
<b>Total Capital Projects Fund</b>	<b>1,620,000</b>	<b>38,000</b>	<b>38,000</b>	<b>1,582,000</b>	<b>97.7%</b>	<b>2.3%</b>
<b>Fire Prevention and Safety Fund</b>						
Purchased Services	9,000	-	-	9,000	100.0%	0.0%
<b>Total Fire Prev. and Safety Fund</b>	<b>9,000</b>	<b>-</b>	<b>-</b>	<b>9,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>GRAND TOTAL - ALL FUNDS</b>	<b>15,320,000</b>	<b>424,000</b>	<b>424,000</b>	<b>14,896,000</b>	<b>97.2%</b>	<b>2.8%</b>

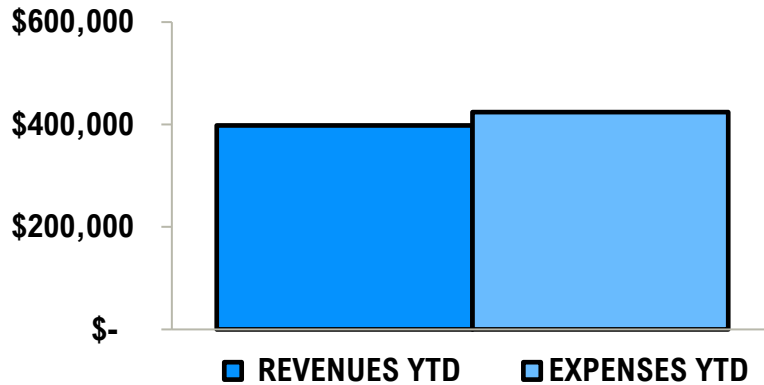
# The Monthly Report

## Palos Heights School District 128

### July 2024



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



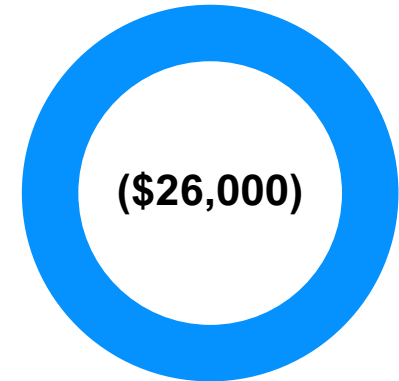
**BEGINNING BALANCE**  
**\$9,848,000**

**TOTAL REVENUES - YTD**  
**\$398,000**

**TOTAL EXPENSES - YTD**  
**\$424,000**

**ENDING BALANCE**  
**\$9,822,000**

**YTD SURPLUS/DEFICIT ALL FUNDS**



### Fiscal Year Activity

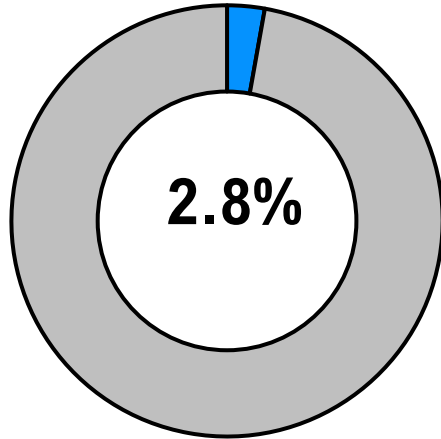
FUND	BEGINNING BALANCE	REVENUES YTD	EXPENSES YTD	TRANSFERS/ OTHER	ENDING BALANCES
<b>Education</b>	\$ 4,853,000	\$ 398,000	\$ 289,000	-	\$ 4,962,000
<b>Operations and Maintenance</b>	688,000	-	76,000	-	612,000
Bond and Interest	950,000	-	-	-	950,000
<b>Transportation</b>	516,000	-	8,000	-	508,000
IMRF/Social Security	205,000	-	13,000	-	192,000
Capital Projects	335,000	-	38,000	-	297,000
<b>Working Cash</b>	2,296,000	-	-	-	2,296,000
Tort Immunity	5,000	-	-	-	5,000
Health/Life Safety	-	-	-	-	-
<b>Total All Funds</b>	<b>\$ 9,848,000</b>	<b>\$ 398,000</b>	<b>\$ 424,000</b>	<b>\$ -</b>	<b>\$ 9,822,000</b>
<b>Total Operating Funds</b>	<b>\$ 8,353,000</b>	<b>\$ 398,000</b>	<b>\$ 373,000</b>	<b>\$ -</b>	<b>\$ 8,378,000</b>

**YTD SURPLUS/DEFICIT OPERATING FUNDS**

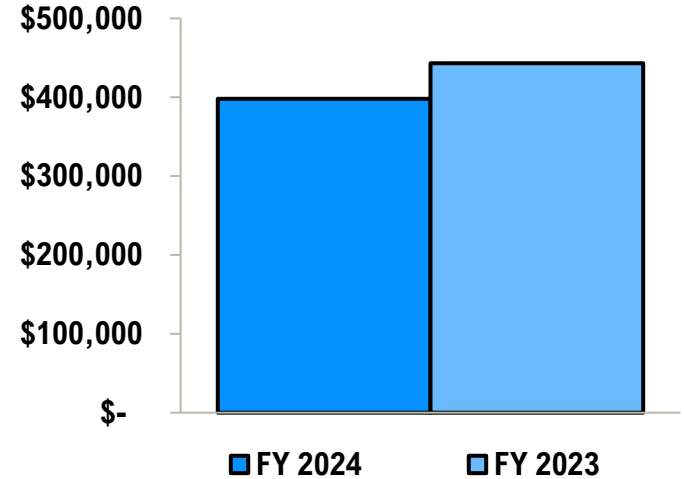


Per ISBE, the four operating funds of a school district are the Educational, Operations & Maintenance, Transportation and Working Cash Funds. These are the primary funds used by ISBE to assess a school district's financial strength.

% OF BUDGETED REVENUES RECEIVED YTD



**TOTAL MONTHLY REVENUES**  
**\$398,000**  
**TOTAL REVENUES - YTD**  
**\$398,000**  
**TOTAL BUDGETED REVENUES**  
**\$14,167,000**



## July 2024 Revenues (Current Year)

SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Real Estate Taxes	\$ -	\$ -	\$ 10,829,000	0.0%
Other Local Sources	62,000	62,000	756,000	8.2%
Evidenced Based Funding	-	-	617,000	0.0%
Other State Sources	-	-	878,000	0.0%
Federal Sources	336,000	336,000	1,087,000	30.9%
<b>Total</b>	<b>\$ 398,000</b>	<b>\$ 398,000</b>	<b>\$ 14,167,000</b>	<b>2.8%</b>

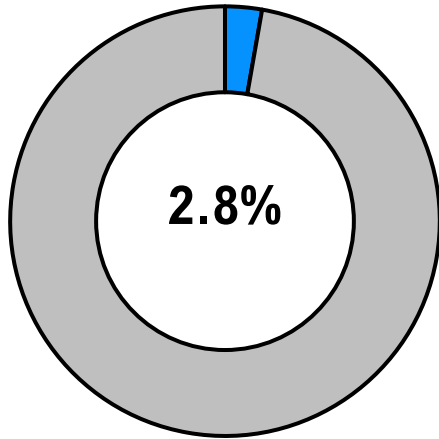
## July 2023 Revenues (Prior Year)

SOURCE	MONTH	YTD
Real Estate Taxes	\$ -	\$ -
Other Local Sources	64,000	64,000
Evidenced Based Funding	-	-
Other State Sources	62,000	62,000
Federal Sources	317,000	317,000
<b>Total</b>	<b>\$ 443,000</b>	<b>\$ 443,000</b>

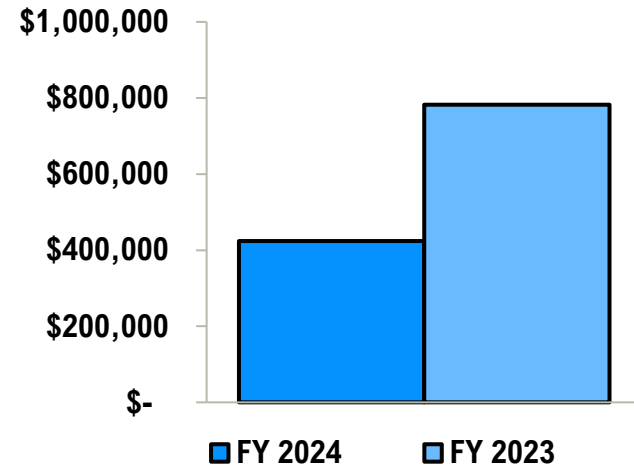
**July 2025 YTD VS. July 2024 YTD**  
**-\$45,000**

# Expenditure Report (All Funds Summary) - July 2024

% OF BUDGETED EXPENDITURES PAID YTD



**TOTAL MONTHLY EXPENSES**  
**\$424,000**  
**TOTAL EXPENSES - YTD**  
**\$424,000**  
**TOTAL BUDGETED EXPENSES**  
**\$15,320,000**



## July 2024 Expenditures (Current Year)

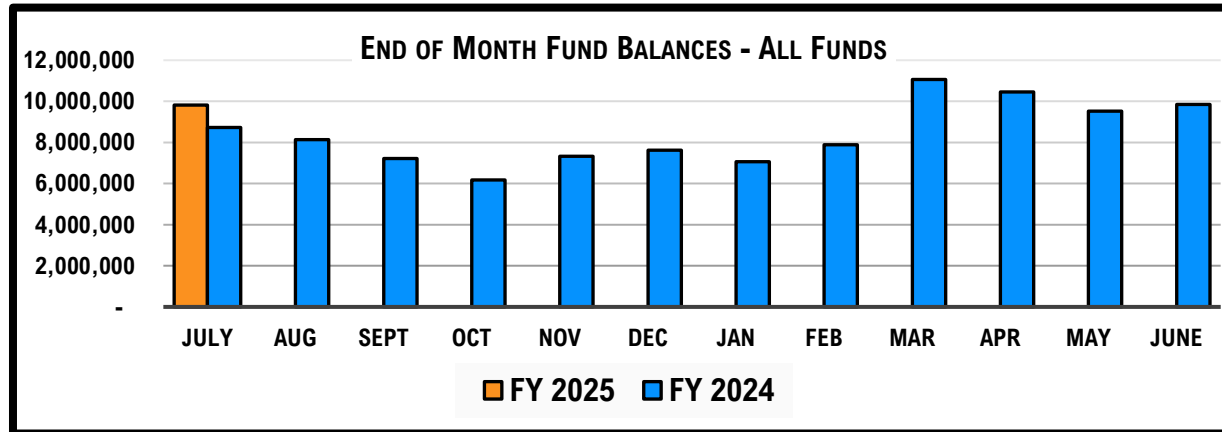
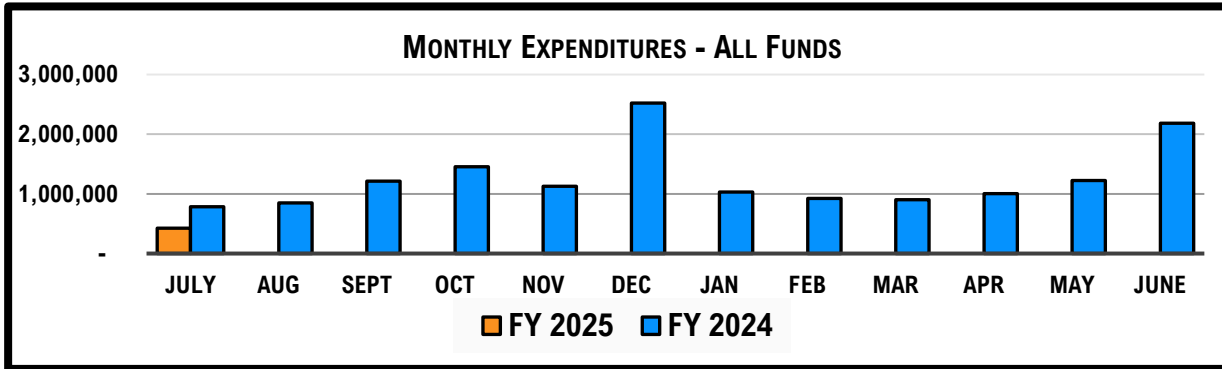
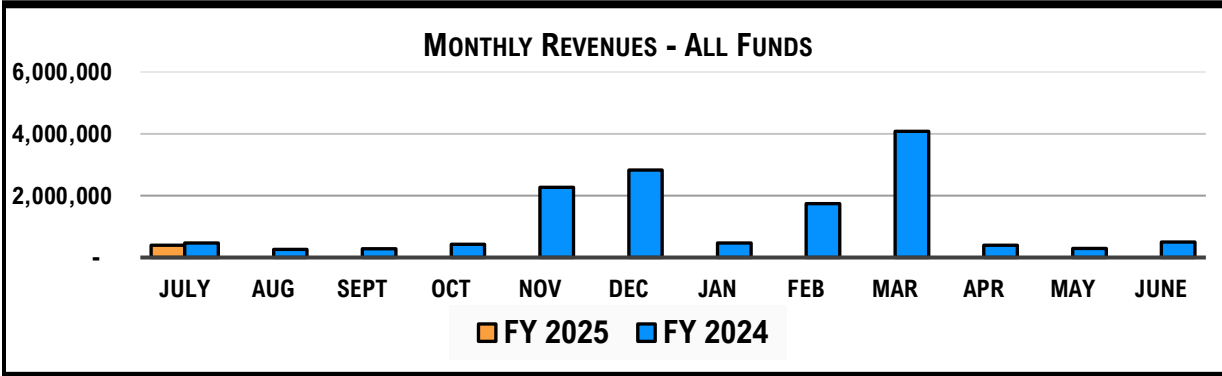
SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Salaries	\$ 148,000	\$ 148,000	\$ 7,464,000	2.0%
Employee Benefits	50,000	50,000	1,915,000	2.6%
Purchased Services	111,000	111,000	1,621,000	6.8%
Supplies and Materials	22,000	22,000	782,000	2.8%
Capital Outlay	56,000	56,000	1,738,000	3.2%
Tuition and Other	37,000	37,000	599,000	6.2%
Non-Capitalized Equipment	-	-	26,000	0.0%
Debt Payments	-	-	\$ 1,175,000	0.0%
<b>Total</b>	<b>\$ 424,000</b>	<b>\$ 424,000</b>	<b>\$ 15,320,000</b>	<b>2.8%</b>

## July 2023 Expenditures (Prior Year)

SOURCE	MONTH	YTD
Salaries	\$ 146,000	\$ 146,000
Employee Benefits	47,000	47,000
Purchased Services	36,000	36,000
Supplies and Materials	14,000	14,000
Capital Outlay	521,000	521,000
Tuition and Other	18,000	18,000
Non-Capitalized Equipment	- \$	-
Debt Payments	- \$	-
<b>Total</b>	<b>\$ 782,000</b>	<b>\$ 782,000</b>

**July 2025 YTD VS. July 2024 YTD**  
**-\$358,000**

# Cash Flow Report - July 2024



CURRENT FISCAL YEAR (2025)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	9,848,000	398,000	424,000	9,822,000
AUG				
SEPT				
OCT				
NOV				
DEC				
JAN				
FEB				
MAR				
APR				
MAY				
JUNE				

PRIOR FISCAL YEAR (2024)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	9,047,000	465,000	782,000	8,731,000
AUG	8,731,000	261,000	851,000	8,141,000
SEPT	8,141,000	282,000	1,211,000	7,212,000
OCT	7,212,000	424,000	1,455,000	6,181,000
NOV	6,181,000	2,269,000	1,127,000	7,323,000
DEC	7,323,000	2,825,000	2,523,000	7,625,000
JAN	7,625,000	471,000	1,030,000	7,066,000
FEB	7,066,000	1,746,000	924,000	7,888,000
MAR	7,888,000	4,083,000	904,000	11,067,000
APR	11,067,000	393,000	1,003,000	10,457,000
MAY	10,457,000	296,000	1,222,000	9,531,000
JUNE	9,531,000	502,000	2,185,000	9,848,000

# Statement of Revenues and Expenses

## Palos Heights School District 128

### June 2024



## Statement of Revenue by Fund

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Collected
<b>Educational Fund</b>						
Local Sources	8,710,000	28,000	8,435,000	275,000	3.2%	96.8%
State Sources	1,191,000	128,000	1,237,000	(46,000)	-3.9%	103.9%
Federal Sources	1,087,000	2,000	933,000	154,000	14.2%	85.8%
<b>Total Education Fund</b>	<b>10,988,000</b>	<b>158,000</b>	<b>10,605,000</b>	<b>383,000</b>	<b>3.5%</b>	<b>96.5%</b>
<b>Operations and Maintenance Fund</b>						
Local Sources	864,000	17,000	851,000	13,000	1.5%	98.5%
State Sources	113,000	-	113,000	-	0.0%	100.0%
<b>Total O&amp;M Fund</b>	<b>977,000</b>	<b>17,000</b>	<b>964,000</b>	<b>13,000</b>	<b>1.3%</b>	<b>98.7%</b>
<b>Debt Service Fund</b>						
Local Sources	1,245,000	37,000	1,282,000	(37,000)	-3.0%	103.0%
<b>Total Debt Service Fund</b>	<b>1,245,000</b>	<b>37,000</b>	<b>1,282,000</b>	<b>(37,000)</b>	<b>-3.0%</b>	<b>103.0%</b>
<b>Transportation Fund</b>						
Local Sources	329,000	93,000	400,000	(71,000)	-21.6%	121.6%
State Sources	192,000	53,000	246,000	(54,000)	-28.1%	128.1%
<b>Total Transportation Fund</b>	<b>521,000</b>	<b>146,000</b>	<b>646,000</b>	<b>(125,000)</b>	<b>-24.0%</b>	<b>124.0%</b>
<b>IMRF/SS Fund</b>						
Local Sources	379,000	31,000	397,000	(18,000)	-4.7%	104.7%
<b>Total IMRF/SS Fund</b>	<b>379,000</b>	<b>31,000</b>	<b>397,000</b>	<b>(18,000)</b>	<b>-4.7%</b>	<b>104.7%</b>
<b>Capital Projects Fund</b>						
Local Sources	50,000	17,000	24,000	26,000	52.0%	48.0%
<b>Total Capital Projects Fund</b>	<b>50,000</b>	<b>17,000</b>	<b>24,000</b>	<b>26,000</b>	<b>52.0%</b>	<b>48.0%</b>
<b>Working Cash Fund</b>						
Local Sources	5,000	96,000	99,000	(94,000)	-1880.0%	1980.0%
<b>Total Working Cash Fund</b>	<b>5,000</b>	<b>96,000</b>	<b>99,000</b>	<b>(94,000)</b>	<b>-1880.0%</b>	<b>1980.0%</b>
<b>Fire Prevention and Safety Fund</b>						
Local Sources	2,000	-	-	2,000	100.0%	0.0%
<b>Total Fire Prev. and Safety Fund</b>	<b>2,000</b>	<b>-</b>	<b>-</b>	<b>2,000</b>	<b>100.0%</b>	<b>0.0%</b>
<b>GRAND TOTAL - ALL FUNDS</b>	<b>14,167,000</b>	<b>502,000</b>	<b>14,017,000</b>	<b>150,000</b>	<b>1.1%</b>	<b>98.9%</b>

\*Report created on 08/08/2024

# Statement of Expenses by Fund

	Current Year Budget	Current Month	Current YTD	Budget Remaining	% of Budget Remaining	% of Budget Utilized
<b>Educational Fund</b>						
Salaries	7,083,000	1,197,000	7,129,000	(46,000)	-0.6%	100.6%
Benefits	1,434,000	215,000	1,385,000	49,000	3.4%	96.6%
Purchased Services	828,000	86,000	720,000	108,000	13.0%	87.0%
Supplies	571,000	142,000	496,000	75,000	13.1%	86.9%
Capital Outlay	36,000	-	30,000	6,000	16.7%	83.3%
Other Objects	599,000	90,000	659,000	(60,000)	-10.0%	110.0%
Non-Capitalized Equipment	21,000	1,000	23,000	(2,000)	-9.5%	109.5%
<b>Total Education Fund</b>	<b>10,572,000</b>	<b>1,731,000</b>	<b>10,442,000</b>	<b>130,000</b>	<b>1.2%</b>	<b>98.8%</b>
<b>Operations and Maintenance Fund</b>						
Salaries	357,000	27,000	353,000	4,000	1.1%	98.9%
Benefits	84,000	6,000	84,000	-	0.0%	100.0%
Purchased Services	142,000	52,000	237,000	(95,000)	-66.9%	166.9%
Supplies	211,000	16,000	192,000	19,000	9.0%	91.0%
Capital Outlay	138,000	9,000	117,000	21,000	15.2%	84.8%
Non-Capitalized Equipment	5,000	-	1,000	4,000	80.0%	20.0%
<b>Total O&amp;M Fund</b>	<b>937,000</b>	<b>110,000</b>	<b>984,000</b>	<b>(47,000)</b>	<b>-5.0%</b>	<b>105.0%</b>
<b>Debt Services Fund</b>						
Other Objects	1,175,000	109,000	1,194,000	(19,000)	-1.6%	101.6%
<b>Total Debt Services Fund</b>	<b>1,175,000</b>	<b>109,000</b>	<b>1,194,000</b>	<b>(19,000)</b>	<b>-1.6%</b>	<b>101.6%</b>
<b>Transportation Fund</b>						
Salaries	24,000	3,000	25,000	(1,000)	-4.2%	104.2%
Benefits	1,000	-	2,000	(1,000)	-100.0%	200.0%
Purchased Services	586,000	77,000	479,000	107,000	18.3%	81.7%
<b>Total Transportation Fund</b>	<b>611,000</b>	<b>80,000</b>	<b>506,000</b>	<b>105,000</b>	<b>17.2%</b>	<b>82.8%</b>
<b>IMRF Fund</b>						
Benefits	396,000	49,000	381,000	15,000	3.8%	96.2%
<b>Total IMRF Fund</b>	<b>396,000</b>	<b>49,000</b>	<b>381,000</b>	<b>15,000</b>	<b>3.8%</b>	<b>96.2%</b>
<b>Capital Projects Fund</b>						
Purchased Services	65,000	-	39,000	26,000	40.0%	60.0%
Capital Outlay	1,555,000	106,000	1,661,000	(106,000)	-6.8%	106.8%
<b>Total Capital Projects Fund</b>	<b>1,620,000</b>	<b>106,000</b>	<b>1,700,000</b>	<b>(80,000)</b>	<b>-4.9%</b>	<b>104.9%</b>
<b>Fire Prevention and Safety Fund</b>						
Capital Outlay	9,000	-	9,000	-	0.0%	100.0%
<b>Total Fire Prev. and Safety Fund</b>	<b>9,000</b>	<b>-</b>	<b>9,000</b>	<b>-</b>	<b>0.0%</b>	<b>100.0%</b>
<b>GRAND TOTAL - ALL FUNDS</b>	<b>15,320,000</b>	<b>2,185,000</b>	<b>15,216,000</b>	<b>104,000</b>	<b>0.7%</b>	<b>99.3%</b>

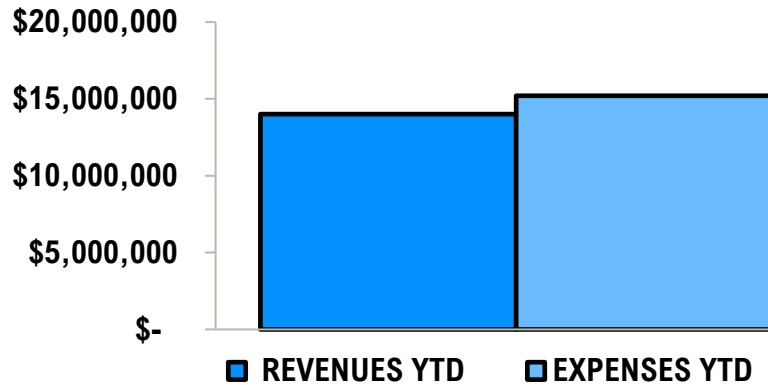
# The Monthly Report

## Palos Heights School District 128

### June 2024

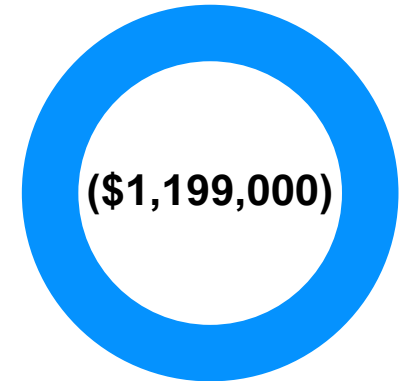


### Executive Summary - June 2024 (Figures rounded to the nearest thousand)



<b>BEGINNING BALANCE</b>	<b>\$9,047,000</b>
<b>TOTAL REVENUES - YTD</b>	<b>\$14,017,000</b>
<b>TOTAL EXPENSES - YTD</b>	<b>\$15,216,000</b>
<b>ENDING BALANCE</b>	<b>\$9,848,000</b>

**YTD SURPLUS/DEFICIT ALL FUNDS**



### Fiscal Year Activity

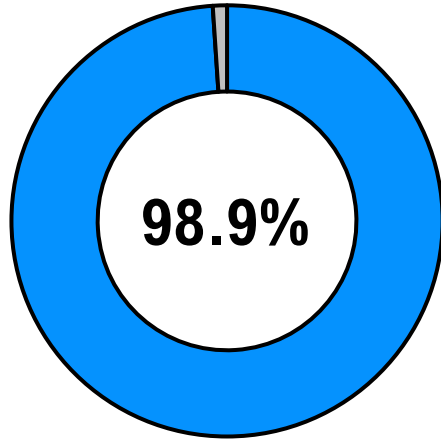
FUND	BEGINNING BALANCE	REVENUES YTD	EXPENSES YTD	TRANSFERS/ OTHER	ENDING BALANCES
<b>Education</b>	\$ 4,689,000	\$ 10,606,000	\$ 10,442,000	-	\$ 4,853,000
<b>Operations and Maintenance</b>	708,000	963,000	983,000	-	688,000
Bond and Interest	862,000	1,282,000	1,194,000	-	950,000
<b>Transportation</b>	377,000	646,000	507,000	-	516,000
IMRF/Social Security	189,000	397,000	381,000	-	205,000
Capital Projects	2,011,000	24,000	1,700,000	-	335,000
<b>Working Cash</b>	197,000	99,000	-	2,000,000	2,296,000
Tort Immunity	5,000	-	-	-	5,000
Health/Life Safety	9,000	-	9,000	-	-
<b>Total All Funds</b>	<b>\$ 9,047,000</b>	<b>\$ 14,017,000</b>	<b>\$ 15,216,000</b>	<b>\$ 2,000,000</b>	<b>\$ 9,848,000</b>
<b>Total Operating Funds</b>	<b>\$ 5,971,000</b>	<b>\$ 12,314,000</b>	<b>\$ 11,932,000</b>	<b>\$ 2,000,000</b>	<b>\$ 8,353,000</b>

**YTD SURPLUS/DEFICIT OPERATING FUNDS**

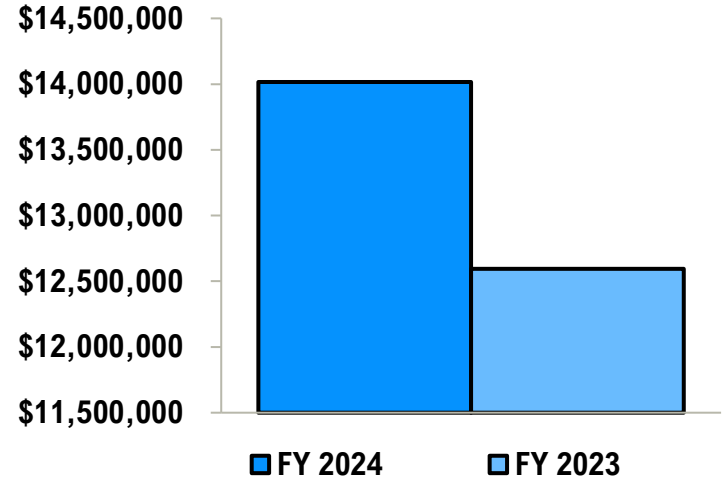


Per ISBE, the four operating funds of a school district are the Educational, Operations & Maintenance, Transportation and Working Cash Funds. These are the primary funds used by ISBE to assess a school district's financial strength.

% OF BUDGETED REVENUES RECEIVED YTD



**TOTAL MONTHLY REVENUES**  
**\$502,000**  
**TOTAL REVENUES - YTD**  
**\$14,017,000**  
**TOTAL BUDGETED REVENUES**  
**\$14,167,000**



## June 2024 Revenues (Current Year)

SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Real Estate Taxes	\$ 91,000	\$ 10,807,000	\$ 10,829,000	99.8%
Other Local Sources	228,000	681,000	756,000	90.1%
Evidenced Based Funding	56,000	618,000	617,000	100.2%
Other State Sources	125,000	978,000	878,000	111.4%
Federal Sources	2,000	933,000	1,087,000	85.8%
<b>Total</b>	<b>\$ 502,000</b>	<b>\$ 14,017,000</b>	<b>\$ 14,167,000</b>	<b>98.9%</b>

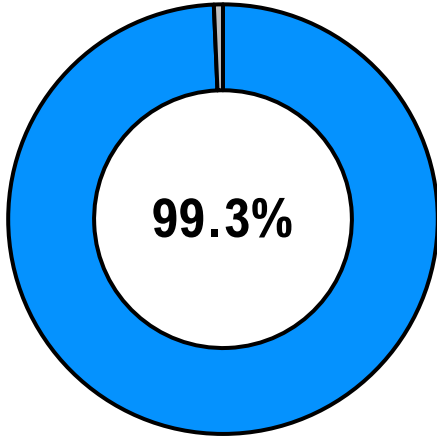
## June 2023 Revenues (Prior Year)

SOURCE	MONTH	YTD
Real Estate Taxes	\$ 13,000	\$ 9,869,000
Other Local Sources	273,000	995,000
Evidenced Based Funding	56,000	617,000
Other State Sources	1,000	242,000
Federal Sources	11,000	871,000
<b>Total</b>	<b>\$ 354,000</b>	<b>\$ 12,594,000</b>

**June 2024 YTD VS. June 2023 YTD**  
**+\$1,423,000**

# Expenditure Report (All Funds Summary) - June 2024

% OF BUDGETED EXPENDITURES PAID YTD



TOTAL MONTHLY EXPENSES

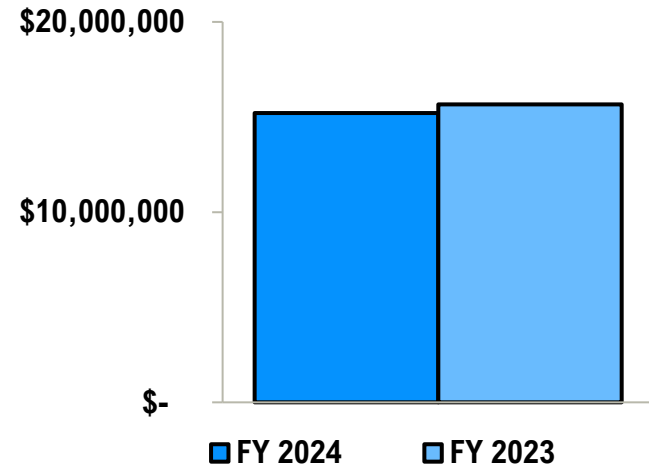
**\$2,185,000**

TOTAL EXPENSES - YTD

**\$15,216,000**

TOTAL BUDGETED EXPENSES

**\$15,320,000**



## June 2024 Expenditures (Current Year)

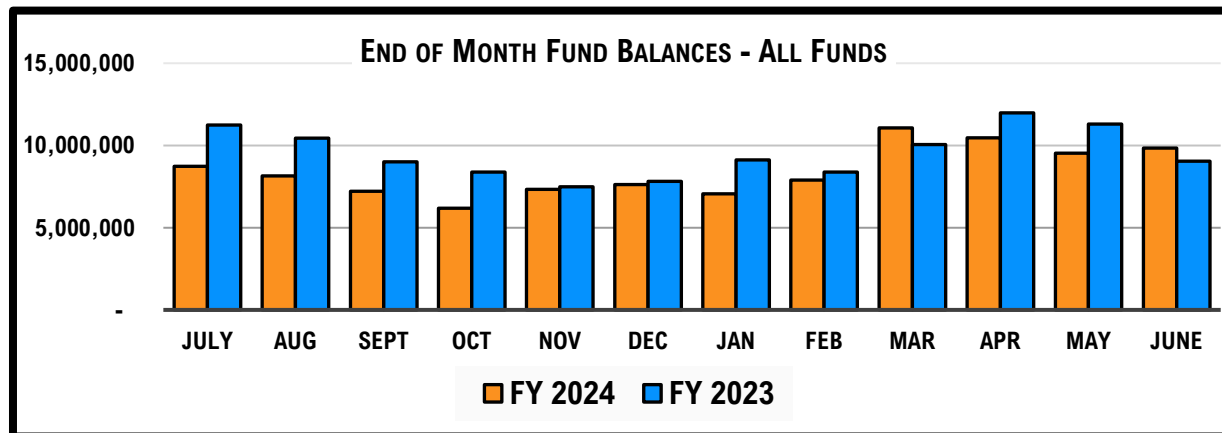
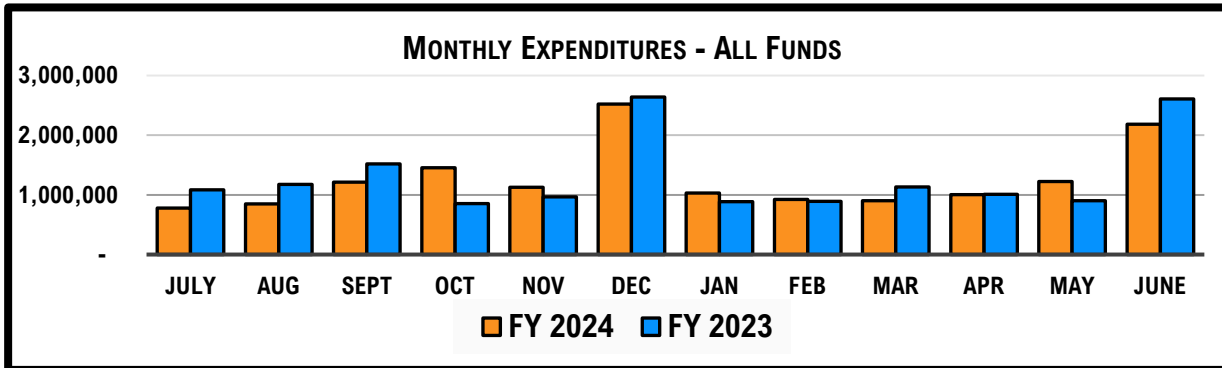
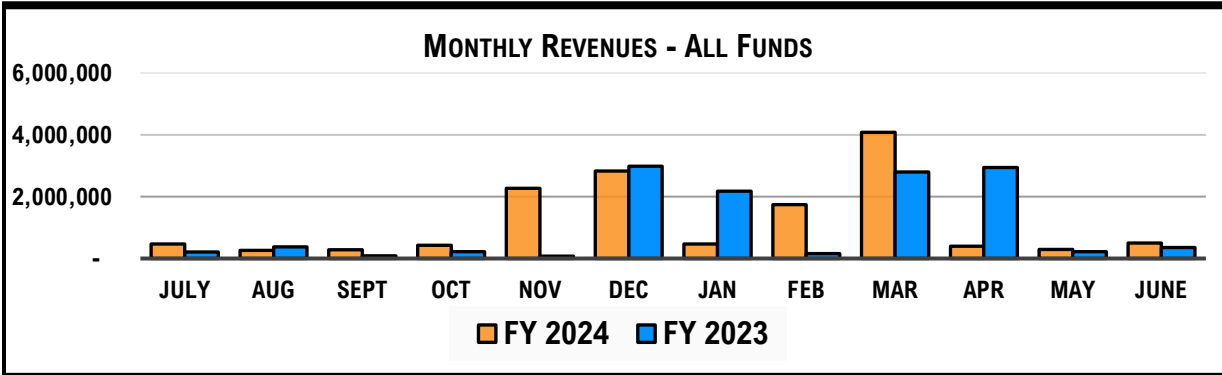
SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Salaries	\$ 1,225,000	\$ 7,507,000	\$ 7,464,000	100.6%
Employee Benefits	271,000	1,853,000	1,915,000	96.8%
Purchased Services	216,000	1,475,000	1,621,000	91.0%
Supplies and Materials	158,000	687,000	782,000	87.9%
Capital Outlay	115,000	1,817,000	1,738,000	104.5%
Tuition and Other	90,000	659,000	599,000	110.0%
Non-Capitalized Equipment	1,000	24,000	26,000	92.3%
Debt Payments	109,000	1,194,000	\$ 1,175,000	101.6%
<b>Total</b>	<b>\$ 2,185,000</b>	<b>\$ 15,216,000</b>	<b>\$ 15,320,000</b>	<b>99.3%</b>

## June 2023 Expenditures (Prior Year)

SOURCE	MONTH	YTD
Salaries	\$ 1,148,000	\$ 7,026,000
Employee Benefits	252,000	1,776,000
Purchased Services	398,000	1,849,000
Supplies and Materials	139,000	623,000
Capital Outlay	402,000	2,492,000
Tuition and Other	134,000	565,000
Non-Capitalized Equipment	47,000	\$ 183,000
Debt Payments	90,000	\$ 1,154,000
<b>Total</b>	<b>\$ 2,610,000</b>	<b>\$ 15,668,000</b>

**June 2024 YTD VS. June 2023 YTD**  
**-\$452,000**

# Cash Flow Report - June 2024



### CURRENT FISCAL YEAR (2024)

	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	9,047,000	465,000	781,000	8,731,000
AUG	8,731,000	261,000	851,000	8,141,000
SEPT	8,141,000	282,000	1,211,000	7,212,000
OCT	7,212,000	424,000	1,455,000	6,181,000
NOV	6,181,000	2,269,000	1,127,000	7,323,000
DEC	7,323,000	2,825,000	2,523,000	7,625,000
JAN	7,625,000	471,000	1,030,000	7,066,000
FEB	7,066,000	1,746,000	924,000	7,888,000
MAR	7,888,000	4,083,000	904,000	11,067,000
APR	11,067,000	393,000	1,003,000	10,457,000
MAY	10,457,000	296,000	1,222,000	9,531,000
JUNE	9,531,000	502,000	2,185,000	9,848,000

### PRIOR FISCAL YEAR (2023)

	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	12,121,000	206,000	1,082,000	11,245,000
AUG	11,245,000	376,000	1,176,000	10,445,000
SEPT	10,445,000	84,000	1,521,000	9,008,000
OCT	9,008,000	222,000	855,000	8,375,000
NOV	8,375,000	71,000	968,000	7,478,000
DEC	7,478,000	2,984,000	2,638,000	7,824,000
JAN	7,824,000	2,182,000	888,000	9,118,000
FEB	9,118,000	156,000	890,000	8,384,000
MAR	8,384,000	2,799,000	1,131,000	10,052,000
APR	10,052,000	2,939,000	1,009,000	11,982,000
MAY	11,982,000	221,000	900,000	11,303,000
JUNE	11,303,000	354,000	2,610,000	9,047,000



Laura Kriha <lkriha@palos128.org>

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## Open records request

1 message

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**Kim Anoman** <kanoman@palos128.org>

Thu, Jun 27, 2024 at 1:06 PM

To: [zt@creativeenergy.co](mailto:zt@creativeenergy.co)

Bcc: [lkriha@palos128.org](mailto:lkriha@palos128.org)

Mr. Vance,

Please see attached document per your request below. If you have any questions, please let me know.

Dear Palos Heights School District 128,

Pursuant to the Illinois Open Records Act, I am writing to request access to and a copy of specific records from Palos Heights School District 128.

I am seeking the following information:

Email addresses for school board members/trustees within the school district.

Email addresses and job titles of all current teachers within the school district.

Email addresses and job titles of all current principals within the school district.

Email address and job title of the current superintendent.

Email addresses and job titles of all current administrative staff within the school district.

I request that the information be provided in an electronic format, such as a CSV or Excel file, if possible. If any of the requested information is not available electronically, please provide the information in the format that is most convenient.

If there are any fees associated with fulfilling this request, please inform me before proceeding. Additionally, if you need any further clarification regarding this request, do not hesitate to contact me at [zt@creativeenergy.co](mailto:zt@creativeenergy.co).

I appreciate your attention to this matter and look forward to your prompt response within the timeframe stipulated by the Open Records Act.

Thank you for your assistance.

Sincerely,  
Vance.

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

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 **FOIA staff list FY24.xlsx**  
44K