

# Regular Meeting of the Board of Education

Wednesday, December 18, 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

1. Student Presentations - Grade 8 STEM
2. Vision 2030 Illinois Resolution - *An Illinois Public School Initiative - Development of the Vision 2030 blueprint was led by the Illinois Association of School Administrators (IASA), Illinois Association of School Boards (IASB), Illinois Principals Association (IPA), Illinois Association of School Business Officials (Illinois ASBO), and Illinois Association of Regional School Superintendents (IARSS).*
3. 2025-2026 Calendar Development Process
4. 2025-2026 Preschool Enrollment Process
5. District 128 Audit Status

## 3. Approval of the Consent Agenda Items

3.A. Minutes of the Regular Meeting November 13, 2024

3.B. Minutes of the Closed Meeting November 13, 2024

3.C. Approval of Bills & Payroll

3.D. Review of Schools' Activity Accounts

3.E. Personnel Report

### 6. Hiring

- a. K. Kenzinger, Paraprofessional, IJHS, effective as soon as possible
- b. M. Touhy, internal from Paraprofessional to Special Education Teacher, IJHS, effective December 2, 2024

### 7. Resignation

- a. K. Jones, Paraprofessional, IJHS, effective December 10, 2024
- b. M. Head, Custodian, IJHS, effective December 19, 2024

3.F. Approval and Destruction of Closed Session Minute Audio Recordings as allowable by Illinois School Code (5 ILCS 120/2.06)

8. September 15, 2021

9. January 26, 2022

10. March 9, 2022

11. May 11, 2022
12. October 12, 2022
13. December 14, 2022
14. January 25, 2023
15. March 8, 2023
16. April 12, 2023
17. May 10, 2023

3.G. Approval of the 2024 Final Tax Levy

3.H. Approval of the Library Media Center Book Purchases for Chippewa Elementary

4. **Old Business**

18. **Joint Annual Conference Session Feedback**

19. **Staff Gifts - New Years 2025**

5. **New Business**

5.A. Approval of 2025-2026 School Fees

5.B. Policy First Read

**Draft Updates**

20. 2:105 Ethics and Gift Ban
21. 2:120 Board Member Development
22. 4:30 Revenue & Investments
23. 4:60 Purchases and Contracts
24. 4:150 Facility Management and Building Programs
25. 4:170 Safety
26. 5:10 Equal Employment Opportunity and Minority Recruitment
27. 5:20 Workplace Harassment Prohibited
28. 5:90 Abused and Neglected Child Reporting
29. 5:125 Personal Technology and Social Media; Usage and Conduct
30. 5:230 Maintaining Student Discipline
31. 6:60 Curriculum Content
32. 6:135 Accelerated Placement Program
33. 7:10 Equal Educational Opportunities
34. 7:100 Health, Eye and Dental Examinations; Immunizations; and Exclusion of Students
35. 7:180 Prevention of and Response to Bullying, Intimidation and Harassment
36. 7:200 Suspension Procedures
37. 8:10 Connection with the Community

5.C. Removal of Policy from District 128

38. 6:270 Guidance and Counseling Program - new language only applies to high schools

5.D. Approval of Stipend for B. Neubacher to take on Administrative Operational Duties as Assigned

5.E. Approval of PMA Municipal Advisory Agreement

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 Summaries

7.B. Freedom of Information Act Items

39. Smart Procure

7.C. Enrollment Report

8. **Closed Session**

9. **Return to Open Session**

10. **Adjournment**

---

# Fulfilling the Promise of Public Education in Illinois

VISION 2030



[illinoisvision2030.com](http://illinoisvision2030.com)

Vision 2030 represents the second time education stakeholders fostered collaboration and unity among education organizations across the state to create an advocacy framework for public education in Illinois. The first initiative, Vision 2020, resulted in numerous achievements, including the passage of the Evidence-Based Funding Formula, Illinois Balanced Accountability Model, and Postsecondary Workforce Readiness Act.

**[illinoisvision2030.com](http://illinoisvision2030.com)**

## Table of Contents

- 1 Letter from Vision 2030 Partners
- 2 Vision 2030 Partners
- 3 Statewide Representation
- 4 Vision 2030 Highlights

### **Vision 2030 Policy**

- 5 Future-Focused Learning
- 9 Shared Accountability
- 13 Predictable Funding
- 17 Vision 2030 Committee Members



# Letter from Vision 2030 Partners

In November 2012, statewide education organizations united to develop a comprehensive visioning process for enhancing public education in Illinois in the long term.

That effort resulted in Vision 2020, the first-of-its-kind blueprint for public education in Illinois that sparked legislative action on school funding, teacher recruitment policies, college and career readiness, and the state's accountability model.

However, in the aftermath of the COVID-19 pandemic, the landscape of public education has been significantly altered, presenting immense challenges and prompting increased scrutiny.

A new vision was needed to propel Illinois forward in designing a system that better serves the needs of diverse learners, attracts new people to the profession, enhances student opportunities, and continues the state toward long-term predictable funding.

In October 2023, the Illinois Association of School Administrators (IASA), Illinois Principals Association (IPA), Illinois Association of School Boards (IASB), Illinois Association of School Business Officials (IASBO), the Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), Illinois Association of Regional Superintendents of Schools (IARSS), Illinois Alliance of Administrators of Special Education (IAASE), and The Association of Illinois Rural and Small Schools (AIRSS) launched Vision 2030 with the goal of articulating what the education community stands for and aspires to realize.

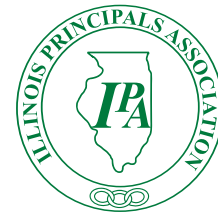
This Policy Framework is the culmination of multiple in-person sessions and a statewide engagement effort that included input from more than 1,000 stakeholders, ranging from the southern tip of Illinois through the northern Chicago suburbs. Most importantly, the ideas encapsulated in Vision 2030 represent priorities from the practitioners who work inside and outside of school buildings to improve the education outcomes of children from all backgrounds.

On behalf of the near 2 million school children in Illinois, the Vision 2030 partners encourage the General Assembly, the Governor, and all stakeholders to review this Policy Framework and begin to take action to build an even brighter future for Illinois students.



*Brent Clark*

Dr. Brent Clark  
IASA Executive Director



*Jason E. Leahy*

Dr. Jason E. Leahy  
IPA Executive Director



Illinois Association  
of School Boards



*Kimberly A. Small*

Kimberly A. Small  
IASB Executive Director

*Kristopher Monn*

Dr. Kristopher Monn  
IASBO Executive Director



*Creg Williams*

Dr. Creg Williams  
SCSDD Executive Director



*Gary Tipsord*

Gary Tipsord  
IARSS Executive Director



*Melissa Taylor*

Melissa Taylor  
IAASE Executive Director



The Association  
of Illinois Rural  
and Small Schools

*Jennifer Garrison*

Dr. Jennifer Garrison  
Association of Illinois Rural and Small Schools President

# Statewide Representation

---

The Vision 2030 Workgroup included more than 100 representatives from statewide partner associations. Representatives of the Workgroup engaged in deep discussions on education issues that shaped this document. The idea and goals articulated by the Workgroup were then pressure tested by a statewide survey completed by more than 1,000 educational leaders.

---



# **Vision 2030 Centers Around:**

**Keeping  
students  
safe**

**Keeping  
high-quality  
educators  
in front of  
students**

**Enhancing  
post-secondary  
success**

**Improving  
measurement  
of what is  
working**

---

# Future-Focused Learning



## Priorities for the Future

- 1** Promote future-driven skills that allow for more college and career exploration
- 2** Enhance student safety and well-being
- 3** Attract and retain a high quality and diverse educator pipeline
- 4** Promote curriculum and instructional flexibility to meet the unique needs of local communities

The following pages contain recommendations for how to improve the current teaching and learning system in Illinois.

## Recommended State Policy

1

### Promote future-driven skills that allow for more college and career exploration

**Encourage Career Exploration.** Public education is responsible for preparing students for college and careers with the integration of emerging technologies, both known and unknown, as well as for global citizenship. Advocacy is needed for the development of more flexible certification pathways, industry credentials, and/or micro-credential programs to meet a greater pool of student needs.

**Promote Dual Credit.** Opportunities for students to experience college and careers while in high school support classroom learning and prepare students for post-secondary success. Currently, the decision to offer programming in conjunction with postsecondary institutions is still not delivered equitably nor is it focused on what is in the best interests of students. Our goal is to ensure equitable access for all students in Illinois within their current school district with funding to support free community college enrollment for students. Further develop the Dual Credit Quality Act or other alternative credentialing options to increase student access to these offerings.

**Expand Dual Credit Teacher Pool.** The ability of students to take dual-credit courses within the districts/schools in which they attend is important for expanding access to these opportunities. To accomplish this, advocacy for the expansion of the number of K-12 teachers eligible to teach dual credit courses is necessary, and advocacy for the removal of barriers to accreditation or eligibility is essential to achieving this goal.

**Study the Impact of Artificial Intelligence (AI).** Establish a task force to study the impact of AI on K-12 school communities in Illinois and produce a toolkit regarding the responsible use of AI in Illinois K-12 schools. The task force should analyze potential benefits and challenges/risks, ensuring the integration of AI supports educational goals.

2

### Enhance student safety and well-being

**Support Student Safety.** All students have the right to be educated in quality facilities that are conducive to learning and safe for all students and personnel. Advocacy for the creation of a task force to develop and share a repository of best practices, or centralized network, with funding sources, for districts to meet the safety and security facility needs of their students will support equitable and flexible student safety statewide. Coordinating this responsibility offers several benefits:

- **Unified Strategy:** A group of relevant constituents and experts on schools and school safety, including ISBE, can develop a Comprehensive Security Plan, providing consistent guidance and best practices for all schools to be used as a framework for ensuring school safety.
- **Resource Management:** A central repository of tools, templates, and training materials can be created and managed, streamlining access for schools and school districts.
- **Consistency and Equity:** Community and need-based safety standards can be applied across all schools, reducing disparities and fostering an equitable environment.
- **Expertise and Innovation:** Coordinated responsibility can leverage specialized knowledge to develop forward-thinking strategies addressing emerging threats.
- **Enhanced Regional Support:** Coordinated responsibility can provide tailored assistance to ROEs and ISCs in implementing state-wide safety protocols.
- **Efficient Resource Allocation:** Coordinated responsibility allows for optimized funding and better tracking of safety programs' impact.

**Support the Whole Child.** As student outcomes expand from a pure academic focus to the “whole child,” the measures by which we evaluate school effectiveness should continue to diversify and evolve. Advocacy for the creation of a task force to develop and share a repository of best practices, or centralized network, with funding sources, for districts will better support meeting the physical and mental health needs of their students. This advocacy should promote and enhance community partnerships along with aligning appropriate instructional resources. The findings and funding sources should be made available to support districts interested in enhancing the resiliency of learners through best practices to meet the needs of the students in their communities.

### 3

## Attract and retain a high quality and diverse educator pipeline

**Develop a campaign to generate inspiration regarding careers in education.** The state, in partnership with education associations, should develop a sustained marketing campaign highlighting the benefits and rewards of a career in public education.

**Create a regional framework to successfully establish a grow-your-own program for 9-12 students to become educators.** As part of a regional framework, include dual-credit partnerships for teacher preparation pathways, on-the-job training for teacher assistants, practical experience for high school students, and scholarships for students pursuing teacher licensure. Develop an equitable state-supported model for early-career educator financial support.

**Restructure licensure in the state to provide flexibility.** The state should restructure licensure and allow grade-band and endorsement flexibility as well as increased flexibility for district leaders to appropriately staff their buildings considering teacher shortages and the inability to fully staff buildings. Furthermore, the state should allow alternative professional development supports to increase endorsement and certification options, including, but not limited to, competency-based approaches, micro credentials, and job-embedded learning, especially for individuals with significant job experiences who are changing careers.

**Evaluate and improve the efficiency of educator licensure pathways for traditional undergraduate and graduate programs.** The state should grow alternative licensing programs to expand educator licensure options for candidates in higher education programs. Alternative teaching licensure programs must remain rigorous but allow for additional and more flexible pathways to credentialing beyond traditional programs.

**Improve the educator’s professional experience.** The state needs to ensure support for school leaders, and that educators receive appropriate benefits. This includes, but is not limited to, pension security, professional autonomy and flexibility within the classroom, and a commitment from leaders to improve all educators’ professional experience.

### 4

## Promote curriculum and instructional flexibility to meet the unique needs of local communities

**Protect Instructional Time.** The flexibility to educate students throughout the state in ways that meet the unique needs of communities is an essential component to a high quality and equitable education for all students. The state must protect instructional time by eliminating burdensome mandates that prohibit local school districts from innovating their curriculum and instructional programs in ways that best meet the needs of students in their communities.

**Advocate for Local Partnerships.** Promoting district and student partnerships will increase the number of students, particularly low-income and marginalized students, reaping the long-term benefits of programs offered in conjunction with business, industry, military, and post-secondary institutions. Greater strides should be made to offer a wide-range of quality dual-credit and career and technical education programs (CTE) consistently throughout the state, so all students can benefit. The state should focus on the development of cross-agency and community/family partnerships (such as the community schools model) to become whole child per the statutory definition: using a child centered holistic equitable lens across all systems that prioritizes physical, mental and social emotional health to ensure that every child is healthy, safe, supported challenged, engaged and protected. (105, ILCS, 5/3-11(b)). Partnership opportunities need to be flexible enough to meet unique needs across the state.

---

# Shared Accountability

A network diagram with glowing nodes and connecting lines on a dark blue background. The nodes are represented by circles of varying sizes, some of which are brightly lit, creating a sense of depth and connectivity. The lines are thin and light blue, connecting the nodes in a complex, web-like structure.



## Priorities for the Future

- 1** Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time
- 2** Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success
- 3** Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

The following pages contain recommendations for how to improve the current accountability system in Illinois.

## Recommended State Policy

1

### Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

**Provide unofficial student results to local school districts in near real-time.** Timely reporting of student assessment data is critical if the state assessment is to be useful to local school districts. The state should provide local school districts the unofficial individual student scores immediately upon closing of the testing window similar to the process of local assessment vendors. Immediately providing the unofficial individual student scores balances the need for school districts to receive timely results while still preserving the ability for the state to take its time to implement a quality assurance process before official aggregate results are released to the public.

**Align proficiency benchmarks to national distributions.** Illinois proficiency benchmarks do not align to national proficiency distributions. Illinois outperforms the national average on the National Assessment of Educational Progress (NAEP) but, according to the Illinois Assessment of Readiness (IAR), roughly only 30 percent of students meet proficiency standards. Proficiency benchmarks should be established for grades 3 through 11 that have a transparent definition aligned to national distributions to ensure a more accurate reflection of student performance and growth in a way the broader public will understand.

**Select an adaptive assessment that is an accurate measure of proficiency and growth both within and across grade levels.** While the purpose of the Illinois assessment system is to measure academic proficiency and growth against grade-level learning standards, it must also accurately measure growth over time. The new state assessment system, guided by the State Assessment Review Committee (SARC), should allow an individual student to demonstrate proficiency on learning standards at, below, or beyond their grade level, and should report a vertically articulated scale score to longitudinally track proficiency and growth over time.

**Allow district flexibility in administering the state assessment.** A new state assessment system should be developed to provide local school districts with the option to administer periodic benchmark assessments throughout the year. Providing an option to forgo costly third-party assessments and instead administer benchmark state assessments leading up to the end-of-year summative assessment will alleviate complexities and costs associated with monitoring student progress.

2

### Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

**Modify the accountability scoring system to differentially weight growth and proficiency.** While student growth and proficiency represent different constructs of student learning, growth and proficiency must be considered jointly when judging student performance. Proficient students should meet or exceed expectations, while students below proficiency should accelerate rates of growth to achieve proficiency over time. Therefore, within the broader accountability scoring system, student growth should be given more weight for students below proficiency and less weight for proficient students.

**Expand the construct of college and career readiness at the high-school level to include whole-child success indicators in grades 3 through 8.** The multi-metric approach of college and career readiness indicators at the high school level should be generalized to include whole-child success indicators in grades 3 through 8. De-emphasize chronic absenteeism as an isolated metric and instead incorporate chronic absenteeism within the context of a set of whole-child student success and readiness indicators.

**Shift the administration of the IL-Empower network and its resources to the ROEs/ISCs.** The fundamental purpose of school accountability should be to provide underperforming schools with the resources and support needed to improve. Empowering ROEs and ISCs to oversee and coordinate school improvement services will result in greater consistency of school improvement efforts, promote professional learning communities, and provide a systemic structure that is more efficient and impactful.

**Revise the criteria for annual summative designations to be fixed standards as opposed to normative rankings.** The current school accountability system utilizes school rankings as an underlying method to determine annual summative designations. To be Exemplary under the current system, a school must be in the top 10 percent of all schools across the state, regardless of their underlying performance. Similarly, the bottom five percent of schools are designated as Intensive Support, regardless of their underlying performance. The state should forgo the current ranking system and instead establish clear performance thresholds for summative designations in a manner that does not mathematically prohibit schools from receiving favorable summative designations.

3

### **Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making**

**Distinguish between Essential and Discretionary mandates.** Schools are required to abide by numerous unfunded mandates. Since many mandates result in the pre-spending of Evidence-Based Funding (EBF) dollars, the state should create a subcommittee of the EBF Professional Review Panel to categorize each mandate as Essential or Discretionary. Essential mandates may include those that are fully funded, federal, safety, or civil rights. Local school districts should be provided the flexibility to opt out of discretionary mandates through the local board hearing process and board action.

**Review all proposed mandates for their financial and operational impact.** Balancing the financial and operational impact of mandates with their intended benefit is critical to ensure that state policies achieve their educational objectives without creating undue challenges or unintended consequences. Striking this balance requires careful consideration of both costs and benefits. The state should require a cost-benefit analysis of all proposed mandates consistent with the spirit of the State Mandates Act (30 ILCS 805).

**Develop a modern application programming interface (API) to the Illinois State Board of Education (ISBE) Web Application Security (IWAS) system and require all data system vendors to support native integration.** The cumbersome and redundant process of reporting student and other system data to the state through its IWAS system is a hidden mandate that diverts resources away from students. The General Assembly should provide funding to ISBE for it to modernize the IWAS system to ensure interoperability of IWAS with data system vendors through APIs. Furthermore, the state should require that all data system vendors provide native API support with IWAS.

---

# Predictable Funding



## Priorities for the Future

- 1** Protect the integrity and funding of the evidence-based funding formula
- 2** Strengthen public education through pension reforms
- 3** Establish equitable statewide funding sources for capital and safety needs
- 4** Enhance financial flexibility for all school districts

The following pages contain recommendations for how to improve current public school finance and funding in Illinois.

## Recommended State Policy

1

### Protect the integrity and funding of the Evidence-based funding formula

**Fund the model at the annual statutory minimum of \$350 million (\$300 million into the formula; \$50 million into the Property Tax Relief Grant) before considering any revisions to its elements.** The legislature has funded the EBF model since FY 18 and continues to increase funding on an annual basis. However, it must be fully funded to effectively analyze all the benefits to all students in Illinois.

**Ensure that all students receive support at 90 percent of their adequacy target, calculated by the current EBF model's elements.** Any student, regardless of their location in Illinois, should have equal access to a high-quality education. Additionally, the full investment in the Base Funding Minimum is essential to prevent a regressive funding plan that could harm districts and students.

**Mandate the Professional Review Panel to review proposed changes to the EBF model, with the Illinois State Board of Education required to model any proposed alterations for the Panel's analysis.** Any proposed changes to EBF must adhere to a process that models the impact to all school districts and all students in Illinois. Legislation to create this process is necessary to maintain the success of the formula.

**Continue the EBF Distribution Model and mandated categorical payments annually to protect equitable distribution of funds.** All funds to support public education in Illinois must be provided to local districts on an annual basis. Advocacy must focus on the timely and predictable distribution of funds without any proration or delay.

**Require transparency and accountability through effective reporting on how evidence-based allocations are utilized.** All school districts will provide an accounting for the use of state funds. Professional leadership organizations will support districts to be visible and open to communicate the impact of EBF funding.

2

### Strengthen public education through pension reforms

**Educate stakeholders, including educators, community members, and legislators, about pension systems that impact K-12, detailing their strengths and weaknesses.** A comprehensive strategy must be developed to educate all school employees, school board members, and legislators on how the Teacher Retirement System (TRS) and Illinois Municipal Retirement Fund (IMRF) impacts public education. Understanding the complexities, historical context, and long-term impact of the pension systems is critical for K-12 education in Illinois.

**Analyze issues with the Tier I and Tier II pension systems including, but not limited to, the benefits and harm of the TRS penalties, the impact of re-amortization of Tier I pension payments, and Tier II age and benefits.** Critical analysis of the tiered system is essential to the long-term solution for Illinois. Financial obligations and benchmarks must be determined for the state and local school districts to establish a long-term solution that is viable for Illinois.

**Identify a Tier II pension model that meets federal requirements for state pension plans, attracts and retains high-quality professionals and identifies new funding streams for pension systems.**

Revisions to the current pension model must be determined to attract and maintain the high-quality staff who educate our students. All revenue sources that do not adversely impact school districts should be considered.

### **3 Establish equitable funding sources for Capital and safety needs**

**Leverage the County School Facility Sales Tax to Address capital projects, school safety and mental health supports.** Schools have benefited significantly from the funds to address their capital improvement needs. Consider the development of a statewide solution to provide these opportunities to all districts.

**Fund School Maintenance Project Grants annually.** The long-term maintenance needs of schools are at a critical point. The funding and allocation of school maintenance grants has been sporadic and inconsistent during the duration of the program.

**Expand Federal Title IV funding to increase school safety measures.** School safety continues to be the highest priority for all school districts in Illinois. A significant advocacy effort must be developed and prioritized to generate federal funding appropriations to address school safety needs for all schools in Illinois.

### **4 Enhance financial flexibility For all school districts**

**Make permanent interfund transferability for school districts to best manage federal, state and local resources.** District leaders and board members own the responsibility to manage and use taxpayer funds to operate schools. Antiquated funding restrictions need to be addressed to allow for maximum flexibility at the local level to educate students.

**Allow local boards to approve the use of HLS revenue to respond to 10-year Health Life Safety Survey or HLS Audit Finding.** The long-term complex requirement of state oversight for the local improvement of facilities is burdensome to school districts. ISBE should not have the authority to regulate this important and critical responsibility of local school districts.

**Create a process/mechanism to expand access to Debt Service Extension Base funding to all districts subject to PTELL and allow districts to levy certain costs outside of PTELL, such as Tort and IMRF/SS.** Local school districts need the ability to create an annual levy based on needs of their local communities. Creating DSEB funding for all school districts for one-time local capital expenses is equitable and necessary. This will provide short-term and long-term financial stability to all school districts.

# Vision 2030 Committee Members

\* Workgroup Facilitator † Workgroup Chair

Dr. Casey Adam  
Superintendent  
Altamont CUSD #10

Marty Adams  
Principal  
Hawthorn Elementary School

Mark Altmayer  
Chief Financial Officer  
Huntley Community School District #158

Dr. Roger Alvey  
IASA Past President  
Illini Bluffs CUSD #327

Melanie Andrews  
Superintendent  
Mt. Vernon Twp HSD #201

David Ardrey  
Executive Director  
AIRSS

†Daniel Booth  
Superintendent  
Carbondale CHSD #165

Dr. Shelia Boozer  
Superintendent  
Champaign CUSD #4

†Dr. Terri Bresnahan  
Superintendent  
Community Cons SD #59

Dan Bridges  
Superintendent  
Naperville CUSD #203

Edward Brophy  
Director of Human Resources  
Northbrook SD 28

Maryam Brotine  
Assistant General Counsel  
IASB

\*Dr. John Bruesch  
Vice President  
ECRA Group, Inc.

Mary Ellen Buch  
Director Governmental Relations  
IASB

Dana Butler  
Field Service Specialist  
IPA

Dr. Brent Clark  
Executive Director  
IASA

\*Dr. Connie Collins  
Senior Associate  
Hazard, Young, Attea & Associates

†Dan Cox  
Superintendent  
Rochester CUSD #3A

Phil Cox  
Superintendent  
Salt Fork CUSD #512

Jamie Craven  
Superintendent  
Peru ESD #124

Dr. Nathaniel Cunningham  
Superintendent  
Thornton Twp HSD #205

Dr. Dustin Day  
Superintendent  
Carthage ESD #317

Adam Dean  
Superintendent  
Triopia CUSD #27

Josh DeLong  
Superintendent  
Dwight Twp HSD #230 / Dwight Common SD #232

Todd Drafall  
Assistant Superintendent  
Downers Grove GSD #58

Dr. Shannon Dudek  
Superintendent  
Morris SD #54

Jeremy Duffy  
Deputy Executive Director  
IASB

Andrea Evers  
Superintendent  
Murphysboro CUSD #186

Don Farr  
Field Service Specialist  
IPA

Kristin Fitzgerald  
Board President  
Naperville CUSD #203

Dr. Dustin Foutch  
Superintendent  
Central CHSD #71

\*Dr. John Gatta  
President/CEO  
ECRA Group, Inc.

Jennifer Gill  
Superintendent  
Springfield SD #186

Dr. Raoul J. Gravel  
Associate Superintendent  
Glenbrook HSD #225

Dr. Marjorie Greuter  
Superintendent  
East Peoria CHSD #309

†Dr. Jill Griffin  
Superintendent  
Bethalto CUSD #8

Ralph Grimm  
Field Services Director  
IASA

Dr. Andrea Guerrero  
Superintendent  
Knoxville CUSD #202

Dr. Jason Harper  
Superintendent  
Rochelle Twp HSD #212 & Rochelle CCSD #231

\*Dr. Brian Harris  
Senior Associate  
Hazard, Young, Attea & Associates

Dale Heidbreder  
Superintendent  
Central SD #51

Dr. Mary Henderson  
Superintendent  
Roselle SD #12

Dr. Jason Henry  
Superintendent  
Sesser-Valier CUSD #196

Dr. David Hill  
Superintendent  
CCSD #93

Barbara Hobrock  
Director Governmental Relations  
IASB

Jami Hodge  
Special Education Director  
Williamson Cty. Sp. Ed. Coop. #3

Dr. Susan Homes  
Deputy Executive Director for Professional Learning  
IPA

Dr. Anton Inglese  
Chief Financial Officer  
Batavia #101

Cary Jackson  
Superintendent  
Dietrich CUSD #30

Debra Jacobson  
Assistant General Counsel  
IASB

Dr. Michael Jacoby  
Executive Director  
IASBO

†Dr. Ehren Jarrett  
Superintendent  
Rockford SD #205

Rebecca Jenkins  
Superintendent  
Libertyville SD #70

Dr. Charles Johns  
Superintendent  
Glenbrook HSD #225

# Vision 2030 Committee Members (cont.)

\* Workgroup Facillitator † Workgroup Chair

Alex Kashner  
Superintendent  
Eastland CUSD #308

Dr. Gary Kelly  
Field Services Director  
IASA

Kimberly Keniley-Ashbrook  
Board Member  
Heritage CUSD #8

Dr. Mark Klaisner  
Executive Director  
West 40 - Intermediate Service Center #02

Dr. Chuck Lane  
Superintendent  
Centralia HSD #200

Dr. Jason Leahy  
Executive Director  
IPA

Dr. Donna Leak  
Superintendent  
CCSD #168 - Sauk Village

Andrea Lee  
Superintendent  
Calhoun CUSD #40

Dr. Christie Magoulias  
Assoc. Prof., Ed. Leadership  
University of Illinois Springfield

Alison Maley  
Government & Public Relations Director  
IPA

Sue McCance  
Board President  
CUSD #3 Fulton County

Madeline McCune  
Director of Governmental Relations  
IASA

Dr. Patrick McDermott  
Assistant Superintendent  
Freeport SD #145

Cherry Middleton  
Director of Operations and Facilities  
IASA

Sarah Miller  
Governmental Relations Associate Executive Director  
IASB

Tamara Mitchell  
Assistant Superintendent  
Joliet PSD #86

Tom Neeley  
Board Member  
Morton CUSD #709

†Dr. David Negron  
Superintendent  
Maywood-Melrose Pk-Broadview #89

Sheila Nelson  
Board President  
Cairo USD #1

Jason Nevel  
Director of Communications  
IASA

Dr. Jennifer Norrell  
Superintendent  
Aurora East USD #131

†Dr. Laura O'Donnell  
Superintendent  
Olympia CUSD #16

David Pohlmeier  
Director of Marketing and Communications  
ECRA Group, Inc.

Diane Robertson  
Field Services Director  
IASA

Dr. Jesse Rodriguez  
Superintendent  
Zion-Benton Twp HSD #126

Dr. Theresa Rouse  
Superintendent  
Joliet PSD #86

†Dr. Rachel Savage  
Superintendent  
Moline-Coal Valley CUSD #40

Dr. Anthony Scarsella  
IASA President  
Palos CCSD #118

Brian Schwartz  
Deputy Executive Director/General Counsel  
IPA

Amber Sensabaugh  
Principal  
Northeast Jr. High School

Jianan Shi  
President-Board of Education  
Chicago Public Schools

Dr. Brad Skertich  
Superintendent  
Collinsville CUSD #10

Kimberly Small  
Executive Director  
IASB

Dr. Angela Smith  
Assistant Superintendent  
Aurora West USD #129

Dr. Jeff Stawick  
Superintendent  
CCSD #146

Mike Stevens  
Director Governmental Relations  
IASB

Josh Temple  
Superintendent  
Riverdale CUSD #100

Marc Tepper  
Board President  
Kildeer Countryside CCSD #96  
Dr. Clayton Theisinger  
Superintendent  
Putnam County CUSD #535

Dr. Kyle Thompson  
Regional Superintendent  
ROE #11

Gary Tipsord  
Executive Director  
IARSS

Emily Warnecke  
Chief of Staff  
IASA

Dr. Brian Waterman  
Superintendent  
Lyons Twp HSD #204

Chad Watkins  
Associate Director/General Counsel  
IASA

Dr. Sonya Whitaker  
Deputy Superintendent  
Dolton SD #148

Dr. Frank Williams  
Assistant Superintendent  
SD #U-46

Nathaniel Wilson  
Superintendent  
Herrin CUSD #4

Travis Wyatt  
Field Service Specialist  
IPA

Dr. Tron Young  
Principal  
Joseph Arthur Middle School



## **The Vision 2030 Process was Facilitated by ECRA Group**

Headquartered in Illinois, ECRA Group is a premier K-12 research and analytics consulting firm that helps school districts and educational leaders improve student outcomes by adopting evidence-based practices.

**[ecragroup.com](http://ecragroup.com)**



## Vision 2030 Key Messages

### A COMMON GOAL—Fulfilling the Promise of Public Education in Illinois

Ten years ago, education leaders from five statewide organizations came together through their professional organizations to advocate for initiatives that would advance K-12 public education, including evidence-based funding to ensure all schools have the resources needed for local educators to be able to provide a safe, rigorous and well-rounded learning environment. Vision 2020 also included enhancements to teacher recruitment policies, college and career readiness initiatives and the development of Illinois Balanced Accountability System, which establishes standards for K-12 student performance and school improvement in Illinois.

Now, we have come together again to set a vision for the next decade with a priority on future-focused learning—what our children need to know and be able to do so they can adapt and excel in a rapidly changing world. We are committed to policy, legislative and fiscal solutions that advance this goal and fulfill the promise of public education in Illinois.

We want to put systems and processes in place that support all school districts throughout the state in sharing what works for our kids and our communities, while also leveraging public resources and preserving local flexibility and leadership so that the best decisions are made closest to home.

#### **ADVOCACY FRAMEWORK: Advancing Change Together**

Vision 2030 provides a blueprint to enhance public education through future-focused learning with shared accountability and predictable funding.

**Simply put, this includes: keeping students and schools safe, attracting and retaining high-quality educators, enhancing post-secondary success, and more effectively measuring what is working well in schools in a timely, usable manner.**

**Future-focused learning is about reshaping our schools and classrooms and redefining student success to reflect and prepare students for all the different ways that the world and economy continue to change.** Here are some examples of what we mean:

- We have to acknowledge that students learn best, and educators teach most effectively, when they feel safe and connected to one another and to their communities.
  - This is the single most important thing we can do to support both academic achievement and individual well-being—and it is something that has to be considered in our instructional approach, curriculum, student support services and funding, so that local districts have the resources needed to ensure school buildings are safe.

- We want to engage students in thinking about their pathways to college and career sooner—as early as elementary school (grades K-5).
  - This means working with local businesses to cultivate awareness and engagement in opportunities that allow students to explore in-demand and emerging career fields—including the trades, agriculture, health care, AI, quantum computing, electric vehicles, advanced manufacturing and the green economy.
  - It also means expanding partnerships and collaborations with our community colleges and universities to allow our kids to experience success in college-level courses while still in high school through advanced placement and dual-enrollment courses. This can encourage more students to enroll in college and vocational training opportunities and lessen the burden of student loan debt upon graduation or program completion.
- We must encourage and preserve time and financial resources for local curriculum innovation and programming to best meet the needs of students in our communities.
  - This means we must look closely at the impact and cost of implementing additional curriculum and graduation requirements. We must maintain the flexibility needed for students to pursue meaningful college and career coursework through thoughtfully designed curriculum developed by local educators. In addition, we must carefully consider operational mandates to determine which ones are essential, or if we should be allowing local educators and school boards to make opt-in decisions based on the needs of their students and communities.
- Vision 2030 is aligned with much of ISBE’s strategic plan and is focused on providing support for local school districts to develop new approaches to attract and retain excellent educators who have both the subject-matter expertise, compassion, cultural competency and commitment to help all students at all levels achieve their full potential.
  - We know that there is still work to be done here, particularly in the areas of special education, math and science, and bilingual education.
  - We have to provide innovative and evidence-based opportunities for our educators to continue to learn and grow, especially considering the rate at which technology is changing the landscape of teaching and learning.
  - We are excited about and will advocate for pathways for school districts to create “grow your own” initiatives that encourage young people to consider careers in education and want to explore more flexible alternative licensure opportunities.

**Shared accountability means thinking beyond annual standardized tests to more fairly and effectively measure student success by considering both growth and proficiency over time.**

This requires some shifts in how we think about student assessments. For example:

- Just like children’s physical growth, academic progress does not always happen in a linear manner—both growth and proficiency should be measured over time within and across grade levels.
- We need to put individual, classroom and school assessment data into the hands of educators and school leaders in near real-time. Timely insights from benchmark assessments—even if drawn from unofficial data—can be a powerful tool to inform teaching strategies and academic interventions at both classroom and individual student levels.
- Assessments must be meaningful and relevant—this means identifying and considering all the things that matter to a student’s success in the elementary grades, as well as early

indicators of college and career readiness in middle school. We can then use this data to support positive interventions to keep students on-track toward high school graduation and a college/career pathway.

- School ratings should be established based on clear performance thresholds rather than rankings that can pit schools within the same district against one another. Rather than focusing on which schools make it into the top 10%, let's focus on publicly recognizing all schools that achieve high levels of student achievement at or above grade-level—that kind of positive reinforcement is powerful to improving educator morale, parent engagement and community support.

**Providing excellent education resources and future-focused learning opportunities for student success requires long-term predictable and sustainable funding with additional investment** to support updated instructional resources and technology, keep pace with economic pressures on salaries and equipment, and maintain aging infrastructure. School districts also need the flexibility to determine how to allocate public monies to best meet the needs of their students and communities. This means that:

- The State must consistently fulfill its promise of allocating a minimum of \$350 million in annual Evidence-Based Funding. Districts need to be able to rely on receiving this funding in order to support their long-term planning. Additionally, receiving state funding on-time helps fulfill their responsibilities to transparently report how these funds are allocated across each district.
- Critical investments in health and life safety projects should not be subject to limitation by property tax caps or require ISBE approval. We need to rethink the current levy structure to allow schools to prioritize student and staff safety, and address these urgent needs without impacting educational funding.
- Illinois school districts need State-funded annual School Maintenance Project Grants to support long-term facilities needs and expanded federal Title IV funding to support school safety.
- It is clear that the Illinois pension system for public school educators needs reform. We know that changes to the current pension model must occur to attract and retain high-quality staff to educate our students, but it is not effective or realistic to divert local school district resources away from schools and students to shoulder this responsibility.
- More than one-half (58 of 102) of Illinois school districts are located in counties that have successfully passed a School Facility Sales Tax. Currently, this option is available statewide EXCEPT for Cook County. All school districts deserve this option—and should have the flexibility to use these dollars not just for capital projects, but also to support school safety and mental health initiatives.

## **TAKE ACTION**

We ask all Illinois school boards to review the Vision 2030 plan and adopt a resolution in support. Let's show the Governor and Illinois General Assembly that Illinois' almost 850 school districts support this vision for the future.

In the coming weeks, we will have additional opportunities for district and school leaders, educators and other partners to voice their support publicly and directly to policy-leaders and decision makers.



**Board of Education Meeting  
December 18, 2024**



# Vision 2030

## **FULFILLING THE PROMISE OF PUBLIC EDUCATION IN ILLINOIS**

*DEVELOPED BY THE ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS (IASA), ILLINOIS ASSOCIATION OF SCHOOL BOARDS (IASB), ILLINOIS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (IASBO), AND THE ILLINOIS ASSOCIATION OF REGIONAL SCHOOL SUPERINTENDENTS (IARSS)*



# Vision 2030



**Future-Focused  
Learning**

## Priorities for the Future

- 1** Promote future-driven skills that allow for more college and career exploration
- 2** Enhance student safety and well-being
- 3** Attract and retain a high quality and diverse educator pipeline
- 4** Promote curriculum and instructional flexibility to meet the unique needs of local communities



# Vision 2030



## Shared Accountability

### Priorities for the Future

1

Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

2

Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

3

Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making



# Vision 2030



**Predictable  
Funding**

## Priorities for the Future

**1**

Protect the integrity and funding of the evidence-based funding formula

**2**

Strengthen public education through pension reforms

**3**

Establish equitable statewide funding sources for capital and safety needs

**4**

Enhance financial flexibility for all school districts



**Board of Education Meeting  
December 18, 2024**



## 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

### **Illinois Vision 2030 Palos Heights District 128 Resolution**

*WHEREAS*, public education plays a defining role in ensuring equal opportunity for children in Illinois and throughout the United States; and

*WHEREAS*, it is our collective duty to ensure that every student, regardless of demographic or geographic identity, has equal access to a quality, public education; and

*WHEREAS*, we believe that strides need to be proactively made to face challenges and continually improve our public education system; and

*WHEREAS*, there have been three areas of prioritization identified as integral in improving our public education system: Future-Focused Learning, Shared Accountability, and Predictable Funding; and

*WHEREAS*, Future-Focused Learning should address: promoting future-driven skills that allow for more college and career exploration; enhancing student safety and well-being; attracting and retaining a high quality and diverse educator pipeline; and promoting curriculum and instructional flexibility to meet the unique needs of local communities; and

*WHEREAS*, Shared Accountability should address: reforming the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time; reforming the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success; and reforming the mandate process to ensure implementation procedures that promote flexibility and local decision making; and

*WHEREAS*, Predictable Funding should address: protecting the integrity and funding of the evidence-based funding formula; strengthening public education through pension reforms; and establishing equitable funding sources for Capital and safety needs; and

*WHEREAS*, it is imperative that any education improvement proposal for comprehensive change must be developed and supported by not only the education community, but in collaboration with families, communities, businesses, and others whose priorities reflect the best interests of the students;

*NOW, THEREFORE, BE IT RESOLVED* that the Palos Heights District 128 Board of Education joins with the Illinois Association of School Administrators (IASA), Illinois Association of School Boards (IASB), Illinois Principals' Association (IPA), Illinois Association of School Business Officials (IASBO), Illinois Association of Regional Superintendents of Schools (IARSS), Superintendents' Commission

for the Study of Demographics and Diversity (SCSDD), Illinois Alliance of Special Education Administrators (IAASE), and the Association of Illinois Rural and Small Schools (AIRSS) in supporting the Vision 2030 education improvement policy; and

*BE IT FURTHER RESOLVED* that the Palos Heights District 128 Board of Education urges the Illinois General Assembly to approve the necessary legislative changes to implement the recommendations under the three pillars of education improvement as contained in the Vision 2030 policy.

Adopted this 18th day of December, 2024.

Attested by: \_\_\_\_\_, Board President

Attested by: \_\_\_\_\_, Board Secretary

PALOS HEIGHTS SCHOOL DISTRICT 128

DECEMBER 2024

<u>GROSS PAYROLL</u>		
<u>NOVEMBER 1 THROUGH NOVEMBER 30, 2024</u>		953,571.67
<u>TRS</u>		65,651.28
<u>BOARD TRS SURCHARGE</u>		4,175.65
<u>THIS</u>		11,301.89
<u>IMRF, FICA, MEDICARE</u>		48,557.30
<u>TOTAL NOVEMBER PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>		1,083,257.79
<u>EDUCATION FUND</u>	<u>10</u>	129,397.07
<u>BUILDING FUND</u>	<u>20</u>	53,947.92
<u>TRANSPORTATION FUN</u>	<u>40</u>	55,053.60
<u>SPECIAL CHECKS</u>		0.00
<u>CAPITAL PROJECTS</u>	<u>60</u>	13,347.58
		22,507.92
<u>TOTAL DECEMBER 2024 BILLS PAYABLE</u>		274,254.09
<u>TOTAL DECEMBER 2024 BILLS PAYABLE GROSS</u>		
<u>NOVEMBER 2024 PAYROLL, TRS, THIS, IMRF, FICA, MEDICARE</u>		1,357,511.88

---

PRESIDENT

---


SECRETARY

---

# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1118

Voucher Date: 12/18/2024

Prepared By: 

Printed: 12/10/2024 03:26:33 PM

---

PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$251,746.17 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

---

Fund		Amount
10	EDUCATIONAL	\$129,397.07
20	OPERATIONS AND MAINTENANCE	\$53,947.92
40	TRANSPORTATION	\$55,053.60
60	CAPITAL PROJECTS	\$13,347.58
		<hr/> <b>\$251,746.17</b>

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1118

12/18/2024

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	\$50.00
			Vendor Total:	\$50.00
ACUTRANS		10.5.1800.300.0000.00.00.00 Check #: 0	BILINGUAL PROGRAMS - TRANSLATIONS	\$352.54
			Vendor Total:	\$352.54
ALLENGREEN GROUP		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$6,200.00
			Vendor Total:	\$6,200.00
ALPHA SCHOOL BUS	2011	40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$21,935.52
			Vendor Total:	\$21,935.52
AMAZON CAPITAL SERVICES		10.5.1100.411.0000.00.00.00 Check #: 0	K-12 - SUPPLIES	\$95.15
		10.5.1100.411.0000.01.00.00 Check #: 0	K-12 - SUPPLIES CHIPPEWA	\$55.87
		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$491.52
		10.5.1100.411.0000.03.00.00 Check #: 0	K-12 -SUPPLIES - NAVAJO HEIGHTS	\$1,081.35
		10.5.1100.411.0000.04.00.00 Check #: 0	K-12 - SUPPLIES - INDIAN HILL	\$109.79
		10.5.1125.411.3705.00.00.00 Check #: 0	PRE K SUPPLIES PFA GRANT	\$884.81
		10.5.1205.411.4620.05.00.00 Check #: 0	SPEC ED SUPPLIES IDEA GRANT	\$429.12

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1118

12/18/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
APPLE COMPUTER INC	8012	10.5.2410.411.0000.03.00.00 Check #: 0	OFFICE OF PRINCIPAL - SUPPLIES - NAVAJO HEIGHTS	\$117.93
			Vendor Total:	\$3,295.54
ASHLEY BATTAGLIA		10.5.2660.411.0000.00.00.00 Check #: 0	DATA PROCESSING SERVICES- SUPPLIES	\$568.00
			Vendor Total:	\$568.00
BLUEPRINTSEL PARTNERS		10.5.1205.411.0000.00.00.00 Check #: 0	SPEC ED K-12- SUPPLIES	\$26.80
			Vendor Total:	\$26.80
		10.5.2210.310.4932.05.00.00 Check #: 0	PROF DEV ALL STAFF TITLE II	\$8,252.00
		10.5.2210.314.0000.01.00.00 Check #: 0	PROF SERV TRAINING/ASSEMBLY-CHIPPEWA	\$2,400.00
		10.5.2210.314.0000.02.00.00 Check #: 0	PROF SERV TRAINING/ASSEMBLY-INDEPENDENCE	\$2,400.00
		10.5.2210.314.0000.03.00.00 Check #: 0	PROF SERV TRAINING/ASSEMBLY-NAVAJO	\$821.00
		10.5.2210.314.0000.04.00.00 Check #: 0	PROF SERV TRAINING/ASSEMBLY-INDIAN HILL	\$821.00
		10.5.2210.315.4400.05.00.00 Check #: 0	IMPRV OF INST - PD TITLE IV SEL	\$6,906.00
			Vendor Total:	\$21,600.00
BUSHUE BACKGROUND SCREENING		10.5.2310.314.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -PROFESS SERVS/CONSULTANTS	\$37.00
BUSINESSOLVER			Vendor Total:	\$37.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1118

12/18/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
C & C DAIRY	18217	10.5.1100.222.0000.00.00.00	K-12 - MEDICAL INS	\$61.50
		Check #: 0		
		Vendor Total:		\$61.50
		10.5.2560.410.0000.00.00.00	FOOD SERVICES- MILK SUPPLIES	\$2,168.36
Check #: 0				
Vendor Total:		\$2,168.36		
CHALET FLORIST		10.5.1100.411.0000.02.00.00	K-12 - SUPPLIES INDEPENDENCE	\$54.95
		Check #: 0		
		Vendor Total:		\$54.95
		10.5.2210.314.0000.01.00.00	PROF SERV TRAINING/ASSEMBLY-CHIPPEWA	\$750.00
Check #: 0				
CHILDHOOD VICTORIES, INC.		10.5.2210.314.0000.02.00.00	PROF SERV TRAINING/ASSEMBLY-INDEPENDENCE	\$750.00
		Check #: 0		
		10.5.2210.314.0000.03.00.00	PROF SERV TRAINING/ASSEMBLY-NAVAJO	\$750.00
		Check #: 0		
Vendor Total:		\$2,250.00		
CHILDHOOD VICTORIES, INC.		10.5.2210.314.0000.01.00.00	PROF SERV TRAINING/ASSEMBLY-CHIPPEWA	\$750.00
		Check #: 0		
		10.5.2210.314.0000.02.00.00	PROF SERV TRAINING/ASSEMBLY-INDEPENDENCE	\$750.00
		Check #: 0		
10.5.2210.314.0000.03.00.00	PROF SERV TRAINING/ASSEMBLY-NAVAJO	\$750.00		
Check #: 0				
Vendor Total:		\$2,250.00		
CITY OF PALOS HEIGHTS	23899	20.5.2540.370.0000.00.00.00	OPERATION/MAINTENANCE-WATER/SEWER SERVICE	\$1,067.12
		Check #: 0		
		Vendor Total:		\$2,250.00
		Vendor Total:		\$1,067.12

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1118

12/18/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
CITY OF PALOS HEIGHTS	23899	20.5.2540.370.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-WATER/SEWER SERVICE	\$500.00
Vendor Total:				\$500.00
COUNTRY HOUSE RESTAURANT	11753	10.5.2560.315.0000.00.00.00 Check #: 0	FOOD SERVICES CONTRACTED SERVICES	\$900.00
Vendor Total:				\$900.00
		10.5.2560.490.0000.00.00.00 Check #: 0	FREE AND REDUCED LUNCHES	\$12,299.00
Vendor Total:				\$13,199.00
DOCUSIGN, INC.		10.5.2660.310.4620.05.00.00 Check #: 0	DATA PROCESSING IDEA GRANT	\$1,035.00
Vendor Total:				\$1,035.00
ELIM CHRISTIAN SERVICES	4659	10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$28,671.12
Vendor Total:				\$28,671.12
		10.5.2560.490.0000.00.00.00 Check #: 0	FREE AND REDUCED LUNCHES	\$306.00
Vendor Total:				\$306.00
		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$5,103.00
Vendor Total:				\$5,103.00
ENGIE		20.5.2540.466.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-ELECTRICITY	\$34,080.12
Vendor Total:				\$34,080.12
EVEREST SNOW MANAGEMENT, INC.		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$8,517.49
Vendor Total:				\$8,517.49
FOLLETT CONTENT SOLUTIONS				\$668.00
Vendor Total:				\$668.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1118

12/18/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
FOREST ALARM SERVICE INC	7714	10.5.2220.430.0000.03.00.00 Check #: 0	EDUCATION MEDIA - LIBRARY BOOKS NAVAJO HEIGHTS	\$1,201.26
			Vendor Total:	\$1,201.26
		20.5.2540.342.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-ALARMS	\$360.00
			Vendor Total:	\$360.00
FOUR POINT O INC	15341	10.5.1100.411.0000.01.00.00 Check #: 0	K-12 - SUPPLIES CHIPPEWA	\$70.00
			Vendor Total:	\$70.00
FRONTLINE TECHNOLOGIES GROUP		10.5.2660.314.0000.00.62.00 Check #: 0	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$2,718.51
			Vendor Total:	\$2,718.51
HEINEMANN	2648	10.5.1100.410.0000.00.00.00 Check #: 0	CURRICULUM NEW ADOPTIONS	\$4,648.44
			Vendor Total:	\$4,648.44
ILLINOIS SCHOOL BUS	242	40.5.2550.331.0000.00.00.00 Check #: 0	PUPIL TRANSPORTATION-PUPIL TRANSPORTATION	\$17,572.80
		40.5.2550.334.0000.02.00.00 Check #: 0	Athletic & Academic Conf. Buses	\$1,053.65
		40.5.2550.335.0000.02.00.00 Check #: 0	FIELD TRIPS - INDEPENDENCE	\$748.63
			Vendor Total:	\$19,375.08
INDEPENDENCE JR HIGH	1820	10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$210.72

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1118

12/18/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
JENNIFER STARTZ		10.5.1100.640.0000.00.00.00	K-12 DUES AND FEES	\$200.00
		Check #: 0		
LEAF		10.5.2410.411.0000.02.00.00	OFFICE OF PRINCIPAL-SUPPLIES-INDEPENDENCE	\$619.29
		Check #: 0		
			Vendor Total:	\$1,030.01
MENARDS INC	1008	10.5.1100.411.0000.00.00.00	K-12 - SUPPLIES	\$25.00
		Check #: 0		
			Vendor Total:	\$25.00
MIDWEST PAPER RETRIEVER		10.5.2660.360.0000.00.00.00	DATA PROCESSING CAPITAL LEASE	\$2,914.00
		Check #: 0		
			Vendor Total:	\$2,914.00
MILESTONE THERAPY, LLC.		20.5.2540.411.0000.00.00.00	OPERATION/MAINTENANCE- SUPPLIES	\$1,014.01
		Check #: 0		
			Vendor Total:	\$1,014.01
NCS PEARSON_25380	25380	20.5.2540.321.0000.00.00.00	OPERATION/MAINTENANCE--SANITATION SERVICES	\$172.00
		Check #: 0		
			Vendor Total:	\$172.00
		10.5.1205.314.0000.00.00.00	SP ED K-12 CONTRACTED SERVICES	\$4,452.63
		Check #: 0		
		10.5.2130.314.0000.00.00.00	HEALTH SERVICES PT/OT	\$2,617.88
		Check #: 0		
			Vendor Total:	\$7,070.51
		10.5.2230.411.4620.05.00.00	ASSESSMENT IDEA GRANT	\$82.50
		Check #: 0		
			Vendor Total:	\$82.50

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1118      12/18/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
NICOR GAS		20.5.2540.465.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-NATURAL GAS	\$1,385.82
PALOS ACE HARDWARE	17607	20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$52.05
PALOS AREA CHAMBER OF COMMERCE	26928	10.5.2320.640.0000.00.00.00 Check #: 0	EXECUTIVE ADMIN -DUES & FEES PROF. ORGANIZATIONS	\$90.00
PATTI POWELL		10.5.2310.332.0000.00.00.00 Check #: 0	BOARD OF EDUCATION - TRAVEL/CONF	\$505.84
PAULA STEPANIUK		10.5.1100.333.0000.00.00.00 Check #: 0	K-12 TEACHER MILEAGE REIMBURSEMENT	\$91.12
POSTMASTER-PALOS HEIGHTS	70	10.5.2310.341.0000.00.00.00 Check #: 0	BOARD OF EDUCATION -POSTAGE	\$730.00
PROCARE THERAPY		10.5.2130.314.0000.00.00.00 Check #: 0	HEALTH SERVICES PT/OT	\$969.44
PROVEN IT		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$68.00

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1118      12/18/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
QUINLAN & FABISH MUSIC CO	281	10.5.1500.323.0000.02.30.00 Check #: 0	INTERSCH PRG - BAND REPAIRS	\$68.00
		10.5.1500.414.0000.00.00.00 Check #: 0	INTERSCH PRG BAND SUPPLIES	\$569.00
			<b>Vendor Total:</b>	<b>\$996.00</b>
RSM US LLP		10.5.2520.317.0000.00.00.00 Check #: 0	FISCAL SERVICES-AUDIT/FINANCIAL SERVICES	\$5,000.00
			<b>Vendor Total:</b>	<b>\$5,000.00</b>
RUSH DAY SCHOOL		10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$16,072.00
			<b>Vendor Total:</b>	<b>\$16,072.00</b>
SERTOMA SPEECH & HEARING CENTER	5222	10.5.2150.310.4620.05.00.00 Check #: 0	AUDIOLOGY SERVICES IDEA GRANT	\$450.00
			<b>Vendor Total:</b>	<b>\$450.00</b>
SMITHEREEN EXTERMINATING COMPANY	4755	20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$180.00
			<b>Vendor Total:</b>	<b>\$180.00</b>
SOLID STATE BUSINESS SYSTEMS INC.		10.5.2660.314.0000.00.62.00 Check #: 0	DATA PROCESSING- TECHNOLOGY CONTRACT RENEWALS	\$999.98
			<b>Vendor Total:</b>	<b>\$999.98</b>
SOUTH COOK ISC4	8028	10.5.2210.314.0000.03.00.00 Check #: 0	PROF SERV TRAINING/ASSEMBLY-NAVAJO	\$25.00
			<b>Vendor Total:</b>	<b>\$25.00</b>

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1118      12/18/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
<b>SOUTH SUBURBAN LANDSCAPE</b>				
		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$21,160.00
				Vendor Total: \$21,160.00
<b>SOUTH TOWN REFRIGERATION</b>				
		20.5.2540.323.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-MTCE	\$10,991.65
		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$859.15
				Vendor Total: \$11,850.80
<b>SPECIAL EDUCATION SERVICES</b>				
		10.5.1912.670.0000.00.00.00 Check #: 0	SPEC ED K-12 PRIVATE TUITION	\$3,234.56
				Vendor Total: \$3,234.56
<b>STABRAWA, LORETTA</b>				
	4310	10.5.3700.310.4620.05.00.00 Check #: 0	CONTR LBSI SERV PAROCH LS IDEA	\$1,920.00
				Vendor Total: \$1,920.00
<b>STAPLES ADVANTAGE_12999</b>				
	12999	10.5.1100.411.0000.01.00.00 Check #: 0	K-12 - SUPPLIES CHIPPEWA	\$205.19
		10.5.1100.411.0000.02.00.00 Check #: 0	K-12 - SUPPLIES INDEPENDENCE	\$261.33
		10.5.1100.411.0000.04.00.00 Check #: 0	K-12 - SUPPLIES - INDIAN HILL	\$85.19
				Vendor Total: \$551.71
<b>STUDIO GC ARCHITECTURE</b>				
		60.5.2530.310.0000.00.00.00 Check #: 0	SITE AND BLD IMRPV ARCHITECT SERVICES	\$12,362.65
				Vendor Total: \$12,362.65
<b>SYMMETRY ENERGY SOLUTIONS</b>				

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1118

12/18/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
TIMBERLINE BILLING SERVICE		20.5.2540.465.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE-NATURAL GAS	\$356.55
			Vendor Total:	\$356.55
TRUGREEN		10.5.1205.311.0000.00.00.00 Check #: 0	SPEC ED PURCH SERVICES	\$7.48
			Vendor Total:	\$7.48
UNIQUE PRODUCTS		20.5.2540.320.0000.00.00.00 Check #: 0	OPER & MAINT PROP SERVICES	\$639.83
			Vendor Total:	\$639.83
UNIVERSAL TAXI DISPATCH		20.5.2540.411.0000.00.00.00 Check #: 0	OPERATION/MAINTENANCE- SUPPLIES	\$6,024.25
			Vendor Total:	\$6,024.25
VERSARE SOLUTIONS		40.5.2550.333.0000.00.00.00 Check #: 0	SPECIAL EDUCATION TRANSPORTATION	\$2,440.00
			Vendor Total:	\$2,440.00
WONDER WORKSHOP, INC.		60.5.2530.530.0000.00.00.00 Check #: 0	SITE AND BUILDING IMPROVEMENTS	\$984.93
			Vendor Total:	\$984.93
		10.5.2660.411.0000.00.00.00 Check #: 0	DATA PROCESSING SERVICES- SUPPLIES	\$1,999.90
			Vendor Total:	\$1,999.90
			Grand Total:	\$251,746.17

End of Report

---

# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1096

Voucher Date: 11/08/2024

Prepared By: 

Printed: 12/11/2024 01:57:47 PM

---

PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$3,312.00 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.

  
\_\_\_\_\_

PALOS HEIGHTS SCHOOL DISTRICT 128

---

Fund	Amount
10 EDUCATIONAL	\$3,312.00
	<hr/> <hr/>
	<b>\$3,312.00</b>

SPECIAL CHECKS DRAWN IN NOVEMBER/DECEMBER

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1096

11/08/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
AMANDA CURRAN		10.5.1100.230.0000.00.00.00 Check #: 43993	K-12 -TUITION	\$1,104.00
HEATHER MESKIMEN	26932	10.5.1100.230.0000.00.00.00 Check #: 43994	K-12 -TUITION	\$2,208.00
			Vendor Total:	\$1,104.00
			Vendor Total:	\$2,208.00
			Grand Total:	\$3,312.00

End of Report

---

# PALOS HEIGHTS SCHOOL DISTRICT 128 VOUCHER

Voucher No: 1109

Voucher Date: 12/03/2024

Prepared By: 

Printed: 12/11/2024 01:58:57 PM

---

PALOS HEIGHTS SCHOOL DISTRICT 128 is hereby authorized to draw warrants against PALOS HEIGHTS SCHOOL DISTRICT 128 funds for the sum of \$19,195.92 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

---

Fund		Amount
10	EDUCATIONAL	\$16,345.80
20	OPERATIONS AND MAINTENANCE	\$2,432.28
40	TRANSPORTATION	\$417.84
		<hr/> <hr/>
		<b>\$19,195.92</b>

# Palos Heights School District 128

## Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1109

12/03/2024

Vendor Remit Name	Vendor #	Account	Description	Amount
BMO FINANCIAL GROUP				
		10.5.1100.411.0000.00.00.00 Check #: 44075	K-12 - SUPPLIES	\$115.05
		10.5.1100.411.0000.01.00.00 Check #: 44075	K-12 - SUPPLIES CHIPPEWA	\$223.50
		10.5.1100.411.0000.02.00.00 Check #: 44075	K-12 - SUPPLIES INDEPENDENCE	\$301.62
		10.5.1100.411.0000.04.00.00 Check #: 44075	K-12 - SUPPLIES - INDIAN HILL	\$286.64
		10.5.1125.314.3705.00.00.00 Check #: 44075	PRE K PROF SERV PFA GRANT	\$492.00
		10.5.1125.411.3705.00.00.00 Check #: 44075	PRE K SUPPLIES PFA GRANT	\$71.07
		10.5.2210.305.3705.00.00.00 Check #: 44075	PRE K PROF DEV AND TRAIN PFA GRANT	(\$7.13)
		10.5.2210.310.4300.05.00.00 Check #: 44075	MATH, SEL, LITERACY PROF DEV TITLE I	\$330.00
		10.5.2210.332.0000.01.00.00 Check #: 44075	INSTR OUT OF DIST MEAL/HOTEL- CH	\$26.40
		10.5.2210.332.0000.02.00.00 Check #: 44075	INSTR OUT OF DIST MEAL/HOTEL- IND	\$13.20
		10.5.2210.332.0000.03.00.00 Check #: 44075	INSTR OUT OF DIST MEAL/HOTEL- NAVAJO	\$26.40
		10.5.2230.411.4620.05.00.00 Check #: 44075	ASSESSMENT IDEA GRANT.	\$226.60
		10.5.2310.332.0000.00.00.00 Check #: 44075	BOARD OF EDUCATION -TRAVEL/CONF	\$954.64
		10.5.2310.411.0000.00.00.00 Check #: 44075	BOARD OF EDUCATION - SUPPLIES	\$78.59
		10.5.2320.332.0000.00.00.00 Check #: 44075	EXECUTIVE ADMIN -TRAVEL/CONF	\$426.26
		10.5.2320.411.0000.00.00.00 Check #: 44075	EXECUTIVE ADMIN - SUPPLIES	\$162.48

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1109      12/03/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.2410.332.0000.00.00.00 Check #: 44075	OFFICE OF PRINCIPAL - TRAVEL/CONF	\$448.27
		10.5.2410.411.0000.01.00.00 Check #: 44075	OFFICE OF PRINCIPAL - SUPPLIES CHIPPEWA	\$340.58
		10.5.2410.411.0000.02.00.00 Check #: 44075	OFFICE OF PRINCIPAL-SUPPLIES-INDEPENDENCE	\$104.40
		10.5.2410.411.0000.03.00.00 Check #: 44075	OFFICE OF PRINCIPAL - SUPPLIES - NAVAJO HEIGHTS	\$78.95
		10.5.2560.400.3705.00.00.00 Check #: 44075	FOOD SERVICES SUPPLIES PFA GRANT	\$1,036.15
		10.5.2660.411.0000.00.00.00 Check #: 44075	DATA PROCESSING SERVICES- SUPPLIES	\$376.14
		10.5.2660.411.0000.00.11.00 Check #: 44075	DATA PROCESSING SUPPLIES ADMIN	\$40.69
		10.5.2660.470.0000.00.00.00 Check #: 44075	DATA PROCESSING - SOFTWARE	\$74.49
		20.5.2540.411.0000.00.00.00 Check #: 44075	OPERATION/MAINTENANCE- SUPPLIES	\$13.10
			Vendor Total:	\$6,240.09
ILLINOIS DEPT OF EMPLOYMENT SECURITY	7075	10.5.2310.381.0000.00.00.00 Check #: 44076	BOARD OF EDUCATION -UNEMPLOYMENT COMP	\$36.82
			Vendor Total:	\$36.82
ILLINOIS SCHOOL BUS	242	40.5.2550.334.0000.02.00.00 Check #: 44077	Athletic & Academic Conf. Buses	\$417.84
			Vendor Total:	\$417.84
NICOR GAS		20.5.2540.465.0000.00.00.00 Check #: 44078	OPERATION/MAINTENANCE-NATURAL GAS	\$1,015.41
			Vendor Total:	\$1,015.41

# Palos Heights School District 128

## Voucher Supplement Account Summary

Voucher Batch Number: 1109      12/03/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
PROVEN IT		10.5.2660.360.0000.00.00.00 Check #: 44079	DATA PROCESSING CAPITAL LEASE	\$2,208.99
REPUBLIC SERVICES		20.5.2540.321.0000.00.00.00 Check #: 44080	OPERATION/MAINTENANCE-SANITATION SERVICES	\$1,403.77
SOMETHING FISHY INC.		10.5.1100.411.0000.01.00.00 Check #: 44081	K-12 - SUPPLIES CHIPPEWA	\$1,131.00
		10.5.1100.411.0000.02.00.00 Check #: 44081	K-12 - SUPPLIES INDEPENDENCE	\$2,682.00
		10.5.1100.411.0000.04.00.00 Check #: 44081	K-12 - SUPPLIES - INDIAN HILL	\$880.00
			Vendor Total:	\$4,693.00
STABRAWA, LORETTA	4310	10.5.3700.310.4620.05.00.00 Check #: 44082	CONTR LBSI SERV PAROCH LS IDEA	\$3,180.00
			Vendor Total:	\$3,180.00
			Grand Total:	\$19,195.92

End of Report

# Palos Heights School District 128

## Fund Balances

Fiscal Year: 2024-2025

Month: November

Year: 2024

Fund Type:

Include Cash Balance

FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance
10	EDUCATIONAL	\$4,853,260.52	\$4,899,384.72	(\$3,769,144.20)	\$0.00	\$5,983,501.04
11	STUDENT ACTIVITY FUND	\$5,269.00	\$0.00	\$0.00	\$0.00	\$5,269.00
20	OPERATIONS AND MAINTENANCE	\$688,791.60	\$474,663.20	(\$454,874.59)	\$0.00	\$708,580.21
30	DEBT SERVICE	\$949,777.35	\$609,214.73	\$0.00	\$0.00	\$1,558,992.08
40	TRANSPORTATION	\$515,933.86	\$251,236.49	(\$153,597.43)	\$0.00	\$613,572.92
50	MUNICIPAL RETIREMENT	\$120,119.54	\$89,404.57	(\$68,648.83)	\$0.00	\$140,875.28
55	SOCIAL SECURITY	\$84,970.87	\$108,330.66	(\$81,581.64)	\$0.00	\$111,719.89
60	CAPITAL PROJECTS	\$334,553.36	\$447.98	(\$128,451.30)	\$0.00	\$206,550.04
70	WORKING CASH	\$2,295,764.28	\$69,653.97	\$0.00	\$0.00	\$2,365,418.25
80	TORT IMMUNITY	\$4,907.93	\$4.84	\$0.00	\$0.00	\$4,912.77
90	LIFE SAFETY	\$186.45	\$2.92	\$0.00	\$0.00	\$189.37

Grand Total:

\$9,853,534.76      \$6,502,344.08      (\$4,656,297.99)      \$0.00      \$11,699,580.85

End of Report

District 128, Cook County  
Palos Heights, Illinois

BOARD MEETING December 18, 2024

Activity Fund Receipts and Expenses NOVEMBER 2024

	Balance 10/31/24	NOVEMBER Receipts	NOVEMBER Expenses	Balance 11/30/24
Indian Hill	1219.27	\$106.80	\$417.84	\$908.23
Chippewa	\$2,511.15	\$0.00	\$709.68	\$1,801.47
Navajo	\$123.13	\$0.00	\$112.00	\$11.13
Independence				
IJHS	\$3,819.89	\$3,190.72	\$3,756.76	\$3,253.85
Cheerleaders	\$205.86	\$0.00	\$0.00	\$205.86
Drama	\$632.56	\$0.00	\$0.00	\$632.56
Lunch	\$0.00	\$0.00	\$0.00	\$0.00
Poms	\$106.55	\$0.00	\$0.00	\$106.55
Student Council	\$330.86	\$670.00	\$717.65	\$283.21
<b>TOTAL</b>	<u><u>\$7,730.00</u></u>	<u><u>\$3,967.52</u></u>	<u><u>\$5,713.93</u></u>	<u><u>\$5,983.59</u></u>



# **Presentation of Tax Levy**

## **2024 Levy Year**

**November - December 2024**



---

# Timetable for Tax Levy Adoption



## **November 13, 2024**

Estimated aggregate tax levy presented to the School Board

## **December 18, 2024**

Board of Education approves 2024 tax levy

## **December 31, 2024**

Last day to file necessary documents with the County Clerk

---

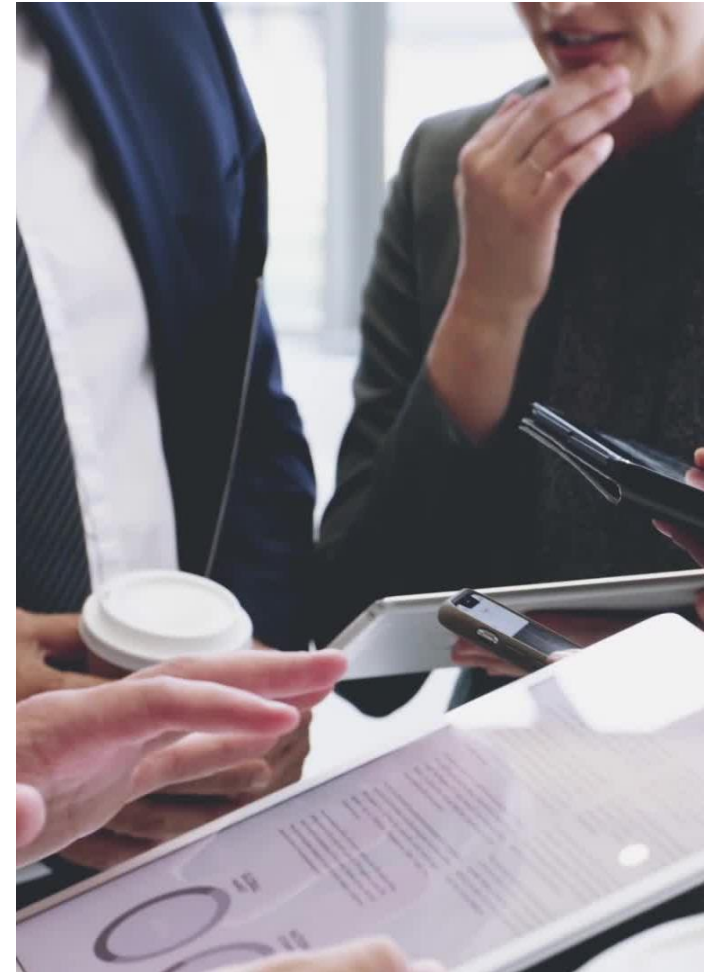
# Factors to Consider in Making Levy Decision

- **Impact of the decision on the long-term financial condition of the district**

How does the levy decision impact projected fund balance reserves?
- **Impact of the decision on long-term quality of educational services in the district**

Will the District be able to maintain fund balance reserve targets without adversely impacting staffing and programming?
- **Impact of the decision on the condition of the district's facilities**

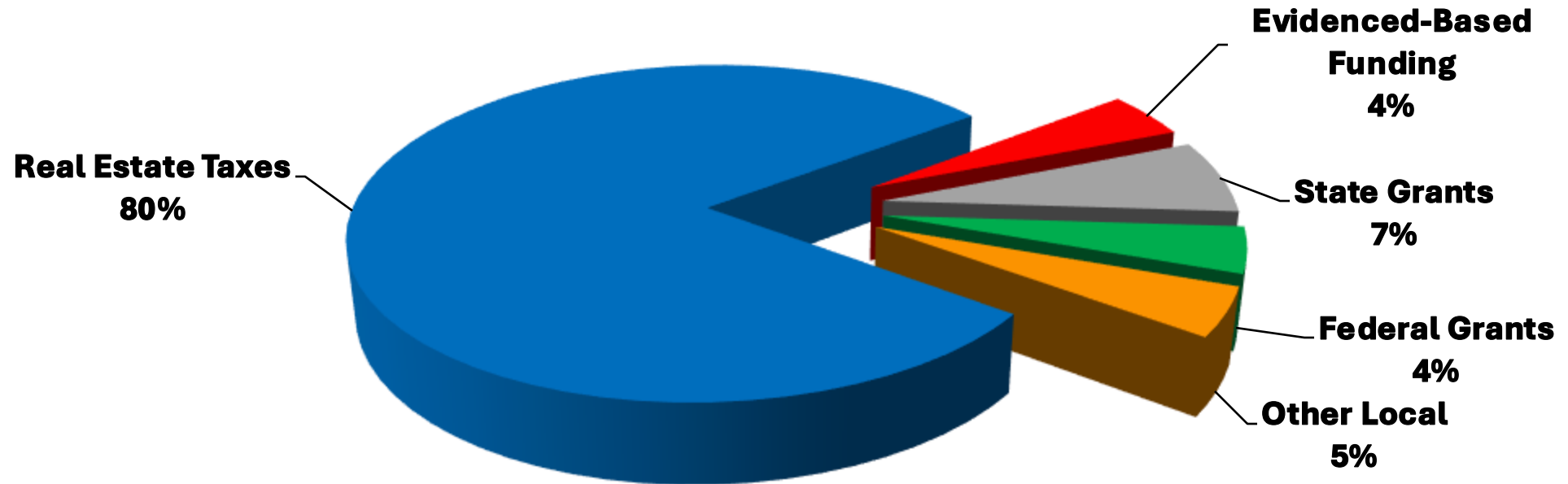
Will the District be able to address capital needs and wants while both maintaining fund balance reserve targets and desired educational services?



---

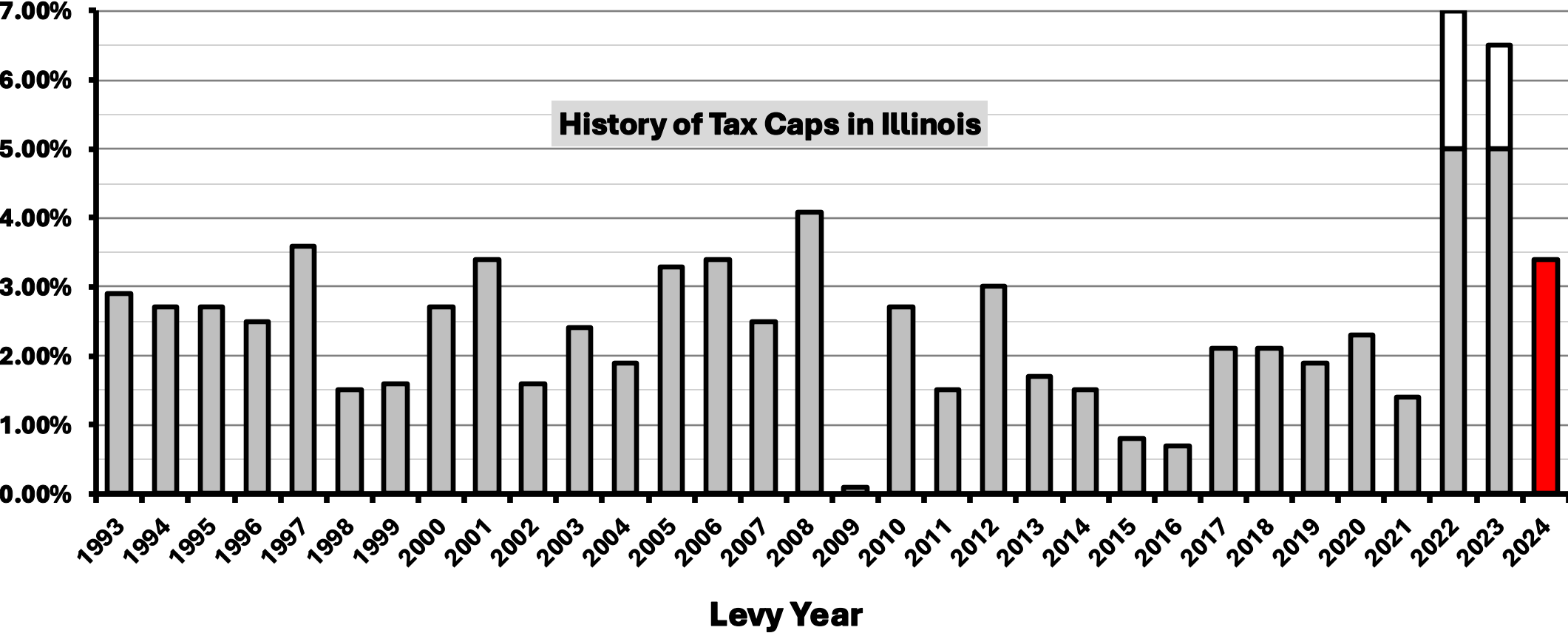
# Breakdown of Revenues - FY 2025 Budget

Real Estate Taxes Comprise 80% of D128's Total Revenue Budget



# CPI History (Applicable CPI is **3.4%** for 2024 Tax Levy)

R/E Tax Revenue Growth Capped by Lessor of Rate of Inflation or 5%



---

# New Taxable Property Growth in District

## New Taxable Property Allows for Tax Revenue Growth to Exceed CPI

### Rule of Thumb:

Each \$1 million in new property EAV (\$3 million in market value) generates approximately \$27,000 of additional revenues above tax cap limits to D128.

### Estimated New Taxable Property:

For the 2024 Tax levy, new taxable property is estimated at \$500,000. This would generate approximately \$14,000 in additional revenues to the District.

Levy Year	New Property EAV
2014	565,000
2015	474,000
2016	1,018,000
2017	646,000
2018	834,000
2019	2,090,000
2020	1,375,000
2021	322,000
2022	292,000
2023	152,000

---

# Recommended Tax Levy for Levy Year 2024

**Captures Maximum Allowable Growth Within Tax Cap Restrictions (3.4%) Plus Anticipated Revenues From New Taxable Property**

<b>Fund Description</b>	<b>2024 Levy Request</b>
Education Fund	\$ 7,647,000
Special Education Fund	310,000
Operations and Maintenance Fund	920,000
Transportation Fund	466,000
Social Security Fund	260,000
IMRF Fund	210,000
Working Cash Fund	<u>148,000</u>
<b>Total Levy</b>	<b>\$ 9,961,000</b>

---

**2024 tax levy request is 3.4% above prior year tax extension**

---

# Estimated Impact to the Taxpayer

(Assuming \$400,000 Market Value Home)

- The tax extension for the limited funds will increase 3.4% versus the prior year.
- The estimated annual increase to the portion of the tax bill due to Palos Heights School District 128 for a \$400,000 market value home will be approximately \$90.

# Public Act 103-0394 Report

Annual Expenses				
Operational Funds	FY 2022 Audit	FY 2023 Audit	FY 2024 Unaudited	3-Year Average
Education (10)	\$ 9,558,000	\$ 9,843,000	\$ 10,434,000	\$ 9,945,000
Operations & Maintenance (20)	875,000	1,256,000	983,000	1,038,000
Transportation (40)	381,000	574,000	506,000	487,000
<b>Total</b>	<b>\$ 10,814,000</b>	<b>\$ 11,673,000</b>	<b>\$ 11,923,000</b>	<b>\$ 11,470,000</b>

Unaudited Fund Balances – June 30, 2024	
Operational Funds	Fund Balance
Education (10)	\$ 4,832,000
Operations & Maintenance (20)	695,000
Transportation (40)	521,000
<b>Total</b>	<b>\$ 6,048,000</b>

Fund Balance / Average Expense	
Operational Fund Balance (6/30/24)	\$ 6,048,000
Three-Year Expense Average	\$ 11,470,000
<b>Fund Balance/Average Expense</b>	<b>52.7%</b>



**End of Presentation**





Date: 12/11/2024  
 Quote Number: 11676679  
 Customer Number: 1277855  
 Prices Guaranteed Through: 02/08/2025

**To: Follett Content Solutions**

1340 Ridgeview Drive  
 McHenry, IL 60050  
 Attn: Order Department

Phone: 888.511.5114  
 Email: orders@follettcontent.com

**For: CHIPPEWA SCH (#1277855)**

12425 S AUSTIN AVE  
 PALOS HEIGHTS, IL 60463

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

List Number: 241441237  
 List Name: 24-25 Chip

**Order Summary**

82 Items	\$1,491.57
Book Processing:	\$105.78
<b>Subtotal:</b>	<b>\$1,597.35</b>
Shipping:	FREE
Free shipping and handling on books and audiovisual materials within the United States and its territories. Shipping and brokerage are free to Canada.	
<b>Total:</b>	<b>\$1,597.35</b>

The pricing in this quote is based on information provided by you, our Customer, and is guaranteed through 02/08/2025. Any variations to the quote, including but not limited to, title selection, processing, shipping/handling fees, and any additional products or services, shall result in additional costs.

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

**Books**

73 items

Item	!	Price	Qty.	Total
<b>Axolotl (Weird Animals)</b> by Culliford, Amy (#2684WC5) FollettBound Sewn — Crabtree Publishing, 2024	—	\$16.65	1	\$16.65
<b>Axolotl (EyeDiscover)</b> by Rylands, Warren (#2019JF1) Hardcover (library binding) — Lightbox Learning Inc., 2024	—	\$22.04	1	\$22.04
<b>The Baby-sitters Club. 16, Kristy and the walking disaster</b> (Baby-Sitters Club, Book 16) by Crenshaw, Ellen T (#2013UF3) FollettBound Glued — Graphix, an imprint of Scholastic, 2024	—	\$21.61	2	\$43.22
<b>The bad seed</b> by John, Jory (#1213DR3) FollettBound Sewn — Harper, an imprint of HarperCollinsPublishers, 2017	—	\$23.11	1	\$23.11
<b>Bibsy Cross and the bad apple</b> (Bibsy Cross, Book 1) by Scanlon, Liz Garton (#2493PG7) FollettBound Sewn — Alfred A. Knopf, 2024	—	\$15.86	1	\$15.86
<b>Bibsy Cross and the bike-a-thon</b> (Bibsy Cross, Book 2) by Scanlon, Liz Garton (#2493QG4) FollettBound Sewn — Alfred A. Knopf, 2024	—	\$15.86	1	\$15.86
<b>The big cheese</b> (Food Group) by John, Jory (#2402RC3) Hardcover — Harper, an imprint of HarperCollinsPublishers, 2023	—	\$19.60	1	\$19.60

Item		Price	Qty.	Total
<b>Big truck little island</b> by Van Dusen, Chris (#2325EC4) FollettBound Sewn — Candlewick Press, 2022	—	\$22.39	1	\$22.39
<b>Blips on a screen : how Ralph Baer invented TV video gaming and launched a worldwide obsession</b> by Hannigan, Kate (#1889AUX) Hardcover — Alfred A. Knopf, 2022	—	\$18.67	1	\$18.67
<b>Boardwalk babies</b> by Moss, Marissa (#1922ZM3) Hardcover — Creston Books, 2021	—	\$18.99	1	\$18.99
<b>Caves</b> by Beckerman, Nell Cross (#2905GD3) FollettBound Sewn — Orchard Books, 2022	—	\$23.82	1	\$23.82
<b>Cornbread &amp; Poppy Book Set [4-item set] (#A577894)</b>				
<b>Cornbread &amp; Poppy</b> (Cornbread & Poppy) by Cordell, Matthew (#1642MW8) FollettBound Sewn — Little, Brown and Company, 2022	—	\$15.20	1	\$15.20
<b>Cornbread &amp; Poppy at the carnival</b> (Cornbread & Poppy) by Cordell, Matthew (#1642NW5) FollettBound Sewn — Little, Brown and Company, 2022	—	\$15.20	1	\$15.20
<b>Cornbread &amp; Poppy at the museum</b> (Cornbread & Poppy) by Cordell, Matthew (#2507JC1) FollettBound Sewn — Little, Brown and Company, 2023	—	\$15.20	1	\$15.20
<b>Cornbread &amp; Poppy for the win</b> (Cornbread & Poppy) by Cordell, Matthew (#2068ND5) FollettBound Glued — Little, Brown and Company, 2024	—	\$15.20	1	\$15.20
<b>Croc &amp; Gator Book Series [1-item series] (#A703016)</b>				
<b>Swamp ranger school</b> (Croc & Gator, Book 1) by Katzenberger, Lisa (#2508DE0) Hardcover — Pixel+Ink, 2024	—	\$12.99	1	\$12.99
<b>The day the crayons quit</b> by Daywalt, Drew (#0908MM2) FollettBound Sewn — Philomel Books, an imprint of Penguin Group (USA) Inc., 2013	—	\$22.39	1	\$22.39
<b>Destiny finds her way : how a rescued baby sloth learned to be wild</b> by Engle, Margarita (#2989VEX) FollettBound Sewn — National Geographic, 2023	—	\$21.68	1	\$21.68
<b>Dogzilla : starring Flash, Rabies, Dwayne, and introducing Leia as the monster</b> by Pilkey, Dav (#38465W6) FollettBound Sewn — Harcourt, 1993	—	\$18.37	1	\$18.37
<b>Dragon bones : the fantastic fossil discoveries of Mary Anning</b> by Glenn Marsh, Sarah (#1717WRX) Hardcover — Roaring Brook Press, 2021	—	\$19.60	1	\$19.60
<b>Eleven words for love : a journey through Arabic expressions of love</b> by Abdel-Fattah, Randa (#2867PB3) Hardcover — Candlewick Press, c2022 p2023	—	\$18.67	1	\$18.67
<b>Every night is pizza night</b> by Lopez-Alt, J. Kenji (#1886WB5) Hardcover — Norton Young Readers, an imprint of W.W. Norton & Company, 2020	—	\$17.71	1	\$17.71
<b>Facts vs. opinions vs. robots</b> by Rex, Michael (#1169EZ7) Hardcover — Nancy Paulsen Books, 2020	—	\$18.67	1	\$18.67
<b>Flura wa-Ulissis : al-mughamarat al-mudi'ah</b> by DiCamillo, Kate (#107BJW3) Hardcover — Bar Al Muna, 2016 Language: Arabic	—	\$27.00	1	\$27.00
<b>From my head to my toes</b> by Raisman, Aly (#1894YTX) Hardcover — Henry Holt and Company, 2024	—	\$18.67	1	\$18.67
<b>Gibberish</b> by Vo, Young (#2726LB1) FollettBound Sewn — Levine Querido, 2022	—	\$25.40	1	\$25.40

Item	!	Price	Qty.	Total
<b>The gingerbread man loose at Christmas</b> by Murray, Laura (#0718MV2) <b>Hardcover</b> — G. P. Putnam's Sons, an imprint of Penguin Group (USA), 2015	—	\$18.67	1	\$18.67
<b>The good egg</b> (Food Group) by John, Jory (#1539MR1) <b>Hardcover</b> — Harper, an imprint of HarperCollinsPublishers, 2019	—	\$19.60	1	\$19.60
<b>Grandpa grumps</b> by Moore, Katrina (#1638BY7) <b>FollettBound Sewn</b> — Little Bee Books, 2020	—	\$22.39	1	\$22.39
<b>Grumpy monkey. Oh, no! Christmas</b> (Grumpy Monkey) by Lang, Suzanne (#1620ZS6) <b>Hardcover</b> — Random House Studio, 2021	—	\$18.67	1	\$18.67
<b>Guess how much I love you</b> by McBratney, Sam (#00502J8) <b>Hardcover</b> — Magi Publications, 2003 Language: <b>Arabic</b>	—	\$17.95	1	\$17.95
<b>The Hallo-wiener</b> by Pilkey, Dav (#30107X8) <b>FollettBound Sewn</b> — Scholastic, c1995 p1999	—	\$16.69	1	\$16.69
<b>Hidden animal colors</b> by Park, Jane (#1970PW7) <b>Hardcover (library binding)</b> — Millbrook Press, 2022	—	\$22.04	1	\$22.04
<b>How to catch a dragon</b> (How To Catch...) by Wallace, Adam (#1544NV5) <b>Hardcover</b> — Sourcebooks Wonderland, 2019	—	\$10.99	1	\$10.99
<b>How to catch a groundhog</b> (How To Catch...) by Walstead, Alice (#2700SE8) <b>Hardcover</b> — Sourcebooks Wonderland, 2024	—	\$12.99	1	\$12.99
<b>How to catch a Loveosaurus</b> (How To Catch...) by Walstead, Alice (#1764LZ3) <b>Hardcover</b> — Sourcebooks Wonderland, 2023	—	\$10.99	1	\$10.99
<b>How to catch a snowman</b> (How To Catch...) by Wallace, Adam (#1878PX1) <b>Hardcover</b> — Sourcebooks Wonderland, 2020	—	\$10.99	1	\$10.99
<b>How to catch a witch</b> (How To Catch...) by Walstead, Alice (#1764MZ0) <b>Hardcover</b> — Sourcebooks Wonderland, 2022	—	\$10.99	1	\$10.99
<b>I am the shark</b> by Holub, Joan (#1991FP4) <b>Hardcover</b> — Crown Books for Young Readers, 2021	—	\$19.60	1	\$19.60
<b>Invasion of the unicorns</b> by Biedrzycki, David (#1968WYX) <b>FollettBound Sewn</b> — Charlesbridge, 2021	—	\$22.39	1	\$22.39
<b>InvestiGators. Braver and boulder</b> (InvestiGators, Book 5) by Green, John Patrick (#1897KT7) <b>Hardcover</b> — First Second, 2022	—	\$12.99	1	\$12.99
<b>InvestiGators. Heist and seek</b> (InvestiGators, Book 6) by Green, John Patrick (#1867SZ8) <b>Hardcover</b> — First Second, 2022	—	\$12.99	1	\$12.99
<b>It's Christmas, David!</b> (David) by Shannon, David (#0341HC4) <b>Hardcover</b> — Blue Sky Press, 2010	—	\$18.67	1	\$18.67
<b>Jackie and the Mona Lisa</b> by Rovin-Murphy, Deborah (#1652WV8) <b>Hardcover</b> — Sleeping Bear Press, 2022	—	\$17.74	1	\$17.74
<b>Krynshu</b> by Applegate, Katherine (#1763VDX) <b>Hardcover</b> — Bokforlaget Dar Al Muna AB, c2019 p2020 Language: <b>Arabic</b>	—	\$29.00	1	\$29.00
<b>Lailah's lunchbox : a Ramadan story</b> by Faruqi, Reem (#0508CV5) <b>Hardcover</b> — Tilbury House Publishers, 2015	—	\$16.78	1	\$16.78

Item	I	Price	Qty.	Total
<b>Lou</b> by Carzoo, Breanna (#2406PE0) FollettBound Sewn — Harper, an imprint of HarperCollinsPublishers, 2022	—	\$23.82	1	\$23.82
<b>Mercy Watson fights crime</b> (Mercy Watson, Book 3) by DiCamillo, Kate (#0274DM8) FollettBound Sewn — Candlewick Press, c2006 p2010	—	\$15.72	1	\$15.72
<b>Mercy Watson goes for a ride</b> (Mercy Watson, Book 2) by DiCamillo, Kate (#39692B7) FollettBound Sewn — Candlewick Press, c2006 p2009	—	\$15.72	1	\$15.72
<b>Mercy Watson : princess in disguise</b> (Mercy Watson, Book 4) by DiCamillo, Kate (#0190PL8) FollettBound Sewn — Candlewick Press, c2007 p2010	—	\$15.72	1	\$15.72
<b>Mercy Watson : something wonky this way comes</b> (Mercy Watson, Book 6) by DiCamillo, Kate (#0143RL4) FollettBound Sewn — Candlewick Press, c2009 p2011	—	\$15.72	1	\$15.72
<b>Mercy Watson thinks like a pig</b> (Mercy Watson, Book 5) by DiCamillo, Kate (#0143QL7) FollettBound Sewn — Candlewick Press, c2008 p2011	—	\$15.72	1	\$15.72
<b>Mercy Watson to the rescue</b> (Mercy Watson, Book 1) by DiCamillo, Kate (#0149GB0) FollettBound Sewn — Candlewick Press, c2005 p2009	—	\$15.72	1	\$15.72
<b>Miles Lewis Book Series [5-item series]</b> (#A584602) Incomplete set. Some items in this set are missing or unavailable.				
<b>King of the ice</b> (Miles Lewis, Book 1) by Lyons, Kelly Starling (#1648LX7) FollettBound Sewn — Penguin Workshop, 2022	—	\$15.86	1	\$15.86
<b>Matchmaker</b> (Miles Lewis, Book 3) by Lyons, Kelly Starling (#1912PY3) FollettBound Sewn — Penguin Workshop, 2022	—	\$15.86	1	\$15.86
<b>Track star</b> (Miles Lewis, Book 4) by Lyons, Kelly Starling (#2409DB8) FollettBound Sewn — Penguin Workshop, 2023	—	\$15.86	1	\$15.86
<b>Whiz kid</b> (Miles Lewis, Book 2) by Lyons, Kelly Starling (#1650LX1) FollettBound Sewn — Penguin Workshop, 2022	—	\$15.86	1	\$15.86
<b>New bilingual visual dictionary : English-Arabic</b> (New Bilingual Visual Dictionary) by Turhan, Sedat (#1166YFX) Hardcover — Milet, 2017 Language: Arabic	—	\$24.21	1	\$24.21
<b>Nigel and the moon</b> by Eady, Antwan (#2726TBX) FollettBound Sewn — Katherine Tegen Books, an imprint of HarperCollins Publishers, 2022	—	\$23.82	1	\$23.82
<b>No, David!</b> (David) by Shannon, David (#2830EE7) Hardcover — Orchard Books, an imprint of Scholastic Inc., c1998 p2024	—	\$18.67	1	\$18.67
<b>Noodleheads do the impossible</b> (Noodleheads) by Arnold, Tedd (#2193VB6) FollettBound Sewn — Holiday House, c2021 p2022	—	\$15.86	1	\$15.86
<b>Noodleheads. Fortress of Doom</b> (Noodleheads) by Arnold, Tedd (#1222CW6) Hardcover — Holiday House, 2019	—	\$15.88	1	\$15.88
<b>Norman didn't do it! : (yes, he did.)</b> by Higgins, Ryan T (#1864CQ9) Hardcover — DisneyHyperion, 2021	—	\$17.74	1	\$17.74
<b>Our planet! : there's no place like Earth</b> by McAnulty, Stacy (#1894HT6) Hardcover — Henry Holt and Company, 2022	—	\$18.67	1	\$18.67
<b>A Ramadan to remember</b> (Holidays in Our Home) by Ali, Marzieh A (#2001UE7) Hardcover — Soaring Kite Books, 2024	—	\$18.99	1	\$18.99

Item	!	Price	Qty.	Total
<b>Ricky Ricotta's mighty robot vs. the Jurassic jackrabbits from Jupiter</b> (Ricky Ricotta's Mighty Robot, Book 5) by Pilkey, Dav (#0578AQ8) <b>FollettBound Sewn</b> — Scholastic Inc., 2014	—	\$15.35	1	\$15.35
<b>Ricky Ricotta's mighty robot vs. the mecha-monkeys from Mars</b> (Ricky Ricotta's Mighty Robot, Book 4) by Pilkey, Dav (#0528UR4) <b>FollettBound Sewn</b> — Scholastic Inc., 2014	—	\$16.24	1	\$16.24
<b>Ricky Ricotta's mighty robot vs. the mutant mosquitoes from Mercury</b> (Ricky Ricotta's Mighty Robot, Book 2) by Pilkey, Dav (#1038HG6) <b>FollettBound Sewn</b> — Scholastic Inc., 2014	—	\$16.24	1	\$16.24
<b>Ricky Ricotta's mighty robot vs. the stupid stinkbugs from Saturn</b> (Ricky Ricotta's Mighty Robot, Book 6) by Pilkey, Dav (#0537PP0) <b>FollettBound Sewn</b> — Scholastic Inc., 2015	—	\$16.24	1	\$16.24
<b>Ricky Ricotta's mighty robot vs. the video vultures from Venus</b> (Ricky Ricotta's Mighty Robot, Book 3) by Pilkey, Dav (#0595YQ4) <b>FollettBound Sewn</b> — Scholastic Inc., 2014	—	\$16.24	1	\$16.24
<b>Rihlat Idward Tulayn al-ra'i'ah</b> by DiCamillo, Kate (#1076WW5) <b>Hardcover</b> — Dar al-Muna, 2013 Language: <b>Arabic</b>	—	\$27.00	1	\$27.00
<b>Rise to the sky : how the world's tallest trees grow up</b> by Hirsch, Rebecca E (#2054JB9) <b>Hardcover (library binding)</b> — Millbrook Press, 2023	—	\$15.79	1	\$15.79
<b>Shajaratu al-amani</b> by Applegate, Katherine (#1075BW6) <b>Hardcover</b> — Bokforlaget Dar Al Muna AB, 2018 Language: <b>Arabic</b>	—	\$29.00	1	\$29.00
<b>There's a ghost in this house</b> by Jeffers, Oliver (#2839TB9) <b>FollettBound Sewn</b> — Philomel Books, 2021	—	\$30.25	1	\$30.25
<b>Tig and Lily Book Series [3-item series] (#A636599)</b>				
<b>Tig and Lily. 1, Tiger trouble</b> (Tig and Lily, Book 1) by Thompson, Dan (#2445MBX) <b>Hardcover</b> — RH Graphic, 2023	—	\$10.99	1	\$10.99
<b>Tig and Lily. 2, Party animals</b> (Tig and Lily, Book 2) by Thompson, Dan (#2492QC5) <b>Hardcover</b> — RH Graphic, 2023	—	\$10.99	1	\$10.99
<b>Tig and Lily. 3, Up late!</b> (Tig and Lily, Book 3) by Thompson, Dan (#2257PE5) <b>Hardcover</b> — RH Graphic, 2024	—	\$10.99	1	\$10.99
<b>A very Mercy Christmas</b> (Mercy Watson, Book 7) by DiCamillo, Kate (#1975BX5) <b>Hardcover</b> — Candlewick Press, 2022	—	\$18.67	1	\$18.67
<b>Wagnificent. 1, The adventures of Thunder and Sage</b> (Wagnificent, Book 1) by Murguia, Bethanie Deeney (#2238SE2) <b>FollettBound Glued</b> — Roaring Brook Press, 2024	—	\$22.24	1	\$22.24
<b>Washed ashore : making art from ocean plastic</b> by Crull, Kelly (#1970QW4) <b>Hardcover (library binding)</b> — Millbrook Press, 2022	—	\$15.04	1	\$15.04
<b>Wildfire!</b> by Wolff, Ashley (#1920KS0) <b>Hardcover</b> — Beach Lane Books, 2021	—	\$19.60	1	\$19.60
<b>82 Books:</b>				<b>\$1,491.57</b>
<b>Book Processing:</b>				<b>\$105.78</b>
<b>Subtotal:</b>				<b>\$1,597.35</b>

**Shipping: FREE**

**Total: \$1,597.35**

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



## Palos Heights School District 128

### SCHOOL FEES

#### School Fees (Includes Technology Related Fees to support 1:1 iPad Initiative K-8)

2025-2026 School Year

School fees cover consumable supplies and materials that are ordered annually at each grade level. Examples include workbooks, assignment notebooks, art supplies, technology, etc.

Pre-K (Currently Grant Funded)	NA
Kindergarten	\$195.00
Grades 1-3	\$195.00
Grades 4 & 5	\$195.00
Grade 6	\$195.00
Grade 7 & 8	\$195.00
Gym Uniform Grades 6-8	\$14.00
Milk (Full Year Order) - <b>Optional</b>	\$33.00
Transportation (Less than 1.5 miles and no Hazardous Crossings at 127th or Ridgeland) - <b>Optional</b>	\$325.00

**EARLY BIRD DISCOUNT ON OR BEFORE JUNE 1: \$25.00**

## *Document Status: Draft Update*

### **2:105 Ethics and Gift Ban**

#### Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and Board of Education members:

1. No employee shall intentionally perform any "political activity" during any "compensated time," as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity. [PRESSPlus1](#)
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in any activity that: (1) is otherwise appropriate as part of their official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

#### Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee shall intentionally solicit or accept any "gift" from any "prohibited source," as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss [District](#) [PRESSPlus2](#) business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece,

husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.

7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under [26 U.S.C. §501\(c\)\(3\)](#).

### Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board attorney, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood

or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

### Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, [5 ILCS 430/1-5](#).

*"Political activity"* means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, "compensated time" includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

*"Prohibited source"* means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;

2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

"*Gift*" means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

### Complaints of Sexual Harassment Made Against Board Members by Elected Officials

Pursuant to the State Officials and Employees Ethics Act ([5 ILCS 430/70-5](#)), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual's conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Superintendent shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. The investigator shall prepare a written report and submit it to the Board.

If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board.

The Superintendent will post this policy on the District website and/or make this policy available in the District's administrative office.

#### LEGAL REF.:

[105 ILCS 5/22-93.](#)

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

[10 ILCS 5/9-25.1](#), Election Interference Prohibition Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:260 (Uniform Grievance Procedure), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest)

## **PRESSPlus Comments**

PRESSPlus 1. The term *use* in Item #2 is based on the Ill. Attorney General's model ordinance; it is arguably broader than the State Officials and Employees Ethics Act (SOEEA), which prohibits board members and district employees from intentionally *misappropriating* district property in connection with prohibited political activities. 5 ILCS 430/5-15(a)-(b). Some attorneys advise that a board member's mere presence on district property while engaging in a political activity on their own time (such as circulating an election petition at a school athletic event) is not a misappropriation of district property, and therefore does not violate the SOEEA. Consider that the term *use* may be easier to practically apply as a standard. Consult the board attorney for guidance on this issue. If the board wants Item #2 to match the SOEEA standard, substitute "misappropriate" in place of "use," and select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement. **Issue 117, October 2024**

## Document Status: Draft Update

### 2:120 Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

#### Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; and (4) trauma-informed practices for students and staff; and (5) improving student outcomes. PRESSPlus1 within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on OMA ~~the Open Meetings Act~~ is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

#### Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, ~~shall~~ will make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14. PRESSPlus2 adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments. PRESSPlus3 appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates. ~~i.e. Senate Bill 100 training topics~~.

#### Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

### New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

### Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.:

[5 ILCS 120/1.05](#) and [120/2](#), Open Meetings Act.

[105 ILCS 5/10-16a](#) and [5/24-16.5](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of Board of Education Meetings)

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-16a, amended by P.A. 103-771, eff. 6-1-25. Training on improving student outcomes "must include information that is relevant to and within the scope of the duties of a school board member." **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. While a district must make reasonable efforts to provide professional development to board members in these areas, the inclusion of this subhead is optional. Information about professional development opportunities is available through IASB's website at: [www.iasb.com/conference-training-and-events/training/](http://www.iasb.com/conference-training-and-events/training/).

105 ILCS 5/10-22.6, amended by P.A.s 102-466, eff. 7-1-25, 102-539, and 103-896, addresses the suspension or expulsion of students and school searches. See sample policies 7:190, *Student Behavior*, 7:200, *Suspension Procedures*, 7:210, *Expulsion Procedures*, and 7:220, *Bus Conduct*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). 105 ILCS 5/10-20.14, amended by P.A. 103-896, addresses parent-teacher advisory committees and their functions. See sample policy 2:150, *Committees*. **Issue 117, October 2024**

PRESSPlus 3. See 105 ILCS 5/3-11(b), amended by P.A. 103-413, for the definition of *trauma-responsive learning environments*. **Issue 117, October 2024**

## *Document Status: Draft Update*

### **4:30 Revenue and Investments**

#### Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

#### Investments

The Township Treasurer shall serve as the Chief Investment Officer. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer shall use the standard of prudence when making investment decisions. He/she shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

#### Authorized Investments

The Chief Investment Officer may invest District funds in any investment as authorized in [30 ILCS 235/2](#), and Acts amendatory thereof. [PRESSPlus1](#)

#### Investment Types

The following investments will be permitted by this policy and as limited by the Public Funds Investment Act, [30 ILCS 235/2](#), the Investment of Municipal Funds Act, [50 ILCS 340](#), or State of Illinois Statute, where applicable:

- Interest bearing U.S. government bonds, notes, certificates of indebtedness, treasury bills or other securities now or hereafter issued;
- U.S. government obligations and U.S. government agency obligations in the form of bonds, notes, debentures or other similar obligations;
- Interest-bearing savings accounts, certificates of deposit, time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act;
- U.S. corporations obligations with assets exceeding \$500,000,000 if (i) such obligations are rated at the time of purchase at one of the 3 highest classifications established by at least 2 standard rating services and which mature not later than 3 years from the date of purchase, (ii) such purchases do not exceed 10% of the corporation's outstanding obligations and (iii) no more than one-third of the Trustees of Schools' funds may be invested in such short term obligations;
- Money market mutual funds registered under the Investment Company Act of 1940;
- Interest bearing county, township, city, village, incorporated town, and school district bonds;
- FDIC insured banks, short term discount obligations of the Federal National Mortgage Association, securities issuable by savings banks or savings and loan associations insured by the FDIC; insured dividend-bearing share accounts or class of share accounts of a credit union chartered under the laws of Illinois or the United States but having the principal office located

within Illinois;

- Public Treasurers Investment Pool created under Section 17 of the State Treasurer Act, funds managed, operated and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company; Tax anticipation warrants and municipal bonds meeting the requirements of the Investment of Municipal Funds Act ([50 ILCS 340](#)):
  - Illinois School District Liquid Asset Fund;
  - Illinois Institutional Investment Trust and
  - Repurchase Agreements as defined below.

### Repurchase Agreements

The Trustees of Schools may purchase or invest in repurchase agreements of government securities having the same meaning set out in the Government Securities Act of 1986, subject to the provisions of the Act and the regulations issued thereunder. The government securities, unless registered or inscribed in the name of the Trustees of Schools, shall be purchased through banks or trust companies authorized to do business in Illinois. Except for such repurchase agreements, the Trustees of Schools may not purchase or invest in instruments which constitute repurchase agreements unless the instrument and transaction meet the requirements set forth in [30 ILCS 235/2\(h\)\(1\)](#) - (11).

The Chief Investment Officer shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, [30 ILCS 238/](#)

The District shall [PRESSPlus2](#) consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution.

The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the CRA;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. [PRESSPlus3](#) When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA. [PRESSPlus4](#)

### Collateral Requirements

According to the policy of The Chief Investment Officer (Worth Township Treasurer), collateralization of funds through pledging of appropriate securities by depositories is the only way to fully guarantee the safety of deposits. Collateralization of assets insured by the FDIC should be in writing; executed by the

depository and any person claiming an adverse interest, contemporaneously with the acquisition of the asset by a depository; approved by the board of directors of the depository; and kept continuously from the time of execution as an official record of the depository.

### Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3, Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

### Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

### Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is an authorized to invest.

### LEGAL REF.:

[30 ILCS 235/](#), Public Funds Investment Act.

[30 ILCS 238/](#), III. Sustainable Investing Act.

[105 ILCS 5/8-7](#), [5/10-22.44](#), [5/17-1](#), and [5/17-11](#).

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

---

### **PRESSPlus Comments**

PRESSPlus 1. 30 ILCS 235/2(k), added by P.A. 103-880, eff. 1-1-25, permits a board to adopt a

resolution to allow for investment of public funds in other instruments not specifically listed in the Public Funds Investment Act provided those investments comply with: (1) any other law that authorizes a board to invest funds, and (2) the investment policy adopted by the Board. There is uncertainty regarding the potential breadth and scope of this provision and procedural requirements for implementation. The board attorney and district financial advisor(s) should be consulted before adding instruments to the list of authorized investments in this policy and the board's investment portfolio in accordance with 30 ILCS 235/2(k).

Any additional investments authorized by the Board under 30 ILCS 235/2(k) should be added to the end of this sentence as follows: The Chief Investment Officer may invest any District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto, as well as [insert investment(s)], in accordance with the requirements of 30 ILCS 235/2(k).

If adding additional investments, select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 30 ILCS 235/8(a). **Issue 117, October 2024**

PRESSPlus 3. Updated in response to 30 ILCS 235/8(a-5). **Issue 117, October 2024**

PRESSPlus 4. Optional. 30 ILCS 235/8(a-10). **Issue 117, October 2024**

## *Document Status: Draft Update*

### **4:60 Purchases and Contracts**

The Superintendent shall manage the District's purchases and contracts in accordance with applicable federal and State law, the standards set forth in this policy, and other applicable Board of Education policies.

#### Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts over \$10,000 shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable federal and State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$35,000 must comply with the State law bidding procedure, [105 ILCS 5/10-20.21](#), unless specifically exempted.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with [105 ILCS 5/19b-1](#) *et seq.*
4. Third party non-instructional services must comply with [105 ILCS 5/10-22.34c](#).
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with [105 ILCS 5/10-20.21](#)(b-5). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. Any contract to purchase food with a bidder or offeror must comply with [105 ILCS 5/10-20.21](#)(b-10).
7. The purchase of paper and paper products must comply with [105 ILCS 5/10-20.19c](#) and Board policy 4:70, *Resource Conservation*.
8. Each contractor with the District is bound by each of the following:

- a. In accordance with [105 ILCS 5/10-21.9](#)(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in [105 ILCS 5/10-21.9](#)(c) and [5/21B-80](#)(c) to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibit any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in [5/21B-80](#)(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.
  - b. In accordance with [105 ILCS 5/22-94](#): (1) prohibit any of its employees from having *direct contact with children or students* if the contractor has not performed a sexual misconduct related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in [105 ILCS 5/22-94](#)(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by [105 ILCS 5/22-94](#)(g).
  - c. In accordance with [105 ILCS 5/24-5](#): (1) concerning each new employee of a contractor that provides services to students or in schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (2) require any new or existing employee who provides services to students or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. of Public Health rules or order of a local health official.
9. Any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act.
  10. Design-build contracts must comply with [105 ILCS 5/15A-1](#) *et seq.*
  11. Any new contract for a district-administered assessment must comply with 105 ILCS 5/10-20.865, [PRESSPlus1](#)
  12. Purchases made with federal or State awards must comply with [2 C.F.R. Part 200](#) and [30 ILCS 708/](#), as applicable, and any terms of the award.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.:

[2 C.F.R. Part 200](#).

[105 ILCS 5/10-20.19c](#), [5/10-20.21](#), [5/10-20.865](#), [5/10-21.9](#), [5/10-22.34c](#), [5/15A-1](#) *et seq.*, [5/19b-1](#) *et seq.*, [5/22-94](#), and [5/24-5](#).

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

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 130/](#), Prevailing Wage Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.86, renumbered by P.A. 103-605. **Issue 117, October 2024**

## *Document Status: Draft Update*

### **4:150 Facility Management and Building Programs**

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable Board of Education policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the appropriate Intermediate Service Executive Director [PRESSPlus1](#) and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code.

#### Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

#### Standards for Green Cleaning

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

#### Standards for Facility Construction and Building Programs

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.
7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

#### Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection.

LEGAL REF.:

[42 U.S.C. §12101](#) *et seq.*, Americans with Disabilities Act; ~~of 1990, implemented by~~ [28 C.F.R. Parts 35 and 36](#).

[20 ILCS 3130/](#), Green Buildings Act.

[105 ILCS 5/2-3.12](#), [5/10-20.49](#), [5/10-22.36](#), [5/10-20.63](#) and [5/17-2.11](#).

[105 ILCS 140/](#), Green Cleaning Schools Act.

[105 ILCS 230/](#), School Construction Law.

[410 ILCS 25/](#), Environmental Barriers Act.

[410 ILCS 35/25](#), Equitable Restrooms Act.

[820 ILCS 130/](#), Prevailing Wage Act.

[23 Ill.Admin.Code Part 151](#), School Construction Program; [Part 180](#), Health/Life Safety Code for Public Schools; and [Part 2800](#), Green Cleaning for Elementary and Secondary Schools.

[71 Ill.Admin.Code Part 400](#), Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

---

## PRESSPlus Comments

PRESSPlus 1. Updated for clarity. **Issue 117, October 2024**

## *Document Status: Draft Update*

### **4:170 Safety**

#### Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

#### School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act ([105 ILCS 128/](#)):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.

#### Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act ([105 ILCS 128/](#)) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education (ISBE). ~~29 Ill.Admin.Code Part 1500.~~

## Automated External Defibrillator (AED)

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. [PRESSPlus1](#) In addition, the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one ~~automated external defibrillator (AED)~~ to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

## Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

## Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

## Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.
2. Any student who is a victim of a violent criminal offense, as defined by [725 ILCS 120/3](#), that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

## Lead Testing in Water

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results

from their children's respective school buildings.

### Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

LEGAL REF.:

[105 ILCS 5/10-20.2](#), [5/10-20.57](#), [5/18-12](#), and [5/18-12.5](#).

[105 ILCS 128/](#), School Safety Drill Act; [29 Ill.Admin.Code Part 1500](#).

[210 ILCS 74/](#), Physical Fitness Facility Medical Emergency Preparedness Act.

[225 ILCS 320/35.5](#), Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management; and Recovery), 4:190 (Targeted School Violence Prevention Program), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

---

### **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/10-20.97, added by P.A. 103-1019. An AED installed and maintained according to the Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/) can be used to satisfy this requirement. **Issue 117, October 2024**

## *Document Status: Draft Update*

### **5:10 Equal Employment Opportunity and Minority Recruitment**

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; **reproductive health decisions**; [PRESSPlus1](#) credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; **family responsibilities**; [PRESSPlus2](#) or other legally protected categories. No one will be penalized solely for one's status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because one: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

#### **Nondiscrimination Coordinator:**

Merryl Brownlow

12809 S. McVickers Avenue

Palos Heights, IL 60463

[mbrownlow@palos128.org](mailto:mbrownlow@palos128.org)

708-597-9040

### Complaint Managers:

Merryl Brownlow

Jason Smit

12809 S. McVickers Avenue

12809 S. McVickers Avenue

Palos Heights, IL 60463

Palos Heights, IL 60463

[mbrownlow@palos128.org](mailto:mbrownlow@palos128.org)

[jsmit@palos128.org](mailto:jsmit@palos128.org)

708-597-9040

708-597-9040

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

### Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

### LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

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

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §218d](#), Fair Labor Standards Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

[42 U.S.C. §2000e\(k\)](#), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104\(D\)](#) and [5/6-101](#), Ill. Human Rights Act.

[775 ILCS 35/](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 2024**

## Document Status: Draft Update

### 5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities, PRESSPlus1 reproductive health decisions, PRESSPlus2 order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

#### Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

#### Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Employees are encouraged to promptly report information regarding violations of this policy.

Employees may choose to report to a person of the employee's same gender. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

#### Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

#### **Nondiscrimination Coordinator:**

Merryl Brownlow

12809 S. McVickers Avenue

Palos Heights, IL 60463

[mbrownlow@palos128.org](mailto:mbrownlow@palos128.org)

708-597-9040

#### **Complaint Managers:**

Merryl Brownlow

Jason Smit

12809 S. McVickers Avenue

12809 S. McVickers Avenue

Palos Heights, IL 60463

Palos Heights, IL 60463

[mbrownlow@palos128.org](mailto:mbrownlow@palos128.org)

[jsmit@palos128.org](mailto:jsmit@palos128.org)

708-597-9040

708-597-9040

#### Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

#### Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), 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.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

#### Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

#### Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and

Employees Ethics Act ([5 ILCS 430/](#)), the Whistleblower Act ([740 ILCS 174/](#)), and/or the Ill. Human Rights Act ([775 ILCS 5/](#)).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

#### Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

#### LEGAL REF.:

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. §1604.11](#).

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

[5 ILCS 430/70-5](#)(a), State Officials and Employees Ethics Act.

[775 ILCS 5/2-101](#)(E) and (E-1), [5/2-102](#)(A), (A-10), (D-5), [5/2-102](#)(E-5), [5/2-109](#), [5/5-102](#), and [5/5-102.2](#), Ill. Human Rights Act.

[56 Ill. Admin.Code Parts 2500](#), [2510](#), [5210](#), and [5220](#).

[Vance v. Ball State Univ.](#), 570 U.S. 421 (2013).

[Crawford v. Metro. Gov't of Nashville & Davidson Cnty.](#), 555 U.S. 271 (2009).

[Jackson v. Birmingham Bd. of Educ.](#), 544 U.S. 167 (2005).

[Oncale v. Sundowner Offshore Servs.](#), 523 U.S. 75 (1998).

[Burlington Indus. v. Ellerth](#), 524 U.S. 742 (1998).

[Faragher v. City of Boca Raton](#), 524 U.S. 775 (1998).

[Harris v. Forklift Systems](#), 510 U.S. 17 (1993).

[Franklin v. Gwinnett Co. Public Schools](#), 503 U.S. 60 (1992).

[Meritor Savings Bank v. Vinson](#), 477 U.S. 57 (1986).

[Porter v. Erie Foods Int, Inc.](#), 576 F.3d 629 (7th Cir. 2009).

*Williams v. Waste Mgmt.*, 361 F.3d 1021 (7th Cir. 2004).

*Berry v. Delta Airlines*, 260 F.3d 803 (7th Cir. 2001).

*Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n*, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

## Document Status: Draft Update

### 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. [PRESSPlus1](#) 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)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 325 ILCS 5/7, amended by P.A. 103-624, eff. 1-1-25, removing the requirement for mandated reporters to confirm their oral reports in writing to the DCFS field office. **Issue 117, October 2024**

## Document Status: Draft Update

### 5:125 Personal Technology and Social Media; Usage and Conduct

#### Definitions

**Includes** - Means "includes without limitation" or "includes, but is not limited to."

**Social media** - Media for social interaction, using highly accessible web-based and/or mobile technologies that allow users to share content and/or engage in interactive communication through online communities. This includes, but is not limited to, services such as *Facebook, LinkedIn, Twitter X (formerly Twitter), Threads, Instagram, TikTok, Snapchat, Discord, PRESSPlus1* and *YouTube*.

**Personal technology** - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes computers, tablets, smartphones, *smartwatches, PRESSPlus2* and other devices.

#### Usage and Conduct

All District employees who use personal technology and/or social media shall:

1. Adhere to the high standards for **Professional and Appropriate Conduct** required by policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policies 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 6:235, *Access to Electronic Networks*; and 7:20, *Harassment of Students Prohibited*; and the Ill. Code of Educator Ethics, [23 Ill.Admin.Code §22.20](#).
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Inform their immediate supervisor if a student initiates inappropriate contact with them via any form of personal technology or social media.
5. Report instances of suspected abuse or neglect discovered through the use of social media or personal technology pursuant to a school employee's obligations under policy 5:90, *Abused and Neglected Child Reporting*.
6. Not disclose confidential information, including but not limited to school student records (e.g., student work, photographs of students, names of students, or any other personally identifiable information about students) or personnel records, in compliance with policy 5:130, *Responsibilities Concerning Internal Information*. For District employees, proper approval may include implied consent under the circumstances.

7. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures.
8. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
9. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media.
10. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

### Superintendent Responsibilities

The Superintendent shall:

1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.
2. Direct Building Principals to annually:
  - a. Provide their building staff with a copy of this policy.
  - b. Inform their building staff about the importance of maintaining high standards in their school relationships.
  - c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Build awareness of this policy with students, parents, and the community.
4. Ensure that neither the District, nor anyone on its behalf, commits an act prohibited by the Right to Privacy in the Workplace Act, [820 ILCS 55/10](#); i.e., the *Facebook Password Law*.
5. Periodically review this policy and any implementing procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

LEGAL REF.:

[105 ILCS 5/21B-75](#) and [5/21B-80](#).

[775 ILCS 5/5A-102](#), III. Human Rights Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[23 Ill.Admin.Code §22.20](#), Code of Ethics for Ill. Educators.

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

[Pickering v. High School Dist. 205](#), 391 U.S. 563 (1968).

*Mayer v. Monroe County Community School Corp.*, 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 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), 5:130 (Responsibilities Concerning Internal Information), 5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and Conditions of Employment and Dismissal), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:340 (Student Records)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement. **Issue 117, October 2024**

Recommend as presented. Edited to align with legal updates.

## Document Status: Draft Update

### 5:230 Maintaining Student Discipline

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other ~~certificated~~ licensed [PRESSPlus1](#) educational employees (except for individuals employed as paraprofessional educators), and persons providing a student's related service(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the Board of Education policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

~~Teachers~~ School personnel shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) is prohibited in all circumstances ~~may not be used~~. ~~Teachers~~ School personnel may only use reasonable force as ~~needed to keep students, school personnel, and others safe, or for self-defense or defense of property~~ permitted by 105 ILCS 5/10-20.33. [PRESSPlus2](#)

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

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

LEGAL REF.:

105 ILCS 5/22-100 and 5/24-24. [PRESSPlus3](#)

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: 2:150 (Committees), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

---

### PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806, eff. 1-1-25, replacing the word *certificated* with *licensed*. This change brings 105 ILCS 5/24-24 into alignment with its corresponding rule at 23 Ill.Admin.Code §1.280. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-100 and 5/24-24, respectively added and

amended by P.A. 103-806, eff. 1-1-25. *Corporal punishment* means “a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others.” 105 ILCS 5/22-100, added by P.A. 103-806, eff. 1-1-25. See sample policy 7:190, *Student Behavior*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for a discussion of corporal punishment. **Issue 117, October 2024**

PRESSPlus 3. The Legal References are updated. **Issue 117, October 2024**

## Document Status: Draft Update

### 6:60 Curriculum Content

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

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 7 and 8, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
3. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
4. In grades kindergarten through 8, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
5. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include educating students about behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
7. In addition, in all grades, gang resistance education ~~and training~~ [PRESSPlus1](#) must be taught.
8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and

substitutions, see policies 6:310, *Credit for Alternative Courses and Programs*, and *Course Substitution*, and 7:260, *Exemption from Physical Education*.

10. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) personal health habits ~~components necessary to develop a sound mind in a healthy body,~~ [PRESSPlus2](#) (d) dangers and avoidance of abduction, ~~and~~ (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, and (f) in grades 6-8, the dangers of fentanyl. [PRESSPlus3](#) The Superintendent shall implement a comprehensive health education program in accordance with State law.
11. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. In grades 6-8, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals. [PRESSPlus4](#)
12. In all schools, environmental education ~~conservation of natural resources must be taught,~~ including instruction on: (a) ~~home ecology,~~ the current problems and needs in the conservation of natural resources, and (b) ~~endangered species,~~ beginning in the fall of 2026, instruction on climate change, (c) ~~threats to the environment,~~ and (d) ~~the importance of the environment to life as we know it.~~ [PRESSPlus5](#)
13. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with [105 ILCS 5/27-20.05](#).

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

14. In grade 7, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
15. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

16. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
17. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
18. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
19. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
20. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

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

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

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

[105 ILCS 5/2-3.80](#)(e) and (f), [5/10-20.79](#), [5/10-20.84](#), [5/10-23.13](#), [5/27-3](#), [5/27-3.5](#), [5/27-5](#), [5/27-6](#), [5/27-6.5](#), [5/27-7](#), [5/27-12](#), [5/27-12.1](#), [5/27-13.1](#), [5/27-13.2](#), [5/27-20.05](#), [5/27-20.08](#), [5/27-20.3](#), [5/27-20.4](#), [5/27-20.5](#), [5/27-20.7](#), [5/27-20.8](#), [5/27-21](#), [5/27-22](#), [5/27-23.3](#), [5/27-23.4](#), [5/27-23.7](#), [5/27-23.8](#), [5/27-23.10](#), [5/27-23.11](#), [5/27-23.15](#), [5/27-23.16](#), [5/27-24.1](#), and [5/27-24.2](#).

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

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

[625 ILCS 5/6-408.5](#), Ill. Vehicle Code.

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

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

---

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.10(c), amended by P.A. 103-542. **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement to more closely align with the Comprehensive Health Education Program (CHEP) 105 ILCS 110/3. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to CHEP, 105 ILCS 110/3(e), amended by P.A. 103-810. **Issue 117, October 2024**

PRESSPlus 4. 105 ILCS 5/10-20.84(a), added by P.A. 102-917 and renumbered by P.A. 103-154. Unless a board has opted out, career exploration and career development activities in grades 6-12 must be implemented by 7-1-25 in accordance with the model framework adopted by State agencies known as the PaCE Framework. See [www.isac.org/pace/il-pace-resource-materials.html](http://www.isac.org/pace/il-pace-resource-materials.html) for the middle school and high school frameworks and additional implementation resources.

To fully or partially opt out of career exploration and career development activities under 105 ILCS 5/10-20.84(d), a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see [www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf](http://www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf)); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the Work-based Learning Database at [www.isbe.net/cte](http://www.isbe.net/cte)); and (6) the availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d) (1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision to ISBE. A board may also reverse its decision regarding implementation in whole or in part at any time.

In practice, unless a district has created its own career exploration and career development activities framework that does not align with the PaCE Framework, a board is unlikely to opt out of the PaCE Framework under 105 ILCS 5/10-20.84(a) and still implement College and Career Pathway Endorsements under 105 ILCS 5/10-20.84(c) (CCPE) because career exploration activities are a prerequisite to award of the endorsements. 23 Ill.Admin.Code §258.20.

Delete this sentence if the board has fully opted out of implementation of career exploration and career development activities under 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154. Regarding partial opt-out from this requirement, the law does not address the types of partial opt-out(s) available. As of the date of the publication of **PRESS** Issue 117 (October 2024), ISBE had not issued any rulemaking or guidance on this topic or any details regarding reporting of a full or partial opt-out to ISBE, other than to indicate to IASB that districts can submit their decision to [CTE@isbe.net](mailto:CTE@isbe.net). Boards interested in opting out from this requirement should

consult the Board attorney and check for any further guidance that may be issued by ISBE. **Issue 117, October 2024**

PRESSPlus 5. Updated in response to 105 ILCS 5/27-13.1, amended by P.A. 103-837, eff. 7-1-25; 23 Ill.Admin.Code §1.420(l). Instruction on the conservation of natural resources must include, but is not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of animals. Instruction on climate change must include, but is not limited to, identifying the environmental and ecological impacts of climate change on individuals and communities and evaluating solutions for addressing and mitigating the impact of climate change. Instruction on climate change must align with State learning standards, as appropriate and subject to funding, and ISBE is required to make instructional resources and professional development learning opportunities available for educators. **Issue 117, October 2024**

## Document Status: Draft Update

### 6:135 Accelerated Placement Program

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

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).
2. Notification processes that notify provide a student's parent(s)/guardian(s) of with:
  - a. Written notification when their child is eligible for enrollment in accelerated courses, PRESSPlus1 and
  - b. Notification of a decision affecting a student their child's participation in the APP, and
3. Assessment processes that include multiple valid, reliable indicators.

LEGAL REF.:

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

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

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

---

### PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/14A-32(a-25), added by P.A. 103-743. **Issue 117, October 2024**

## Document Status: Draft Update

### 6:270 Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by school counselors or licensed educators with a school support personnel endorsement in the area of school counseling ~~a qualified guidance specialist or any certificated staff member.~~ [PRESSPlus1](#)

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

#### LEGAL REF.:

[105 ILCS 5/10-22.24a](#) and [5/10-22.24b](#).

[23 Ill.Admin.Code §1.420\(q\)](#).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

---

#### PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or individuals who hold a Professional Educator License with a school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25 may provide school counseling services. **Issue 117, October 2024**

## Document Status: Draft Update

### 7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, PRESSPlus1 reproductive health decisions, PRESSPlus2 or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

#### Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center Executive Director (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Any student may file a sex discrimination complaint by using Board policy 2:265, *Title IX Grievance Procedure*, PRESSPlus3

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

#### LEGAL REF.:

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

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

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

[Good News Club v. Milford Central Sch.](#), 533 U.S. 98 (2001).

[Ill. Constitution, Art. I](#), §18.

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), and [5/27-1](#).

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated to more comprehensively reflect categories protected by the Ill. Human Rights Act (775 ILCS 5/). **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

## *Document Status: Draft Update*

### **7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students**

#### Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth grade; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 6.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza, and influenza vaccinations, ~~meningococcal disease, and meningococcal vaccinations~~ [PRESSPlus1](#) developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and

a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

### Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

### Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

### Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.

3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

### Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board of Education policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

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

[105 ILCS 5/27-8.1](#) and [45/1-20](#).

[410 ILCS 45/7.1](#), Lead Poisoning Prevention Act.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[23 Ill.Admin.Code §1.530](#).

[77 Ill. Admin.Code Part 664](#), Socio-Emotional and Developmental Screening.

[77 Ill.Admin.Code Part 665](#), Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Notifiable ~~Communicable~~ Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-8.1(8.5), amended by P.A. 103-985, eff. 1-1-25. **Issue 117, October 2024**

## Document Status: Draft Update

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

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

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

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

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

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

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

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

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

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

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

### Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

#### **Nondiscrimination Coordinator:**

Merryl Brownlow

12809 S. McVickers Avenue

Palos Heights, IL 60463

[mbrownlow@palos128.org](mailto:mbrownlow@palos128.org)

708-597-9040

**Complaint Managers:**

Merryl Brownlow

Jason Smit

12809 S. McVickers Avenue

12809 S. McVickers Avenue

Palos Heights, IL 60463

Palos Heights, IL 60463

[mbrownlow@palos128.org](mailto:mbrownlow@palos128.org)

[jsmit@palos128.org](mailto:jsmit@palos128.org)

708-597-9040

708-597-9040

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-

evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
  - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment discrimination [PRESSPlus1](#) in violation of Title IX of the Education Amendments of 1972.
  - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
  - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
  - j. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

[405 ILCS 49/](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240, 1.280, and 1.295.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

## *Document Status: Draft Update*

### **7:200 Suspension Procedures**

#### In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

#### Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
  - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
  - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
  - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
  - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
    - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
      - a) A threat to school safety, or
      - b) A disruption to other students' learning opportunities.

- ii. For a suspension of 4 or more school days, an explanation:
  - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
  - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
  - c) That the student's continuing presence in school would either:
    - i) Pose a threat to the safety of other students, staff, or members of the school community, or
    - ii) Substantially disrupt, impede, or interfere with the operation of the school.
    - iii) For a suspension of ~~5~~<sup>4</sup> [PRESSPlus1](#) or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

#### LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#).

[23 Ill.Admin.Code §1.280](#).

CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

---

#### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for the re-engagement of students who are suspended out-of-school, expelled, or returning from an alternative school setting by 7-1-25. **Issue 117, October 2024**

Recommend as suggested in PressPlus 1. See attached guidance. Edited to align with legal updates and Supreme Court decision. It also reflects IASB Principles of Governance and Policy 2:110.

## Document Status: Draft Update

### 8:10 Connection with the Community

#### Public Relations

The Board President is the official spokesperson for the Board of Education. The Superintendent is the District's chief spokesperson. The Board, in collaboration with the Superintendent<sup>PRESSPlus1</sup> or designee, shall plan and implement a District public relations program that will:

1. Develop community understanding of school operation.
  2. Gather community attitudes and desires for the District.
  3. ~~Secure~~ Ensure<sup>PRESSPlus2</sup> adequate financial support for a sound educational program.
  4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
  5. Earn the community's goodwill, respect, and trust~~confidence~~.
  6. Promote a genuine spirit of cooperation between the school and the community.
  7. Keep the news media and community accurately informed.
  8. ~~Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.~~
1. Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using District social media ~~platforms~~ accounts,<sup>PRESSPlus3</sup> ~~e.g., Facebook, Twitter, etc.,~~ and/or sending to the news media.
  2. News conferences, ~~and~~ interviews, and official Board or District statements, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board,<sup>PRESSPlus4</sup> the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals may speak for the District only with prior approval from the Superintendent.<sup>PRESSPlus5</sup>
  3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
  4. Other efforts that highlight the District's programs and activities.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

---

#### PRESSPlus Comments

PRESSPlus 1. The board and superintendent should have a conversation regarding which objectives the board, superintendent, or both the board and superintendent together will implement. **Issue 117, October 2024**

PRESSPlus 2. Updated throughout for continuous improvement. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to the U.S. Supreme Court case Lindke v. Freed, 601 U.S. 187 (2024), which held that a government official's speech on social media is attributable to the government if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. If an official's speech on social media is attributable to the government, then the official's social media posts will be subject to scrutiny under the First Amendment. Social media accounts of government officials that are clearly labeled as personal (e.g., "This is the personal page of [insert name]") or with a disclaimer (e.g., "the views expressed are strictly my own") are presumed to contain only personal posts, though that presumption can be challenged depending on the particular facts. The Court did not distinguish between elected or appointed government officials and employees, suggesting that the same test would apply to government employees.

Because those who post on a district's social media accounts typically have authority to speak on the district's behalf, such accounts are likely either *limited public forums* (also referred to as *nonpublic forums*) or *public forums*. See, e.g., People for the Ethical Treatment of Animals v. Tabak, 2024 WL 3573661 (D.C. Cir. 2024) (finding the National Institutes of Health's (NIH) social media accounts were limited public forums because use of the accounts was limited to discussion of certain subjects; however, the NIH violated the First Amendment when it filtered out comments based on the plaintiff's viewpoints). Consider that school districts are different than federal government agencies and must ensure other duties to students, e.g., safety and security, which may require excluding certain comments from the district's social media accounts. **Issue 117, October 2024**

PRESSPlus 4. In alignment with the IASB *Foundational Principles of Effective Governance*, the school board president is the board's spokesperson (see sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson. **Issue 117, October 2024**

PRESSPlus 5. This item aligns with sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*, and the board member oath of office in 105 ILCS 5/10-16.5, which requires board members to swear or affirm that they "shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting." Making official statements through the district's website and official social media accounts, rather than through personal or "mixed use" accounts is a best practice and a strategy to mitigate First Amendment liability for board members and employees who communicate through social media platforms. Additionally, it is a best practice for board members or employees with social media accounts to clearly label their personal accounts as personal and limit district-related communications to official district accounts. **Issue 117, October 2024**

### **Administrative Guidance - 8:10 Connection with the Community**

The primary responsibility for the public relations tasks are designated below.

1. Develop community understanding of school operation.  
[Superintendent or Designee](#)
2. Gather community attitudes and desires for the District.  
[Superintendent and Board](#)
3. Ensure adequate financial support for a sound educational program.  
[Superintendent and Board](#)
4. Help the community feel a more direct responsibility for the quality of education provided by their schools. [Superintendent](#)
5. Earn the community's goodwill, respect, and trust. [Superintendent and Board](#)
6. Promote a genuine spirit of cooperation between the school and the community.  
[Superintendent and Board](#)
7. Keep the news media and community accurately informed.  
[Superintendent and Board](#)

## Document Status: Draft Update

### 6:270 Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by school counselors or licensed educators with a school support personnel endorsement in the area of school counseling ~~a qualified guidance specialist or any certificated staff member.~~ [PRESSPlus1](#)

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

LEGAL REF.:

[105 ILCS 5/10-22.24a](#) and [5/10-22.24b](#).

[23 Ill.Admin.Code §1.420\(q\)](#).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

---

### PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or individuals who hold a Professional Educator License with a school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25 may provide school counseling services. **Issue 117, October 2024**



**PMA**<sup>™</sup>  
SECURITIES

## MUNICIPAL ADVISORY AGREEMENT

This Municipal Advisory Agreement (the “Agreement”) is made and entered into by and between the School District Number 128 (Palos Heights), Cook County, Illinois (“Issuer”) and PMA Securities, LLC (“PMA”) effective as of December 11, 2024 (the “Effective Date”). The Issuer and PMA collectively constitute the “Parties” hereunder.

### WITNESSETH:

WHEREAS, the Issuer intends to issue \$3,000,000\* General Obligation Limited Tax School Bonds (the “Securities”) and in connection with the authorization, sale, issuance and delivery of such indebtedness, the Issuer desires to retain a Municipal Advisor to advise the Issuer regarding the issuance of the Securities;

WHEREAS, PMA is willing to provide its professional services and its facilities as Municipal Advisor in connection with the Securities as may be considered and authorized by the Issuer during the period in which this Agreement shall be effective;

WHEREAS, the Issuer is a municipal entity and the Securities are municipal securities as defined by the Securities Exchange Act of 1934 and the rules of the Municipal Securities Rulemaking Board (“MSRB”);

WHEREAS, PMA is registered as a municipal advisor with the U.S. Securities Exchange Commission (“SEC”) and the MSRB and thus, may provide municipal advisor services to a municipal entity such as the Issuer, including advice with respect to the issuance of municipal securities; and

WHEREAS, the Municipal Advisory services described herein are provided by PMA exclusively as a Municipal Advisor as described under MSRB Rule G-3(d).

NOW, THEREFORE, the Issuer and PMA, in consideration of the mutual covenants and agreements herein contained and other good and valuable consideration, do hereby agree as follows:

### SECTION I SCOPE OF SERVICES

Upon the request of an authorized representative of the Issuer, PMA agrees to perform the Municipal Advisory services (hereinafter “Services” or “Scope of Services”) stated in the following provisions of this Section I; and for having rendered such services, the Issuer agrees to pay PMA the compensation as provided in Section VI hereof. The Scope of Services to be performed in connection with the issuance of the Securities are only those listed below.

A. Financial Planning. At the direction of the Issuer, PMA shall:

1. Analysis. Conduct an analysis of the financial resources of the Issuer to determine the extent of its capacity to authorize, issue and service the Securities contemplated. This analysis will include reviews of any existing debt structure as compared with the existing and projected sources of revenues which may be pledged to secure payment of debt service and, where appropriate, may include an analysis of the trend of the assessed valuation, taxing power and present and future taxing requirements of the Issuer. The analysis may take into account any outstanding indebtedness payable from the revenues of existing or projected facilities operated by the Issuer, additional revenues to be available from any proposed rate increases and additional revenues, as projected through internal proprietary systems of

\*Preliminary, subject to change, and reflects the current estimated par amount.

PMA and its affiliates or through other parties employed by the Issuer, resulting from improvements to be financed by the Securities under consideration.

2. Future Financings. Consider and analyze future financing needs as projected by the Issuer's staff, through internal proprietary systems of PMA and its affiliates or through other parties, if any, employed by the Issuer.
3. Recommendations for Securities. Submit recommendations to the Issuer regarding the Securities under consideration, including such elements as the date of issue, interest payment dates, schedule of principal maturities, options of prior payment, security provisions, and such other provisions as may be appropriate in order to make the issue attractive to investors while achieving the objectives of the Issuer. All recommendations will be consistent with the goal of designing the Securities to be sold on terms that are advantageous to the Issuer, including the lowest interest cost consistent with all other considerations.
4. Market Information. Advise the Issuer of current bond market conditions, other related forthcoming bond issues, economic data and other market information, which might normally be expected to influence interest rates or bidding conditions so that the date of sale of the Securities may be set at a favorable time.
5. Elections. Assist in coordinating the assembly of data for the preparation of any necessary petitions, orders, resolutions, ordinances, notices and certificates in connection with the issuance of municipal securities, including assistance in the transmission of such data to any law firm retained by the Issuer, such as issuer counsel, bond counsel, disclosure counsel or otherwise, in the event it is necessary to hold an election to authorize the Securities.

B. Debt Management and Financial Implementation. At the direction of the Issuer, PMA shall:

1. Method of Sale. Evaluate the particular financing of Securities being contemplated, giving consideration to the complexity, market acceptance, rating, size and structure in order to make a recommendation as to an appropriate method of sale, and:
  - a. If the Securities are to be sold by an advertised competitive sale, PMA will:
    - (1) Oversee the sale of the Securities;
    - (2) Disseminate information to prospective bidders, organize such informational meetings as may be necessary, and facilitate prospective bidders' efforts in making timely submission of proper bids which may include the use of a third party auction platform;
    - (3) Assist the staff of the Issuer in coordinating the receipt of bids, the safekeeping of good faith checks and the tabulation and comparison of submitted bids; and
    - (4) Advise the Issuer regarding the best bid and provide advice regarding acceptance or rejection of the bids.
  - b. If the Securities are to be sold by negotiated sale, PMA will:
    - (1) Recommend, for the Issuer's formal approval and acceptance, one or more investment banking firms as managers of an underwriting syndicate to negotiate the purchase of the Securities. This may include a request for proposal for underwriting services. A recommendation will be based upon but not limited to the following: proposed underwriter

fees, indicative interest rates and yields, recent comparable bond sales that support the indicative rates and yields, quality of structuring ideas proposed, experience of the underwriter and its personnel, and willingness to commit capital. In keeping with the provisions of Rule G-23 of the MSRB, PMA will not participate in an underwriting syndicate in connection with the negotiated purchase of the Securities.

- (2) Cooperate with and assist the underwriter(s) in the review of a bond purchase contract and other related documents. The costs incurred in such efforts, including the printing of the documents, will be paid in accordance with the terms of the Issuer's agreement with the underwriter(s), but shall not be or become an obligation of PMA, except to the extent specifically provided otherwise in this Agreement or assumed in writing by PMA.
  - (3) Assist the staff of the Issuer in the safekeeping of any good faith checks, to the extent there are any, and provide a cost comparison for both expenses and interest, which are suggested by the underwriter(s), to the then current market.
  - (4) Advise the Issuer as to the fairness of the prices/yields offered by the underwriter(s).
- c. If the Securities are to be sold as a placement:
- (1) Direct Sale. The Issuer shall identify the potential purchasers and provide the information to PMA in a direct sale. At the request of the Issuer, PMA will disseminate information, including any offering documents, to prospective purchasers and collect prospective purchasers' timely submission of offers to purchase. PMA will analyze such offers to purchase and make a recommendation to the Issuer regarding the acceptance of one or more offers to purchase the Securities according to parameters set out by the Issuer or based on the Issuer's best interest.
  - (2) Private Placement. PMA may recommend that the Issuer engage a placement agent for a private placement of the Securities, under certain circumstances. The recommendation to engage a placement agent will be based upon, but not limited to, the following factors: the size and complexity of the Securities, the credit of the Issuer, the amortization length of the Securities and whether DTC eligibility is appropriate for the issuance. If PMA recommends the use of a placement agent, PMA will then recommend, for the Issuer's formal approval and acceptance, an investment banking firm as placement agent for the Securities. This may include a request for proposal for placement agent services. A recommendation will be based upon, but not limited to the following: proposed fee, indicative interest rates, recent comparable bond sales that support the rates, quality of structuring ideas proposed and experience of the placement agent and its personnel.
2. Issuer Meetings. Attend meetings of the governing body of the Issuer, its staff, representatives or committees as requested and at all times when PMA may be of assistance or service and the subject matter is related to the Securities.
  3. Review of Third Party Recommendations. Review of a recommendation of another party if requested by the Issuer and the request is within the Scope of Services. PMA will determine, based on the information obtained through reasonable diligence, whether the municipal securities transaction or municipal financial product is or is not suitable for the Issuer. In addition, PMA will inform the Issuer of:
    - (1) PMA's evaluation of the material risks, potential benefits, structure and other characteristics of the recommended municipal securities transaction or municipal financial product;

- (2) The basis upon which PMA reasonably believes that the recommended municipal securities transaction or municipal financial product is, or is not, suitable for the Issuer; and
  - (3) Whether PMA has investigated or considered other reasonably feasible alternatives to the recommended municipal securities transaction or municipal financial product that might also or alternatively serve the Issuer's objectives.
4. Offering Documents. Draft the preliminary and final Official Statements, Offering Memoranda or Term Sheets ("Offering Documents") based on information provided by the Issuer as well as information derived from other sources. The information contained in the Offering Documents will be derived from the sources stated or, if not otherwise sourced, from the Issuer. PMA makes no representation, warranty or guarantee regarding the accuracy or completeness of the information in the Offering Document, and its assistance in preparing the Offering Document should not be construed as a representation that it has independently verified such information. The Issuer will be expected to examine, approve and make certifications with respect to the information in the Offering Documents in accordance with its obligations under the federal securities laws.
  - (1) In a competitive sale, PMA will coordinate the preparation of the notice of sale and bidding instructions, official bid form and such other documents as may be required and submit all such documents to the Issuer for examination, approval and certification.
  - (2) PMA will electronically distribute the Offering Documents.
  - (3) Some of the data collected may require a fee, such as overlapping debt or an auditor's certificate. Upon the request of an authorized representative of the Issuer, any fees for data will be sent to the Issuer for prior approval.
  - (4) As needed for Offering Documents disclosure purposes, PMA will file reportable event notices and other information to the MSRB's Electronic Municipal Market Access ("EMMA") as directed by the Issuer.
5. Credit Ratings and Insurance. Make recommendations to the Issuer as to the advisability of obtaining a credit rating and/or insurance for the Securities. Where insurance for the Securities is advised, PMA will request bids from insurance agencies. When directed by the Issuer, coordinate the preparation of such information as may be appropriate for submission to the rating agency and/or insurance agencies. If PMA's advice includes personal presentation of information to the rating agency and/or insurance agencies, PMA will arrange for such personal presentations by the Issuer's representatives.
6. Trustee, Paying Agent, Registrar. Assist the Issuer in the selection of a trustee and/or paying agent/registrar for the Securities and assist in the negotiation of agreements pertinent to these services and the fees incident thereto.
7. Escrow Bidding Agent, Escrow Agent, Verification Agent. Assist the Issuer in the selection of an escrow bidding agent, an escrow agent and/or a verification agent for the Securities and assist in the negotiation of agreements pertinent to those services and the fees incident thereto, if needed.
8. Financial Publications. Advise financial publications of the forthcoming sale of the Securities and provide them with all pertinent information, when appropriate. Upon request, PMA will coordinate the publication of legal notices when required by law for the issuance of the Securities.

9. Consultants. Arrange for reports and opinions of recognized independent consultants as may be appropriate for the successful marketing of the Securities and assist in the negotiation of agreements pertinent to those services and the fees incident thereto.
10. Legal Counsel. Maintain liaison with bond counsel, disclosure counsel and local counsel, if any, in the preparation of legal documents pertaining to the authorization, sale and issuance of the Securities.
11. Delivery of the Securities. Coordinate the efforts of the working group for the Securities, which typically includes the Issuer, underwriter, bond counsel, and other counsel, as applicable, rating agency, bond registrar, paying agent, and any other third party engaged by the Issuer, as soon as a bid for the Securities is accepted by the Issuer, so that the Securities may be delivered and paid for as expeditiously as possible. Assist the Issuer in the preparation or verification of final closing figures incident to the delivery of the Securities.

C. Services Not Related to an Issuance of Municipal Securities. If requested by the Issuer, PMA will perform the services following this paragraph for the Issuer, with respect to the Securities, with no additional compensation required. This Agreement hereby terminates any prior Municipal Advisory Agreement or Municipal Advisory Engagement Letter for the provision of the following services:

1. Rating surveillance preparation;
2. Debt summary and debt book updates;
3. Educational presentations to the Issuer's governing body, community and/or staff;
4. Review paying agent/DTC invoices for accuracy;
5. Review and provide advice related to a bond levy;
6. Advise the Issuer of filings related to tax credit bonds and the need to approve abatement resolutions and debt service extension base modification resolutions;
7. Assist with filing debt-related documents with other government entities, such as the state;
8. Assist with FOIA-related documentation and questions; and
9. Assist with post-issuance compliance per the rules of the Internal Revenue Service ("IRS").

D. Limitations on Services. The Services are subject to the following limitations:

1. The Services are limited solely to the services described herein and are subject to any limitations set forth within the Scope of Services.
2. PMA is not responsible for certifying as to the accuracy or completeness (including the accuracy or completeness of any description of the Issuer's compliance with its continuing disclosure obligations) of any preliminary or final Offering Documents, other than with respect to any information about PMA provided by PMA for inclusion in such documents.
3. The Services do not include tax, legal, accounting or engineering advice with respect to the Securities, services not related to an issuance of municipal securities (except as provided in Section I.C. above) or in connection with any opinion or certificate rendered by bond counsel or any other person at closing, and does not include review or advice on any feasibility study.

4. Unless requested by the Issuer, PMA will not negotiate fees or send out a request for proposal for legal services including issuer counsel, bond counsel or disclosure counsel.
5. Dissemination Agent services for continuing disclosure are not included under this Agreement except as provided under Section I.B.4.(4). Dissemination Agent services include, for example, annual financial information and annual financial statement filings to EMMA. PMA is engaged as Dissemination Agent pursuant to a separate engagement to provide services not covered under Section 1.B.4.(4).

E. Amendment to Scope of Services. The Scope of Services may be amended as set forth in Section VIII.D. The Parties agree to amend or supplement the Scope of Services described herein promptly to reflect any material changes or additions to the Scope of Services. Changes to the Scope of Services may result in an increased fee.

## **SECTION II POTENTIAL BENEFITS & RISKS OF ISSUING THE SECURITIES**

A. The potential benefits involved with issuing the Securities include, among other things:

1. Meeting the Issuer's Funding Needs. The Securities are being issued to meet the Issuer's stated funding needs.
2. Relative Low Cost of Financing. Municipal obligations, such as the Securities, generally offer a lower cost of financing than other available alternatives.
3. Ability to Lower Cost of Financing in the Future. To the extent the Securities, or a portion of the Securities, are subject to a prepayment provision, the Issuer may be able to lower the cost of financing with a future refinancing of the Securities.
4. Ability to Restructure Payments in the Future. To the extent the Securities, or a portion of the Securities, are subject to a prepayment provision, the Issuer may be able to restructure the repayment schedule with a future refinancing or defeasance of the Securities.

B. The potential risks involved with issuing the Securities include, among other things:

1. Interest Rate Risk. The Securities are issued at a fixed rate(s). If market interest rates decline subsequent to the sale of the Securities, the Issuer will not be able to take advantage of lower market interest rates for the Securities unless and until the Securities can be prepaid or refinanced.
2. Prepayment Risk. To the extent the Securities, or a portion of the Securities, are not subject to a prepayment provision, the Issuer cannot prepay the Securities prior to their maturity date(s).
3. Closing Risk. If the Securities fail to attract an appropriate purchaser, or fail to be delivered at closing, the Issuer will not receive proceeds from the Securities.
4. Default Risk. If the Issuer fails to make the scheduled principal and/or interest payment(s) on the Securities in a timely manner, a default will occur, which negatively affects the Issuer's ability to get financing for other needs.
5. Tax Risk. If the opinion of bond counsel for the Securities identifies the Securities as tax-exempt or tax advantaged, and the IRS subsequently determines the Securities are taxable or ineligible for a tax

credit, this determination could cause the IRS to change the designation of the Securities to taxable or to revoke the tax credits, resulting in potential adverse publicity, impairment of the Issuer's ability to issue municipal securities in the future, litigation from bondholders and others or a settlement agreement between the IRS and the Issuer resulting in a payment from the Issuer to the IRS to maintain the tax-exempt or tax advantaged status of the Securities. Potential causes of such a determination may include, but are not limited to the following: the Issuer does not spend the proceeds of the Securities in a timely manner, change in use of the project financed by the Securities and any other determination by the IRS that rules governing the issuance of tax-exempt obligations were violated.

6. Disclosure Risk. To the extent the SEC determines that a material fact was omitted from the Offering Documents or a material misstatement was made in the Offering Documents, the SEC could determine that the Issuer violated federal securities laws.

### **SECTION III COOPERATION IN MEETING REGULATORY REQUIREMENTS**

The Issuer acknowledges that PMA has regulatory duties as municipal advisor to the Issuer, and the Issuer agrees to cooperate, and to cause its agents to cooperate, in carrying out these regulatory duties, including providing complete information and reasonable access to relevant documents, other information and personnel needed to fulfill such duties. In addition, the Issuer agrees that, to the extent the Issuer seeks to have PMA provide advice with regard to any recommendation made by a third party in accordance with Section I.B.3, the Issuer will provide to PMA written direction to do so and any information it has received from such third party relating to its recommendation.

### **SECTION IV TERM OF AGREEMENT**

The terms of this Agreement are effective as of the Effective Date and shall remain in effect, unless earlier terminated by PMA or at the direction of the Issuer pursuant to the following section, until the closing of the Securities. For only the services (i.e. continuing services) set forth in Section I.C., this Agreement may be renewed for a maximum of three (3) years beyond the Effective Date of this Agreement or any amendment to this Agreement as set forth in Section VIII.D at the Issuer's request for PMA to perform such services.

### **SECTION V TERMINATION**

This Agreement may be terminated with or without cause by the Issuer upon prior written notice to PMA or by PMA upon at least thirty (30) days' prior written notice to the Issuer of the Party's intention to terminate, specifying in such notice the effective date of such termination. In the event the termination occurs before the Securities close, it is understood and agreed that no amounts are due to PMA for services provided or expenses incurred, unless otherwise stated in Section VI below. No penalty will be assessed for termination of this Agreement. The provisions of Section VII.B. shall survive any termination of this Agreement pursuant to this Section V or the expiration of the term of this Agreement pursuant to Section IV.

### **SECTION VI COMPENSATION AND EXPENSE REIMBURSEMENT**

A. Compensation. The fees due to PMA for the Scope of Services set forth and described in Section I of this Agreement shall be \$15,300.00 plus \$4,000.00 for the services described in Section I.B.4, Offering Documents, provided that the fee will be \$3,000.00 if these documents are generated from documents originally produced by PMA for an issue that closed within the 12 months prior to the Effective Date. Such

fees, for which PMA is entitled to reimbursement, shall become due and payable concurrently with the delivery of the Securities to the purchaser. No fee shall be due from the Issuer to PMA unless the Securities close.

As set forth in PMA's *Municipal Advisor Disclosure Statement*, PMA notes that this Agreement may involve contingent based compensation subject to compensation based conflict. Also, we note how it relates to different structures or scenarios. For example, recommending a multi-issuance strategy versus a single issuance strategy could result in additional compensation for PMA and the application of minimum fees, if any. However, this recommendation would be made only if the benefits exceed the costs. Such benefits could include bank qualification, reduced negative arbitrage in the investment of bond proceeds and meeting the financial goals of the Issuer. Also, the additional compensation would be paid over time, subject to the retention of PMA for subsequent issuances.

#### B. Issuer Expenses.

1. Customary fees and expenses incident to a sale are payable by the Issuer. These fees and expenses, depending upon the final structure, can include fees for underwriter(s), bond counsel, local counsel, disclosure counsel, rating agency, insurance premium, trustee/paying agency, competitive sale auction platform, escrow bidding agent and verification agent.
2. Customary fees and expenses incident to the preparation of the Offering Documents, such as overlapping debt and auditor's certificates, are payable by the Issuer. In the event PMA must pay these fees and expenses before the Securities close, the Issuer will be responsible for reimbursing PMA for the pre-paid fees and expenses.

### **SECTION VII DISCLOSURES**

A. Disclosures. The *Municipal Advisor Disclosure Statement*, and each delivery thereof, as provided from time to time, shall be incorporated by reference into this Agreement as of the date thereof to the same extent as if set forth herein. As set forth in the *Municipal Advisor Disclosure Statement*, PMA Securities, LLC is a broker-dealer and municipal advisor registered with the SEC and MSRB and is a member of the Financial Industry Regulatory Authority and the Securities Investor Protection Corporation. In these roles, PMA generally provides fixed income brokerage services and public finance services to institutional clients, including Municipal Advisory services and advice with respect to the investment of proceeds of municipal securities. PMA is affiliated with PMA Financial Network, LLC, a financial services provider, and PMA Asset Management, LLC, an investment adviser registered with the SEC (the "Advisory Affiliate"). These entities operate under common ownership with the Firm and are referred to in this disclosure as the "Affiliates." Each of these Affiliates also provides services to municipal entity clients. Unless otherwise stated, separate fees are charged for each of these products and services and referrals to its Affiliates result in an increase in revenue to the overall Affiliated companies.

PMA's duties, responsibilities, and fees arise from that as a municipal advisor to the Issuer in connection with the issuance of the Securities. PMA receives additional fees for the services used by the Issuer, if any, described in the paragraph above. The fees for these services arise from separate agreements with the Issuer and with institutions of which the Issuer may be a member.

Additional disclosures are required with the implementation of MSRB Rule G-42. PMA is required to provide the Issuer with disclosures of material conflicts of interest and of information regarding certain legal events and disciplinary history. By signing this Agreement, the Issuer acknowledges that PMA has provided the Issuer with the *Municipal Advisor Disclosure Statement*, which contains important disclosures on matters such as all material conflicts of interest and all legal and disciplinary events that are material to a client's evaluation of

us relevant to our provision of municipal advisory services. This disclosure document will also specify the date of the last material change or addition to the legal or disciplinary event disclosures, if any, on any Form MA or Form MA-I that PMA files with the SEC and a brief explanation regarding the materiality of the change or addition.

As disclosed in the *Municipal Advisor Disclosure Statement*, Dr. Robert G. Grossi, the former owner and president of Crystal Financial Consultants, Inc., is a municipal advisor representative with PMA. Additional disclosures relating to this relationship are contained in PMA's *Municipal Advisor Disclosure Statement* previously provided to you in the section entitled "Additional Disclosures Applicable to Certain Illinois Clients".

**B. Scope of Liability.** PMA, at all times, will act in good faith with respect to its Services under this Agreement. The Issuer agrees that PMA shall not be liable to the Issuer for any act or omission in connection with the performance of PMA's services hereunder, other than as a result of PMA's negligent acts or omissions, reckless conduct, intentional misconduct, bad faith, violation of applicable law or material breach of any of the material terms of this Agreement. PMA will have no duty, responsibility or liability under this Agreement as to any services identified in Section I.D. of this Agreement, relating to the services included in the Limitations on Services section. PMA shall not be responsible for any loss incurred by reason of any act or omission of the Issuer, or any member of the working group for the Securities. No recourse may be had against PMA for loss, damage, liability, cost or expense (whether direct, indirect or consequential) of the Issuer arising out of or in defending, prosecuting, negotiating or responding to any inquiry, questionnaire, audit, suit, action or other proceeding brought by or received from the IRS in connection with the Securities or otherwise relating to the tax treatment of the Securities, or in connection with any opinion or certificate rendered by counsel or any other party.

It is understood that nothing herein shall in any way constitute a waiver or limitation of any of the obligations which PMA may have under federal securities laws or under applicable state law.

## **SECTION VIII MISCELLANEOUS**

**A. Choice of Law.** This Agreement shall be construed and given effect in accordance with the laws of the state in which the Issuer is located without regard to conflict of law principles.

**B. Binding Effect: Assignment.** This Agreement shall be binding upon and inure to the benefit of the Issuer and PMA, their respective successors and assigns; provided however, neither Party hereto may assign or transfer any of its rights or obligations hereunder without the prior written consent of the other Party.

**C. Prior Agreement or Documentation.** Each Party acknowledges and agrees that the provisions of this Agreement modify and supersede any prior agreement or documentation with regards to the issuance of the Securities ("Prior Documentation"). The provision(s) set forth in this Agreement shall control in the event that any provision(s) of this Agreement conflict with any provision(s) contained in any Prior Documentation.

**D. Entire Agreement.** This instrument contains the entire agreement between the Parties relating to the rights herein granted and obligations herein assumed. Any oral or written representations or modifications concerning this Agreement shall be of no force or effect except for a subsequent modification in writing signed or acknowledged by each Party hereto. The form of this modification may include an email acknowledged by each Party. The Parties agree to amend or supplement this Agreement promptly to reflect any material changes or additions to the Agreement.

*[The remainder of this page is intentionally left blank.]*

PMA Securities, LLC

School District Number 128  
(Palos Heights)  
Cook County, Illinois

By: \_\_\_\_\_

By<sup>(1)</sup>: \_\_\_\_\_

Robert E. Lewis III  
Senior Vice President  
Managing Director

\_\_\_\_\_  
Print Name

Title: \_\_\_\_\_

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

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

- (1) By signing this Agreement, as representative of the Issuer, the representative acknowledges that he or she has the ability to bind the Issuer by contract with PMA and that he or she is not a party to a disclosed conflict.

**PMA Use Only:**

Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_  
Revised 5/2024

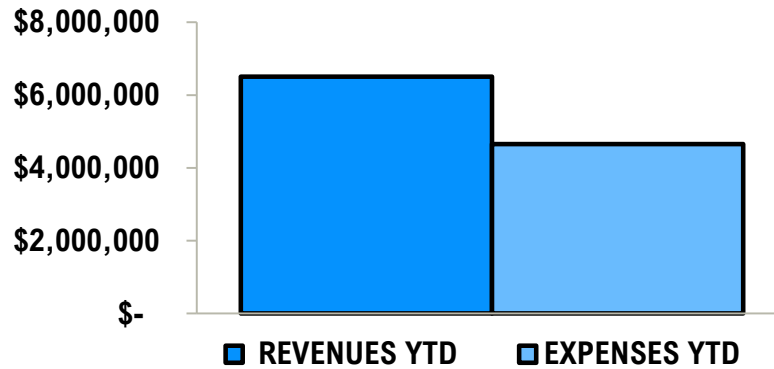
# The Monthly Report

## Palos Heights School District 128

### November 2024

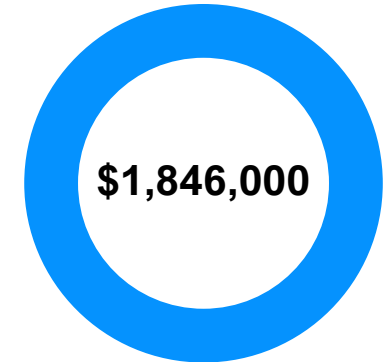


## Executive Summary - November 2024 (Figures rounded to the nearest thousand)



<b>BEGINNING BALANCE</b>	<b>\$9,848,000</b>
<b>TOTAL REVENUES - YTD</b>	<b>\$6,502,000</b>
<b>TOTAL EXPENSES - YTD</b>	<b>\$4,656,000</b>
<b>ENDING BALANCE</b>	<b>\$11,694,000</b>

**YTD SURPLUS/DEFICIT  
ALL FUNDS**



### Fiscal Year Activity

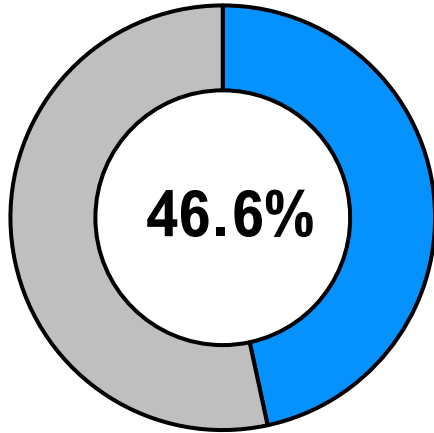
FUND	BEGINNING BALANCE	REVENUES YTD	EXPENSES YTD	TRANSFERS/ OTHER	ENDING BALANCES
<b>Education</b>	\$ 4,826,000	\$ 4,899,000	\$ 3,769,000	-	\$ 5,956,000
<b>Operations and Maintenance</b>	694,000	475,000	455,000	-	714,000
Bond and Interest	959,000	609,000	-	-	1,568,000
<b>Transportation</b>	521,000	251,000	154,000	-	618,000
IMRF/Social Security	213,000	198,000	150,000	-	261,000
Capital Projects	335,000	-	128,000	-	207,000
<b>Working Cash</b>	2,295,000	70,000	-	-	2,365,000
Tort Immunity	5,000	-	-	-	5,000
Health/Life Safety	-	-	-	-	-
<b>Total All Funds</b>	<b>\$ 9,848,000</b>	<b>\$ 6,502,000</b>	<b>\$ 4,656,000</b>	<b>\$ -</b>	<b>\$ 11,694,000</b>
<b>Total Operating Funds</b>	<b>\$ 8,336,000</b>	<b>\$ 5,695,000</b>	<b>\$ 4,378,000</b>	<b>\$ -</b>	<b>\$ 9,653,000</b>

**YTD SURPLUS/DEFICIT  
OPERATING FUNDS**

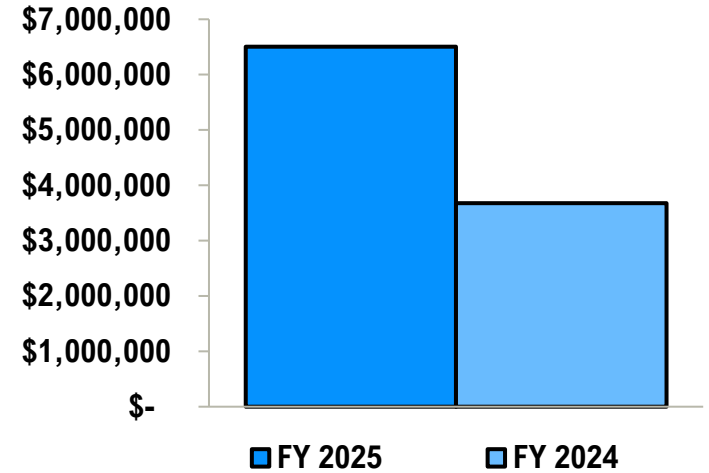


Per ISBE, the four operating funds of a school district are the Educational, Operations & Maintenance, Transportation and Working Cash Funds. These are the primary funds used by ISBE to assess a school district's financial strength.

% OF BUDGETED REVENUES RECEIVED YTD



**TOTAL MONTHLY REVENUES**  
**\$76,000**  
**TOTAL REVENUES - YTD**  
**\$6,502,000**  
**TOTAL BUDGETED REVENUES**  
**\$13,949,000**



## November 2024 Revenues (Current Year)

SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Real Estate Taxes	\$ -	\$ 5,180,000	\$ 11,146,000	46.5%
Other Local Sources	9,000	203,000	592,000	34.3%
Evidenced Based Funding	56,000	225,000	620,000	36.3%
Other State Sources	-	488,000	977,000	49.9%
Federal Sources	11,000	406,000	614,000	66.1%
<b>Total</b>	<b>\$ 76,000</b>	<b>\$ 6,502,000</b>	<b>\$ 13,949,000</b>	<b>46.6%</b>

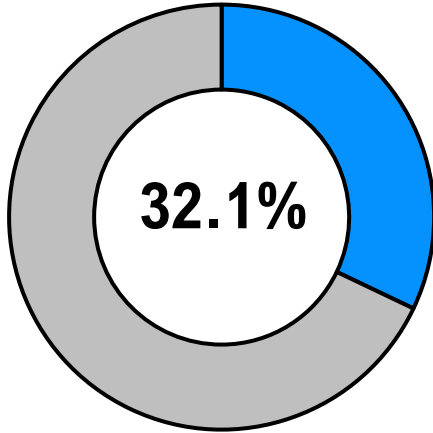
## November 2023 Revenues (Prior Year)

SOURCE	MONTH	YTD
Real Estate Taxes	\$ 2,142,000	\$ 2,296,000
Other Local Sources	16,000	227,000
Evidenced Based Funding	56,000	225,000
Other State Sources	-	550,000
Federal Sources	55,000	381,000
<b>Total</b>	<b>\$ 2,269,000</b>	<b>\$ 3,679,000</b>

**November 2024 YTD VS. November 2023 YTD**  
**+\$2,823,000**

# Expenditure Report (All Funds Summary) - November 2024

% OF BUDGETED EXPENDITURES PAID YTD



TOTAL MONTHLY EXPENSES

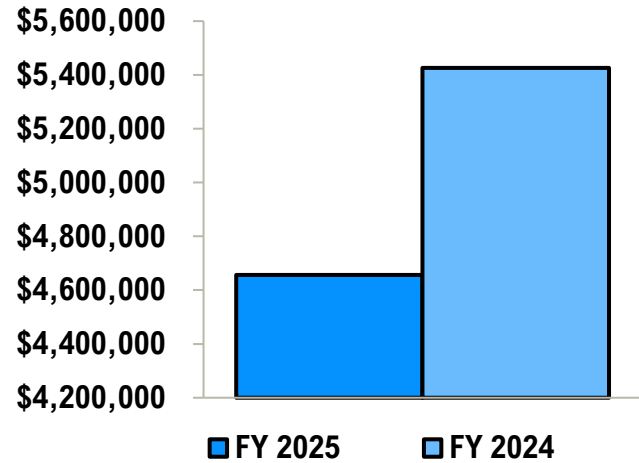
**\$1,391,000**

TOTAL EXPENSES - YTD

**\$4,656,000**

TOTAL BUDGETED EXPENSES

**\$14,515,000**



## November 2024 Expenditures (Current Year)

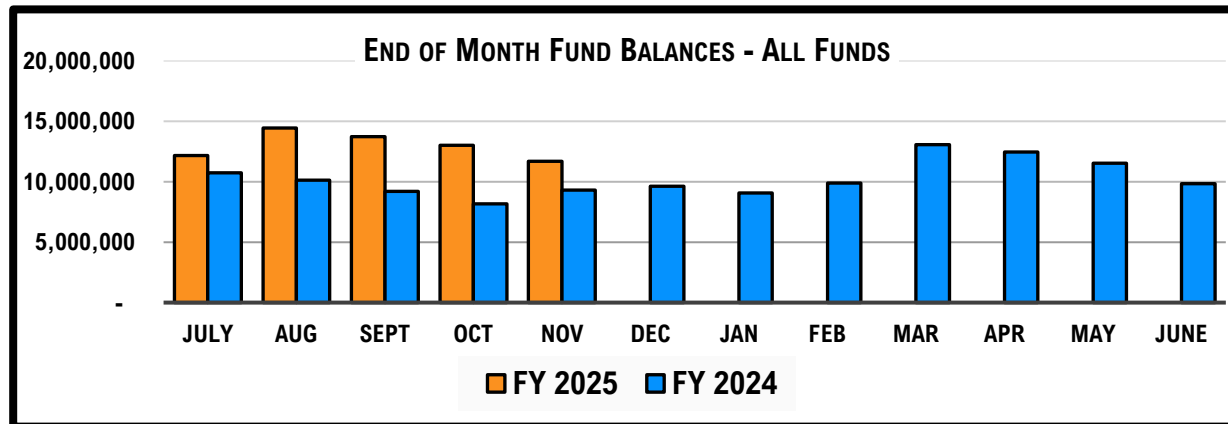
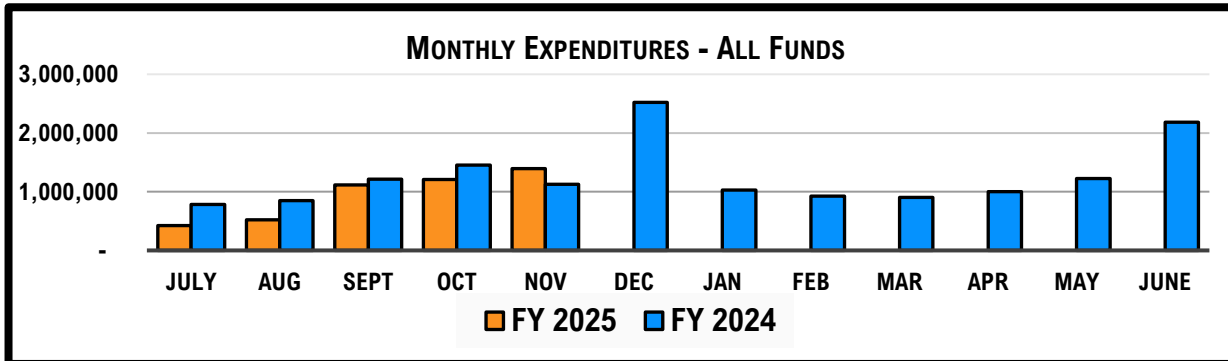
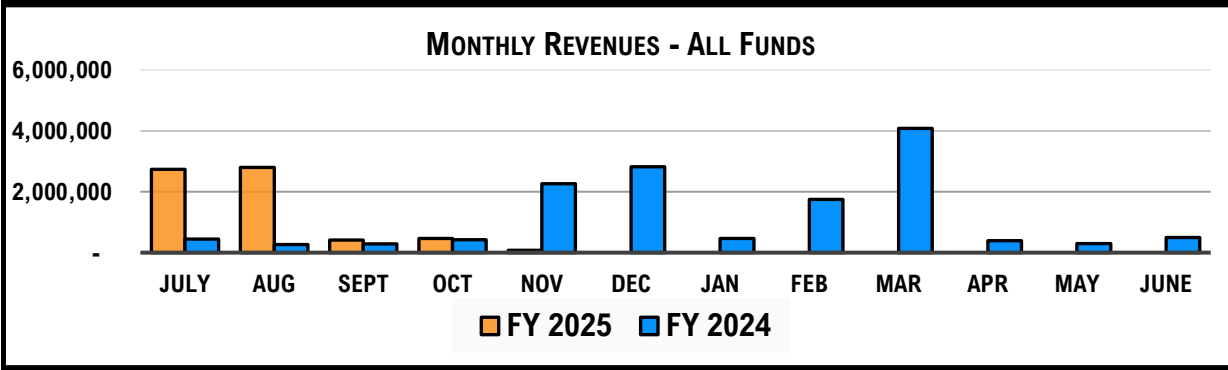
SOURCE	MONTH	YTD	BUDGET	YTD % OF BUDGET
Salaries	\$ 924,000	\$ 2,670,000	\$ 8,058,000	33.1%
Employee Benefits	237,000	708,000	2,005,000	35.3%
Purchased Services	106,000	570,000	1,474,000	38.7%
Supplies and Materials	55,000	251,000	647,000	38.8%
Capitall Outlay	-	175,000	362,000	48.3%
Tuition and Other	65,000	274,000	726,000	37.7%
Non-Capitalized Equipment	4,000	8,000	67,000	11.9%
Debt Payments	-	-	1,176,000	0.0%
<b>Total</b>	<b>\$ 1,391,000</b>	<b>\$ 4,656,000</b>	<b>\$ 14,515,000</b>	<b>32.1%</b>

## November 2023 Expenditures (Prior Year)

SOURCE	MONTH	YTD
Salaries	\$ 582,000	\$ 2,209,000
Employee Benefits	144,000	578,000
Purchased Services	160,000	597,000
Supplies and Materials	36,000	191,000
Capitall Outlay	170,000	1,712,000
Tuition and Other	35,000	138,000
Non-Capitalized Equipment	-	1,000.00
Debt Payments	-	-
<b>Total</b>	<b>\$ 1,127,000</b>	<b>\$ 5,426,000</b>

**November 2024 YTD VS. November 2023 YTD**  
**-\$770,000**

# Cash Flow Report - November 2024



CURRENT FISCAL YEAR (2025)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	9,848,000	2,740,000	424,000	12,164,000
AUG	12,164,000	2,800,000	520,000	14,444,000
SEPT	14,444,000	417,000	1,113,000	13,748,000
OCT	13,748,000	469,000	1,208,000	13,009,000
NOV	13,009,000	76,000	1,391,000	11,694,000
DEC				
JAN				
FEB				
MAR				
APR				
MAY				
JUNE				

PRIOR FISCAL YEAR (2024)				
	BEGINNING BALANCE	REVENUE	EXPENSE	ENDING BALANCE
JULY	11,070,000	443,000	782,000	10,731,000
AUG	10,731,000	261,000	851,000	10,141,000
SEPT	10,141,000	282,000	1,211,000	9,212,000
OCT	9,212,000	424,000	1,455,000	8,181,000
NOV	8,181,000	2,269,000	1,127,000	9,323,000
DEC	9,323,000	2,825,000	2,523,000	9,625,000
JAN	9,625,000	471,000	1,030,000	9,066,000
FEB	9,066,000	1,746,000	924,000	9,888,000
MAR	9,888,000	4,083,000	904,000	13,067,000
APR	13,067,000	393,000	1,003,000	12,457,000
MAY	12,457,000	296,000	1,222,000	11,531,000
JUNE	11,531,000	502,000	2,185,000	9,848,000



Laura Kriha &lt;lkriha@palos128.org&gt;

---

## Smart Procure FOIA request

1 message

---

**Kim Anoman** <kanoman@palos128.org>  
To: Sheri Reid <sreid@smartprocure.com>  
Bcc: lkriha@palos128.org

Tue, Dec 10, 2024 at 2:00 PM

Sheri,

I have uploaded the requested documents per your FOIA Request below:

From: **Sheri Reid** <sreid@smartprocure.com>  
Date: Fri, Dec 6, 2024 at 8:01 AM  
Subject: SmartProcure FOIA Request to Palos Heights School District #128 For PO/Vendor Information  
To: mbrownlow@palos128.org <mbrownlow@palos128.org>

Dear Merryl Brownlow or Custodian of Public Records,

SmartProcure is submitting a commercial FOIA request to the Palos Heights School District #128 for any and all purchasing records from 9/9/2024 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

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

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

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

<https://upload.smartprocure.com/?id=c2RqPWEyYlZQMDAwMDAwSWlaM1IBSyZzdD1JTCZvcmc9UGFsb3NlZWlnaHRzU2Nob29sRGlzdHJpY3QxMjgmb2lkPTEwMTAwOA%3D%3D>

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

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

Regards,

Sheri Reid  
Data Acquisition Specialist  
SmartProcure  
Direct: (561) 609-6759  
Email: [sreid@govspend.com](mailto:sreid@govspend.com)

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

# PALOS SCHOOL DISTRICT 128

## ENROLLMENT UPDATE

as of December 12, 2024

<b>Grade Level</b>	<b>Enrollment as of 12/12/2024</b>	<b>Enrollment as of 11/07/2024</b>
Preschool	109	109
Kindergarten	75	75
Indian Hill Total	184	184
1st Grade	80	80
2nd Grade	73	73
3rd Grade	82	82
Chippewa Total	235	235
4th Grade	94	95
5th Grade	79	79
Navajo Total	173	174
6th Grade	84	84
7th Grade	72	73
8th Grade	78	77
Independence Jr High Total	234	234
<b>TOTAL ENROLLMENT</b>	<b>826</b>	<b>827</b>