

**PROSPECT HEIGHTS SCHOOL DISTRICT 23
BOARD OF EDUCATION - REGULAR MEETING
WEDNESDAY, JUNE 13, 2018
GRODSKY ADMINISTRATION CENTER at 7:00 PM**

Achieving excellence in learning through an equitable education for all.

AGENDA

I. CALL TO ORDER

Jeff Bowes, Board President, calls the meeting to order.

II. PLEDGE OF ALLEGIANCE

We will be led in the pledge by a MacArthur Track Team representative Myroslav Lehky, who competed at the State Meet, along with his coaches, Dan Perillo, Denisse Valladares, Mark Atkinson, Mike Howitz, Samantha Lynn and Carly Racussen. Also assisting in reciting the pledge are the American Legion Scholarship Award Winners; Belinda Lopez, Peter Kubakh, Avery Meier, and Jack Wojtowicz.

III. ROLL CALL

PRESENT: Mr. Bednar, Mrs. Botwinski, Mr. Bowes, Mr. Chester, Mr. Greidanus, and Mrs. Peters.

ABSENT: Mr. Novak

ALSO PRESENT; Dr. Don Angelaccio, Superintendent, Dr. Christie Samojedny, Assistant Superintendent of Instruction, and Mr. Micheal DeBartolo, Assistant Superintendent of Finance and Operations.

IV. RECOGNITION OF VISITORS AND PARTICIPATION

At each regular and special open meeting, members of the public and District employees may comment to or ask questions of the Board of Education. If you would like to address the Board, please complete a Visitor Participation Form and present it to Mrs. Sorensen, our recording secretary, at this time. The Board will be prepared to address those comments related to the agenda within a reasonable time.

V. COMMUNICATIONS

The board received a number of "Thank You" notes from faculty and students.

A. Thank You Notes

7

VI. COMMITTEE REPORTS

A. BUILDING AND SITES

Pat will report.

B. I.A.S.B./ED-RED

Mari-Lynn will report. Minutes of our Special Meeting from May 15 will be included in the Consent Agenda. The Board Workshop was a good opportunity for the Board and Superintendent to reflect upon our roles and responsibilities. We reaffirmed our operating procedures and expectations.

18

C. POLICY

Brian will report on our meeting on June 5, 2018. Recommended policy revisions and adoptions are presented for a first reading in new business.

D. SCHOOL/COMMUNITY RELATIONS:

Brian will report. May 21st Retirement and Recognition Event, Young Athletes,

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MacArthur Musical, Concerts, and other Year End events.

E. N.S.S.E.O.:

Brian will Report.

F. FINANCE:

Carol will report.

G. NEGOTIATIONS:

No Report.

VII. CONSENT AGENDA

The consent agenda includes the minutes from the Regular Board Meeting and Executive Session on May 9, 2018, and the June personnel report.

I move to approve the Consent Agenda as presented.

A. Approval of Regular Meeting Minutes of May 9, 2018 19

B. Approval of the Executive Meeting Minutes of May 9, 2018 26

C. Approval of Special Meeting Minutes of May 15, 2018 28

D. Approval of Special Meeting Minutes of May 21, 2018 30

E. Personnel Report 32

F. Disposal of Surplus Tech Equipment and Supplies (Action) 33

Each year, the District takes inventory of its existing equipment and supplies. Based upon need and value to the District, the Board is asked to approve the disposal of such items as required by the School Code.

I move to approve the Resolution for Disposal of Surplus Personal Property, specifically tech equipment and supplies, as presented.

VIII. FINANCIAL REPORT 50

Attached is the memo recommending payment of the voucher lists for materials, supplies, and services paid since the last BOE meeting. In addition, the District payments for salaries and insurance benefits during the previous month are included for approval. Those documents are all included for your review.

I move to approve the Financial Report as presented.

IX. SUPERINTENDENT'S REPORT

A. Review of Revenue Options (Discussion) 99

Mrs. Elizabeth Hennessey from Raymond James will share a presentation of the options for consideration. Mr. DeBartolo and Dr. Angelaccio will provide additional input into the discussion.

B. Review of Tech Plan 2.0 Data - (Information) 121

Mrs. Stavropoulos and the Tech Integration Specialists (TIS) will provide an overview of the data collected related to the goals of our Tech Plan 2.0.

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- C. Title One School Wide Building Plans (Action) 160
Dr. Samojedny will present the Title I School wide Plans for approval.
I move to approve the Title I School wide Plans as presented.
- D. Summer Curriculum Projects (Information) 195
Dr. Samojedny will present curriculum, professional development, and other projects to be carried out this summer.
- E. Curriculum Review Cycle Update (Information) 197
Dr. Samojedny will present an overview of the Curriculum Review Cycle.
- F. Trimester III BluePrint Goal Updates - (Information) 199
Dr. Angelaccio will share the updates to the current District 23 BluePrint including progress toward the goals and objectives.
- G. Enrollment and Staffing Update - (Information) 205
Dr. Angelaccio will share an update to the Board regarding current levels of enrollment and implications for staffing.
- H. Receipt of Arlington Heights Impact Fees (Information) 207
- I. Workers Compensation Renewal (Action) 209
I recommend the approval of the workers compensation insurance program in the amount of \$99,018 for 2018-19 with ICRMT, the District's workers compensation insurance carrier.
- J. Prevailing Wage - (Action) 233
- K. Transfer of Contingency Funds from Education Fund to Capital Projects Fund- (Action) 250
As presented at last months meeting, the District had set aside funds for contingency in the Education Fund for possible use on items such as special education placements and capital supplies, personnel leaves, strategic planning and additional costs to certain programs based upon State of Illinois and state/federal grant funding. Upon review of expenditures for the 2017-18 school year, both incurred and encumbered, the administration and finance committee recommends the transfer of these budgeted but unused funds for work on future capital projects.
I recommend approval of the resolution authorizing transfer of funds from the Education Fund to the Capital Projects Fund in the amount of \$150,000.
- L. Transfer of Funds from Operations & Maintenance Fund to Capital Projects Fund (Action) 253
As presented at last months meeting, the District has realized expanded rental income under the new facility use procedure. Upon review of expenditures for the 2017-18 school year, both incurred and encumbered, the rental income can be used, as intended upon creation of the procedure, for future capital projects. The administration and finance committee recommend the transfer of these budgeted but unused funds for work on future capital projects.
I recommend approval of the resolution authorizing transfer of funds from the Operations and Maintenance Fund to the Capital Projects Fund in the amount of

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\$65,000.

X. RECOGNITION OF VISITOR PARTICIPATION

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XI. OLD BUSINESS

A. Strategic Plan - Objectives (Discussion) 256

XII. NEW BUSINESS

A. August Board Meeting Date - (Discussion)

Our meeting is currently scheduled for Wednesday, August 8. Administration is requesting to move this meeting to Wednesday, August 15.

B. June 2018 - Policy Recommendations: First Reading (Discussion)

The Policy Committee met on June 5 to review the PRESS edits and recommendations to policy. The following policies are being recommended for adoption as written. These will be open for discussion at tonight's meeting, and included in the consent agenda for approval in July.

- | | |
|---|-----|
| 1. 2:105 Ethics and Gift Ban | 269 |
| 5 Year Review - Recommend adoption as written. | |
| 2. 2:170 Procurement of Architectural, Engineering, and Land Surveying Services | 272 |
| 5 Year Review - Recommend adoption as written. | |
| 3. 2:260 Uniform Grievance Procedure | 273 |
| Updated language to comply with new ethics legislation. Recommend adoption as written. | |
| 4. 4:40 Incurring Debt | 277 |
| Update policy by naming Assistant Superintendent for Finance and Operations.
Recommend adoption as written. | |
| 5. 4:80 Accounting and Audits | 279 |
| Language and Statute edits. Recommend adoption as written. | |
| 6. 4:140 Waiver of Student Fees | 281 |
| 5 Year Review - Recommend adoption as written. | |
| 7. 5:20 Workplace Harassment Prohibited | 282 |
| Significant edits to align with new laws and practices. Recommend adoption as written and adoption of resolution. | |
| 8. 5:200 Terms and Conditions of Employment and Dismissal | 286 |
| Updated language related to restrictions on School Social Workers providing services to District students in private settings. Recommend adoption as written. | |
| 9. 6:30 Organization of Instruction | 287 |
| 5 Year Review - Recommend adoption as written. | |

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|---|-----|
| 10. 6:60 Curriculum Content | 288 |
| New language due to mandate for cursive instruction. We already are compliant with instruction in grades 1-3. Recommend adoption with indication of 3rd grade for cursive unit. | |
| 11. 6:120 Education of Children with Disabilities | 290 |
| 5 Year Review - Recommend adoption as written. | |
| 12. 6:135 Accelerated Placement Program | 291 |
| New policy to comply with new mandates. Recommend adoption as written and acceptance of both options. | |
| 13. 6:190 Extracurricular and Co-Curricular Activities | 293 |
| 5 Year Review - Recommend adoption as written. | |
| 14. 6:230 Library Media Program | 294 |
| 5 Year Review - Recommend adoption as written. | |
| 15. 6:240 Field Trips | 295 |
| Updated language for continuity. Recommend adoption as written. | |
| 16. 6:250 Community Resource Persons and Volunteers | 296 |
| Updated language. Recommend adoption as written. | |
| 17. 7:50 School Admissions and Student Transfers To and From Non-District Schools | 297 |
| New language to comply with Accelerated and Early Entrance legislation. Recommend adoption as written. | |
| 18. 7:330 Student Use of Buildings - Equal Access | 299 |
| Updated. Recommend adoption as written. | |
| 19. 8:25 Advertising and Distributing Materials in Schools Provided by Non-School Related Entities | 300 |
| 5 Year Review - Recommend adoption as written. | |

XIII. EXECUTIVE SESSION

I move we adjourn to Executive Session for matters regarding personnel and negotiations. There will be no action after Executive Session.

- A. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.
- B. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity.

XIV. OPEN SESSION

XV. ADJOURNMENT

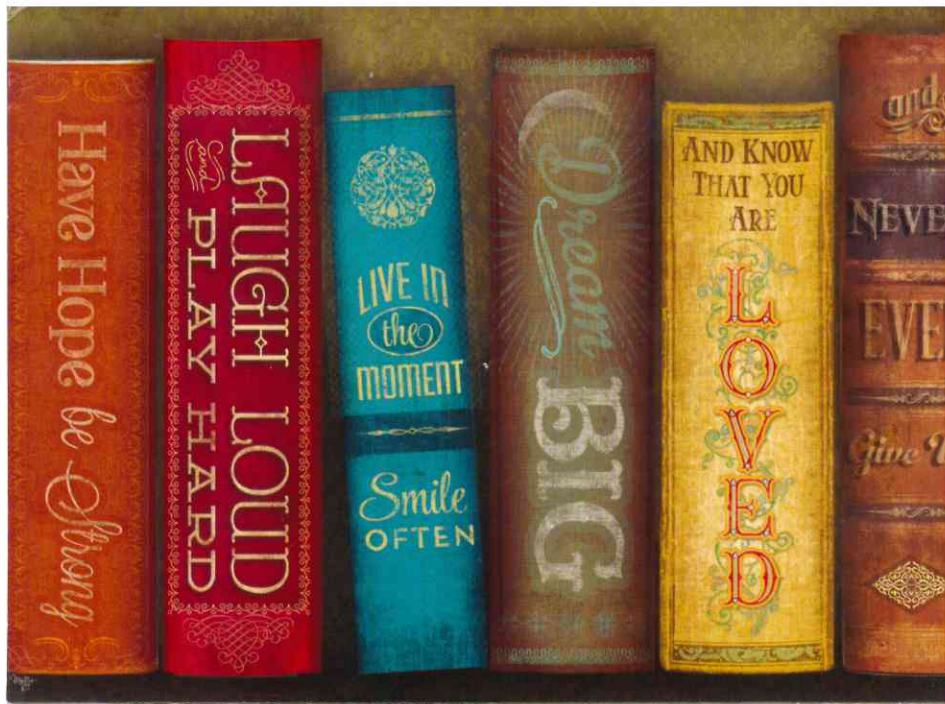
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DISTRICT ORGANIZATIONAL GOALS

- Provide educational opportunities that are responsive to the needs of all learners and reflective of the demands of accountability.
- Engage families, community members and staff in dialogue, deliberation and collaborative thinking around the common interests of District 23.
- Manage resources efficiently and effectively to align with District priorities while being fiscally responsible



Dear School Board and Admin.

Monday's breakfast was a great way to start the week. I loved the yogurt + blueberries! It was so nice to sit and chat with everyone.

Thank you for taking time out of your day (especially Jeff) and helping to make our Appreciation week so special.

Fondly,
Betsy Yager



thanks

Administrators Members, One & All,

May thanks for making
teacher appreciate week so
special. Breakfast was a
treat & a wonderful way to
start the day.

Thank you very much. Satia

Dear Administrative Team,

Thank you for the elaborate breakfast buffet on Monday. You gave a new meaning to a pancake breakfast! We were overwhelmed with the breakfast choices and the "real" cream for the coffee.

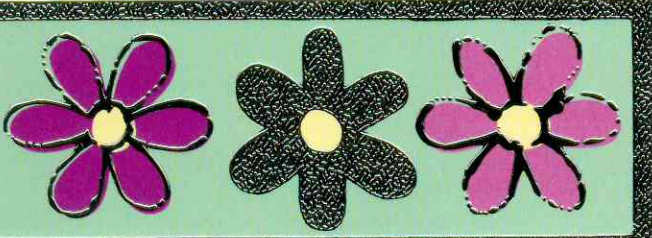
We know that it took a great deal of time to plan and prepare everything for us and it was a marvelous way to begin the week.

Thank you for taking such good care of the staff.

Sincerely,

The Second Grade Team

Thank You



Thank You

Dear Board of Education,
Thank you so much for
the delicious breakfast during
Teacher Appreciation Week. It
was a great way to start
the day and a lot better
than my typical yogurt and



baggie of cereal. 😊 I
appreciate you getting our
day started right here at
ROSS.

Sincerely,
Michelyn Sabath



Dear BOE,

Thank you for your participation
in the End of the year celebration
honoring our retirees & recognizing
our staff. It's always our pleasure
to spend time with you in a
social setting.

Have a happy & safe summer.

PHEA



Thank You

Dear Dr. A and Board and Mr. Curtis
I wanted to thank you again for
taking time to view the classes' year
long project. It meant so much to
them and really made their day!

Sincerely,
Ms. Chastain

May 25,
2018

Dear Dr. A and Board,

Thank you so much for coming to see our talk shows! I greatly hope you enjoyed them and also one more thing, Dr. A, if you would be interested in trying to make a video just like ours let us know.

Sincerely,
Martin Marco Perua
Jackson Lee Nathan Ramin
Limin, appear w.
Jasmine

MAY 25, 2018

Dear Dr. A and Board,

Thanks for coming.
I hope you enjoyed watching
our videos. I also hope
that you liked them as
much as us.

Sincerely,
Alyssa.

5/25/18

Dear Dr. A and Board,

Thanks for watching our videos.
I hoped you enjoyed our
awesome video.

Sincerely,
Reid Spivey
Marko Dymov
Dennak
Jenna N
Emerson

May 25, 2018

Dear Dr. A and Board,

Thank you so much for coming!
We really hoped you enjoyed our
videos. Also thank you for your
time to see my video. I gratefully
appreciated your visit.

Sincerely,
Nicole
max
Katherine
Orion
Anthony
Audrey

Erin Dolwick

Anna Hallman

Megan Windsor

Juan Pedraza

Kasey Jabeck

Kim Basile



Sam Simpson

Joe Behm

Bryan Quisenberry

Stacey Hendricks

Jan Jeff

The pancake breakfast was delicious and truly appreciated. Thank you all for your thoughtfulness!

Wendy Behm

Kim Sakjanda

Marilyn Nelson

Stephanie Killeen

Mike Howitz

Dave Heywood

Jodi Hernandez

Melissa Joffe

Y. X. O. O. Kalaran

Christine O'Brien

Vicki Samiotakis

MARK ATKINSON

Kristen Bearwald

Jui Halpin

Jeni Teramoto

Denisse Valladares

Amy Mailoux

Stephanie O'Connor

Lillian Insurrella

May 16, 2018

Board of Education
C/o Mr. Jeffrey Bowes, Board President
Dr. Don Angelaccio, Superintendent
Prospect Heights SD 23
700 N Schoenbeck Rd.
Prospect Heights, IL 60070-1231

Dear Members of the Board of Education and Dr. Gordon:

Thank you for your recent participation in a Board Governance Review board self-evaluation workshop on May 15, 2018. I appreciated the Board's willingness to discuss their effectiveness in relation to the Foundational Principles (FP) which is the job description for the Board. We also reviewed the Board/Superintendent Communications Expectations document. The Board and Superintendent agreed all areas are working well. The team also reviewed the Board Agreements in which I suggested one minor edit. The document is included.

The following are the "Next Steps" that you identified:

- Continue the efforts of community engagement to tell the District 23 story. (FP#2)
- Establish metrics for key indicators in defined areas. (FP#5)
- Clarity of alignment of agenda items to district goals. (FP#6)
- Define the orientation process for new board members. (FP#6)
- Apply for Board Governance Recognition. (FP#6)

Please review and prioritize the Next Steps and Board Agreements on which the Board came to a consensus. I encourage the Board review these in open session, change the wording if necessary to better capture the Board's consensus, and approve at a regularly scheduled board meeting. The board should also review its written board policies to ensure alignment with any of its Board Agreements.

I have included the BGR tally for your records.

You will receive an invoice for \$300 for the cost of the workshop. This reflects a voucher savings of \$100 due to board member participation in a pre-conference workshop.

I enjoyed our evening together. You are a dedicated team working well together for the good of your community. I truly feel the passion you all have for your district. I am excited about your application for the Governance Recognition Award! I look forward to working with you again.

Sincerely,

Dee Molinare

Dee Molinare, Ed.D.
IASB Field Services Director
630/629-3776 ext. 1263
dmolinare@iasb.com

Enc: BGR Tally; Updated Board Agreements

PLEASE REPLY TO:

□ 2921 Baker Drive
Springfield, Illinois
62703-5929
217/528-9688
Fax: 217/528-2831

□ One Imperial Place
1 East 22nd Street
Suite 20
Lombard, Illinois
60148-6120
630/629-3776
Fax: 630/629-3940

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Executive Director



PROSPECT HEIGHTS SCHOOL DISTRICT 23

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting

Grodsky Administration Building

7:00 p.m.

May 9, 2018

<p><u>Members Present</u> Jeff Bowes, Board President Kevin Novak Mari-Lynn Peters Carol Botwinski Jim Bednar Brian Greidanus</p>	<p><u>Members Absent</u> Pat Chester</p>
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<p><u>CALL TO ORDER</u></p>	<p>Jeff Bowes, Board President, called the meeting to order at 7:00 p.m.</p>
<p><u>PLEDGE OF ALLEGIANCE</u></p>	<p>Students who participated on behalf of District 23 in Special Olympics lead the Board and the attendees in reciting the Pledge of Allegiance. The students were Michael Krzywosz, Abraham Sanchez, Sarah Moeykens, and Cameron Dreyer, along with their coaches, Abbey Lynch, Megan Akhteebo, and Joy Goscinski-Jones.</p>
<p><u>ROLL CALL</u></p>	<p>PRESENT: Mr. Novak, Mr. Greidanus, Mrs. Peters, Mr. Bednar, Mr. Bowes, and Mrs. Botwinski (arriving at 7:43 p.m.)</p> <p>ABSENT: Mr. Chester</p> <p>ALSO PRESENT: Dr. Angelaccio, Superintendent, Dr. Samojedny, Assistant Superintendent of Curriculum and Instruction, and Mr. DeBartolo, Assistant Superintendent of Finance and Operations.</p>
<p><u>RECOGNITION OF VISITORS AND PARTICIPATION</u></p>	<p>Parents spoke on behalf of the wrestling coach at MacArthur. The parents wanted to let the Board to know all of the positive aspects they see in the coach and all he has done for the students.</p> <p>The parents were; Karen Schroll, Linda Lazzara, Michael Gaggiano, Lisa Lucas, Jennifer Romano, Trisha Tinsley, and Ivanna Ilinykh</p>

<p><u>COMMUNICATIONS</u></p>	<p><u>PHIL RECOGNITION AND PRESENTATION</u> Mr. Harris, a representative of the Prospect Heights Instrumental League (PHIL), presented the Board, PHIL's decision to disband the organization. PHIL donated the balance of their funds with the express purpose of using these funds to support the vocal and instrumental programs. PHIL was formed in 1978 to support the instrumental program with fundraisers and extra activities.</p> <p><u>GARDEN CLUB DONATION</u> The Prospect Heights Garden Club donated a tree in recognition of Arbor Day. The tree, a Serviceberry, was planted at Eisenhower School in honor of the Arbor Day Program at Eisenhower School.</p> <p><u>END OF YEAR CELEBRATION</u> On May 21, 2018, the Prospect Heights District 23 Board of Education will host an End of Year Celebration during the District-wide Staff Meeting to honor colleagues achieving years of service as well as retirees.</p> <p><u>THANK YOU NOTE</u> A thank you note from an employee was received for flowers sent on behalf of the Board of Education.</p> <p><u>2018 LEA DETERMINATION</u> Dr. Angelaccio gave praise to Dr. Sroka and the Student Services Department for their diligence to ensure District 23 met all the requirements set by the Illinois State Board of Education. A letter was received from ISBE informing the District that all State Performance Plan Indicators had been met.</p>
<p><u>COMMITTEE REPORTS</u></p>	<p><u>BUILDING AND SITES</u> Mr. Bednar reported on discussions held during the meeting on two proposals obtained for seal coating Eisenhower parking lots. Discussion was also held on the SEIU vacation day buyout possibility, and transferring unused contingency funds.</p> <p><u>I.A.S.B./ED-RED</u> No report. Dr. Angelaccio reminded the Board of the upcoming workshop on Tuesday, May 15th, to begin at 6 p.m.</p> <p><u>POLICY</u> No Report. Dr. Angelaccio suggested updates to Press Policy are expected soon, so there will be a need to establish a date for the Policy Committee to meet to review the changes.</p>

	<p><u>SCHOOL/COMMUNITY RELATIONS</u> Mr. Greidanus spoke of the Administration Team’s breakfast provided for the elementary schools on Monday and MacArthur on Wednesday. The meals were in honor of Teacher Appreciation Week. The breakfast was well attended and much appreciated. The committee also spent time brainstorming on the new Mission and Vision statement for the District.</p> <p><u>N.S.S.E.O.</u> No report. There will be a vote later on the 2018-19 N.S.S.E.O. Budget.</p> <p><u>FINANCE</u> Mrs. Peters shared discussions regarding an Apple Purchase Program, which would allow staff members and Board members the ability to buy various Apple products at a discounted rate. More details will follow. The committee discussed the resolution for Board review of the weekly bill pay resolution for FY19. Also discussed were the possible SEIU vacation day buyout. A presentation by Dr. Samojedny concerning the Title I Grant being submitted for approval, giving the District an additional \$22,000 in grant funding. Discussions on unused contingency funds and the expenditure of remaining building funds were held. Lastly, they discussed the disposal resolution of Tech Equipment.</p> <p><u>NEGOTIATIONS</u> No report</p>
<p><u>CONSENT AGENDA</u></p>	<p>The consent agenda included the minutes from the Regular Board Meeting and Executive session of April 11, 2018, the May personnel report, the Resolution to Approve NSSEO’s FY19 budget, the Resolution Authorizing Weekly Payment of Bills for FY19, and an Intergovernmental Agreement between Prospect Heights District 23 and Arlington Heights District 25 for Food Services.</p> <p>Moved by Mrs. Peters, seconded by Mr. Novak to approve the Consent Agenda as presented, followed by a vote of 6 Ayes (Novak, Greidanus, Bednar, Botwinski, Bowes, and Peters). 0 Nays Absent: Chester</p>
<p><u>FINANCIAL REPORT</u></p>	<p>Mr. DeBartolo recommended the payment of the voucher lists for materials, supplies, and services paid since the last Board</p>

	<p>Meeting. Also, District payments for salaries and insurance benefits during the previous month.</p> <p>Moved by Mrs. Botwinski, seconded by Mrs. Peters to approve the financial report as presented, followed by a vote of 6 Ayes (Novak, Greidanus, Bednar, Botwinski, Bowes, and Peters). 0 Nays Absent: Chester</p>
<p><u>SUPERINTENDENT'S REPORT</u></p>	<p><u>2018 ESY SUMMER SCHOOL PROGRAM</u> Dr. Sroka prepared a memo informing the Board of plans to provide Summer Extended School Year Services to our already identified Special Education Students. Mr. Joel Grafman will serve as the program coordinator under the direction of Dr. Sroka. Families of eligible students have been notified and asked to respond by May 11th. The program will be housed at Eisenhower School, and run from June 12th thru July 12th, providing 60 hours of instruction.</p> <p><u>RESOLUTION FOR THE REDUCTION IN FORCE FOR EDUCATIONAL SUPPORT PERSONNEL</u> Dr. Angelaccio presented the Resolution for the Reduction in Force for Educational Support Personnel. Educational Support Personnel are honorably dismissed when there is an anticipated decrease in the number of positions needed or a particular type of service. This affects the Library Program Assistant as the current plan is to replace the current position with two .5 FTE positions.</p> <p>Moved by Mrs. Peters, seconded by Mrs. Botwinski to approve the Resolution Authorizing the Honorable Dismissal of Educational Support Personnel due to Reduction in Force, followed by a vote of 6 Ayes (Novak, Greidanus, Peters, Bednar, Botwinski, and Bowes). 0 Nays Absent: Chester</p> <p><u>TITLE GRANT AMENDMENT</u> Dr. Samojedny gave a presentation on the submitted, and amended Title I and Title II grant applications. The amended grants will expend funds by our program needs and goals. The changes to the grants will provide for additional technology in Anne Sullivan's Library, materials for Reading Intervention programs at all three elementary buildings, an expanded lending library for students, and for professional development activities.</p> <p><u>TITLE I DISTRICT PLAN FOR FY19</u> Dr. Samojedny gave a presentation on the submitted waiver to the Illinois State Board of Education, to use the funds as a</p>

“School-wide” program due to the expanding needs of our community. The Board approved the revised Title I Improvement plan and will review each school’s plan at the June meeting.

Moved by Mrs. Peters, seconded by Mr. Novak to approve the 2018-19 Title I District Plan as presented, followed by a vote of 6 Ayes (Novak, Greidanus, Peters, Bednar, Botwinski, and Bowes) 0 Nays
Absent: Chester

PROFESSIONAL DEVELOPMENT PLAN PRESENTATION

Dr. Samojedny gave an overview of the topics from our 2017-18 Professional Development plan, the results from the needs assessment survey, and topics for focus in the 2018-19 Professional Development plan. This year the District followed the Cohort Model giving staff choices for staff development. The offers were: a book study, Inquiry-Based Learning, Differentiation: Instructional Strategies, Behavior Strategies, the 4C’s; Collaboration, Communication, Critical Thinking, and Creativity. Support Staff Opportunities were also available. Next year’s PD Plans are to continue the cohort model with six major topics of interest.

FORMAL APPROVAL OF 2013 TARGET CORPORATION PROPERTY TAX APPEAL AS RECOMMENDED BY LEGAL COUNSEL ON APRIL 9, 2018

Discussions were held during the closed Executive Session, on April 11, 2018. A settlement was recommended to resolve the appeal of the Target Corporation filed for the 2013 tax year. The settlement agreement reduces the potential loss from \$46,663 to \$9,693. The settlement is paid through current tax proceeds being collected by the school district that are redirected to the property owner.

Moved by Mrs. Peters, seconded by Mrs. Botwinski to approve the settlement of the 2013 Target Corporation property tax appeal as recommended for \$9,693, followed by a vote of 6 Ayes (Novak, Greidanus, Peters, Bednar, Botwinski, and Bowes) 0 Nays
Absent: Chester

TRANSFER OF UNUSED CONTINGENCY FUNDS AND RENTAL INCOME TO CAPITAL PROJECT FUND

Mr. DeBartolo presented a proposal to transfer unused

	<p>contingency funds to support capital projects and building needs. These funds were set aside to meet certain anticipated needs. There are approximately \$170,000 remaining in the contingency fund. The District is also receiving rental income under its new facility use policy and currently has \$50,550. Upon discussion by the Board of Education and consensus on these two items, the Administration will bring transfer resolutions to be approved at the June 2018 Board meeting.</p> <p><u>FINANCIAL UPDATE FOR 3RD QUARTER</u> Mr. DeBartolo presented the Third Quarter Financial Report, a copy of which is enclosed.</p> <p><u>REVENUE OPTIONS</u> Dr. Angelaccio along with Mr. DeBartolo provided a brief overview of the process for considering increased revenue. The Administration would recommend using Raymond James Management for guidance in investigating and discussing the options.</p>
<u>RECOGNITION OF VISITORS AND VISITOR PARTICIPATION</u>	No one addressed the Board.
<u>OLD BUSINESS</u>	<u>STRATEGIC PLAN</u> The strategic plan continues to be refined and revised through the work of the Leadership team, District Improvement Team, and the Mission/Vision Work Group. Dr. Angelaccio explained, it is not yet ready for formal approval; the Introduction, Mission, Vision and Guiding Principles are ready for Board review and endorsement. The process will continue with refinement and a final draft will be presented for approval in June.
<u>NEW BUSINESS</u>	No new Business
<u>EXECUTIVE SESSION</u>	Moved by Mr. Bednar, seconded by Mrs. Botwinski to adjourn to Executive Session at 9:14 p.m. for matters regarding personnel, collective negotiating matters, and litigation, followed by a vote of 6 Ayes (Novak, Greidanus, Peters, Bednar, Botwinski, and Bowes) 0 Nays Absent: Chester
<u>OPEN SESSION</u>	Approval of the Non-PHEA and Hourly Salary rates FY19 Moved by Mr. Bednar, seconded by Mr. Greidanus to approve the Non-PHEA and Hourly Salary rates for 2018-19, followed by a vote of 4 Ayes (Novak, Greidanus, Peters, and Bowes).

	2 Nays (Bednar, and Botwinski) Absent: Chester
ADJOURN	Meeting was adjourned at 10:54 p.m.

Board President

Board Secretary



PROSPECT HEIGHTS SCHOOL DISTRICT 23

MINUTES OF THE EXECUTIVE SESSION OF THE REGULAR BOARD OF EDUCATION MEETING

Executive Session Administration Building 9:27 p.m. – 10:54 p.m. May 9, 2018

Members Present

Jeff Bowes, Board President
Mari-Lynn Peters
Kevin Novak
Carol Botwinski
Jim Bednar
Brian Greidanus

Members Absent

Pat Chester

ROLL CALL AND VISITORS

Superintendent Dr. Don Angelaccio; Dr. Christie Samojedny, Assistant Superintendent of Curriculum and Instruction; Mr. Micheal DeBartolo, Assistant Superintendent of Finance and Operations.

NEGOTIATIONS

We will keep Scariano Himes & Petrarca as our attorneys. However, we will change the actual attorney from the firm that we will utilize.

LEGAL

Working with District 214 on PTAB tax appeal with Target Corporation for 2016 with a shared legal cost of 50% each.

Progress is being made on the HVAC geothermal tolling agreements.

AT 9:57, DR. SAMOJEDNY, AND MR. DEBARTOLO WERE EXCUSED.

Discussed non-PHEA raises.

PERSONNEL

AT 10:27, DR. ANGELACCIO WAS EXCUSED.

Discussion of raises continued.

AT 10:52, DR. ANGELACCIO RETURNED TO THE MEETING.

Discussion of raises continued.

ADJOURNMENT

Motion moved by Mr. Bednar and Mrs. Botwinski seconded the motion to return to Open Session at 10:54 p.m. Motion carried by a roll call vote of 6 AYES (Mrs. Botwinski, Mr. Bowes, Mr. Greidanus, Mrs. Peters, Mr. Bednar and Mr. Novak).

Nays; 0

ABSENT: Mr. Chester

Board President

Board Secretary



PROSPECT HEIGHTS SCHOOL DISTRICT 23

MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING

Special Meeting Minutes Administration Building May 15, 2018

Members Present

Jeff Bowes, Board President
Mari-Lynn Peters
Kevin Novak
Carol Botwinski
Jim Bednar

Members Absent

Brian Greidanus – joined the meeting at
6:08 p.m.

Pat Chester

CALL TO ORDER

Mr. Bowes, President, called the meeting to order at 6:07 p.m.

**RECOGNITION OF
VISITORS AND
PARTICIPATION**

No one addressed the Board.

EXECUTIVE SESSION

Motion by Mrs. Botwinski, seconded by Mr. Chester to move to Executive Session for Board of Education Self-Review. There will be no action after Executive Session. Motion carried by 6 Ayes (Bednar, Botwinski, Chester, Novak, Bowes, and Peters).

Nays: 0

Absent: Greidanus

The Board adjourned to Executive Session at 6:08 p.m.

OPEN SESSION

The Board moved to Open Session at 8:23 p.m.

ROLL CALL:

PRESENT: Bednar, Botwinski, Chester, Novak, Greidanus, Bowes,

Peters.

ABSENT: None

ADJOURN

Motion moved by Mrs. Botwinski and Mr. Bednar seconded the motion to adjourn at 8:30 p.m. Motion carried by 7 AYES (Mrs. Botwinski, Mr. Bowes, Mr. Greidanus, Mrs. Peters. Mr. Bednar, Mr. Chester and Mr. Novak).

Nays; 0

Board President

Board Secretary



PROSPECT HEIGHTS SCHOOL DISTRICT 23

MINUTES OF THE BOARD OF EDUCATION

Special Meeting Minutes MacArthur Middle School 2:45 p.m. May 21, 2018

<u>Members Present</u> Jeff Bowes, Board President Mari-Lynn Peters Carol Botwinski Brian Greidanus	<u>Members Absent</u> Kevin Novak Jim Bednar Pat Chester
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<u>CALL TO ORDER</u>	Jeff Bowes, Board President, called the meeting to order at 2:46 p.m.
<u>ROLL CALL</u>	<p>PRESENT: Mr. Bowes, Mrs. Peters, Mrs. Botwinski, and Mr. Greidanus.</p> <p>ABSENT: Mr. Novak, Mr. Bednar, and Mr. Chester</p> <p>ALSO PRESENT: Dr. Angelaccio, Superintendent</p>
<u>RECOGNITION OF VISITORS AND PARTICIPATION</u>	No one addressed the Board.
<u>CONSENT AGENDA</u>	<p>Dr. Angelaccio recommended the hiring of Dr. Amy Zaher as Assistant Superintendent for Curriculum and Instruction. A brief discussion followed.</p> <p>Motion by Mrs. Botwinski, seconded by Mr. Greidanus to approve Dr. Amy Zaher as Assistant Superintendent for Curriculum and Instruction, followed by 4 Ayes. (Bowes, Peters, Botwinski, and Greidanus). 0 Nays Absent: Novak, Bednar, and Chester.</p>
<u>ADJOURN</u>	Motion by Mrs. Botwinski, seconded by Mr. Greidanus to adjourn the Special Meeting at 2:51 p.m., followed by a vote of 4 Ayes (Bowes, Peters, Botwinski, and Greidanus). 0 Nays. Absent: Novak, Bednar, and Chester.

Board President

Board Secretary

PERSONNEL REPORT 6/13/2018

<u>Name</u>	<u>Positon</u>	<u>Replacing</u>	<u>Action</u>	<u>FTE</u>	<u>Number of Positions</u>	<u>Effective</u>	<u>School</u>	<u>PHEA or BOARD</u>	<u>2018-2019 Amount</u>
Rachel Schoeny	Teacher-2nd Grade	Meghan Lopez	New Hire	1		8/20/18	Ross		\$56,740
Nicole Baran	Teacher-EC	Nicole Baran	Recall	0.5		8/20/18	IKE		\$24,434
Kelly Caffero	School Administrative Assistant	Lorrie Ellison	New Hire	1		8/6/18	Sullivan		\$35,735
Jenny Ryo	LPN	New Allocation	New Hire	1		8/20/18	MAC		\$23.96/hour
Nora Valenzuela Muneton	Program Assistant-Bilingual	Gail Filakowski	New Hire	1		8/20/18	MAC		\$18.51/hour
Myrteza Kola	Custodian		Resignation	1		5/31/18	Sullivan		\$15/hour
Meghan Lopez	Teacher-Bilingual		Resignation	1		6/11/18	Ross		\$63,618

**RESOLUTION FOR THE DISPOSAL OF SURPLUS PERSONAL PROPERTY
Tech Equipment & Supplies**

Board of Education
Prospect Heights School District 23
Cook County, Illinois

WHEREAS, Prospect Heights School District 23, Cook County, Illinois, has accumulated certain personal properties which is no longer functional to the school district;

WHEREAS, pursuant to Section 10-22.8 of the Illinois School Code (105 ILCS 5/10-22.8), a resolution declaring the property as surplus property and no longer needed for school purposes must be presented for consideration by the Board of Education;

WHEREAS, the District administration has prepared the resolution and inventory of property for the Board of Education to consider; and

WHEREAS, in compliance with the provisions of Section 10-22.8 of the Illinois School Code, the Board of Education considers the resolution sufficient and the inventory complete.

NOW THEREFORE, BE IT RESOLVED by the Board of Education for Prospect Heights School District 23, Cook County, Illinois as follows:

- Section 1: The recitals above are incorporated herein by reference.
- Section 2: The property referenced above and attached hereto via Exhibit A is declared as surplus property and therefore qualified for disposal by public sale OR private sale.
- Section 3: The disposal of the property shall be overseen by the Superintendent or her designee.
- Section 4: This Resolution shall be in full force and effect upon its passage by the Board of Education.

ADOPTED this 13th day of June 2018 upon receiving a motion from Member _____, and a second of the motion by Member _____ followed by a roll call vote recorded as follows:

AYES:

NAYS:

ABSENT/ABSTAIN:

President, Board of Education

ATTEST:

Secretary, Board of Education

Exhibit A

SEE ATTACHMENTS

iMacs

Laptops

iPads

ThinkPads

Cases

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education of Prospect Heights School District 23, Cook County, Illinois (the "Board"), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of a resolution entitled:

**RESOLUTION FOR THE DISPOSAL OF SURPLUS PERSONAL PROPERTY
Tech Equipment & Supplies**

as adopted by the Board at its meeting held on the 13th day of June, 2018.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 13th day of June, 2018.

Secretary, Board of Education

iMacs	
Asset Tag	Serial
000727	YM0150HUDMV
000698	H00090666MJ
000118	QP74115YX86
000651	YM0150N6DMV
000550	H09522MN6MH
000606	H0013455DMV
000549	W8807ACYX86
000678	H001345ADMV
000555	H001345PDMV
000560	H0013459DMV
000599	YM0150M3DMV
000594	YM0150JBDMV
000644	H001344JDMV
000673	YM0150QYDMV
000609	YM0150KPDMV
000578	YM0150RKDMV
000696	H000323J6MH
000293	H09522MD6MH
001264	YM0150L5DMV
000034	YM0150HYDMV
000933	YM0150PPDMV
000766	YM0150R6DMV
000131	W881417VX86
000125	W88140HBX86
000105	W88141TPX86
000561	YM0150P0DMV
000721	H000904U6MJ
000679	H000323L6MH
000743	H00032396MH
000579	H0013462DMV
000383	H09522N46MH
000932	YM0150JKDMV
000916	H09522U36MH
000309	YM0150R4DMV
000702	H000323E6MH
000477	H09522L76MH
000345	YM0150N2DMV
000683	H000905J6MJ
000132	W88140HCX86
000444	H001345LDMV

000713	H000323F6MH
000704	H000905Z6MJ
000719	H00090656MJ
000441	QP75206LX86
000712	H000906B6MJ
000728	YM0150R20MV
000708	H00090606MJ
000810	YM0150RADMV
000707	H00032386MH
000391	H09522NG6MH
001166	YM0150K1DMV
001238	451104S8FYN
000875	45109LC9F5W
000871	45111EXKF5W

Laptops		
Asset Tag	Serial	Model
001091	45111EM5F5W	A1342
001177	451491QUF5W	A1342
0000584	451100SZF5W	A1342
001240	4511119YFYN	A1342
000056	W8009V8K8PW	A1342
000039	45111EY4F5W	A1342
001024	451491R8F5W	A1342
001248	W8009V8M8PW	A1342
000434	4511117FFYN	A1342
000277	45111EZ9F5W	A1342
000514	W8009URA8PW	A1342
000473	W801132K8PW	A1342
000044	WQ947H1B8PW	A1342
000552	WQ9478YH8PW	A1342
000878	45111EZDF5W	A1342
000464	WQ947HL58PW	A1342
001011	451491M6F5W	A1342
2190	451491S5F5W	A1342
000585	45111EXJF5W	A1342
000468	W8009TUH8PW	A1342
000883	W80112WR8PW	A1342
000472	W801134B8PW	A1342
000873	451106W0FYN	A1342
2186	451491T0F5W	A1342
001247	W8009UVZ8PW	A1342
000884	W801135P8PW	A1342
001176	451491SGF5W	A1342
000024	451104S5FYN	A1342
3068	451104GEFYN	A1342
000021	451104RXFYN	A1342
001095	W80113608PW	A1342
000828	W801139M8PW	A1342
001169	451491QGF5W	A1342
000098	W80112WL8PW	A1342
000790	450171F4FYN	A1342
000925	450171EUFYN	A1342
000512	W801139W8PW	A1342
2191	451491S2F5W	A1342
3129	WQ947HL78PW	A1342
000509	W801139U8PW	A1342

Laptops		
Asset Tag	Serial	Model
001243	WQ944LMU8PW	A1342
000438	W8009UZ38PW	A1342
001245	451104MJFYN	A1342
000264	45111EUPF5W	A1342
000469	W80113CP8PW	A1342
000859	451106VPFYN	A1342
000018	451104MPFYN	A1342
000020	451106Y0FYN	A1342
000872	4511EZCF5W	A1342
2185	451491SWF5W	A1342
000807	451106WYFYN	A1342
000834	451106VTFYN	A1342
000822	451104L5FYN	A1342
000819	451104P2FYN	A1342
000816	W80112WC8PW	A1342
001096	WB0112128PW	A1342
000833	451105WUFYN	A1342
000821	451104MDFYN	A1342
000826	451102XGFYN	A1342
000818	451106W4FYN	A1342
3067	451106XWFYN	A1342
000827	W80112WF8PW	A1342
000829	451106X7FYN	A1342
000831	451106XBFYN	A1342
000823	451104H1FYN	A1342
000830	451106X5FYN	A1342
000817	451104SBFYN	A1342
000881	W80113658PW	A1342
001418	451110VAFYN	A1342
00006	W8009UYS8PW	A1342
000395	WQ947HH58PW	A1342
692	W0947HTA8PW	A1342
000663	450171FKFYN	A1342
001831	W0947HMV8PW	A1342
000820	W801139V8PW	A1342
001424	451212QCF5W	A1342
001170	451491QAF5W	A1342
000602	45111ESMF5W	A1342
2189	451491S6F5W	A1342
000563	45111EYDF5W	A1342

Laptops		
Asset Tag	Serial	Model
03468	45111EY7F5W	A1342
000693	45111ES0F5W	A1342
000664	450171F3FYN	A1342
Not in WHD	45017152FYN	A1342
3031	W8009UZ08PW	A1342
000523	WO947HK58PW	A1342
000055	W8009UK58PW	A1342
03216	450171E9FYN	A1342
000052	W8009UY8PW	A1342
000661	451106WXFYN	A1342
000575	451104RLFYN	A1342
000580	45111EX9FW	A1342
000510	4511117XFYN	A1342
000573	W801133P8PW	A1342
000589	45111ET4F5W	A1342
000371	WO944LRU8PW	A1342
000080	W8009TU28PW	A1342
000645	450171B0FYN	A1342
000574	451106XMFYN	A1342
000054	W8009UZG8PW	A1342
000592	WQ944M0L8PW	A1342
000053	W8009TZP8PW	A1342
000874	451104R3FYN	A1342
000564	451106VXFYN	A1342
000057	W8009UY68PW	A1342
000689	45111EY8F5W	A1342
000686	45111EXZF5W	A1342
001241	451104S6FYN	A1342
000880	451106W2FYN	A1342
001239	451104NYFYN	A1342
001107	45111ESSP5W	A1342
000571	451104LMFYN	A1342
2377	W8009V608PW	A1342
000694	45111EKCF5W	A1342
000019	451106WZFYN	A1342
000666	45111EP3F5W	A1342
000079	W8009UYW8PW	A1342
000825	451106X2FYN	A1342
001173	451491RTF5W	A1342
2183	451491S4F5W	A1342

Laptops		
Asset Tag	Serial	Model
000566	W80112T58PW	A1342
000029	451104H2FYN	A1342
000013	45111EP9F5W	A1342
000567	451104RJFYN	A1342
000059	W8009UTV8PW	A1342
000023	W80090YR8PW	A1342
000050	W8009UZ88PW	A1342
543	Not in WHD	A1342
1244	451110UEFYN	A1342
000061	W8009V318PW	A1342
001021	451491PLF5W	A1342
1246	451104S7FYN	A1342
000680	45111EW2FSW	A1342
665	450171EQFYN	A1342
405	451104S2FYN	A1342
570	5451104MGFYN	A1342
567	451104RJFYN	A1342
1244	4511T0UEFYN	A1342
548	WQ944M9J8PW	A1342
23	W8009UYR8PW	A1342
59	W8009UTV8PW	A1342
680	45111EW2F5W	A1342
1246	451104S7FYN	A1342
1021	451491PLF5W	A1342
61	W8009V318PW	A1342
2381	C02PVB30G8WN	A1398
000611	45111EVAF5W	A1342
1178	C02J3P4BDTY3	A1342
1186	C02J3P48DTY3	A1342
1390	C1MKRVWKDTY3	A1342
001400	C1MKRMD1DTY3	A1342
1236	C02J3P44DTY3	A1342

iPADS

Asset Tag	Serial	Model	
2206	DMTGQGVDFHW	iPad 2	
2849	DMTGQGVDFHW	iPad 2	Removed from JAMF/WebHelpDesk
2894	DMPPKE39G5VJ	iPad 2	
2508	DMPPKGMBG5VJ	iPad 2	
2769	DMPPKG0EG5VJ	iPad 2	
2682	DMPPKGLAG5VJ	iPad 2	
2763	DMPPKFT9G5VJ	iPad 2	
2650	DMPPKG64G5VJ	iPad 2	
2511	DMPPKG3VG5VJ	iPad 2	
2837	DMPPKF4FG5VJ	iPad 2	
2491	DMPPKFKSG5VJ	iPad 2	
3545	DMQS59MMG5VW	iPad 2	
2528	DMPPKFSXG5VJ	iPad 2	
2725	DMPPKG4AG5VJ	iPad 2	
4063	F6QRM05BGVJ	iPad 2	
2664	DMPPKFGUG5VJ	iPad 2	
2918	DMPPKBWHG5VJ	iPad Air 2	
2793	DMPPKFRKG5VJ	iPad Air 2	
2059	DMPMVHMJF185	iPad 4th Gen	
1802	DMPMGG2PF182	iPad 4th Gen	
1803	DMPMGG3CF182	iPad 4th Gen	
1801	DMPMG62SF182	iPad 4th Gen	
1804	DMPMGGNDF182	iPad 4th Gen	
1805	DMPMGH2KF182	iPad 4th Gen	
1806	DMPMGHGWF182	iPad 4th Gen	
1807	DMPMGJMWF182	iPad 4th Gen	
1808	DMPMGJPDF182	iPad 4th Gen	
1809	DMPMGJS0F182	iPad 4th Gen	
1810	DMPMGJVZF182	iPad 4th Gen	
1811	DMPMGJZ2F182	iPad 4th Gen	
1821	DMPMGL2JF182	iPad 4th Gen	
1813	DMPMGK22F182	iPad 4th Gen	
1814	DMPMGK9KF182	iPad 4th Gen	
1815	DMPMGKC1F182	iPad 4th Gen	
1816	DMPMGKFKF182	iPad 4th Gen	
1817	DMPMGKGMF182	iPad 4th Gen	
1818	DMPMGKLPF182	iPad 4th Gen	
1819	DMPMGKW7F182	iPad 4th Gen	
1820	DMPMGKWJF182	iPad 4th Gen	
1812	DMPMGK0FF182	iPad 4th Gen	
1822	DMPMGL7XF182	iPad 4th Gen	
1823	DMPMGLA5F182	iPad 4th Gen	

1824	DMPMGLDFF182	iPad 4th Gen	
1825	DMPMGLJJF182	iPad 4th Gen	
1826	DMPMGLMRF182	iPad 4th Gen	
1827	DMPMGLWGF182	iPad 4th Gen	
1828	DMPMGLXRF182	iPad 4th Gen	
1829	DMPMGM6TF182	iPad 4th Gen	
1830	DMPMGM8NF182	iPad 4th Gen	
2178	DMPN2RMCF182	iPad 4th Gen	
2180	DMPN2RCSF182	iPad 4th Gen	
2176	DMPN2RTAF182	iPad 4th Gen	
2172	DMPN3PAWF182	iPad 4th Gen	
2171	DMPN2RQRF182	iPad 4th Gen	
2091	DMPN2TMTF182	iPad 4th Gen	
2092	DMPN2UHFF182	iPad 4th Gen	
2093	DMPN2V7CF182	iPad 4th Gen	
2094	DMPN2V47F182	iPad 4th Gen	
2095	DMPN1UZEF182	iPad 4th Gen	
2097	DMPN2V98F182	iPad 4th Gen	
2100	DMPN2UJNF182	iPad 4th Gen	
2098	DMPN2V8PF182	iPad 4th Gen	
2099	DMPN2TS0F182	iPad 4th Gen	
2096	DMPN2V3LF182	iPad 4th Gen	
2020	DMPN2UK3F182	iPad 4th Gen	
2019	DMPN2UF4F182	iPad 4th Gen	
2018	DMPN2TK8F182	iPad 4th Gen	
2017	DMPN2UELF182	iPad 4th Gen	
2016	DMPN2U0TF182	iPad 4th Gen	
2013	DMPN2V6PF182	iPad 4th Gen	
2014	DMPN2TKGF182	iPad 4th Gen	
2015	DMPN1YE5F182	iPad 4th Gen	
2012	DMPN2V4YF182	iPad 4th Gen	
2011	DMPN2UGDF182	iPad 4th Gen	
2179	DMPN2Q28F182	iPad 4th Gen	
2177	DMPN2Q21F182	iPad 4th Gen	
2175	DMPN2QXQF182	iPad 4th Gen	
2173	DMPN3PTXF182	iPad 4th Gen	
2174	DMPN3QK4F182	iPad 4th Gen	
2073	DMPN2UF8F182	iPad 4th Gen	
2072	DMPN2V4VF182	iPad 4th Gen	
2075	DMPN2V99F182	iPad 4th Gen	
2071	DMPN2UKBF182	iPad 4th Gen	
2074	DMPN2V6QF182	iPad 4th Gen	
2066	DMPN2U7DF182	iPad 4th Gen	

2063	DMPN2U8ZF182	iPad 4th Gen	
2061	DMPN2V4DF182	iPad 4th Gen	
2062	DMPN2UJ7F182	iPad 4th Gen	
2069	DMPN2V7TF182	iPad 4th Gen	
2065	DMPN2TL0F182	iPad 4th Gen	
2067	DMPN2UETF182	iPad 4th Gen	
2070	DMPN1XBJF182	iPad 4th Gen	
2064	DMPN2U67F182	iPad 4th Gen	
2089	DMPN2U3JF182	iPad 4th Gen	
2088	DMPN2UF0F182	iPad 4th Gen	
2085	DMPN2UJ2F182	iPad 4th Gen	
2090	DMPN2V4PF182	iPad 4th Gen	
2087	DMPN2V6YF182	iPad 4th Gen	
2042	DMPMVGXYF185	iPad 4th Gen	
2001	DMPMVHCQF185	iPad 4th Gen	
2002	DMPMVFL1F185	iPad 4th Gen	
2003	DMPMVHGLF185	iPad 4th Gen	
2045	DMPMVG2F185	iPad 4th Gen	
2005	DMPMVK7QF185	iPad 4th Gen	
2004	DMPMVJ12F185	iPad 4th Gen	
2006	DMPMVGPDF185	iPad 4th Gen	
2007	DMPMVHWYF185	iPad 4th Gen	
2044	DMPMVG42F185	iPad 4th Gen	
2049	DMPMVHH3F185	iPad 4th Gen	
2047	DMPMVHMLF185	iPad 4th Gen	
2046	DMPMVFNFF185	iPad 4th Gen	
2048	DMPMVGQZF185	iPad 4th Gen	
2008	DMPMVHFPPF185	iPad 4th Gen	
2009	DMPMVGL5F185	iPad 4th Gen	
2031	DMPMVJ20F185	iPad 4th Gen	
2033	DMPMVL8CF185	iPad 4th Gen	
2032	DMPMVL78F185	iPad 4th Gen	
2010	DMPMVHFLF185	iPad 4th Gen	
2034	DMPMVL4KF185	iPad 4th Gen	
2050	DMPMVGUF185	iPad 4th Gen	
2035	DMPMVGK1F185	iPad 4th Gen	
2037	DMPMVK7EF185	iPad 4th Gen	
2036	DMPMVL5VF185	iPad 4th Gen	
2038	DMPMVL70F185	iPad 4th Gen	
2039	DMPMVK8FF185	iPad 4th Gen	
2040	DMPMVJ1UF185	iPad 4th Gen	
2043	DMPMVHFRF185	iPad 4th Gen	
2041	DMPMVHK2F185	iPad 4th Gen	

2076	DMPN2UCXF182	iPad 4th Gen	
2077	DMPN2TSLF182	iPad 4th Gen	
2078	DMPN2V6XF182	iPad 4th Gen	
2080	DMPN2UEQF182	iPad 4th Gen	
2079	DMPN2UJHF182	iPad 4th Gen	
2084	DMPN2U3SF182	iPad 4th Gen	
2086	DMPN2UGCF182	iPad 4th Gen	
2025	DMPN2V70F182	iPad 4th Gen	
2023	DMPN2TLJF182	iPad 4th Gen	
2021	DMPN2UEWF182	iPad 4th Gen	
2024	DMPN2U28F182	iPad 4th Gen	
2022	DMPN2TJRF182	iPad 4th Gen	
2030	DMPN2ULRF182	iPad 4th Gen	
2027	DMPN2U0GF182	iPad 4th Gen	
2028	DMPN2UG2F182	iPad 4th Gen	
2029	DMPN2U9FF182	iPad 4th Gen	
2057	DMPMVGBNF185	iPad 4th Gen	
2058	DMPMVHP8F185	iPad 4th Gen	
2055	DMPMKCCF185	iPad 4th Gen	
1403	DMQKJ874F182	iPad 4th Gen	
1406	DMQKJVVPF182	iPad 4th Gen	
1405	DMQKJ7XPF182	iPad 4th Gen	
2060	DMPMVGM6F185	iPad 4th Gen	
2053	DMPMVHL9F185	iPad 4th Gen	
2206	DMTGQGVDFHFW	iPad 2	
2849	DMPPKE5DG5VJ	iPad Air 2	
2894	DMPPKE39G5VJ	iPad Air 2	
2508	DMPPKGMBG5VJ	iPad Air 2	
2769	DMPPKG0EG5VJ	iPad Air 2	
2682	DMPPKGLAG5VJ	iPad Air 2	
2763	DMPPKFT9G5VJ	iPad Air 2	
2650	DMPPKG64G5VJ	iPad Air 2	
2511	DMPPKG3VG5VJ	iPad Air 2	
2837	DMPPKF4FG5VJ	iPad Air 2	
2491	DMPPKFKSG5VJ	iPad Air 2	
3545	DMQS59MMG5VW	iPad Air 2	
2528	DMPPKFSXG5VJ	iPad Air 2	
2725	DMPPKG4AG5VJ	iPad Air 2	
4063	F6QRM05BGVJ	iPad Air 2	
2664	DMPPKFGUG5VJ	iPad Air 2	

Chromebooks

Asset Tag	Serial	Model
2140	LR-033UUE	Lenovo ThinkPad
2210	LR-031C5W	Lenovo ThinkPad
2140	LR-033UUE	Lenovo ThinkPad
2210	LR-031C5W	Lenovo ThinkPad
2111	LR-033T2S	Lenovo ThinkPad
2112	LR-033UUQ	Lenovo ThinkPad
2113	LR-033TCW	Lenovo ThinkPad
2114	LR-033S7G	Lenovo ThinkPad
2115	LR-033SAY	Lenovo ThinkPad
2116	LR-033T5V	Lenovo ThinkPad
2117	LR-033TVA	Lenovo ThinkPad
2118	LR-033SZX	Lenovo ThinkPad
2119	LR-033T3N	Lenovo ThinkPad
2120	LR-033TQR	Lenovo ThinkPad
2121	LR-033T4R	Lenovo ThinkPad
2123	LR-033T55	Lenovo ThinkPad
2127	LR-033SR3	Lenovo ThinkPad
2128	LR-033TDW	Lenovo ThinkPad
2129	LR-033S6F	Lenovo ThinkPad
2130	LR-033TCS	Lenovo ThinkPad
2131	LR-033UXU	Lenovo ThinkPad
2132	LR-033USM	Lenovo ThinkPad
2133	LR-033SDN	Lenovo ThinkPad
2134	LR-033SQ8	Lenovo ThinkPad
2135	LR-033TV7	Lenovo ThinkPad
2136	LR-033T6A	Lenovo ThinkPad
2137	LR-033T37	Lenovo ThinkPad
2141	LR-033SDD	Lenovo ThinkPad
2142	LR-033T8G	Lenovo ThinkPad
2143	LR-033SAZ	Lenovo ThinkPad
2144	LR-033RNE	Lenovo ThinkPad
2145	LR-033TWG	Lenovo ThinkPad
2146	LR-033T52	Lenovo ThinkPad
2150	LR-033TC8	Lenovo ThinkPad
2151	LR-033TT4	Lenovo ThinkPad
2152	LR-033RC3	Lenovo ThinkPad
2153	LR-033SV4	Lenovo ThinkPad
2154	LR-033TUW	Lenovo ThinkPad
2155	LR-033SSW	Lenovo ThinkPad
2156	LR-033TQ4	Lenovo ThinkPad
2157	LR-033USQ	Lenovo ThinkPad
2159	LR-033TBQ	Lenovo ThinkPad

2160	LR-033SX4	Lenovo ThinkPad
2161	LR-033TSQ	Lenovo ThinkPad
2162	LR-03313H	Lenovo ThinkPad
2163	LR-033SYH	Lenovo ThinkPad
2164	LR-033TUL	Lenovo ThinkPad
2165	LR-033TR1	Lenovo ThinkPad
2166	LR-033TTS	Lenovo ThinkPad
2167	LR-033SX9	Lenovo ThinkPad
2168	LR-033T4Z	Lenovo ThinkPad
2169	LR-033SVY	Lenovo ThinkPad
2170	LR-033TQD	Lenovo ThinkPad

iPad Cases

Asset Tag	Serial #	Model
1621	N/A	iPad case
1622	N/A	Pad case
1625	N/A	Pad case
ELEMSE19	N/A	Pad case
ELEMSE10	N/A	Pad case



**Prospect Heights School District 23
Board Memorandum
Action/Discussion Item**

Date: June 8, 2018

Subject: Formal payment of bills from May 15, 2018 to June 12, 2018 Pursuant to BOE Weekly Bill Payment Resolution Approved 4/26/2017

Prepared by: Micheal DeBartolo, Assistant Superintendent for Finance & Operations

Pursuant to the Bill Payment Resolution for FY 2018 approved April 26, 2017 meeting, the Board reviews bills proposed for payment on a weekly basis. Upon review, the Board provides consent to payment of these bills with final, formal Board approval occurring at the next regular, monthly meeting of the Board.

Attached to the Finance Report are the bills that were paid from May 15, 2018, through June 12, 2018.

In addition, the Board approves the salaries and benefits paid during the previous month. Attached to the Finance Report are the hourly and salaried amounts paid for the pay periods in May 2018 AND the insurance benefit payments made for May 2018.

The Business Office recommends approval of this month's Finance Report.



Prospect Heights School District 23
Board Memorandum
Action/Discussion Item

Date: June 8, 2018

Subject: Salaries and Benefits Paid May 2018

Prepared by: Micheal DeBartolo, Assistant Superintendent for Finance & Operations

The Board of Education is asked to formally approve the salaries and insurance benefit amounts paid by the District for May 2018. Those amounts have been paid as follows:

May 15, 2018 Payroll

Hourly \$27,708.17
Salaried \$542,923.79

TOTAL \$570,631.96

May 30, 2018 Payroll

Hourly \$28,709.49
Salaried \$576,810.07

TOTAL \$605,519.56

May 2018 Total Payroll Cost

TOTAL \$1,176,151.52

May 2018 Insurance Benefits Cost

TOTAL \$244,628.75

May 2018 Payroll and Insurance Benefits Cost

TOTAL \$1,420,780.27

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
All-Ways Transportation Services, Inc.						
Check Group:						
Transportation Services - R/Trip SPED McKinneyVento April 2,3,4,5,6,9,10,11,12,13,16,17,18,19,20,23,24,25,26,27/201 8 - AM, RH, OH		20 0		6818	40.5.0000.2900.331.01.0000	\$3,580.00
				4/30/2018	Transportation - Homeless	
Transportation Services - R/Trip SPED McKinneyVento April 18/2018 Additional 1-way wait time - AM, RH, OH		1 0		6818	40.5.0000.2900.331.01.0000	\$89.50
				4/30/2018	Transportation - Homeless	
Transportation Services - R/Trip SPED McKinneyVento April 30/2018 New Address - AM, RH, OH		1 0		6818	40.5.0000.2900.331.01.0000	\$189.00
				4/30/2018	Transportation - Homeless	
Transportation Services R/Trip SPED Wheelchair - April 2,3,4,5,6,9,10,11,12,13,14,17,18,19,20,23,24,25,26,27,30/ 2018 - WK, KS		21 0		6819	40.5.0000.2552.331.01.0000	\$3,969.00
				4/30/2018	Spec. Education Transportation	
				Check #: 0		
					PO/InvoiceTotal:	\$7,827.50
					Vendor Total:	\$7,827.50
AssetGenie, Inc						
Check Group:						
Apple iPad - Asset #4245 - Shattered Screen		1 0		1281375	10.5.0000.2225.323.01.0121	\$79.00
				4/16/2018	One-to-One Repair Protection Plan	
iPad Air2 - Rear Camera		1 0		1284129	10.5.0000.2225.323.01.0121	\$59.00
				4/24/2018	One-to-One Repair Protection Plan	
				Check #: 0		
					PO/InvoiceTotal:	\$138.00
					Vendor Total:	\$138.00
AT & T Long Distance	01256					
Check Group:						
Monthly Long Distance Charges		1 0		858609026x04.26 .2018	10.5.0000.2630.341.01.0000	\$5.90
				4/26/2018	Telephone/Network	

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$5.90
						Vendor Total: <u> </u>
						\$5.90
Brechts Database Solutions	80438					
Check Group:						
PowerDS Program: Direct Service -5% IL		1	0	4061 4/30/2018	10.5.0000.2910.311.01.0000 Medicaid Claim Processing	\$630.47
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$630.47
						Vendor Total: <u> </u>
						\$630.47
Demco Inc.	00220					
Check Group:						
Misc. supplies: bags, shelf markers, scanner		1	180858	6358531 4/20/2018	10.5.0000.2222.410.02.0000 General Supplies	\$558.54
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$558.54
						Vendor Total: <u> </u>
						\$558.54
Discovery Benefits						
Check Group:						
FSA Monthly Fees - April 2018		26	0	0000871767-IN 4/30/2018	10.5.0000.2640.319.01.0000 Professional Services	\$110.50
Check #: 0						
						PO/InvoiceTotal: <u> </u>
						\$110.50
						Vendor Total: <u> </u>
						\$110.50
ECRA Group Inc.	80054					
Check Group:						
Final Installment of the Consulting Fee for Facilitation of the Strategic Plan		1	0	9269 4/10/2018	10.5.0000.6000.000.01.0000 Provision for Contingencies	\$5,172.00
Check #: 0						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$5,172.00</u>
						Vendor Total: <u>\$5,172.00</u>
Fast Signs	01114					
Check Group:						
Name Tags - PVC		4 0		447-32674 1/22/2018	10.5.0000.2310.410.01.0000 BOE General Supplies	\$81.80
Business Cards - Ten sets @ 500 each		10 0		447-32976 3/30/2018	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$421.00
Business Cards - Seven sets @ 250 each		7 0		447-32976 3/30/2018	10.5.0000.2310.410.01.0000 BOE General Supplies	\$267.75
Name Badges PVC - Seven		7 0		447-32976 3/30/2018	10.5.0000.2310.410.01.0000 BOE General Supplies	\$143.15
Name Badges PVC - Eight		8 0		447-32976 3/30/2018	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$163.60
Business Cards - Three sets @ 500 each		3 0		447-3770 4/9/2018	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$126.30
Check #: 0						
						PO/InvoiceTotal: <u>\$1,203.60</u>
						Vendor Total: <u>\$1,203.60</u>
Flinn Scientific	80636					
Check Group:						
Flinn Economy Balance		9 180892		2208144 4/25/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$1,192.14
Graduated Cylinders, 100 mL		4 180892		2208144 4/25/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$116.72
Graduated Cylinders, 250 ML		4 180892		2208144 4/25/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$155.32
Check #: 0						
						PO/InvoiceTotal: <u>\$1,464.18</u>
						Vendor Total: <u>\$1,464.18</u>

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Follett School Solutions, Inc						
Check Group:						
Sullivan - District Member LM - Hosted Service Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00
Ross - District Member LM - Hosted Service Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00
Eisenhower - District Member LM - Hosted Service Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00
MacArthur - District Member LM - Hosted Service Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00
Sullivan - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
Ross - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
Eisenhower - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
MacArthur - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
Sullivan - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00
Ross - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00
Eisenhower - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00
MacArthur - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Sullivan - Webpath Express Site License Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50
Ross - Webpath Express Site License Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50
Eisenhower - Webpath Express Site License Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50
MacArthur - Webpath Express Site License Renewal 06/30/2018 to 06/30/2019		1	180873	1308555 4/19/2018	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50
Check #: 0						
PO/InvoiceTotal:						\$6,550.08
Vendor Total:						\$6,550.08
56 Galova, Jana						
Check Group:						
Refund for Track - EO		1	0	ReimburseTrack2 018 5/8/2018	10.4.1720.0000.000.00.0000 Sports / VIM Extracurricular Fees	\$50.00
Check #: 0						
PO/InvoiceTotal:						\$50.00
Vendor Total:						\$50.00
Gember, Kylie R.						
Check Group:						
Piano Accompanist for MAC Concert "Pops" - 05/22/2018		1	0	MAC05.22.2018 5/8/2018	10.5.0000.1118.319.04.0000 Orchestra Professional Services (Mac Arthur)	\$200.00
Check #: 0						
PO/InvoiceTotal:						\$200.00
Vendor Total:						\$200.00
Klobucher, Linda M.						
Check Group:						

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Title I Consultant		25	0	Title05.02.2018 5/2/2018	10.5.0000.2620.319.01.4300 Title I Purchased Services	\$625.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$625.00</u>
						Vendor Total: <u>\$625.00</u>
Lakeshore Learning Materials						
Check Group:						
Read about science (9 book set) Grade 3		8	180875	4789250418 4/25/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$731.40
					Check #: 0	
						PO/InvoiceTotal: <u>\$731.40</u>
						Vendor Total: <u>\$731.40</u>
Macek, Debra A.						
Check Group:						
Reimbursement - Notary Fee		1	0	ReimburseNotary 2018 5/9/2018	10.5.0000.2520.410.01.0000 General Supplies	\$10.00
					Check #: 0	
						PO/InvoiceTotal: <u>\$10.00</u>
						Vendor Total: <u>\$10.00</u>
Mailbox Plus	01038					
Check Group:						
Return Shipping Charges - Duplicate PO# 180891 - Really Good Stuff		1	0	05.04.2018 5/4/2018	10.5.0000.2630.342.01.0000 Postage	\$75.80
					Check #: 0	
						PO/InvoiceTotal: <u>\$75.80</u>
						Vendor Total: <u>\$75.80</u>
NCS Pearson, Inc.						
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
KABC-II NU Norm Update Supplement		1	180894	11618107 4/26/2018	10.5.0000.1205.415.01.0000 Testing Materials - Sp. Ed.	\$86.55
NEW KABC-II NU Record Forms		2	180894	11618107 4/26/2018	10.5.0000.1205.415.01.0000 Testing Materials - Sp. Ed.	\$164.72
DAS-II Early Years Record Forms - Ages 2:6-6:11		1	180894	11618107 4/26/2018	10.5.0000.1205.415.01.0000 Testing Materials - Sp. Ed.	\$94.92
Check #: 0						
PO/InvoiceTotal:						\$346.19
Check Group:						
KTEA-3 Comprehensive Written Expression Level 2 Booklet Form A (grades 1-2). "Pam and Don's Adventure"		2	180895	11618418 4/26/2018	10.5.0000.1205.415.01.0000 Testing Materials - Sp. Ed.	\$41.10
Check #: 0						
PO/InvoiceTotal:						\$41.10
Vendor Total:						\$387.29
Northern Illinois University	01168					
Check Group:						
Professional Development - Sullivan		1	0	Sullivan05.21.201 8 5/9/2018	10.5.0000.1110.312.02.0000 Elem Staff Professional Development (Sullivan)	\$870.00
Check #: 0						
PO/InvoiceTotal:						\$870.00
Vendor Total:						\$870.00
Really Good Stuff						
Check Group:						
The Surf- red		3	180890	6391488 4/24/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$85.95
Check #: 0						
PO/InvoiceTotal:						\$85.95
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Stem-tivity Kit		10	180891	6391485 4/24/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$335.89
How Do Simple Machines Work 6 pack		8	180891	6391485 4/24/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$537.06
Plant Parts - 5 book set		2	180891	6391485 4/24/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$89.49
Check #: 0						
PO/InvoiceTotal:						\$962.44
Vendor Total:						\$1,048.39
Relief Medical Services, Inc.						
Check Group:						
Sub RN - Eisenhower		6.25	0	0010075266 4/28/2018	10.5.0000.2134.319.05.0000 Professional Services	\$368.13
Check #: 0						
PO/InvoiceTotal:						\$368.13
Vendor Total:						\$368.13
Samojedny, Evelyn C						
Check Group:						
Reimbursement - IL Title I Director Meeting - Transportation		410	0	Reimburse.Title 5/4/2018	10.5.0000.2211.332.01.0000 Travel Expenses	\$223.45
Reimbursement - IL Title I Director Meeting - Lodging		1	0	Reimburse.Title 5/4/2018	10.5.0000.2211.332.01.0000 Travel Expenses	\$124.96
Check #: 0						
PO/InvoiceTotal:						\$348.41
Vendor Total:						\$348.41
Scholastic, Inc						
Check Group:						
Assorted books for bilingual classroom		1	180906	T46475958# 5/2/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$140.00
Check #: 0						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$140.00
						Vendor Total: \$140.00
Thomas, Leslie						
Check Group:						
Accompanist for 4/28 Contest - MAC		1	180917	MAC04.28.2018 4/28/2018	10.5.0000.1117.319.04.0000 Chorus Professional Services (Mac Arthur)	\$150.00
						Check #: 0
						PO/InvoiceTotal: \$150.00
						Vendor Total: \$150.00
Township High School District 214						
Check Group:						
GCAMP Reimbursement for Wildstangs/D23 Robotics Class Vex Kits		1	0	GCAMP Reimburse2018 3/8/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$2,309.93
						Check #: 0
						PO/InvoiceTotal: \$2,309.93
						Vendor Total: \$2,309.93
Tyler Technologies, Inc. 81079						
Check Group:						
Training - Timecard Systems Interface - Integration with 3rd Party Timecard System		4	180680	025-221598 4/18/2018	10.5.0000.2520.319.01.0000 Professional Services	\$500.00
						Check #: 0
						PO/InvoiceTotal: \$500.00
						Vendor Total: \$500.00
Warehouse Direct 80219						
Check Group:						
24# White Copy Paper - 2 Cases		1	0	3890309-0 5/4/2018	10.5.0000.1110.412.01.0000 Copier Paper	\$155.20
						Check #: 0

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1249

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$155.20
						Vendor Total: \$155.20
WOW Business	81068					
Check Group:						
Monthly Charges - May 2018 - Eisenhower		1 0		014047134 x 05.2018 5/1/2018	10.5.0000.2630.341.01.0000 Telephone/Network	\$400.00
					Check #: 0	
						PO/InvoiceTotal: \$400.00
						Vendor Total: \$400.00
						Grand Total: \$32,030.32

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1250

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Edmentum						
Check Group:						
Payment 2 of 2 - Balance Due for Study Island - ALL Schools		1	0	INV094536-1 9/27/2017	10.5.0000.1250.316.01.4300 Contracted Software/Websites	\$26,362.50
Check #: 0						
PO/InvoiceTotal:						\$26,362.50
Vendor Total:						\$26,362.50
First Student						
Check Group:						
Transportation - Regular - April 2018	00406	1	0	091-H-004157 5/1/2018	40.5.0000.2551.331.01.0000 Regular Transportation	\$98,817.94
Transportation - K - April 2018		1	0	091-H-004157 5/1/2018	40.5.0000.2551.331.01.0000 Regular Transportation	\$8,400.00
Transportation - PreK - April 2018		1	0	091-H-004157 5/1/2018	40.5.0000.2551.337.01.0000 Pre-School Transportation	\$26,156.80
Transportation - SPED - April 2018		1	0	091-H-004157 5/1/2018	40.5.0000.2552.331.01.0000 Spec. Education Transportation	\$16,072.14
Check #: 0						
PO/InvoiceTotal:						\$149,446.88
Vendor Total:						\$149,446.88
NSSEO						
Check Group:						
D/HH Programs & Services Billing	02336	1	0	3569 12/11/2017	10.5.0000.4220.671.01.0000 NSSEO Tuition	\$74,110.56
D/HH Programs & Services Billing		1	0	3569 12/11/2017	10.5.0000.4120.314.01.0000 NSSEO Purchased Services	\$15,631.26
Check #: 0						
PO/InvoiceTotal:						\$89,741.82
Vendor Total:						\$89,741.82

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1250

05/15/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Grand Total:						\$265,551.20

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AbleNet, Inc.	80207					
Check Group:						
Skoog 2.0		1	180889	V211289 5/23/2018	10.5.0000.2159.410.01.0000 Assistive Tech Supplies	\$328.90
Skoog Mounting Arm		1	180889	V211289 5/23/2018	10.5.0000.2159.410.01.0000 Assistive Tech Supplies	\$121.00
Check #: 0						
						PO/InvoiceTotal: \$449.90
						Vendor Total: \$449.90
Amazon.com Corporate Credit Line						
Check Group:						
Original PO#180797 - LG Electronics GP50NB40 8X USB		2	0	454664768964 3/22/2018	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$45.90
Check #: 0						
						PO/InvoiceTotal: \$45.90
Check Group:						
XLR 3pin Male to Female Mic Cord Microphone Cable (4pack: 25ft Each)		1	180815	455966367597 4/2/2018	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$31.96
Check #: 0						
						PO/InvoiceTotal: \$31.96
Check Group:						
ORACAL Gloss White Adhesive Craft Vinyl for Cameo, Cricut & Silhouette Including Free Roll of VViViD Clear Transfer Paper (6ft x 12")		3	180816	436355896877 4/2/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$23.97
ORACAL Matte Black Adhesive Craft Vinyl for Cameo, Cricut & Silhouette Including Free Roll of VViViD Clear Transfer Paper (15ft x 12")		1	180816	458583735846 4/2/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$15.99

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ORACAL Gloss White Adhesive Craft Vinyl for Cameo, Cricut & Silhouette Including Free Roll of VViViD Clear Transfer Paper (6ft x 12")		1	180816	653567778735 4/2/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$8.77
24" x 30 Ft Roll of Glossy Oracal 651 Black Vinyl for Craft Cutters and Vinyl Sign Cutters		1	180816	893843598835 4/2/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$37.82
24" x 30 Ft Roll of Oracal 651 White Vinyl for Craft Cutters and Vinyl Sign Cutters		1	180816	893843598835 4/2/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$34.66
Check #: 0						
PO/InvoiceTotal:						\$121.21
Check Group:						
Mystery Science supplemental text, K-5		1	180817	447668839785 5/4/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$62.33
Mystery Science supplemental text, K-5		1	180817	453667755644 3/28/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$29.99
Mystery Science supplemental text, K-5		1	180817	466843636397 5/1/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$20.78
Mystery Science supplemental text, K-5		1	180817	634958788893 4/1/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$35.78
Mystery Science supplemental text, K-5		1	180817	686496576438 4/23/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$20.78
Mystery Science supplemental text, K-5		1	180817	783665744596 3/28/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$999.58
Check #: 0						
PO/InvoiceTotal:						\$1,169.24
Check Group:						
Bad Guys #5		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$4.21
Bad Guys # 6		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$5.08

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Lulu and the Brontosaurus		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$7.62
A Narwhal and Jelly #1		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$7.99
A Narwhal and Jelly #2		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$7.99
There are no figure eights in hockey		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$4.08
Who Wants to play just for Kicks?		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$4.52
I broke into gymnastics camp		1	180819	459489996435 4/9/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$5.86
Check #: 0						
PO/InvoiceTotal:						\$47.35
Check Group:						
ChargerCity Vibration Free 360 Adjust Tripod Mount		1	180820	448885686494 4/9/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$23.75
Check #: 0						
PO/InvoiceTotal:						\$23.75
Check Group:						
School Culture Recharged: Strategies to Energize Your Staff and Culture By. Steve Gruenert and Todd Whitaker		1	180821	433733387764 4/9/2018	10.5.0000.2410.312.04.0000 Principal Professional Development	\$28.95
Educational Coaching: A Partnership for Problem Solving By Cathy A Toll		1	180821	453698769598 4/9/2018	10.5.0000.2410.312.04.0000 Principal Professional Development	\$25.08
Check #: 0						
PO/InvoiceTotal:						\$54.03
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Document Frame - Made to Display Certificates 8.5x11 Inch - Document Frames, Certificate Frames, Standard Paper Frame		1	180822	488753378377 4/9/2018	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$12.95
Check #: 0						
PO/InvoiceTotal:						\$12.95
Check Group:						
Charlotte's Web hard cover		3	180823	987346387539 4/9/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$17.37
Check #: 0						
PO/InvoiceTotal:						\$17.37
Check Group:						
Learning Resources Code & Go Robot Mouse Activity Set, 83 Pieces		2	180824	465948756876 4/4/2018	10.5.0000.2222.410.05.0000 General Supplies	\$79.58
Osmo Genius Kit Carrying Case fits Osmo Base Words Numbers Tangram by CQNET		3	180824	465948756876 4/4/2018	10.5.0000.2222.410.05.0000 General Supplies	\$44.97
Crayola Melt N Mold Factory, (74-7060)		1	180824	633849356566 4/13/2018	10.5.0000.2222.410.05.0000 General Supplies	\$10.99
Osmo Genius Kit Carrying Case fits Osmo Base Words Numbers Tangram by CQNET		-3	180824	634469943467 4/20/2018	10.5.0000.2222.410.05.0000 General Supplies	(\$44.97)
Crayola Melt N Mold Factory, (74-7060)		1	180824	646686935346 4/9/2018	10.5.0000.2222.410.05.0000 General Supplies	\$10.99
Learning Resources Code & Go Robot Mouse Activity Set, 83 Pieces		2	180824	646686935346 4/9/2018	10.5.0000.2222.410.05.0000 General Supplies	\$79.58
Osmo Genius Kit Carrying Case fits Osmo Base Words Numbers Tangram by CQNET		3	180824	646686935346 4/9/2018	10.5.0000.2222.410.05.0000 General Supplies	\$44.97
Learning Resources Code & Go Robot Mouse Activity Set, 83 Pieces		-2	180824	676579364953 4/19/2018	10.5.0000.2222.410.05.0000 General Supplies	(\$79.58)

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Crayola Melt N Mold Factory, (74-7060)		-1	180824	975354499974 4/19/2018	10.5.0000.2222.410.05.0000 General Supplies	(\$10.99)
Check #: 0						
PO/InvoiceTotal:						\$135.54
Check Group:						
Brother FAX-575 Personal Fax, Phone, and Copier		1	180826	889469967835 4/9/2018	10.5.0000.2410.410.05.0000 Principal Supplies Account	\$42.50
Check #: 0						
PO/InvoiceTotal:						\$42.50
Check Group:						
Premium 2-Pcs Full Page Magnifier Set By Magniset – Fresnel Lens Plastic 7.5" x 10" Magnifying Sheet – Bonus 2 Compact Portable Credit Card Magnifiers & 2 Ruler Magnifiers Included – 3x Magnification		1	180835	796956385683 4/9/2018	10.5.0000.2159.410.01.0000 Assistive Tech Supplies	\$11.97
Check #: 0						
PO/InvoiceTotal:						\$11.97
Check Group:						
2.2K Ohm , 1/2 Watt Resister		1	180838	655794358875 4/10/2018	20.5.0000.2542.410.01.0000 Materials & Supplies	\$13.04
Check #: 0						
PO/InvoiceTotal:						\$13.04
Check Group:						
Schoolgirl Style Industrial Chic Calendar set		1	180859	759558577984 4/17/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$22.43
99 Ideas and Activities for Teaching English		1	180859	759558577984 4/17/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$47.54
Hygloss Products Bookmarks 2x6 Asstd Colors (100 pk)		1	180859	759558577984 4/17/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$7.64
Hampton Art Blue Jumbo Washable Ink Pad		2	180859	759558577984 4/17/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$21.01

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$98.62
Check Group:						
My First Book of Hockey: A Rookie Book		1	180860	637934887488 4/17/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$3.50
We're All Wonders		1	180860	849554855474 4/17/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$13.05
My First Book of Soccer: A Rookie Book		1	180860	849554855474 4/17/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$10.75
My First Book of Football: A Rookie Book		1	180860	849554855474 4/17/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$10.11
My First Book of Baseball: A Rookie Book		1	180860	849554855474 4/17/2018	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$8.01
Check #: 0						
PO/InvoiceTotal:						\$45.42
Check Group:						
100 NEW Round Jiffy Peat Pots Size 3x3 Pots Are 3 Inch Round At the Top and 3 Inch Deep.		1	180861	673498546663 4/15/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$27.69
Check #: 0						
PO/InvoiceTotal:						\$27.69
Check Group:						
Plates 500 count		1	180862	446985548934 4/11/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$59.99
Napkins 400 count		1	180862	473437589775 4/11/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$6.89
Plastic Forks 500 count		1	180862	473437589775 4/11/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$24.94
Check #: 0						
PO/InvoiceTotal:						\$91.82
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ART PRINT		1	180863	456548694466 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$9.65
Great Wave of Kanagawa Katsushika Hokusai Poster Art Print		1	180863	653858593863 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$10.96
PIET MONDRIAN ABSTRACT CUBES SQUARES OLD MASTER ART PAINTING PRINT 12x16 inch 30x40cm 2573OM		1	180863	994787988565 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$10.49
Check #: 0						
PO/InvoiceTotal:						\$31.10
Check Group:						
Picasso Print		13	180864	433537887848 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$263.90
Classic Art Poster - Paris Street; Rainy Day by Gustave Caillebotte 24 X 18.5		1	180864	445983364553 5/24/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$18.47
PICASSO art print		1	180864	843748894833 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$3.00
Nighthawks Print		1	180864	843748894833 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$3.75
Cezanne Print		1	180864	843748894833 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$7.07
Magritte print		1	180864	863778957363 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$14.99
Picasso Print		-12	180864	867963389487 5/4/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	(\$234.17)
Check #: 0						
PO/InvoiceTotal:						\$77.01
Check Group:						
Grant Wood print		1	180865	434953396977 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$41.57

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Magritte Print		1	180865	943979437589 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$7.18
Degas Dancer print		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$7.52
Degas dancer		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$10.99
Degas dancer		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$10.99
Mary Cassatt		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$7.07
Mary Cassatt		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$3.00
Van Gogh Iris Print		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$7.21
Rembrandt Night Watch		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$3.00
Munch - The Scream		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$8.97
O'Keeffe Poppy		1	180865	984369348499 4/18/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$7.61
Check #: 0						
PO/InvoiceTotal:						\$115.11
Check Group:						
davinci print		2	180866	433843887356 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$5.96
starry Night		1	180866	433843887356 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$3.00
Sueret		1	180866	433843887356 4/17/2018	10.5.0000.1113.410.05.0000 Art Instructional Supplies (Eisenhower)	\$3.00
Check #: 0						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$11.96
Check Group:						
Cute Kids 3.5" SQUISH ICE CREAM CONE CLIP ON Keychains (25 pack)		1	180867	995379934957 4/17/2018	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$31.64
						Check #: 0
						PO/InvoiceTotal: \$31.64
Check Group:						
Trend T6491 Trend Stinky Stickers Variety Pack, Fun favorites, 435/pack		2	180868	633599936636 4/18/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$32.85
						Check #: 0
						PO/InvoiceTotal: \$32.85
Check Group:						
Epson 474W replacement bulb - Mac RM404		1	180869	473637956565 4/18/2018	10.5.0000.2225.410.01.0000 General Supplies	\$45.87
Epson 585W replacement bulb - Mac RM406		1	180869	473637956565 4/18/2018	10.5.0000.2225.410.01.0000 General Supplies	\$70.56
						Check #: 0
						PO/InvoiceTotal: \$116.43
Check Group:						
Tulip X-Large Block Party Tie Dye Kit 16oz		5	180874	783865867675 4/20/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$103.40
AMMEX - IVPF42100-BX - Vinyl Gloves - GlovePlus - Disposable, Powder Free, Non-Sterile, 4 mil, Small, Clear (Box of 100)		2	180874	783865867675 4/20/2018	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$9.20
						Check #: 0
						PO/InvoiceTotal: \$112.60
Check Group:						
Qualities of Effective Teachers, 3rd Edition Paperback		1	180876	436593379949 4/23/2018	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$37.95

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$37.95
Check Group:						
Homeless Supplies		1	180900	458678597489 5/3/2018	10.5.0000.2900.410.01.4300 Non-Instr. Supplies - Homeless	\$52.00
Homeless Supplies		1	180900	577373583374 5/3/2018	10.5.0000.2900.410.01.4300 Non-Instr. Supplies - Homeless	\$223.62
Check #: 0						
PO/InvoiceTotal:						\$275.62
Check Group:						
PeerBasics, 10 Pack, Yellow Reflective Safety Vest, Silver Strip, Bright Breathable Neon Yellow (Mesh, 10)		4	180902	848668478363 5/6/2018	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$133.66
Check #: 0						
PO/InvoiceTotal:						\$133.66
Check Group:						
B-PAC suppllies		1	180903	477943537564 5/4/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$65.97
Check #: 0						
PO/InvoiceTotal:						\$65.97
Check Group:						
Deflecto Model 50 Premium Unbreakable Air Deflector, 3-Pack		1	180908	V453519 5/24/2018	10.5.0000.2225.410.01.0000 General Supplies	\$26.72
Check #: 0						
PO/InvoiceTotal:						\$26.72
Check Group:						
bilingual classroom supplies - Espinos		1	180909	443595874588 5/7/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$33.91
Check #: 0						

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Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$33.91
Check Group:						
Plant Part books (5 titles, 6 copies each for 3rd grade)		1	180910	473896944364 5/7/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$104.70
						Check #: 0
						PO/InvoiceTotal: \$104.70
Check Group:						
Wausau Astrobrights Premium Cardstock, 8.5 X 11 Inches, Terra Green, 250 Count (21788)		2	180919	864386949579 5/8/2018	10.5.0000.1110.412.01.0000 Copier Paper	\$21.32
						Check #: 0
						PO/InvoiceTotal: \$21.32
Check Group:						
Dubble Bubble Bubble Gum 380		1	180921	445373563355 5/8/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$15.85
Tanmit 60 Color Gel Pens Art Set		1	180921	445373563355 5/8/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$9.99
500 Count Origami Paper, 30 Vivid Colors, 6" square		2	180921	445373563355 5/8/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$19.98
200 Count/Pack Balloons 12" Multicolor Thicken Latex		1	180921	445373563355 5/8/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$9.99
Coast Athletic Flying Disk Super Set 12 Pack		2	180921	445373563355 5/8/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$36.88
Original UNO Cards Game 108 Cards		6	180921	467656969798 5/8/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$29.94
200 Count/Pack Balloons 12" Multicolor Thicken Latex		1	180921	966633846389 5/8/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$9.99
						Check #: 0
						PO/InvoiceTotal: \$132.62
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Dell Latitude Laptop Battery		1	180925	773386993945 5/9/2018	10.5.0000.2225.323.01.0000 Repair & Maintenance	\$69.95
				Check #: 0		
					PO/InvoiceTotal:	\$69.95
					Vendor Total:	\$3,421.48
Apple Inc.						
Check Group:						
MacBook Pro 2.3 GHz 128GB - Business Office Laptop		1	180918	V489775 5/23/2018	10.5.0000.2520.553.01.0000 Capital Equipment > \$1,000	\$1,249.00
				Check #: 0		
					PO/InvoiceTotal:	\$1,249.00
Check Group:						
MacBook Pro , 15 inch, 2.2Ghz quad core i7		1	180930	673620897 5/24/2018	20.5.0000.2542.410.01.0000 Materials & Supplies	\$1,799.00
				Check #: 0		
					PO/InvoiceTotal:	\$1,799.00
					Vendor Total:	\$3,048.00
Arlington Heights Garibaldis						
Check Group:						
3 Cheese, 3 Pepperoni, 3 Sausage, 3 Veggie		1	180938	V15421 5/23/2018	10.5.0000.2410.490.05.0000 Eisenhower Principal Staff/Student Food Account	\$132.00
				Check #: 0		
					PO/InvoiceTotal:	\$132.00
Check Group:						
Pizzas-cheese-sausage-pepperoni-16 pizzas		1	180947	17181014 5/23/2018	10.5.0000.1205.410.01.0000 LBS Classroom Supplies	\$168.00
				Check #: 0		
					PO/InvoiceTotal:	\$168.00
					Vendor Total:	\$300.00

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AssetGenie, Inc						
Check Group:						
Apple ipad Air2 repair-broken glass		1 0		1286710 5/2/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Apple ipad Air2 repair-broken glass		1 0		1286710 5/2/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Apple ipad Air2 repair-broken glass		1 0		1286710 5/2/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Apple ipad Air2 repair-broken glass		1 0		1286710 5/2/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Apple ipad Air2 repair-broken glass		1 0		1286710 5/2/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Apple iPad2 Repair Broken Glass		1 0		1286749 5/2/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Apple ipad Air2 -repair-broken screen		1 0		1288511 5/8/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Apple ipad Air2 -repair cracked glass-2565		1 0		1288818 5/9/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$219.00
Check #: 0						
PO/InvoiceTotal:						\$1,752.00
Vendor Total:						\$1,752.00
AT & T						
Check Group:						
Monthly Phone Charges 4/5-5/4/2018		1 0		84787038255374 x518 5/4/2018	10.5.0000.2630.341.01.0000 Telephone/Network	\$1,090.85
Monthly Phone Bill Apr 17-May16/2018		1 0		847R1617273039 x518 5/16/2018	10.5.0000.2630.341.01.0000 Telephone/Network	\$635.91
Check #: 0						
PO/InvoiceTotal:						\$1,726.76

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$1,726.76
Bearwald, Kristen	01164					
Check Group:						
Reimbursement - Supplies for 7th grade Science Lab		1 0		Reimburse05.20.1 8 5/20/2018	10.5.0000.1122.410.04.0000 Classroom Supplies - 7th	\$8.84
Check #: 0						
PO/InvoiceTotal:						\$8.84
Vendor Total:						\$8.84
Citi Cards						
Check Group:						
Citi Cards - COSTCO WHSE - Board Meeting - M. DeBartolo		1 0		2744x05/10/2018 5/10/2018	10.5.0000.2310.490.00.0000 Board of Ed Food/Meals	\$158.87
Citi Cards - SENOR POLLO - Dinner Admin Board - M. DeBartolo		1 0		2744x05/10/2018 5/10/2018	10.5.0000.2310.490.00.0000 Board of Ed Food/Meals	\$126.89
Citi Cards - PANERA BREAD - Finance Committee - M. DeBartolo		1 0		2744x05/10/2018 5/10/2018	10.5.0000.2310.490.00.0000 Board of Ed Food/Meals	\$21.14
Citi Cards - JEWEL - Parent Info Night - M. DeBartolo		1 0		2744x05/10/2018 5/10/2018	10.5.0000.2310.490.00.0000 Board of Ed Food/Meals	\$16.99
Check #: 0						
PO/InvoiceTotal:						\$323.89
Vendor Total:						\$323.89
City of Prospect Heights						
Check Group:						
Crossing Guards - 04/13 & 04/27/2018 - Gross Salary		1 0		CG4-18 4/30/2018	10.5.0000.2191.319.01.0000 Crossing Guards	\$3,748.58
Crossing Guards - 04/13 & 04/27/2018 - Employer Portion of OASDI (Social Security)		1 0		CG4-18 4/30/2018	10.5.0000.2191.319.01.0000 Crossing Guards	\$232.40

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Crossing Guards - 04/13 & 04/27/2018 - Employer Portion of Medicare		1	0	CG4-18 4/30/2018	10.5.0000.2191.319.01.0000 Crossing Guards	\$54.36
Crossing Guards - 04/13 & 04/27/2018 - Administrative Fee		1	0	CG4-18 4/30/2018	10.5.0000.2191.319.01.0000 Crossing Guards	\$374.86
Crossing Guards - 04/13 & 04/27/2018 - Check Fee		10	0	CG4-18 4/30/2018	10.5.0000.2191.319.01.0000 Crossing Guards	\$50.00
					Check #: 0	
						PO/InvoiceTotal: \$4,460.20
						Vendor Total: \$4,460.20
Curtis, Craig						
Check Group:						
Reimbursement - Lou Malnati's - Teacher Appreciation Week Staff Luncheon		1	0	ReimburseLouMal nati 5/17/2018	10.5.0000.2410.490.03.0000 Ross Principal Staff/Student Food Account	\$256.92
					Check #: 0	
						PO/InvoiceTotal: \$256.92
						Vendor Total: \$256.92
Enabling Devices						
Check Group:						
Aromatherapy Fan		1	180893	0437205-IN 4/30/2018	10.5.0000.2159.410.01.0000 Assistive Tech Supplies	\$56.25
Sound Pillow		1	180893	0437205-IN 4/30/2018	10.5.0000.2159.410.01.0000 Assistive Tech Supplies	\$77.65
					Check #: 0	
						PO/InvoiceTotal: \$133.90
						Vendor Total: \$133.90
First Student	00406					
Check Group:						
Transportation - MAC Boys VBall - 04/19/2018		1	0	091-C-063892 4/19/2018	40.5.0000.2551.335.04.0000 Interscholastic Trips	\$151.88

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Transportation - MAC Band - 04/28/2018		1	0	091-C-064052 4/28/2018	40.5.0000.2551.336.01.0000 VIM Trips	\$183.91
Transportation - MAC Band - 04/28/2018		1	0	091-C-064054 4/28/2018	40.5.0000.2551.336.01.0000 VIM Trips	\$375.46
Transportation - MAC Band - 04/28/2018		1	0	091-C-064055 4/28/2018	40.5.0000.2551.336.01.0000 VIM Trips	\$186.69
Transportation - MAC Boys VBall - 05/02/2018		1	0	091-C-064111 5/2/2018	40.5.0000.2551.335.04.0000 Interscholastic Trips	\$151.88
Transportation Mac to Emerson 5/7/18		1	0	091C064182 5/7/2018	40.5.0000.2551.335.04.0000 Interscholastic Trips	\$151.88
Check #: 0						
PO/InvoiceTotal:						\$1,201.70
Vendor Total:						\$1,201.70
79 Follett School Solutions, Inc						
Check Group:						
35 Misc. title Bluestem/Monarch		1	180798	815064F 5/10/2018	10.5.0000.2222.430.03.0000 Library Books - Elementary	\$243.73
Cataloging and Processing		1	180798	815064F 5/10/2018	10.5.0000.2222.430.03.0000 Library Books - Elementary	\$18.24
Check #: 0						
PO/InvoiceTotal:						\$261.97
Check Group:						
85 books		1	180799	813472F 5/7/2018	10.5.0000.2222.430.05.0000 Library Books - Elementary	\$408.99
Check #: 0						
PO/InvoiceTotal:						\$408.99
Check Group:						
33 Books		1	180856	829287F 5/23/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$102.25

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Processing Fees for 33 Books		1	180856	829287F 5/23/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$13.68
Check #: 0						
PO/InvoiceTotal:						\$115.93
Vendor Total:						\$786.89
Hahn, Mary Ellen						
Check Group:						
Reimbursement - JoAnns - Supplies EDP Crafts		1	0	Reimburse4.24.18 4/24/2018	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$5.16
Check #: 0						
PO/InvoiceTotal:						\$5.16
Vendor Total:						\$5.16
Hauser Izzo, LLC	00458					
Check Group:						
School Law - April 2018		1	0	21267 4/30/2018	10.5.0000.2369.318.01.0000 Legal Services	\$968.00
Check #: 0						
PO/InvoiceTotal:						\$968.00
Vendor Total:						\$968.00
Itcovici, Bettina Ines	80673					
Check Group:						
Eligibility & IEP Meeting - Sullivan - J. Jones - 04/19/2018		2.5	0	10018 5/17/2018	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$100.00
Eligibility & IEP Meeting - Ross - S. Emberton - 04/24/2018		3	0	10018 5/17/2018	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$120.00
Social Work Interview - Ross - M. Rieger - 03/07/2018		1.5	0	10018 5/17/2018	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$60.00
IEP Meeting - Mac - J. Hernandez - 03/09/2018		1.5	0	10018 5/17/2018	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$60.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Parent Meeting - Sullivan - J. Jones/R. Curran - 04/11/2018		1.5	0	10018 5/17/2018	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$60.00
Parent Meeting - Sullivan - J. Jones/R. Curran - 04/18/2018		1.5	0	10018 5/17/2018	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$60.00
					Check #: 0	
						PO/InvoiceTotal: \$460.00
						Vendor Total: \$460.00
Lakeshore Learning Materials						
Check Group:						
Bilingual classroom supplies - Emily Butts		1	180905	5100380518 5/4/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$104.58
					Check #: 0	
						PO/InvoiceTotal: \$104.58
						Vendor Total: \$104.58
Learning Resources - Educational Insight						
Check Group:						
Tumble Trax Magnetic Marble Run Kit (Kinder Science supplement)		20	180923	3435481 5/11/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$499.80
					Check #: 0	
						PO/InvoiceTotal: \$499.80
						Vendor Total: \$499.80
Lebrecht, Kris A						
Check Group:						
Reimbursement - Afterschool Professionals Appreciation Week 2018		1	0	ReimburseApprc Week18 5/8/2018	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$40.43
					Check #: 0	
						PO/InvoiceTotal: \$40.43
						Vendor Total: \$40.43

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Leja, Maggie						
Check Group:						
Reimbursement - Dairy Queen - Student of the Season 05/03/2018		1 0		ReimburseDQ5.3. 18 5/3/2018	10.5.0000.1122.410.04.0000 Classroom Supplies - 7th	\$31.50
					Check #: 0	
					PO/InvoiceTotal:	\$31.50
					Vendor Total:	\$31.50
Mailbox Plus 01038						
Check Group:						
PO# 180891 Really Good Stuff - Return Items due to duplicate shipment		1 0		05.09.2018 5/9/2018	10.5.0000.2630.342.01.0000 Postage	\$27.70
					Check #: 0	
					PO/InvoiceTotal:	\$27.70
					Vendor Total:	\$27.70
McGuire, Michael P.						
Check Group:						
MAC Boys Volleyball Referee - 05/09/2018		1 0		MACVBall05.09.2 018 5/9/2018	10.5.0000.1503.319.04.0000 Professional Services	\$70.00
					Check #: 0	
					PO/InvoiceTotal:	\$70.00
					Vendor Total:	\$70.00
Oriental Trading Company						
Check Group:						
Graduation Autograph Stuffed Bear		1 180888		689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$4.51
Graduation Autograph Stuffed Dog		1 180888		689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$4.52
Graduation Autograph Stuffed Owl		1 180888		689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$7.93

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Plush 2018 Autograph Pillow		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$9.06
Plush Autograph Star		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$6.79
Inflatable Autograph Graduation Beach Balls (1 dozen)		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$13.59
Graduation Stuffed Bears		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$22.67
Bright Stuffed Snakes (1 dozen)		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$18.12
Inflatable Swords (1 dozen)		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$11.33
Inflatable Small V Guitars (1 dozen)		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$13.60
Inflatable Mini Beach Ball Assortment (25 pieces)		1	180888	689727359-01 4/27/2018	10.5.0000.1123.410.04.0000 Classroom Supplies - 8th	\$14.73
Check #: 0						
PO/InvoiceTotal:						\$126.85
Vendor Total:						\$126.85
Performance Chemical & Supply						
Check Group:						
12" Tornado Upright Vacuum		4	180901	222338 5/11/2018	20.5.0000.2542.410.01.0000 Materials & Supplies	\$1,734.00
Check #: 0						
PO/InvoiceTotal:						\$1,734.00
Vendor Total:						\$1,734.00
Purchase Power						
Check Group:						
Postage Meter/Machine Rental 05/16/2018-08/15/2018		1	0	3121x05.03.2018 5/3/2018	10.5.0000.2630.410.01.0000 General Supplies	\$231.32

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
						PO/InvoiceTotal: \$231.32
						Vendor Total: \$231.32
Quesea, Bryan J						
Check Group:						
Reimbursement - 8th gr Supplies - B. Quesea		1	0	ReimburseAmazo n18 5/15/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$11.99
Check #: 0						
						PO/InvoiceTotal: \$11.99
						Vendor Total: \$11.99
Really Good Stuff						
Check Group:						
Supplies for Bilingual classrooms (\$50 off coupon)		1	180916	6403867 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$389.28
Check #: 0						
						PO/InvoiceTotal: \$389.28
						Vendor Total: \$389.28
Scariano Himes & Petrarca						
01221						
Check Group:						
School Law - April 2018		1	0	40721 4/30/2018	10.5.0000.2369.318.01.0000 Legal Services	\$53.55
Check #: 0						
						PO/InvoiceTotal: \$53.55
						Vendor Total: \$53.55
Scholastic, Inc						
Check Group: 2						
Book Fair Purchase - Eisenhower		1	0	W3811571BF 5/22/2018	10.5.0000.1110.410.01.4300 FY18 Title I Application SUPPLIES (placeholder)	\$850.75
Check #: 0						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PO/InvoiceTotal:						\$850.75
Check Group:						
Ready to Go Favorites Grade 2		1	180907	17089215 5/12/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$424.01
Ready to Go II Favorites, Grade 1		1	180907	17089215 5/12/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$101.37
Ready to Go II Favorites, Grade 2		1	180907	17089215 5/12/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$103.55
Great Spanish Books, Grades 2-3		1	180907	17089215 5/12/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$57.88
Scholastic First Bio, Spanish, Grade 2-4		1	180907	17089215 5/12/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$11.28
Ready to Go Favorites, Grade 3		1	180907	17089215 5/12/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$424.01
Ready to Go Favorites, Grade 4		1	180907	17089215 5/12/2018	10.5.0000.1800.410.01.0000 Classroom Supplies	\$456.71
Check #: 0						
PO/InvoiceTotal:						\$1,578.81
Vendor Total:						\$2,429.56
School Health Corporation						
Check Group:						
Vinyl large powder free gloves		20	180912	3439663-00 5/10/2018	10.5.0000.2134.410.01.0000 General Supplies - Nurse	\$145.95
Check #: 0						
PO/InvoiceTotal:						\$145.95
Vendor Total:						\$145.95
Sheet Music Plus						
Check Group:						
LO.CGE50		1	180837	80702631 5/10/2018	10.5.0000.1117.410.04.0000 Chorus Instructional Supplies (Mac Arthur)	\$438.48

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
						PO/InvoiceTotal: <u>\$438.48</u>
						Vendor Total: <u>\$438.48</u>
Step Forward Therapy, Inc.						
Check Group:						
OT Treatment, Consult, Meetings, & Paperwork - 4/2,4/4,4/5,4/9,4/11,4/12,4/18,4/19,4/23,4/25,4/26,4/30/201 8	54	0	1604	10.5.0000.2130.319.01.0000	10.5.0000.2130.319.01.0000	\$4,860.00
				5/14/2018	Other Professional & Technical Services	
Check #: 0						
						PO/InvoiceTotal: <u>\$4,860.00</u>
						Vendor Total: <u>\$4,860.00</u>
Sylvias Flowers, Inc.						
Check Group:						
Planter/Dish Garden - M. Barr 04/19/2018	1	0	04353164	10.5.0000.2640.410.01.0000	10.5.0000.2640.410.01.0000	\$42.95
				4/19/2018	General Supplies	
Check #: 0						
						PO/InvoiceTotal: <u>\$42.95</u>
						Vendor Total: <u>\$42.95</u>
Terryberry						
Check Group:						
Retirement Plaque Art	7	0	E89406	10.5.0000.2640.410.01.0000	10.5.0000.2640.410.01.0000	\$249.99
				5/9/2018	General Supplies	
Check #: 0						
						PO/InvoiceTotal: <u>\$249.99</u>
						Vendor Total: <u>\$249.99</u>
Thomas, Leslie						
Check Group:						
Accompanist for IGSMMA State Chorus Contest - MAC 2018	1	0	1	10.5.0000.1117.319.04.0000	10.5.0000.1117.319.04.0000	\$150.00
				4/28/2018	Chorus Professional Services (Mac Arthur)	
Check #: 0						

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$150.00</u>
						Vendor Total: <u>\$150.00</u>
Village of Arlington Heights	02889					
Check Group:						
Quarterly Water and Sewer 2/28/18 - 4/30/18		1	0	50069104998x43 018 5/22/2018	20.5.0000.2542.370.01.0000 Water/Sanitation	\$2,336.07
						Check #: 0
						PO/InvoiceTotal: <u>\$2,336.07</u>
						Vendor Total: <u>\$2,336.07</u>
Walsworth Publishing Company						
Check Group:						
2017/18 Yearbook - MAC - Final Payment		1	0	1196662 4/28/2018	10.5.0000.1120.413.04.0000 Yearbook	\$2,570.63
						Check #: 0
						PO/InvoiceTotal: <u>\$2,570.63</u>
						Vendor Total: <u>\$2,570.63</u>
Warehouse Direct	80219					
Check Group:						
MAC - Classroom Supplies - B. Quesea		1	0	3890310-0 5/4/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$10.40
						Check #: 0
						PO/InvoiceTotal: <u>\$10.40</u>
Check Group:						
Chart paper with lines		8	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$42.08
Chart paper without lines		6	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$49.26
markers blue/12		4	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$57.60

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1258

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
sentence strips/100		6	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$31.44
scotch tape		16	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$11.36
box for books-12		4	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$69.20
sheet protectors-100		6	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$28.20
packing tapes for books		2	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$47.42
scissors - whole class/12 per pack		2	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$44.12
scissors blunt/each		8	180915	3894110-0 5/8/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$14.24
markers- red/12		4	180915	3894110-1 5/9/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$57.32
markers green		2	180915	3894110-1 5/9/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$27.92

Check #: 0

PO/InvoiceTotal:	\$480.16
Vendor Total:	\$490.56
Grand Total:	\$36,338.83

End of Report

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

05/29/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Constellation NewEnergy, Inc.	80148					
Check Group:						
Monthly Electricity Charges - IKE - 04/10/2018-05/08/2018		1 0		0044801044x5.18 5/11/2018	20.5.0000.2542.466.01.0000 Electricity	\$1,853.59
Monthly Electricity Charges - MAIN - 04/12/2018-05/10/2018		1 0		0044826477x5.18 5/13/2018	20.5.0000.2542.466.01.0000 Electricity	\$9,051.19
					Check #: 0	

PO/InvoiceTotal:	\$10,904.78
Vendor Total:	\$10,904.78
Grand Total:	\$10,904.78

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1268

06/05/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Apple Inc. Check Group: Apple Volume Purchase Program - Apps		1	180945	6737186019 5/22/2018	10.5.0000.2225.470.01.0000 Software	\$2,000.00
				Check #: 0		
					PO/InvoiceTotal:	\$2,000.00
					Vendor Total:	\$2,000.00
AssetGenie, Inc Check Group: 4 retina glass digitizer repairs		1	0	1288508 5/8/2018	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$906.00
				Check #: 0		
					PO/InvoiceTotal:	\$906.00
					Vendor Total:	\$906.00
AT & T Check Group: Monthly long distance charges		1	0	834687562x05.13 .18 5/18/2018	10.5.0000.2630.341.01.0000 Telephone/Network	\$199.57
				Check #: 0		
					PO/InvoiceTotal:	\$199.57
					Vendor Total:	\$199.57
Illinois Association of School Boards Check Group: FS Board Govrnance Review		1	0	194896 5/16/2018	10.5.0000.2310.312.01.0000 BOE Professional Development	\$300.00
				Check #: 0		
					PO/InvoiceTotal:	\$300.00
					Vendor Total:	\$300.00

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1268

06/05/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Lynn, Samantha M						
Check Group:						
FACS Supplies -- Tony's Finer Foods		1	0	REIMBURSEx05. 25.18 5/25/2018	10.5.0000.1412.410.04.0000 Classroom Supplies	\$114.17
				Check #: 0		
					PO/InvoiceTotal:	\$114.17
					Vendor Total:	\$114.17
MacArthur PTO	80745					
Check Group:						
Coach's meals for wrestling conference tournament		1	0	ConfTournyFood 5/21/2018	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$97.00
				Check #: 0		
					PO/InvoiceTotal:	\$97.00
					Vendor Total:	\$97.00
Nicor Gas						
Check Group: 1						
Monthly gas charges -- 04/24/18-05/22/18 -- Main		1	0	23055400008x5.0 5.18 5/22/2018	20.5.0000.2542.465.01.0000 Natural Gas	\$119.52
				Check #: 0		
Check Group:						
Monthly gas charges -- 04/24/18-5/23/18-Sullivan		1	0	52741700000x05. 23.18 5/23/2018	20.5.0000.2542.465.01.0000 Natural Gas	\$250.91
Monthly gas charges -- 04/24/18 - 05/23/18-- MacArthur		1	0	62741700009x05. 23.18 5/23/2018	20.5.0000.2542.465.01.0000 Natural Gas	\$265.58
				Check #: 0		
					PO/InvoiceTotal:	\$636.01
					Vendor Total:	\$636.01

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1268

06/05/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Paddock Publications						
Check Group:						
Public Notice of Meetings (5/13to519)		1	0	T4500143 5/15/2018	10.5.0000.2630.350.01.0000 Advertising/Publications	\$31.05
					Check #: 0	
					PO/InvoiceTotal:	\$31.05
					Vendor Total:	\$31.05
Quinlan & Fabish Music						
	00867					
Check Group:						
Pirates of the Caribbean		1	180787	10412747 3/21/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$36.00
					Check #: 0	
					PO/InvoiceTotal:	\$36.00
Check Group:						
A Dozen Dazzlers		1	180788	10301821 3/16/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$85.50
A Dozen More Dazzlers		1	180788	10301821 3/16/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$90.00
Ice Mountain		1	180788	10301821 3/16/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$67.50
					Check #: 0	
					PO/InvoiceTotal:	\$243.00
Check Group:						
A Danny Elfman Spooktacular		1	180803	10407381 3/29/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$55.80
					Check #: 0	
					PO/InvoiceTotal:	\$55.80
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1268

06/05/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Dramatic Essay		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$41.40
Blindsided		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$54.00
Music From Coco		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$49.50
El Relicario: Paso Doble		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$36.00
Gaelic Trilogy		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$44.10
Take Five		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$54.00
Spartacus		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$45.00
Fantasia On a Theme		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$43.20
Mantras		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$50.40
Burst		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$36.00
El Torro		1	180872	V14921 6/1/2018	10.5.0000.1118.410.04.0000 Classroom Supplies	\$55.80

Check #: 0

PO/InvoiceTotal: \$509.40

Vendor Total: \$844.20

Robbins Schwartz

Check Group:

HVAC project status		1	0	281273KMF 5/24/2018	10.5.0000.2369.318.01.0000 Legal Services	\$241.25
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Check #: 0

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1268

06/05/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$241.25
						Vendor Total: \$241.25
Rosetta Stone Ltd	00809					
Check Group:						
3 year renewal of Rosetta Stone Software License		1 0		9896790 5/15/2018	10.5.0000.1110.316.01.0000 Elem Contracted Software Services (District)	\$4,293.00
					Check #: 0	
						PO/InvoiceTotal: \$4,293.00
						Vendor Total: \$4,293.00
SuperFleet MasterCard Program						
Check Group:						
District vehicle fuel --04/26/18to05/25/18		1 0		FB235x05.26.18 5/26/2018	20.5.0000.2545.464.01.0000 Gasoline - District Vehicles	\$385.48
Credit (Rebate)		1 0		FB235x05.26.18 5/26/2018	20.5.0000.2545.464.01.0000 Gasoline - District Vehicles	(\$5.80)
					Check #: 0	
						PO/InvoiceTotal: \$379.68
						Vendor Total: \$379.68
Weadley, Catherine						
Check Group:						
Ice pops for gym marathon for kids		1 0		REIMBURSEx05. 28.18 6/1/2018	10.5.0000.2410.410.02.0000 Principal Supplies Account	\$60.00
					Check #: 0	
						PO/InvoiceTotal: \$60.00
						Vendor Total: \$60.00
						Grand Total: \$10,101.93

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1269

05/26/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Harris MasterCard						
Check Group:						
BMO Harris MC - Tony S Fresh Marke - Akhteebo, Megan		1 0		705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$48.12
BMO Harris MC - National School Produc - Samojedny, Evelyn C		1 0		705474-1805 5/5/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$43.96
BMO Harris MC - Mariano S Pala00085050 - Nystrom, Camron		1 0		705474-1805 5/5/2018	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$42.00
BMO Harris MC - Tony S Fresh Marke - Lynch, Abigail		1 0		705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$41.90
BMO Harris MC - Shop & Save - Des - Lelito, Jessica		1 0		705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$36.17
BMO Harris MC - Tony S Fresh Marke - Lynch, Abigail		1 0		705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$35.41
BMO Harris MC - Tst* Eggsperience Panc - Angelaccio, Donald		1 0		705474-1805 5/5/2018	10.5.0000.2310.490.00.0000 Board of Ed Food/Meals	\$33.08
BMO Harris MC - Paypal *bilingualpl - Samojedny, Evelyn C		1 0		705474-1805 5/5/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$32.98
BMO Harris MC - Dunkin #302147 Q35 - Alms, Christopher		1 0		705474-1805 5/5/2018	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$32.97
BMO Harris MC - Jewel #3461 - Stavropoulos, Maria		1 0		705474-1805 5/5/2018	10.5.0000.2560.410.01.0000 D25 Food Service	\$29.35
BMO Harris MC - Potbelly #436 - Stavropoulos, Maria		1 0		705474-1805 5/5/2018	10.5.0000.2560.410.01.0000 D25 Food Service	\$28.25
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1 0		705474-1805 5/5/2018	10.5.0000.1412.410.04.0000 Classroom Supplies	\$18.01
BMO Harris MC - Tony S Fresh Marke - Lynch, Abigail		1 0		705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$12.28

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1269

05/26/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Harris MC - Shop & Save - Des - Lelito, Jessica		1	0	705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$9.91
BMO Harris MC - Wal-Mart #1735 - Curtis, Craig		1	0	705474-1805 5/5/2018	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$8.91
BMO Harris MC - Menards Mount Prospect - Quesea, Bryan		1	0	705474-1805 5/5/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$8.45
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1	0	705474-1805 5/5/2018	10.5.0000.1412.410.04.0000 Classroom Supplies	\$7.47
BMO Harris MC - Shop & Save - Des - Lelito, Jessica		1	0	705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$5.30
BMO Harris MC - Barnes&noble.Com-Bn - Samojedny, Evelyn C		1	0	705474-1805 5/5/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	(\$3.07)
BMO Harris MC - Ideal Charter Mgmt - Debartolo, Micheal		1	0	705474-1805 5/5/2018	10.5.0000.6000.000.01.0000 Provision for Contingencies	\$1,063.66
BMO Harris MC - Ideal Charter Mgmt - Debartolo, Micheal		1	0	705474-1805 5/5/2018	10.5.0000.6000.000.01.0000 Provision for Contingencies	\$456.00
BMO Harris MC - Ideal Charter Mgmt - Debartolo, Micheal		1	0	705474-1805 5/5/2018	10.5.0000.6000.000.01.0000 Provision for Contingencies	\$455.85
BMO Harris MC - Ideal Charter Mgmt - Debartolo, Micheal		1	0	705474-1805 5/5/2018	10.5.0000.6000.000.01.0000 Provision for Contingencies	\$426.00
BMO Harris MC - Arlington Park Racecou - Angelaccio, Donald		1	0	705474-1805 5/5/2018	10.5.0000.2310.490.00.0000 Board of Ed Food/Meals	\$212.50
BMO Harris MC - Arlington Park Racecou - Angelaccio, Donald		1	0	705474-1805 5/5/2018	10.5.0000.2321.490.01.0000 Central Office Food/Meals	\$200.00
BMO Harris MC - Blackfinn Ameripub - M - Samojedny, Evelyn C		1	0	705474-1805 5/5/2018	10.5.0000.2210.410.01.0000 General Supplies	\$183.56
BMO Harris MC - Dss*achievmntproducts - Samojedny, Evelyn C		1	0	705474-1805 5/5/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$149.39

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1269

05/26/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Harris MC - Participate.Com - Stavropoulos, Maria		1	0	705474-1805 5/5/2018	10.5.0000.2225.312.01.0000 Professional Development	\$149.00
BMO Harris MC - Rochester 100, Inc - Samojedny, Evelyn C		1	0	705474-1805 5/5/2018	10.5.0000.3900.410.01.3305 General Supplies - Title III	\$135.00
BMO Harris MC - Michaels Stores 1338 - Quesea, Bryan		1	0	705474-1805 5/5/2018	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$127.36
BMO Harris MC - Other World Computing - Stavropoulos, Maria		1	0	705474-1805 5/5/2018	10.5.0000.2225.410.01.0000 General Supplies	\$124.33
BMO Harris MC - Naesp-Peap - Meziere, Traci		1	0	705474-1805 5/5/2018	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$102.00
BMO Harris MC - Dss*achievmntproducts - Samojedny, Evelyn C		1	0	705474-1805 5/5/2018	10.5.0000.1110.420.01.0000 Textbook Adoption	\$101.50
BMO Harris MC - Target 00011767 - Lebrecht, Kris		1	0	705474-1805 5/5/2018	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$87.74
BMO Harris MC - Jimmy Johns - 511 - Mo - Lebrecht, Kris		1	0	705474-1805 5/5/2018	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$78.99
BMO Harris MC - Bed Bath & Beyond #108 - Angelaccio, Donald		1	0	705474-1805 5/5/2018	10.5.0000.2310.410.01.0000 BOE General Supplies	\$77.94
BMO Harris MC - Officemax/Depot 6370 - Alms, Christopher		1	0	705474-1805 5/5/2018	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$73.88
BMO Harris MC - Viccinis Pizza Comp - Sorensen, Nancy		1	0	705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$65.30
BMO Harris MC - #03475 Jewel - Curtis, Craig		1	0	705474-1805 5/5/2018	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$64.38
BMO Harris MC - Tony S Fresh Marke - Lynch, Abigail		1	0	705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$63.84
BMO Harris MC - Blackfinn Ameripub - M - Stavropoulos, Maria		1	0	705474-1805 5/5/2018	10.5.0000.2560.410.01.0000 D25 Food Service	\$62.63

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1269

05/26/2018

Fiscal Year: 2017-2018

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1	0	705474-1805 5/5/2018	10.5.0000.1412.410.04.0000 Classroom Supplies	\$62.18
BMO Harris MC - Dd/Br #336980 - Curtis, Craig		1	0	705474-1805 5/5/2018	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$56.08
BMO Harris MC - Tony S Fresh Marke - Akhteebo, Megan		1	0	705474-1805 5/5/2018	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$54.23
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1	0	705474-1805 5/5/2018	10.5.0000.1412.410.04.0000 Classroom Supplies	\$53.22
BMO Harris MC - Cosn - Stavropoulos, Maria		1	0	705474-1805 5/5/2018	10.5.0000.2225.312.01.0000 Professional Development	\$50.00

Check #: 0

PO/InvoiceTotal:	\$5,208.01
Vendor Total:	\$5,208.01
Grand Total:	\$5,208.01

End of Report

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Revenue Considerations

Raymond James Public Finance

PREPARED BY: Elizabeth Hennessy, Managing Director

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PREPARED FOR:

Prospect Heights School District 23, Cook County, Illinois

June 13, 2018



**PROSPECT HEIGHTS
SCHOOL DISTRICT 23**

RAYMOND JAMES

SECTION 1	Market/Political Update
SECTION 2	Current Situation and Considerations
SECTION 3	Non-Referendum Financing Options

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SECTION 1

Market/Political Update

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- Since January 1st, interest rates have increased over .50% spurred on by Tax Reform
- Interest rates are extremely volatile given geo-political events
- However, long term interest rates remain historically low
- Despite approving a bi-partisan budget last week, the State of Illinois still enjoys one of the worse reputations of US states in the minds of bond investors
- Many local school districts in IL are well run and financially stable but the overarching struggles at the State still command an “Illinois premium” on bond issues
- The pension situation is unresolved and many school districts expect a “pension shift” in the future even though no specific legislation currently exists
- Additional uncertainty revolves around a possible Tax Freeze which has been proposed in legislation of some form every session but has not been approved by the General Assembly

Section 2

Current Situation and Considerations

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- District's Long Range Facility Plan calls for \$24M of general capital improvements through FY2027
- The District has reduced expenditures over the last 5 years, maintaining programs and class size that impact students the most
- Based on the current financial projection, the District will deficit spend, reducing its operating fund balances below its minimum of 33% of expenditures policy in the next three years resulting in an accumulated deficit of \$1.5M by FY2027
- Going to referendum for anything is always a challenging proposition; we applaud the District for thinking carefully about its critical needs both now and in the future

- April 7, 1987 - referendum question (failed)
- November 6, 1987 - referendum question (approved)
- April 5, 2011 Limiting Rate increase for .35% (failed)

1. No referendum

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Pros:	Cons:
<ul style="list-style-type: none"> District stable financially with stable class sizes 	<ul style="list-style-type: none"> Long Term facility plans not addressed
<ul style="list-style-type: none"> Reductions made in past 10 years 	<ul style="list-style-type: none"> Increasing costs may require program/personnel cuts to maintain fund balances
<ul style="list-style-type: none"> Conservative operations 	

2. Operating Fund Increase Referendum

Pros:	Cons:
<ul style="list-style-type: none"> • Enable maintenance of sustainable fund balances 	<ul style="list-style-type: none"> • Need more compelling argument to increase property taxes in current political environment
<ul style="list-style-type: none"> • Ability to increase programming 	<ul style="list-style-type: none"> • Need a significant, impactful program
	<ul style="list-style-type: none"> • Typically districts need to experience major cuts prior to referenda passage
	<ul style="list-style-type: none"> • With more significant funding decisions looming (ie: pension shift) need caution using political capital

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3. Bond Referendum

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Pros:	Cons:
<ul style="list-style-type: none"> • Would enable District to address Long Range Facility Plan 	<ul style="list-style-type: none"> • Need more compelling facility need away from general maintenance to gain public support
<ul style="list-style-type: none"> • Take pressure off operating funds for capital expenditures 	<ul style="list-style-type: none"> • With more significant building needs in the future, use of political capital now is not recommended

4. Referendum to increase Debt Service Extension Base (DSEB)

Pros:	Cons:
<ul style="list-style-type: none"> DSEB bonds can fund either capital or operations with working cash fund bonds 	<ul style="list-style-type: none"> Need more compelling argument to increase property taxes in current political environment
<ul style="list-style-type: none"> DSEB never goes away 	<ul style="list-style-type: none"> Current DSEB can fund some projects without referendum

109

4. Tiered Use of DSEB/Operating Funds

110

Pros:	Cons:
<ul style="list-style-type: none"> No referendum 	<ul style="list-style-type: none"> May require modification of fund balance policy
<ul style="list-style-type: none"> Provide funding of Priority Capital projects 	<ul style="list-style-type: none"> Operations may sustain slightly higher deficit spending for capital projects
<ul style="list-style-type: none"> Demonstrates prudent financial planning and responsibility 	
<ul style="list-style-type: none"> Keep referendum options available to future Boards 	

Section 3

Tiered Use of DSEB and Operating Funds

111

Equalized Assessed Valuation 2016 EAV	548,611,244
Times 6.9%	37,854,176
Less: Outstanding Principal	(7,540,000)
Net Debt Limit	30,314,176

112

- The District can issue bonds without a referendum to fund capital projects, if the debt service payments fit within the District’s Debt Service Extension Base (DSEB) \$1,187,564 (levy 2018)
- The types of limited bonds the District can issue include:

Working Cash Fund Bonds

Life Safety Bonds

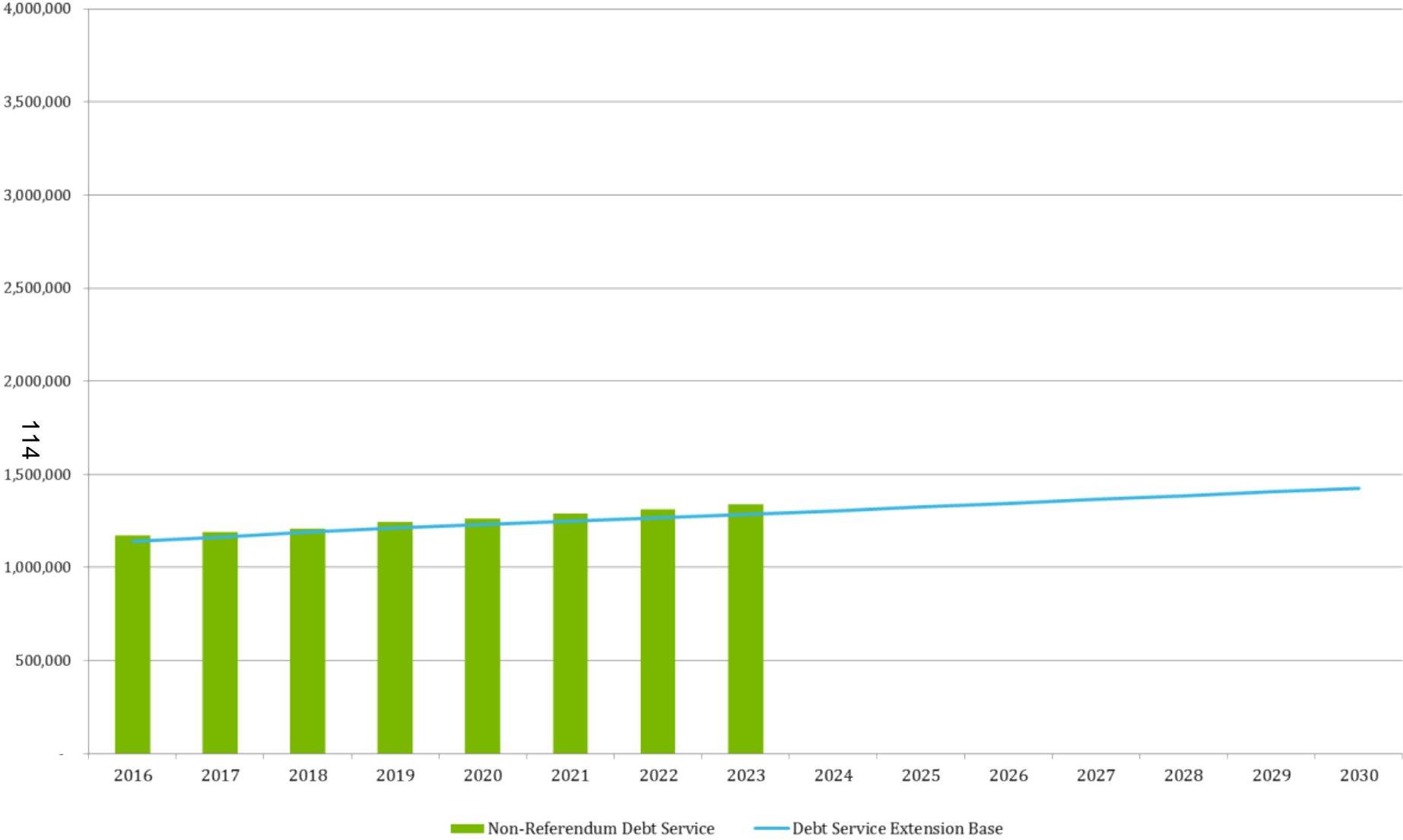
Funding Bonds

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> ✓ Can be used either for capital or operating; requires a petition period and public hearing | <ul style="list-style-type: none"> ✓ Proceeds must be used for life safety projects only which are approved by the State and Regional Superintendent of Schools; requires public hearing | <ul style="list-style-type: none"> ✓ Can be used to refund debt obligations of the District such as lease or debt certificates; requires petition period and public hearing |
|--|---|--|

- Limited Bonds do not negatively impact the operating funds of the District.
- They are paid through the bond and interest tax levy up to the Debt Service Extension Base as described above.
- Best practice is to amortize bonds quickly to reduce interest cost and allow flexibility for future projects.

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OUTSTANDING DEBT SERVICE AND TAX RATE



- The DSEB is paying off bonds issued to pay for the HVAC and building updates and were issued in two bank qualified pieces in 2013 and 2014
- The District's non-referendum limited tax bonding capacity is utilized through levy year 2023
- When considering the issuance of additional bonds paid from the DSEB prior to 2023, the District will have to restructure a portion of the outstanding Series 2013 and 2014 bonds in order to “make room” for interest payments on new bonds
- Given Tax Reform, the restructuring prior to the call date will be a taxable refunding instead of a tax-exempt refunding, the difference being higher interest rates

- DSEB is currently used until 2023
- Issuing additional bonds and extending debt service for 20 years results in very little flexibility for future debt until existing bonds are retired
- Issuing bonds with shorter pay-back reduces interest cost and results in more proceeds for projects available from the DSEB over time
- The following tiered option generates less bond proceeds than one 20 year bond issue but keeps the payback on the bonds within 12 years and leaves the DSEB available for future bond issues:
 - ✓ Issue \$3M in 2019 with small refunding
 - ✓ Issue \$3M in 2023
 - ✓ Issue \$4M in 2026 with additional room in 2030
 - ✓ Budget \$200k annually for capital projects FY2019-2026 generating \$1.4M towards capital
 - ✓ Total \$11.4M without referendum

116

PROPOSED \$3M IN 2019, \$3M IN 2023, \$4M IN 2026 WITH ROOM IN 2030 FOR ADDITIONAL DEBT

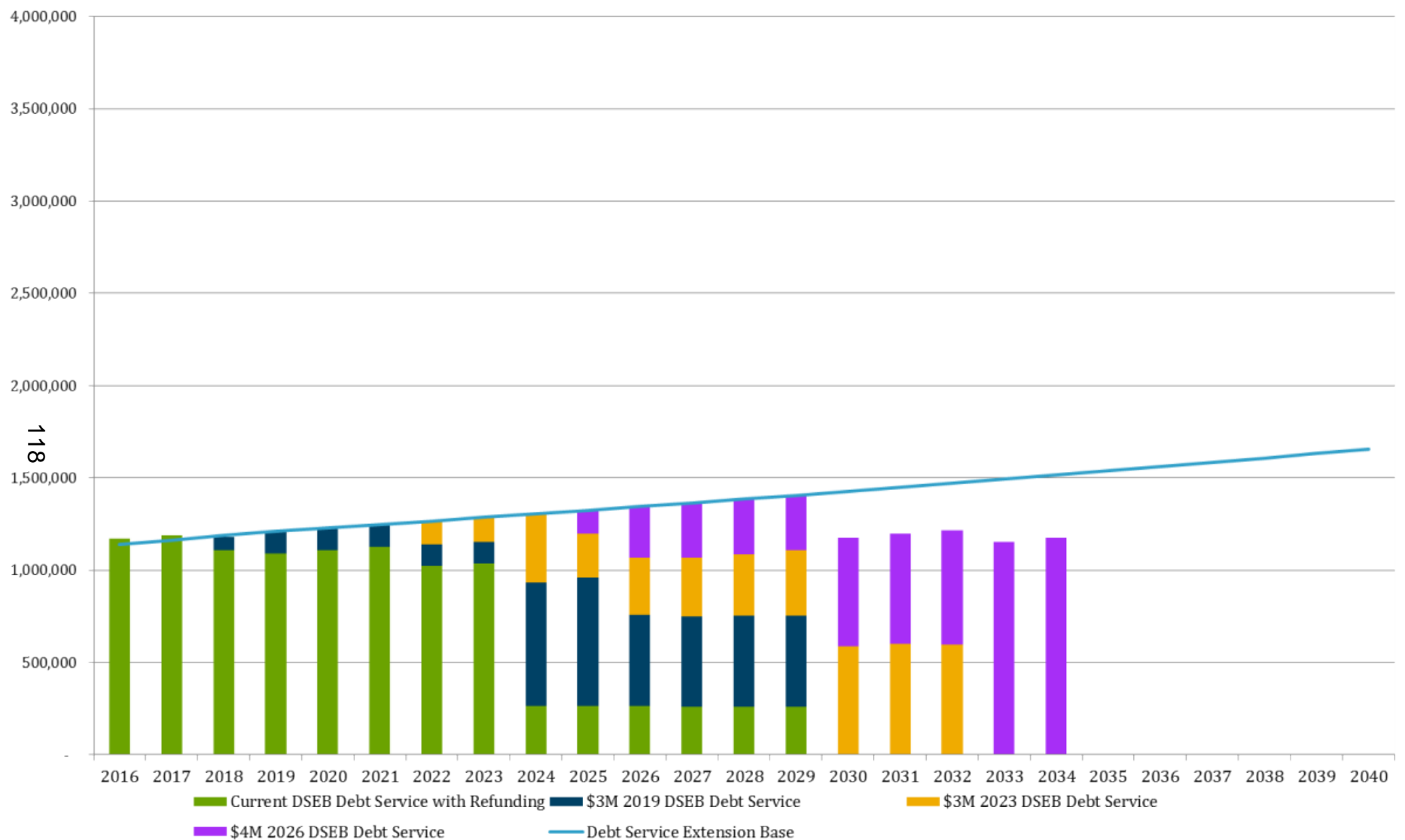
Taxable Refunding in April 2019 with Tax-Exempt New Money Issues in 2019, 2023, 2026

Tax Year	Debt Service Extension Base	CPI Growth (1)	Non-Referendum (DSEB/Limited Tax)							Total DSEB D/S	Remaining DSEB Capacity
			Current DSEB D/S	Refunded Series 2013/14 Debt Service	Taxable Refunding Series 2019 Debt Service	\$3,000,000 Series 2019 Debt Service	\$3,000,000 Series 2023 Debt Service	\$4,000,000 Series 2026 Debt Service			
2016	1,139,214	0.70%	1,170,013							1,170,013	(30,798)
2017	1,163,138	2.10%	1,189,813							1,189,813	(26,675)
2018	1,187,564	2.10%	1,209,413	(136,463)	35,799	73,173				1,181,922	5,642
2019	1,211,315	2.00%	1,241,813	(208,063)	57,534	117,600				1,208,884	2,431
2020	1,229,485	1.50%	1,261,413	(211,663)	57,534	117,600				1,224,884	4,601
2021	1,247,927	1.50%	1,288,613	(219,863)	57,534	117,600				1,243,884	4,043
2022	1,266,646	1.50%	1,313,013	(347,463)	57,534	117,600	125,538			1,266,221	424
2023	1,285,645	1.50%	1,339,613	(359,663)	57,534	117,600	129,400			1,284,484	1,162
2024	1,304,930	1.50%	-		262,534	672,600	369,000			1,304,134	797
2025	1,324,504	1.50%	-		264,395	695,400	239,000	123,787		1,322,582	1,922
2026	1,344,372	1.50%	-		265,494	491,400	308,800	276,000		1,341,694	2,678
2027	1,364,537	1.50%	-		261,224	489,600	315,600	296,600		1,363,024	1,513
2028	1,385,005	1.50%	-		261,518	492,200	331,800	296,200		1,381,718	3,287
2029	1,405,780	1.50%	-		261,150	494,000	352,000	295,600		1,402,750	3,030
2030	1,426,867	1.50%	-				586,000	589,800		1,175,800	251,067
2031	1,448,270	1.50%	-				600,200	597,000		1,197,200	251,070
2032	1,469,994	1.50%	-				598,000	618,200		1,216,200	253,794
2033	1,492,044	1.50%	-					1,152,800		1,152,800	339,244
2034	1,514,425	1.50%	-					1,175,200		1,175,200	339,225
2035	1,537,141	1.50%	-							-	1,537,141
2036	1,560,198	1.50%	-							-	1,560,198
2037	1,583,601	1.50%	-							-	1,583,601
2038	1,607,355	1.50%	-							-	1,607,355
2039	1,631,465	1.50%	-							-	1,631,465
2040	1,655,937	1.50%	-							-	1,655,937
			10,013,700	(1,463,175)	1,899,781	3,996,373	3,955,338	5,421,187		23,803,203	
					All in True Interest Cost	4.44%	3.72%	4.21%	4.64%	All in True Interest Cost	
					PV Savings \$	(84,204)	\$ 3,000,000	\$ 3,000,000	\$ 4,000,000	Proceeds	
					Cash Flow Savings \$	(416,606)					

(1) EAV is assumed to increase by 15% in the triennial reassessment in levy year 2016; CPI is assumed to grow at 2.00% in 2019 and 1.5% in LY 2020 and thereafter

(2) Interest rates are based on current market spreads over Treasury rates (refunding portion) and AAA-MMD Index (new money portion) as of May 24, 2013 with 0.50% cushion for 2019 issues, 1.00% cushion for Series 2023, and 1.50% cushion for Series 2026.

PROPOSED \$3M IN 2019, \$3M IN 2023, \$4M IN 2026 WITH ROOM IN 2030 FOR ADDITIONAL DEBT



- In order to go to referendum successfully, District must make a compelling case to the Community
- Often hardship, reductions in force and programming accompanies the realization that additional taxpayer funds are critical
- The District has been financially responsible and good stewards of taxpayer dollars
- With careful expenditure management and judicious use of the Debt Service Extension Base for intermittent bonding, the District can extend the time until referendum is required AND accomplish some priority capital projects

The information contained herein is solely intended to facilitate discussion of potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement. While we believe that the outlined financial structure or marketing strategy is the best approach under the current market conditions, the market conditions at the time any proposed transaction is structured or sold may be different, which may require a different approach.

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District 23 1:1 Implementation Reflections

Board of Education Presentation - June 13, 2018

Our Timeline

2014

Planning and Pilot

2015

1:1 MacArthur

2016

1:1 Sullivan

2017

2:1 Ross and Ike

2018

Reflect and Plan Forward

“ To increase and enhance the use of technology as a tool to improve engagement, elevate rigor, and transform instructional practices in the classroom and at home.



Expected Outcomes

- To improve the quality of teaching and learning
- To improve equity of access to technology
- To enhance formative assessment
- To enhance differentiation of instruction
- To improve students' ability to become self-directed learners
- To prepare students for the world of work and THEIR future



Reflective Data Sources

- Teaching Learning and Technology Committee
- Building Level Committees
- Staff Meetings
- Consultation with TIS and Administration
- BryteBytes Survey with custom questions for parents, students, and teachers

1:1 Implementation Overview

Teaching and Learning

Professional Development
Instructional Framework
Curriculum and Materials
Monitoring performance and Growth

Community Engagement

Parent Training
D214 Partnership
Communication
Plan Updates and transparency

Digital Environment

Infrastructure
Device Management
Staffing and projections
Sustainable Financing
"Back-End" Support

Procedures

Review of policy and procedures
Device Deployment
Forms and paperwork
"User-end" Issues

1

Building the Digital Environment

Infrastructure, Security, Management

Building the Digital Environment

- **Device acquisition and Roll-out** (All Schools)
- **Upgraded & Additional Access Points** (AP)
- **JAMF Device Management**
- **Ticketing System** (Inventory Database)
- **Securly** - 1:1 iPad Filtering and Monitoring
- **Slack** - Team Collaboration-Communication Tool
- **Device Five Year Cycle**

Teachers report that the quality of internet speed at school is

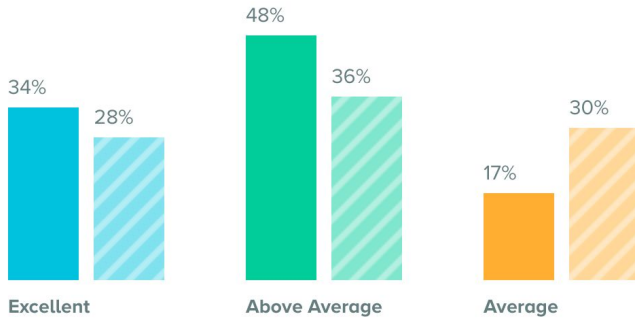
Chart

Trends

[View Insight](#)

[Save Chart](#)

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COMPARE

Jan 1, 2018 Solids Present

Jul 1, 2017 to Dec 31, 2017 Stripes

129

Teachers report that the quality of computers (desktop, mobile, and tablet) at school is

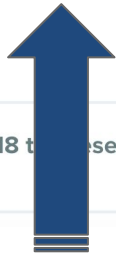
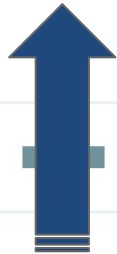
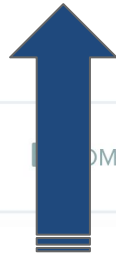
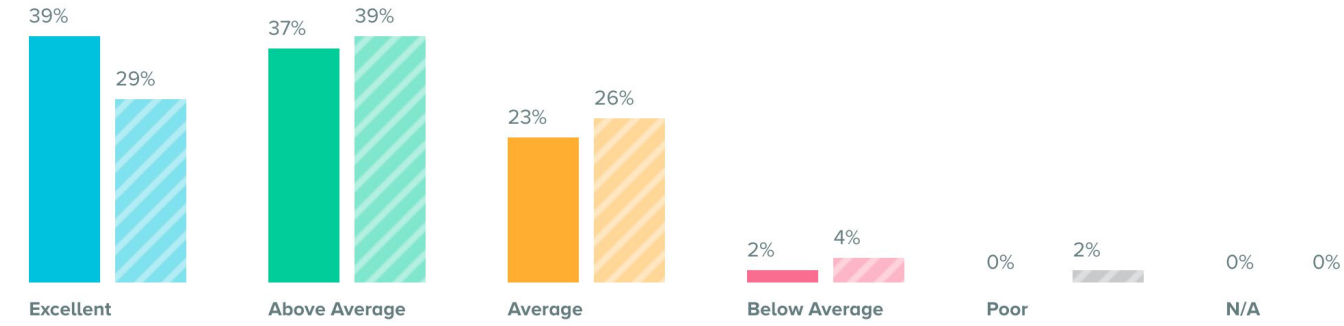
Chart

Trends

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Stripes

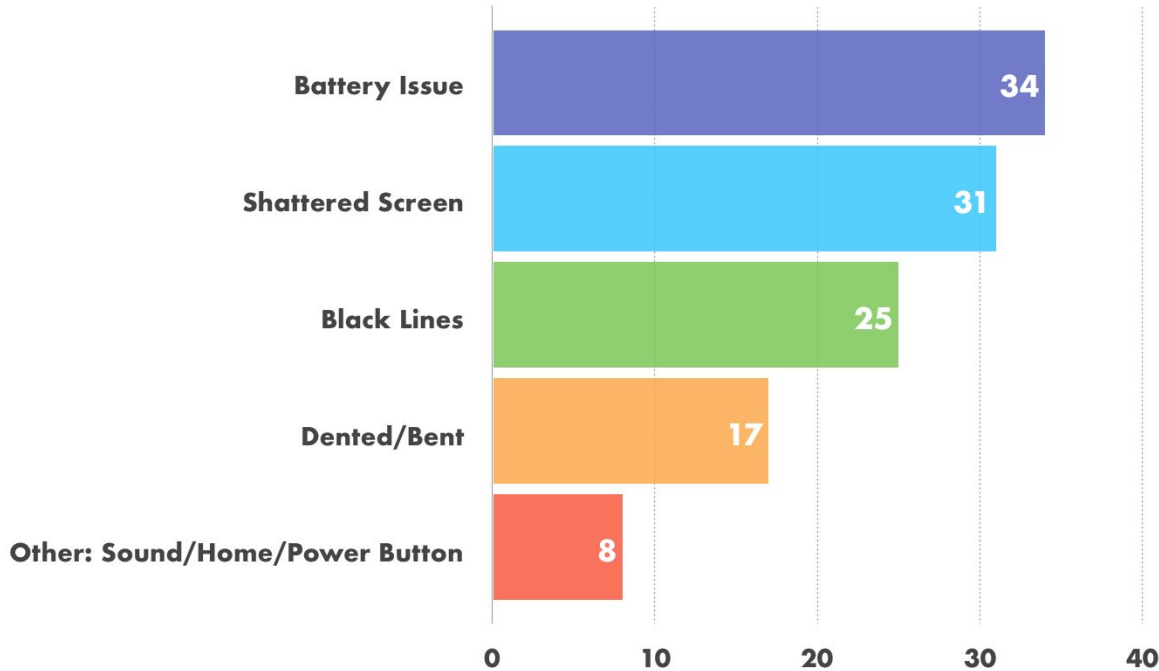
130



Repairs

131

Repairs





Next Steps

- Purchase new 4th Grade iPads & Cases
- Shuffle 8th Grade to Ike & Ross-replace older units
- Sell/Recycle older equipment
- Allocate money for replacement devices
- Annual updates to Management System (JAMF)
- Network Upgrades-Phase 2 & 3 (Switches & Controller)
- Automation for rostering and accounts
- Staff Device Management (JAMF)

2

Procedures and Policies

Data, Reflections, and Adjustments



Procedures and Policies

- Refined 1:1 Device Protection Plan (Fees and Claims)
- Fine tuned filtering and whitelisting
- 1:1 iPads use Securly to filter 24/7
- Fine tuned inventory management via JAMF
- Restructured management (JAMF) for high efficiency
- Tech Team Class Observations
- Continued use of App Vetting Purchase Process

Administrative Reflections

135



Student iPad Infraction Data

136





Next Steps

- Annual iPad Handbook Updates
- Annual Management System Updates (JAMF)
- Leverage management tools for auditing cloud data

3

Community Engagement

Parents, PTO, Board of Education,
Community

Community Engagement

- Roll-out nights
- Screenagers
- P/T Conferences
- Open House/Curriculum Night
- School/Teacher Twitter Accounts
- School-Home Connections to Instruction
(Seesaw, Schoology, PowerSchool, Social Media, Principal Newsletters)



“I want to learn more about effective technology use for my child’s learning.”

Chart

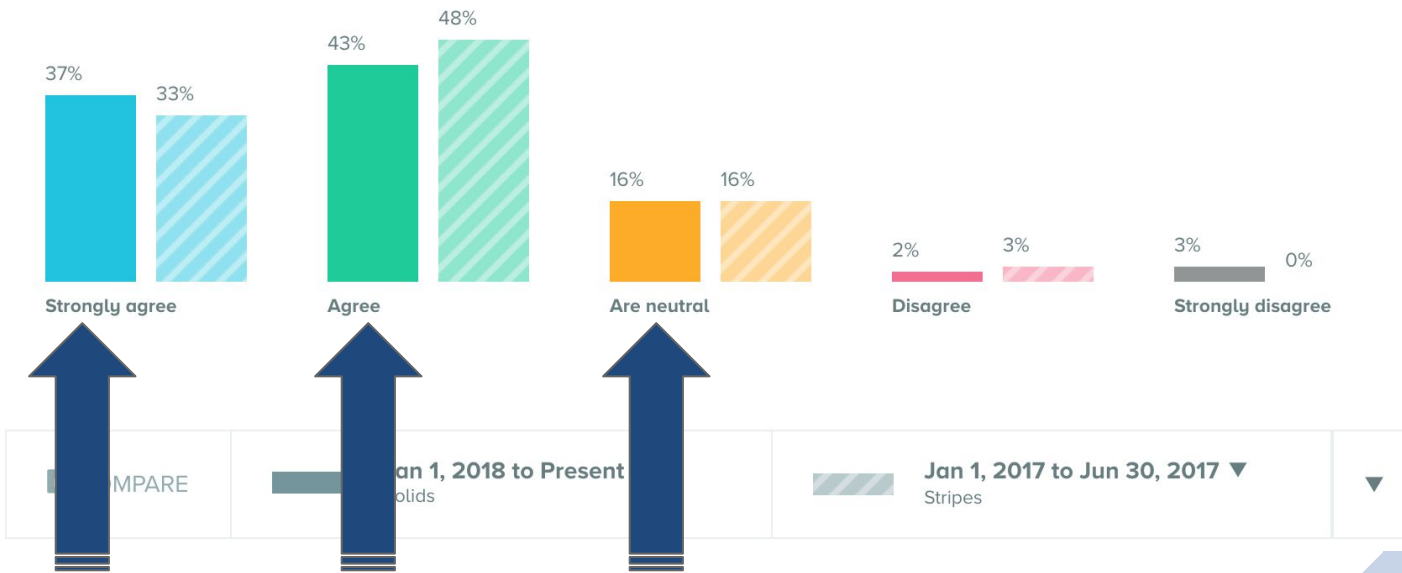
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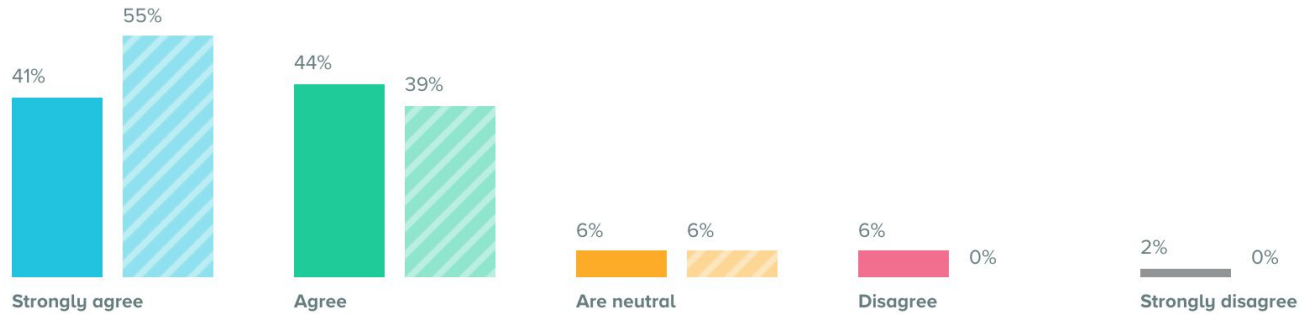
“Technology use in class can enhance student learning.”

Chart

Trends

Save Chart

Share



141

COMPARE

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Solid

Jan 1, 2017 to Jun 30, 2017
Stripes



Next Steps

- P/T Conferences
- Open House/Curriculum Night
- School/Teacher Twitter Accounts
- School-Home Connections to Instruction (Seesaw, ClassDojo, Schoology, PowerSchool, Social Media, Principal Newsletters)

4

Teaching and Learning

Enhancing Instruction

Teaching and Learning

- Analysis of BrightBytes Data
- SAMR growth
- Teacher and Student 4 C's Integration
- Professional Development
- Role of the TIS
- Institute Days, Staff Meetings, Tech Tip Tuesdays, Newsletters, iLEAP (Virtual-Poolside PD), Coaching by the Copier



BrightBytes Summary Data

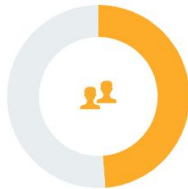


CASE™ Score

1122 Advanced ↗ Up since last data collection

May 2017 - 1115

Classroom



Access



Skills



Environment



CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

145



BrightBytes Summary Data

146

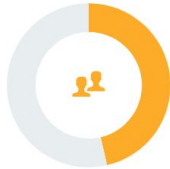


CASE™ Score

1094 Proficient ↗ Up since last data collection

May 2017 - 1067

Classroom



Access



Skills



Environment



CASE™ Score Legend

- Beginning
- Emerging
- Proficient
- Advanced
- Exemplary



CASE™ Score

1091 Proficient ↘ Down since last data collection

May 2017 - 1194

Classroom



Access



Skills



Environment





BrightBytes Summary Data

147

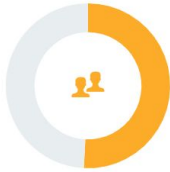


CASE™ Score

1123 Advanced ↗ Up since last data collection

May 2017 - 1109

Classroom



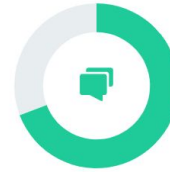
Access



Skills



Environment



CASE™ Score Legend

- Beginning
- Emerging
- Proficient
- Advanced
- Exemplary

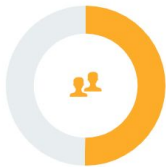


CASE™ Score

1134 Advanced ↘ Down since last data collection

May 2017 - 1129

Classroom



Access



Skills



Environment





BrightBytes Summary Data

Trends

Overall  Domains



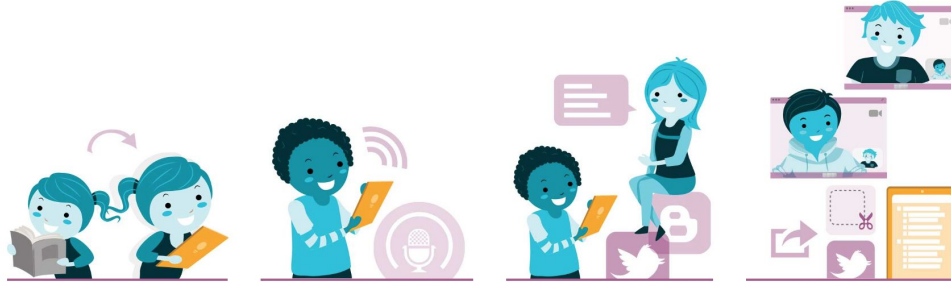
CASE™ Score Legend

-  Beginning
-  Emerging
-  Proficient
-  Advanced
-  Exemplary



SAMR Data

149



SUBSTITUTION

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH NO FUNCTIONAL CHANGE.

Example: Using iBooks to read, annotate and make notes.

AUGMENTATION

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH FUNCTIONAL IMPROVEMENT.

Example: Using the Speak function and then exporting notes and annotations as the basis for writing.

MODIFICATION

TECH ALLOWS FOR SIGNIFICANT TASK REDESIGN.

Example: Turning the activity into a social writing task where outcomes are shared and open to peer comment and review.

REDEFINITION

TECH ALLOWS FOR THE CREATION OF NEW TASKS, PREVIOUSLY INCONCEIVABLE.

Example: Writing becomes a multimedia project with hyperlinked choices for the reader and retaining social aspect of task.



15%

34%

10%

16%

PERCENTAGE OF YOUR TEACHERS THAT ARE IN EACH CATEGORY

2018



21st Century Student Skills

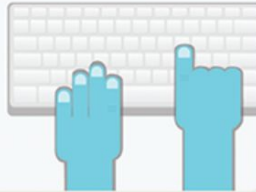
74% 70%

of students are asked to collaborate online with classmates at least monthly



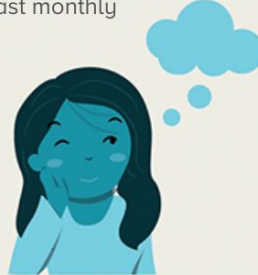
21% 19%

of students are asked to write online at least monthly



52% 54%

of students are asked to identify and solve authentic problems using technology at least monthly



60% 58%

of teachers ask their students to complete online assessments at least monthly



55% 64%

of teachers spend less than 3 hours per year teaching digital citizenship



58% 63%

of your teachers who use assistive technology use it with students at least monthly



Students are asked to identify and solve authentic problems

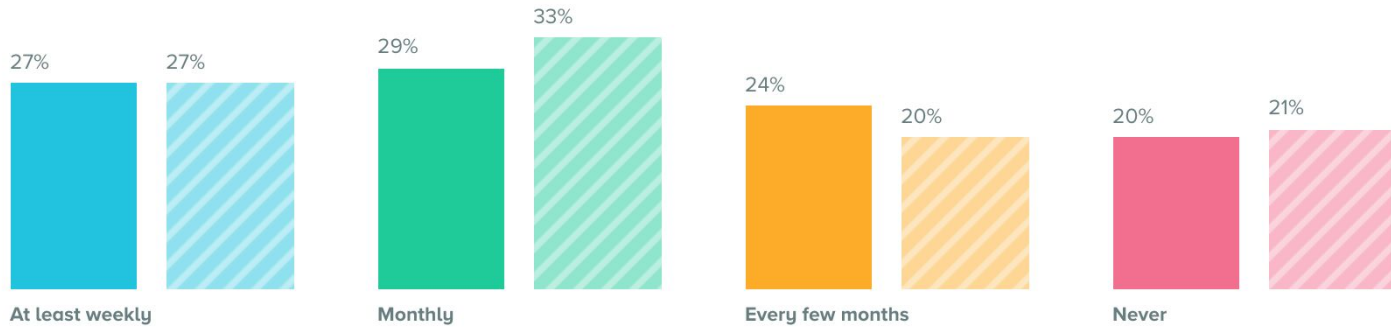
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Trends

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Solids



Jan 1, 2017 to Jun 30, 2017 ▼
Stripes

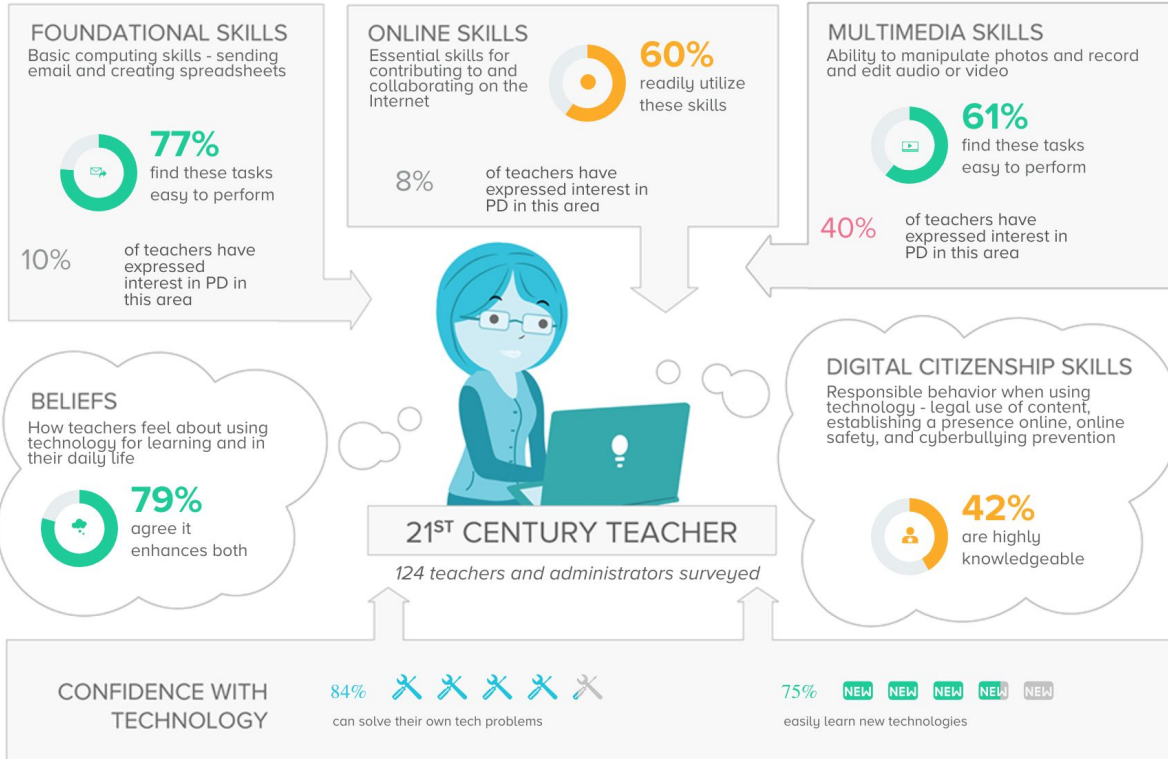


151



Professional Development Themes

152





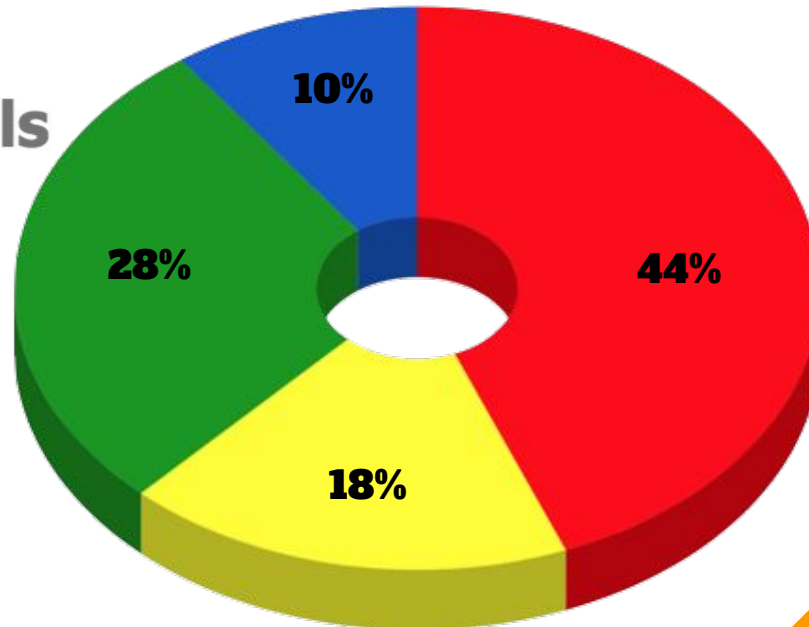
Role of a TIS

Number of responses for the Teacher for TIS Tools and for

- Meetings
- Coaching/CPD
- Observing/Coaching
- TIS Meetings
- Principals/Ect.
- Principals
- Developing Learning Resources
- Meetings
- Committees
- Coaching
- Observing and providing feedback

- Coaching with the Teacher
- For the Teacher
- Developing TIS Tools
- Other

153





Next Steps

- Analyze Reflections of Tech Plan 2.0 Goals
- Scope Out Next Plan
- Evaluate Future Ready & Apple Survey Tools
- Evaluate Personalized PD Options for Staff
- Continue Telling Our Story



many THANKS...

To our faculty, students, families and entire educational community for your dedicated work and focused efforts to make our 1:1 implementation a success.

We look forward to the next chapter!



CREDITS

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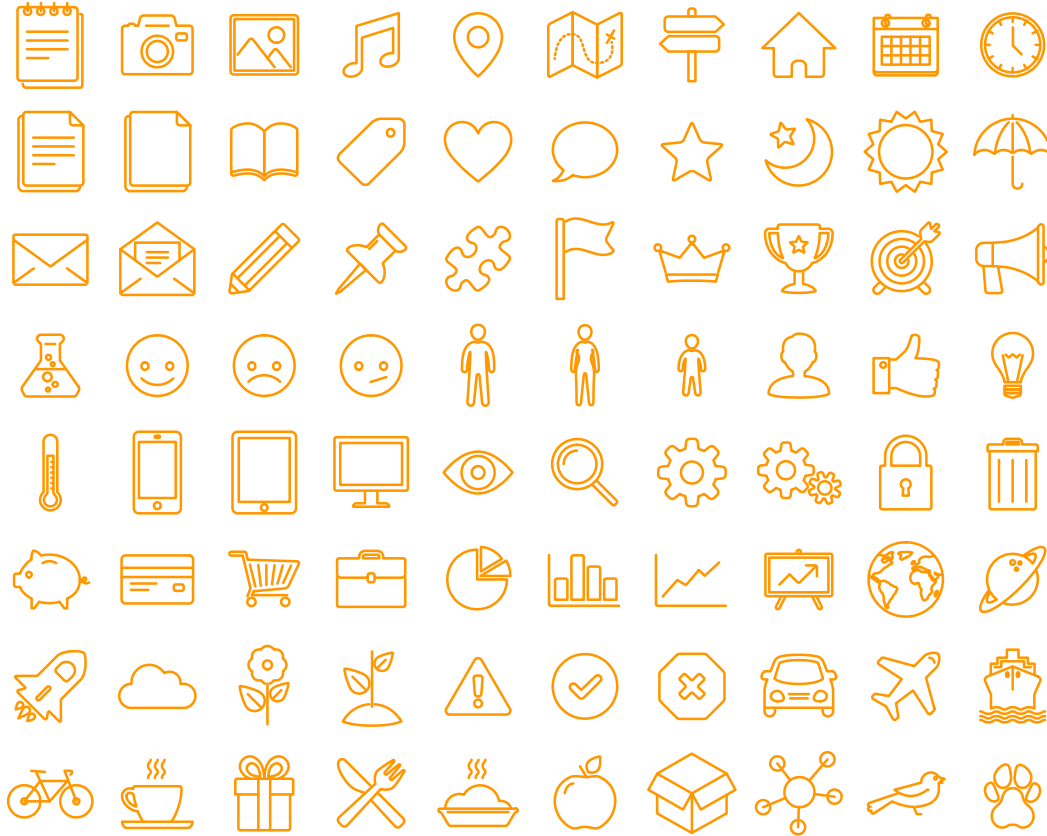
- Titles: Roboto Condensed
- Body copy: Roboto Condensed

You can download the fonts on this page:

<https://material.io/guidelines/resources/roboto-noto-fonts.html>

Navy **#3f5378** · Dark navy **#263248** · Yellow **#ff9800**

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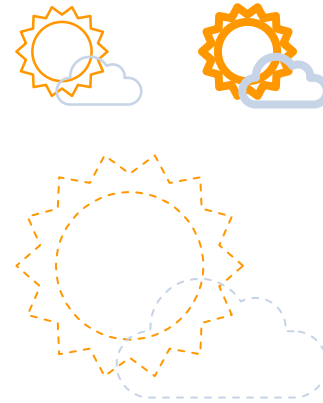
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- Change line color, width and style.

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Examples:





Now you can use any emoji as an icon!

And of course it resizes without losing quality and you can change the color.

How? Follow Google instructions

<https://twitter.com/googledocs/status/730087240156643328>





**Prospect Heights School District 23
Board Memorandum
Action Item**

Date: June 13, 2018

Subject: Title 1 Schoolwide Building Plans

Prepared by: Christie Samojedny, Ed.D., Assistant Superintendent

This memo serves to provide information regarding the submission of Title 1 Schoolwide plans for Eisenhower, Ross, Sullivan and MacArthur schools.

As shared in the May 2018 BOE meeting, each of our schools qualified to submit a waiver for School Wide Programming. These waivers were submitted to our principal consultant from ISBE on May 3, 2018 and approved on May 4, 2018. The District Title 1 Plan, a document detailing our approach to serving students in need, was amended for FY19 to reflect our new Schoolwide status. This document was approved by the Board on May 9, 2018 and was then submitted to ISBE for approval, which was granted May 23, 2018.

The next step in the process of becoming Schoolwide is for the development of building Title plans. Each school's leadership team has worked on their plan over the last few weeks, addressing the points below:

- Using a comprehensive needs assessment (Bright Bytes, 5 Essentials, PD surveys, NSSEO surveys, ECRIS data) as a guide:
 - Identify and describe schoolwide reform strategies
 - Provide information about activities to support social-emotional skills of students
 - Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services
 - Provide information regarding professional development of staff to improve instruction, and the use of data from academic assessments
 - Describe transition strategies for early childhood students moving into kindergarten (Eisenhower only)

These plans are living documents, and will be revisited throughout next year as part of each site's school improvement process. The four Schoolwide plans are attached for your convenience.

It is my recommendation that the Board approve the four plans as presented. If you have any questions, please don't hesitate to contact me.

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Dwight D. Eisenhower Elementary School		
RCDT:	050160230022001		
Principal:	Luke Lambatos, Ed.D.		
Address:	1 N. Schoenbeck Road		
City, ZIP code:	Prospect Heights, IL 60070		
Telephone:	847-870-3875		
Email address:	llambatos@d23.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018-2019	36%	Yes	

DISTRICT INFORMATION

District Name/Number:	Prospect Heights SD 23
Superintendent:	Don Angelaccio, Ed.D.
Telephone:	847-870-3850
Email address:	dangelaccio@d23.org

Superintendent's Signature

Date

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Luke Lambatos, Ed.D.	Principal
Sara Craig	School Psychologist
Larry Czarkowski	Kindergarten teacher
Debbie Gardiner	1st grade teacher
Sue Wojtalewicz	Paraprofessional
Elizabeth Brook	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Not Applicable

3. Comprehensive needs assessment of the entire school includes data from:

- a. Bright Bytes survey
- b. Professional Development surveys
- c. NSSEO survey
- d. 5 Essentials survey
- e. Local and PARCC academic data (ECRISS)

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Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN Section 1114, Every Student Succeeds Act

4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Suggestions: Rtl, PBS, balanced literacy, Daily 5, Differentiated Instruction, Title 1 Teacher/Reading Specialists/Tutors, After school/Summer School programming,

- a. Students who are below the 25% on state standards will be provided with Rtl in Literacy and Math Instruction.
- b. Students who are identified with social-emotional and classroom functioning needs are provided with Rtl support in social work and a PBS mentoring program.
- c. Incoming kindergarten students who are screened more academically at-risk are placed in our full-day kindergarten program.
- d. Students who are identified on the MODEL as being bilingual in Spanish are provided full-day kindergarten Spanish instruction.
- e. Students who are identified on the MODEL and ACCESS tests as being EL are placed with teachers who have ESL certification.
- f. Students who are identified at monthly early childhood screenings and through Early Intervention are provided with instructional and blended half-day programming.
- g. Early childhood students who are identified as twice the poverty level are provided full-day programming.
- h. Students identified with disabilities are provided special education and related services per their Individualized Education Plan (IEP) including Extended School Year (ESY) services, if eligible.

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SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

As a school district, we are committed to the development of the whole child. Each school benefits from a school psychologist and social worker who work closely with staff to meet the social-emotional needs of students. Instructional support services are in place as well through various means. MTSS is in place to provide a universal level of support in addition to Tier 2 and Tier 3 supports, as needed. In April 2018, administrators attended a PBIS District and School Leadership training and plan to further develop the districts' MTSS process during the 18-19 school year and beyond.

Specifically, at Eisenhower School...

- a. Whole school PBS program
- b. RtI process/PBS mentoring program for social-emotional and classroom functioning needs
- c. Whole school Social Thinking lessons
- d. Social work services
- e. Behavior intervention plans (BIP) for students with IEPs
- f. General education tier 2 social/emotional interventions
- g. Early childhood ECDEC family liaison
- h. Early childhood whole class social skills lessons

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Not Applicable. We are a K-8 school district.

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SCHOOLWIDE PLAN Section 1114, Every Student Succeeds Act

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Describe MTSS, PBS, transition services, etc.

The district follows the MTSS model in order to provide early intervening services for students who might be struggling academically or behaviorally. Grade level teams meet every 6-8 weeks to review data and determine how effective interventions are to assist students in closing the gap between their skills. As students move through the tiers of support (1, 2, 3), interventions become more intensive and frequent. If students are unable to close the gap and the intensity of their interventions are not allowing them to make adequate progress, the team may refer the student to the special education team for a case study evaluation. If an evaluation is deemed necessary, the special education takes 60 school days to complete a comprehensive evaluation to determine if the student is entitled to special education services due to a disability. If this determination is made, the special education team, along with the parent(s) develops an Individualized Education Plan (IEP) for the student. Special Education and Related Services are provided through the IEP until a determination is made that the student no longer requires these services.

- a. Whole school PBS program
- b. Whole school Social Thinking lessons
- c. Early childhood whole class social skills lessons
- d. Early childhood ECDEC family liaison
- e. Rtl process/PBS mentoring program for social-emotional and classroom functioning needs
- f. Monthly Early Childhood Screening
- g. Determination of special education eligibility for students transitioning from Early
- h. Intervention prior to their third birthday.
- i. General education tier 2 social/emotional interventions

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SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

As a school district, we have recently focused on Differentiated Instruction, the 4 C's of Technology, Inquiry Based Learning, and Behavior Supports through a cohort model. Teachers chose a cohort to join and throughout the school year, during Institute Days, participated in exploration of that particular topic. Topics were supported during staff meetings at each building. Paraprofessionals were also given the opportunity to further their skills through various PD offerings.

As a building, we...

- a. Include SIP work description from DIT meetings, plus the PD that you've done in your building
- b. Include SIP work description from DIT meetings, plus the PD that you've done in your building
- c. Implementation of KIDS assessment (Kindergarten)
- d. Implementation of Mystery Science curriculum
- e. Collaboration through building instructional/technology walks
- f. School Innovation Committee to address LMC curriculum to incorporate more STEM/STEAM collaborative learning opportunities
- g. Staff development activities that involved the use of new online student-to-parent communication tools.
- h. Promoting a Growth Mindset Culture, Every Child Can Succeed
- i. In conjunction with our 2:1 iPad initiative staff trained on student intervention software to address planning and programming needs. Staff incorporated the use of Creative Curriculum/Gold Assessment, Fastbridge, KIDS, and ECRISS data
- j. Staff implemented new student software programs (Exact Path, Reading Eggs, Splash Math, and Seesaw) to promote blended and differentiated learning options

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- a. Preschool students currently attend the school in which they will attend Kindergarten
- b. Kindergarten screening/interviews

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- c. Kindergarten orientation
- d. Inclusion experiences in large group settings for Kindergarten readiness
- e. Multi-disciplinary team approach to classroom match/placement decisions
- f. Targeted meetings with parents to discuss the transition to and supports needed for Kindergarten

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SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Ross Elementary School		
RCDT:	050160230022004		
Principal:	Craig Curtis		
Address:	610 N. Schoenbeck Road		
City, ZIP code:	Prospect Heights, IL 60070		
Telephone:	847-870-3868		
Email address:	ccurtis@d23.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018-2019	35%	Yes	06/13/2018

DISTRICT INFORMATION

District Name/Number:	Prospect Heights SD 23
Superintendent:	Don Angelaccio, Ed.D.
Telephone:	847-870-3850
Email address:	dangelaccio@d23.org


 Superintendent's Signature

6/7/18
 Date

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Craig Curtis	Principal
Sheena Emberton	School Psychologist
Eva Cegelski	2nd grade teacher
Melissa Mariconda	3rd grade teacher
Gina Stolton	LBS1
Tina Polster	Reading Specialist
Gail Unamboowe	Paraprofessional
Joanna Litsogiannis	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Not Applicable

3. Comprehensive needs assessment of the entire school includes data from:

- a. Bright Bytes survey
- b. Professional Development surveys
- c. NSSEO survey
- d. 5 Essentials survey
- e. Local and PARCC academic data (ECRISS)

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

4. Describe schoolwide reform strategies in narrative form to include the following:
- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Suggestions: Rtl, PBS, balanced literacy, Daily 5, Differentiated Instruction, Title 1 Teacher/Reading Specialists/Tutors, After school/Summer School programming,

At Betsy Ross School, we offer many personnel, strategies, and programs that address the needs of students, including at-risk students. Some of these programs include:

- We support two **reading specialists** on our staff at Ross to work with at-risk students in the area of reading. Their focus is to work on students' vocabulary, reading comprehension, and reading fluency.
- **Title I tutors** are staffed at Ross to support students in both math and reading. Their focus is to work on building students' reading and math skills. This is done through both **push-in** and **pull-out** support services. This is done through small group instruction with reteaching and supplemental lessons to our curriculum.
- **Our Title III Aide** is used to assist our Spanish speaking bilingual students in both math and reading as push-in support within the classroom. This is done through small group and one-on-one reteaching.
- **After School Tutoring** is available within our building for targeted at-risk students. This tutoring is available for both math and reading and is conducted in small groups. These lessons are supplemental to our curriculum and reinforce what is being taught in the classroom.
- **Lexia** is an online reading software program that provides students a personalized learning path, where they can work independently but still receive support when necessary.
- **Reading Plus** is an online reading software program developed to increase independent silent reading. It focuses on improving silent reading fluency and stamina, building vocabulary and comprehension, and increasing interest, confidence, and motivation.
- **Read Live** is an online reading software program that is designed to build student motivation and reading fluency, increase reading accuracy and expression, and strengthen comprehension and vocabulary.

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- **Ten Marks** is an online mathematics software program that allows teachers to develop a unique learning path to meet each student's individual needs.
- **Exact Path** is an online software program that is available for multiple subjects. The software creates unique learning paths for each student based on his/her individual MAP score. Then, students engage in interactive learning experiences that are fun, engaging, and educational.
- **Differentiated instruction** is a strategy in which teachers meet students' individual needs by modifying the content (what is being taught), the process (how it is taught), and the product (how students demonstrate their learning).
- Rtl (Adding LLI)
- The **Daily 5** literacy and cafe is used within our building as a means to develop students' independence, stamina, and accountability that will transfer to other subjects.
- **iStation** is an online Spanish, reading software program that is designed to build student motivation and reading fluency, increase reading accuracy and expression, and strengthen comprehension and vocabulary.
- **Pasaporte** is a reading intervention for Spanish-speaking students that accelerates their reading skill acquisition and builds a strong foundation for learning success in their native language.
- **Virtual Summer School** is a program recommended for our targeted, at-risk reading students to assist in maintaining their reading skills over the summer months using some one of our reading software programs with online support from one of our teachers.
- Our **Summer Reading in the Park Program** is offered to any families that would like to attend. The event is offered at a location off site, which is at a park near our families in our most at-risk apartments. We show up with books and prizes for the students. Any students who attend receive a prize and we read stories to them in the park.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

As a school district, we are committed to the development of the whole child. Each school benefits from a school psychologist and social worker who work closely with staff to meet the social-emotional needs of students. Instructional support services are in place as well through various means. MTSS is in place to provide a universal level of support in addition to Tier 2 and Tier 3 supports, as needed. In April 2018, administrators attended a PBIS District and School Leadership training and plan to further develop the districts' MTSS process during the 18-19 school year and beyond.

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Specifically, at Ross School we have several supports in place including:

- **Positive Behavioral Systems** are utilized as a school-wide approach to teaching expected behavior and rewarding positive choices. As a part of this program, we have also incorporated **Star Values Ambassadors** as a way to bring student choice and empower our student leaders within the building to make a difference among their peers.
- **Common Sense Media** is used as a school-wide tool to teach digital citizenship to students ensuring students are safe, respectful and responsible with online interactions.
- **Expect Respect** is utilized as our simple tool for anti-bullying across the district. It has 3 easy steps of stop, walk, and talk to get assistance for bullying.
- **Classroom Social Emotional Lessons** such as **Social Thinking** and **Zones of Regulation** are used to teach our students how to handle their feelings, how to better understand others' feelings, and understand that experiencing different feelings is natural.
- **Bulldog Buddies** is our mentoring program that peers targeted at-risk students with an adult mentor to provide them with a positive role model to spend time with during the school day and check-ins as needed.
- **Rainbows** social work lunch groups are available at Ross for students dealing with loss, whether it be from death, divorce, or other trauma.
- **Club Unify** is a program available at Ross where students with and without disabilities can be brought together through education, cooperative experiences, and games.
- **Individual and/or Group Social Work Services** are available for students who qualify.
- **Campus Cleanup Crew** is available to our students who want to give back to their community by cleaning up our grounds instead of participating in recess.
- **Bulldog Green Thumb Garden Club** is available to our students as an extension of our curriculum and hands-on learning experience, where students plant vegetables in 2nd grade and come back to harvest them in 3rd grade.

For the 2018-19 school year, we have assembled a school PBIS Team to review the use of PBIS as a district and communicate this information at the building level to improve our systems.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Not Applicable. We are a K-8 school district.

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Section 1114, Every Student Succeeds Act

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The PST/RTI/MTSS referral process is documented through the use of Power RTI and Power IEP for referrals and intervention planning.

The district follows the MTSS model in order to provide early intervening services for students who might be struggling academically or behaviorally. Grade level teams meet every 6-8 weeks to review data and determine how effective interventions are to assist students in closing the gap between their skills. As students move through the tiers of support (1, 2, 3), interventions become more intensive and frequent. If students are unable to close the gap and the intensity of their interventions are not allowing them to make adequate progress, the team may refer the student to the special education team for a case study evaluation. If an evaluation is deemed necessary, the special education takes 60 school days to complete a comprehensive evaluation to determine if the student is entitled to special education services due to a disability. If this determination is made, the special education team, along with the parent(s) develops an Individualized Education Plan (IEP) for the student. Special Education and Related Services are provided through the IEP until a determination is made that the student no longer requires these services.

During the 2018-19 school year, one teacher in each grade level will be piloting the use of SAEBERs as a Social/Emotional Screener.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

As a school district, we have recently focused on Differentiated Instruction, the 4 C's of Technology, Inquiry Based Learning, and Behavior Supports through a cohort model. Teachers chose a cohort to join and throughout the school year, during Institute Days, participated in exploration of that particular topic. Topics were supported during staff meetings at each building. Paraprofessionals were also given the opportunity to further their skills through various PD offerings.

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

As a building, we...

- Facilitated student involvement opportunities through Bulldog Ambassadors Program
- Continued to differentiate instruction for students
- Supported implementation of new Mystery Science and reading software programs
- Continued support of quality instruction
- Engaged families through website, social media, and school events
- Promoted and encouraged positive climate and culture

We also collaborated to better understand and interpret ECRA data as a district improvement team, which allowed us to articulate the information to our building. Following our meetings, a couple of us even attended a workshop to gain an even better understanding. Then, our building school improvement team presented to staff a background on ECRA and its advantages for classroom and school use. Within the school, we now have a much better understanding of the ECRA system and data in general for the purpose of improving instruction.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Not Applicable.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
 3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
 4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
 5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
 6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

SCHOOLWIDE PLAN
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- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Anne Sullivan Elementary School		
RCDT:	050160230022005		
Principal:	Traci Meziere		
Address:	700 N. Schoenbeck Road		
City, ZIP code:	Prospect Heights, IL 60070		
Telephone:	847-870-3865		
Email address:	tmeziere@d23.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018-2019	35%	Yes	

DISTRICT INFORMATION

District Name/Number:	Prospect Heights SD 23
Superintendent:	Don Angelaccio, Ed.D.
Telephone:	847-870-3850
Email address:	dangelaccio@d23.org


 Superintendent's Signature

6/7/18
 Date

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Traci Meziere	Principal
Erin Lim	School Psychologist
Marianne Broms	4th grade teacher
Susan Pennell	5th grade teacher
Gina Stolton	SPED teacher
	Paraprofessional
	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Not Applicable

3. Comprehensive needs assessment of the entire school includes data from:

- a. Bright Bytes survey
- b. Professional Development surveys
- c. NSSEO survey
- d. 5 Essentials survey
- e. Local and PARCC academic data (ECRISS)

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

4. Describe schoolwide reform strategies in narrative form to include the following:
- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will focus on our English Learner (including our Transitional Bilingual Program), special education, and low income students. In order to meet the state academic standards at Sullivan, 86% of teaching staff (soon to be 90%) have their EL certification. We provide co-taught/push in/inclusion special education classes as well as push-in support from a bilingual resource teacher for an EL students. We provide Title I and Title III tutoring support for our at-risk students. For the 2018-19 school year, we will change our structure to reduce the number of transitions between teachers for elementary school students.

The methods and instructional strategies that strengthen the academic program at Sullivan currently include:

- Small group guided reading and individual conferring in literacy
- Instruction in Native Language (Spanish) for the 18-19 school year
- Sections of grade acceleration in math
- Spanish language after school program
- Math club
- Tech team
- STEAM Club
- Robotics Club
- Culture Club
- Innovation Lab

For our students at risk of not meeting standards, we provide:

- Math and Reading Interventions during common intervention time
- Push-in interventionist support
- Tutor- targeted small group instruction in math and literacy during lunch
- Reading in the Park
- Virtual Summer School

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- Extended School Year for instructional students
- Title III - Bilingual push in and small group math support
- Differentiated instruction and guided reading in literacy

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

As a school district, we are committed to the development of the whole child. Each school benefits from a school psychologist and social worker who work closely with staff to meet the social-emotional needs of students. Instructional support services are in place as well through various means. MTSS is in place to provide a universal level of support in addition to Tier 2 and Tier 3 supports, as needed. In April 2018, administrators attended a PBIS District and School Leadership training and plan to further develop the districts' MTSS process during the 18-19 school year and beyond.

At Sullivan School, we are committed to developing our students as citizens with opportunities for service learning and participation in the broader community. These opportunities include:

- Ambassadors (community service club)
- Student of the week
- Partnership with local assisted living community
- Grade-wide field trip to Feed My Starving Children
- Service projects and fundraisers

At Sullivan, we support the social emotional growth and well being of our students by provided schoolwide, small group, and individual opportunities that are culturally relevant. These opportunities include:

- School wide expectations
- PBS incentives and trimester celebrations
- Spirit days
- Reteach groups
- Behavior Reflection Sheets

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- Tier 3 supports
- Individualized behavior plans
- Check-ins with Social Worker and School Psychologist
- Skill based mental health groups
- Individual counseling
- Development of mentoring program
- Social thinking lessons
- New Student Lunch Bunch
- Executive functioning

At Sullivan School, we provide inspiration by fostering opportunities through extracurricular activities to explore interests outside of core academic areas. These opportunities include:

- Spanish language after school program
- Tech team
- STEAM Club
- Robotics Club
- Culture Club
- Band/Orchestra/Choir
- School Musical Theater

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Not Applicable. We are a K-8 school district.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

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The district follows the MTSS model in order to provide early intervening services for students who might be struggling academically or behaviorally. Grade level teams meet every 6-8 weeks to review data and determine how effective interventions are to assist students in closing the gap between their skills. As students move through the tiers of support (1, 2, 3), interventions become more intensive and frequent. If students are unable to close the gap and the intensity of their interventions are not allowing them to make adequate progress, the team may refer the student to the special education team for a case study evaluation. If an evaluation is deemed necessary, the special education takes 60 school days to complete a comprehensive evaluation to determine if the student is entitled to special education services due to a disability. If this determination is made, the special education team, along with the parent(s) develops an Individualized Education Plan (IEP) for the student. Special Education and Related Services are provided through the IEP until a determination is made that the student no longer requires these services.

At the building level, Sullivan tiered model includes:

- School wide expectations
- PBS incentives and trimester celebrations
- Spirit days
- Reteach groups
- Behavior Reflection Sheets
- Check-ins with social work and psychologist
- Skill based mental health groups
- Individual counseling
- Development of mentoring program
- Social thinking lessons
- New Student Lunch Bunch
- Executive functioning
- Student of the week
- Special Education Team to discuss student needs and consult with teachers to support behavioral needs of students
- Functional Behavior Assessments and Individualized behavior plans

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8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

As a school district, we have recently focused on Differentiated Instruction, the 4 C's of Technology, Inquiry Based Learning, and Behavior Supports through a cohort model. Teachers chose a cohort to join and throughout the school year, during Institute Days, participated in exploration of that particular topic. Topics were supported during staff meetings at each building. Paraprofessionals were also given the opportunity to further their skills through various PD offerings.

As a building, we have focused on professional development in literacy instruction, positive behavior supports, and the use of data in order to improve student outcomes. These professional developments opportunities were provided by local experts as well as nationally recognized experts and published authors in their fields.

- Half of teaching staff attended the Jennifer Serravallo Reading and Differentiation Strategies Conference
- Professional development delivered by reading specialists from a neighboring districts in Fountas and Pinnell (Literacy Assessment and Differentiation Strategies)
- Locally delivered professional development in use of classroom data
- Locally delivered professional development in PBS
- Work in our district improvement team meetings to review data and target instruction to groups not making adequate progress
- Review of data during PST to target classroom instruction based on skill deficits
- Staff attendance and presenting at the Illinois Computing Educators Conference
- Classroom teachers and students partnering with Northern Illinois University to implement inquiry based and problem based learning
- Mental health and special education staff provided with PD from NSSEO related to functional behavior assessment data gathering

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

SCHOOLWIDE PLAN
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Not Applicable.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not

SCHOOLWIDE PLAN
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less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

SCHOOLWIDE PLAN
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The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

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The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
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Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	MacArthur School		
RCDT:	050160230021002		
Principal:	Camron Nystrom, Ed.D.		
Address:	700 N. Schoenbeck Road		
City, ZIP code:	Prospect Heights, IL 60070		
Telephone:	847-870-3879		
Email address:	cnystrom@d23.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2018-2019	35%	Yes	

DISTRICT INFORMATION

District Name/Number:	Prospect Heights SD 23
Superintendent:	Don Angelaccio, Ed.D.
Telephone:	847-870-3850
Email address:	dangelaccio@d23.org

 Superintendent's Signature

 Date

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Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Camron Nystrom	Principal
Chris Alms	Asst. Principal
Joel Grafman	School Psychologist
Stephanie Ritter	6th grade teacher
Maggie Leja	7th grade teacher
Shelly Kutcher	Phys Ed. Teacher
	Paraprofessional
	Parent

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Not Applicable

3. Comprehensive needs assessment of the entire school includes data from:

- a. Bright Bytes survey
- b. Professional Development surveys
- c. NSSEO survey
- d. 5 Essentials survey
- e. Local and PARCC academic data (ECRISS)

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4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School-wide programs that are offered to students:

Rtl (PST Process), Positive Behavior System (PBS), Differentiated Instruction, PALS, Exito Club (Title 1 or 3 Funding), Accelerated Reading/Math, Flexible Schedule, Unified Programs, Extended School Year, Push-in/Pull-out services

We will expand after-school offerings that help students to achieve academic success. Currently, we have an once-a-week after-school program, and we want to expand that to offer more time after school for learning support and to reach more students. We also are redeveloping and improving our PBS system, and we will work with staff to build competencies, messaging, and programming.

We are starting a Unified P.E. section next year, with an accompanying Unified Advisory, and this will provide opportunities for students with special needs while building the leadership competencies of some 7th- and 8th-grade students. To continue offering unique and authentic learning opportunities here, we may use funds for programming and support.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

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As a school district, we are committed to the development of the whole child. Each school benefits from a school psychologist and social worker who work closely with staff to meet the social-emotional needs of students. Instructional support services are in place as well through various means. MTSS is in place to provide a universal level of support in addition to Tier 2 and Tier 3 supports, as needed. In April 2018, administrators attended a PBIS District and School Leadership training and plan to further develop the districts' MTSS process during the 18-19 school year and beyond.

Specifically, at MacArthur School, we are piloting the use of a Social/Emotional screener with an Advisory at each grade level during the '18-'19 school year. We are planning to provide some more professional development on classroom based strategies for addressing Tier 1 social/emotional concerns. We also address social/emotional concerns through our MTSS process; the social worker, speech pathologist, psychologist, and assistant principal work with teachers from each grade level to plan and assess academic, behavioral, and therapeutic interventions.

We also work with the Link Together Coalition, a local community-based coalition of stakeholders, school personnel, police officers, first responders, and mental health professionals, to gather data from our students and families, advertise wellness messages, and offer health-focused programming. Through this work, our student leadership group connects with high-school leadership groups that work on and promote healthy messaging at the high-school level. Our leadership group this year offered programming to all students during Prevention Week, for example.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Not Applicable. We are a K-8 school district.

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7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The district follows the MTSS model in order to provide early intervening services for students who might be struggling academically or behaviorally. Grade level teams meet every 6-8 weeks to review data and determine how effective interventions are to assist students in closing the gap between their skills. As students move through the tiers of support (1, 2, 3), interventions become more intensive and frequent. If students are unable to close the gap and the intensity of their interventions are not allowing them to make adequate progress, the team may refer the student to the special education team for a case study evaluation. If an evaluation is deemed necessary, the special education takes 60 school days to complete a comprehensive evaluation to determine if the student is entitled to special education services due to a disability. If this determination is made, the special education team, along with the parent(s) develops an Individualized Education Plan (IEP) for the student. Special Education and Related Services are provided through the IEP until a determination is made that the student no longer requires these services.

Through our MTSS process, we identify and evaluate students for additional academic, behavioral, and therapeutic supports. Our school provides students assistance through a one-period MTSS class that addresses deficits in reading, math, writing, and executive functioning skills. To address behavior, we have a PBS system called P.A.R.R. that includes school-wide expectations and a reward for positive behavior.

We also have transitional articulation as students come up from 5th grade and move out to the high school. For the former, we have meetings with the elementary school staff; some of these meetings involve parents and families. For our high school transition meetings, we articulate with each of the receiving high schools about services and programs for 8th-grade students and our recommendations for continued supports.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

As a school district, we have recently focused on Differentiated Instruction, the 4 C's of Technology, Inquiry Based Learning, and Behavior Supports through a cohort model. Teachers chose a cohort to join and throughout the school year, during Institute Days, participated in

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exploration of that particular topic. Topics were supported during staff meetings at each building. Paraprofessionals were also given the opportunity to further their skills through various PD offerings.

As a building, we review data from District Improvement Team meetings that analyze best practices in teaching and learning as well comprehensive student learning data. Professional learning opportunities within the school year focused around Differentiated Instructional strategies: Chalk Talk, The Paseo, Save the Last Word, Think-Pair-Share, Exit Slips, Authentic Feedback. Staff also cooperatively studied lesson plans for differentiation and classroom visits. We also examined current capacity for cultural competency and communicating the learning objective.

For the 2018-19 school year, we will continue to utilize the ECRISS data system to identify learning gaps. Professional learning opportunities will continue to analyze lesson objectives and differentiation strategies. In addition, professional learning opportunities will expand to exploring writing strategies across the curriculum strands.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Not Applicable



**Prospect Heights School District 23
Board Memorandum
Information Item**

Date: June 13, 2018

Subject: Summer Curriculum Work and Professional Development

Prepared by: Christie Samojedny, Ed.D., Assistant Superintendent

This memo is intended to provide a summary of the summer curriculum work and professional development to be completed this summer.

Curriculum writing and professional development occurs throughout the school year, but the summer provides an additional opportunity for teams to work collaboratively and complete projects and for deeper professional development. The proposed and tentative budget includes an allocation of \$10,000 for summer curriculum work. Teachers who agree to participate are paid the hourly curriculum rate as prescribed in the contract.

The administrative team identified a wide range of projects for consideration based upon district curriculum committee work, departmental conversations, and building planning. All requests were considered, and prioritized to identify the scope of work that would fit within our budget allocations.

The entire list of projects follows this narrative, but they fall into these five categories described here:

- 1) Curriculum Adoptions: Faculty will meet to continue the work conducted during the school year as part of our Science adoption. Work this summer will include refinement of our scope and sequence, lesson planning with newly purchased supplemental text materials, and integration of Inquiry Based Learning.
- 2) Curriculum Writing: To continue to meet the needs of our high performing students, faculty meet to refine and enhance curricular areas and programs.
- 3) Virtual Summer School: Reading support teachers identify 60 at-risk students who are invited to participate in a virtual summer school experience using various software tools. Three faculty monitor progress and assign activities, communicating with parents and students via email and messaging capabilities within the software. Parents of invited students pay a \$50 fee to offset costs of faculty and to enhance commitment to participation.
- 4) Bilingual Summer Reading: Bilingual teachers provide a Summer Reading in the Park program in partnership with the Prospect Heights Library. These “drop by” events are held at the John Muir Park to encourage participation.
- 5) iLEAP 2018: As we continue to support teachers’ professional growth in the use of technology as an instructional tool, we are offering our 3rd annual iLEAP conference. One session will be held virtually as a “Poolside PD” while another half day, on-site event is

planned August 16. Administration and faculty collaboratively provide a variety of sessions that teachers may select from to meet their professional development needs.

Summer Curriculum/Professional Development Projects - 2018

Title	Participants	Status	Building
Accelerate Reading Curriculum Refinement	8	Continuation	MacArthur
Adapted PE Curriculum	2	New Project	All
Bilingual Program Planning	6	Continuation	All
Bilingual Summer Reading	4	Continuation	Ike/Ross/Sullivan
Erin's Law Curriculum	7	New Project	All
Food Allergy Procedures	3	New Project	All
iLEAP	85	Continuation	All
Life Skills Lessons/Rubrics	4	New Project	All
Math PBL	2	New Project	Sullivan
PBS Planning	20	Continuation	Sullivan, MacArthur
Reading in the Park	3	Continuation	Ike/Ross/Sullivan
Reading Workshop/Literacy Prep	16	New Project	Sullivan
Science Curriculum: Scope Sequence and Inquiry Based Learning Integration	8	Continuation	Ross/ Sullivan/ MacArthur
Supporting Instructional Students in Specials/Exploratories	6	Continuation	All
Sullivan Student Ambassadors Advance Planning	4	Continuation	Sullivan
Teach Town Generalization Kits	1	New Project	Sullivan
TPI Curriculum Development	2	Continuation	MacArthur
Virtual Summer School	3	Continuation	Ike/Ross/Sullivan



**Prospect Heights School District 23
Board Memorandum
Information Item**

Date: June 13, 2018

Subject: Curriculum Review Cycle Overview

Prepared by: Christie Samojedny, Ed.D., Assistant Superintendent

This memo serves as an overview of the curriculum review cycle and details the work to be done during the next school year.

The curriculum review process is an important one. In order to prepare our students for success in high school, we must ensure that our curriculum is robust, rigorous, and aligned with standards. Curriculum review typically runs in a seven year cycle. A general guide for the curriculum review process is as follows:

Phase 1:

Assess current scope and sequence and curriculum, conduct gap analysis, study current research and standards, piloting when appropriate, selection/development of curriculum, professional development as appropriate

Phase 2:

Initial scope and sequence development, curriculum implementation, professional development as appropriate

Phase 3:

Full implementation of scope and sequence and curriculum with on-going data evaluation to monitor the effectiveness of the curriculum

Administrative and staff input was sought to determine the next priority for curriculum adoption, as both ELA and Math were due for review. A majority of staff indicated a preference for math as the priority. Therefore, a district Curriculum Committee, comprised of administrators and teacher representatives, will begin work next fall in Phase 1 with an investigation of our K-8 math curriculum. The committee will bring a recommendation to the Board in Spring 2019 for adoption of the selected curriculum. Phase 2 will begin in Summer/Fall 2019 for implementation of the new curriculum to begin in August 2019.

So that you are knowledgeable about curriculum review in future years, a copy of the District 23 Curriculum Review Cycle is included for your convenience.

District 23 Curriculum Review Cycle*

Curricular Area	FY Adopted	Series	Curriculum Review	FY Adoption & Implementation	Adoption Budget Allocation
Math (K-5)	2012-13	Everyday Math 4 th Edition K-5 (Common Core)	2018-19	2019-20	\$125,000
Math (6-8)	2012-13	Glencoe Common Core and Algebra 1	2018-19	2019-20	
LMC	2013-14	Teacher Created	2018-19	2019-20	
Reading/LA	2012-13	Pearson – Reading Street, Calle de Lectura, and My Sidewalks; Prentice Hall 6-8	2019-20 ¹	2020-21	\$125,000
STEM/Ind. Tech	2014-15	Teacher Created	2020-21	2021-22	\$125,000
Spanish	2014-15	Vista Learning- Descubre@2013	2020-21	2021-22	
Art	2014-15	Teacher Created	2020-21	2021-22	
Music	2014-15	Quaver.com	2020-21	2021-22	
Family and Consumer Sciences	2014-15	Teacher Created	2020-21	2021-22	
Social Emotional Learning (SEL)	2014-15	Common Sense Media, Social Thinking, Expect Respect, PBS	2020-21	2021-22	
Physical Education	2014-15	Spark, FitnessGram, Teacher Created	2020-21	2021-22	
Health	2009-10	Teen Health Course 3 Glencoe@2009	2020-21	2021-22	
Social Studies	2015-16	TCI 2013-16 Gr. 4-8 Pearson MyWorld 2013 Gr. 2-3 Teacher Created Gr. K-1	2021-22	2022-23	
Science	2016-17	Mystery Science K-5 STEMScopes, 6-8 (2015 adoption)	2022-23	2023-24	\$125,000
Early Childhood	2016-17	Creative Curriculum – Teaching Strategies Gold	2022-23	2023-24	

¹ Original Curriculum Review Year was 2017-18 but was determined to not be necessary until 2019-20.

*Curriculum review, recommendations and adoptions are all tentative and dependent upon needs, State requirements, and budgetary constraints.

Prospect Heights School District 23

Blueprint 2016 – 2018

Provide educational opportunities that are responsive to the needs of all learners and reflective of the demands of accountability.

1. Implement expanded ECDEC program at Harper site.

- a. Grant written and submitted in partnership with ECDEC. Awaiting response from ISBE.
- b. Conducted site visit with EC team and administration
- c. Transportation and Food Service arranged.
- d. Memoranda of understanding developed and approved.
- e. Launched and monitored program in March.
- f. Developed ESY program.

2. Research methods to close the achievement gap related to low income and TPI/TBE populations.

- a. Implementation of blended learning tools and software (Edmentum, Splash Math, Ten Marks, etc.).

- b. Developing Biliteracy Framework through EL Committee: 9/20, 10/30.
- c. Implemented FASTBridge assessments to monitor student performance and growth.
- d. Facilitated Special Education Instructional Program redesign and launch.
- e. District Improvement Team investigation into data indicators for program evaluation.
- f. Edmentum training rounds 2 & 3
- g. Biliteracy curriculum scope and sequence developed for K-8
- h. Updated training for FASTBridge winter benchmarking
- i. Instructional groupings in ECKRISS
- j. MacArthur Special Education committee
- k. Developed District Title I plan and Schoolwide plans and submitted waiver to

move from Targeted Assistance to Schoolwide.

- l. Summer Curriculum work planned for TPI, Bilingual, and Reading support.
- m. Bilingual and At-Risk summer reading programs developed.

3. Facilitate articulation opportunities with District 214 to develop reporting measures and methods.

- a. Participated in ELA/Math Articulation meetings: 10/17.
- b. Launched research and collaboration partnership with D214 and ECRA to investigate indicators for High School Readiness: 10/24.
- c. Special Education articulation meeting: 11/16.
- d. MacArthur meetings with Wheeling and Hersey – 1/22, 1/25.
- e. Continued articulation meetings between

Prospect Heights School District 23

Blueprint 2016 – 2018

MacArthur and WHHS/HHS.

- f. Met with ECRA and MacArthur staff to review High School Readiness framework and provide input.

4. Identify opportunities to expand STEM enhancement.

- a. Received GCAMP grant for First Lego League Program @ MacArthur.
- b. Collaborating with D214 to encourage STEM programming for students and to offer High School credit course in the 2nd Semester.
- c. Applied Technology course now offered to all 8th graders.
- d. Library Media Centers developing additional lessons and activities for students.
- e. Implementation of Mystery Science Curriculum.
- f. 8th grade/D214 Lego Robotics club offered.

- g. Hour of Code activities facilitated in each building
- h. Innovation Committee @ Ike investigating LMC Curriculum.
- i. Created an additional Robotics stipend for MacArthur to launch FLL team next school year.
- j. LMC and STEAM spaces under development, tied to new co-taught curriculum.

5. Continue implementation of Tech Plan 2.0.

- a. Implementation of 2:1 iPad initiative at Ross and Ike.
- b. Continuation of 1:1 initiative at Sullivan and MacArthur.
- c. Participated in Apple Executive Briefing session: 9/21.
- d. Teaching Learning and Technology Committee Meetings: 9/19, 10/16.
- e. Administered Bright Bytes survey: October 2017.
- f. Website review – Ongoing.

- g. Increased opportunity for student participation in Technology support – Tech Team @ Sullivan, Innovation Club @ Mac.
- h. BrightBytes data review and staff presentations.
- i. Expanded access to devices for ESP staff.
- j. Brightbytes survey administered to students, staff, and parents.
- k. TLT committee meetings continued.

6. Investigate instructional practices that support inquiry based learning and differentiation.

- a. Created cohort groups for professional development this year.
- b. Institute Day sessions focused on these topics: 10/10.
- c. Assistive Technology professional development provided to support differentiation.
- d. Participation in focused workshops by building level

Prospect Heights School District 23

Blueprint 2016 – 2018

teams – Sullivan team attended Jennifer Seravallo training.

- e. Team attended North Cook workshops on Inquiry Based Learning.
- f. Continued staff development in IBL through staff and Institute Day cohorts.
- g. Continued as above.
- h. Three more teams attended North Cook trainings on IBL.

7. Refine data analysis to enhance District and school improvement planning processes.

- a. District Improvement Team committee meetings: 9/24, 10/23.
- b. Board of Education Presentation on Strategic Planning: 10/11.
- c. Developed plan for Strategic Planning sessions.
- d. Strategic Planning ENGAGE Phase – Community Forums, Focus Groups, and Survey

- e. DIT Data Scavenger hunt
- f. Developed building level SIP teams.
- g. Continued DIT committee meetings with focus on Strategic Planning process.
- h. Developed Mission and Vision, Portrait of a Graduate, and Objectives.

Engage families, community members and staff in dialogue, deliberation and collaborative thinking around the common interests of District 23.

1. Develop and implement communications plan.

- a. Plan presented to Board of Education: 11/8.
- b. Implemented Friday 411 communication for faculty.
- c. Implemented Board Update communication for Board of Education.
- d. Implemented School Scene Communication for parents and community.

- e. Launched consistent Constant Contact newsletter for buildings.
- f. Continued successful use of Constant Contact.
- g. Website evaluation and development of new site.
- h. Website training and updates.
- i. New site to be launched this summer.

2. Strengthen collaborative relationships with parents, staff and community members to reinforce a sense of community and enhance student learning.

- a. Increased visibility and participation of board members at district events – ongoing.
- b. Implemented “Pledge of Allegiance” recognition at Board meetings.
- c. Implemented rotation of Board of Education meetings through building sites.

Prospect Heights School District 23

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- d. Sharing committee minutes and reports – ongoing.
 - e. Facilitated Special Education Parent Night: 9/26.
 - f. Service learning projects to connect Sullivan students with Grandbriar residents.
 - g. ePTO Language Stars program launched.
 - h. Facilitated Special Education Parent Night: 1/11.
 - i. District Staff meeting – 12/19.
 - j. Early Childhood Family Game Night
 - k. ePTO STEAM night at Ike.
 - l. Kindergarten parent orientation.
 - m. SpEd Parent strategies/resources night on April.
 - n. Volunteer Recognition event.
 - o. District staff meeting – retirement and recognition event 5/21.
- 3. Provide targeted professional development aligned to District priorities.**
- a. Ongoing staff, department, and District Monday meetings.
 - b. Technology on demand sessions hosted by Technology Integration Specialists.
 - c. Implemented TIS newsletters.
 - d. Building and District level Professional Development Committee meetings: 9/14.
 - e. Tech Tuesday Professional Development sessions
 - f. ESP Opportunities during non-attendance days (EC) and Institute Days.
 - g. Implemented Assistive Tech newsletter
 - h. Continued staff led PD, sharing, tech walks, literacy and PBS discussions.
 - i. Institute Day continued cohort model.
 - j. Professional Development presentation to Board in May.
 - k. Professional Development committee administered survey and used data to plan for 2018-19 menu.
 - l. Virtual iLEAP (Poolside PD) planned for the summer.
- 4. Provide training and resources to families to support the use of instructional technology.**
- a. Facilitated 1:1 iPad roll-out nights for Sullivan and MacArthur families.

Prospect Heights School District 23 Blueprint 2016 – 2018

- b. Open House and Back to School night presentations.
- c. BPAC technology support for targeted families.
- d. Stations of support scheduled for Parent Teacher Conferences.
- e. Parent Tech Tips included in building newsletters
- f. Partnered with Mac PTO to host Screenagers movie and discussion.
- g. BrightBytes survey administered to parents, staff, and students.
- h. Customized questions for parents.

Manage resources efficiently and effectively to align with district priorities while being fiscally responsible.

1. File and begin implementation of 10 year life/safety plan.

- a. Filed with ISBE following Board of Education approval on 10/11.
- b. 10% Completed by 8/1.
- c. 25% Completed by 1/1.
- d. 30% Completed by 5/22

2. Align resource allocations to support District priorities and initiatives.

- a. Implemented site based budgeting process.
- b. Filed all state and federal grants. Awaiting final approval of allocations and funded activities.
- c. Developed and Implemented Facility Use Agreements.
- d. Presented Spring/Summer 2018 capitol project.
- e. Facilitated bid process for masonry project.
- f. MacArthur Adaptive washroom project to start 6/11.

- g. Masonry restoration project to start 6/11.
- h. Furniture Purchase/Replacement program developed and launched
- i. Computer Lab renovations at Sullivan and MacArthur developed and planned to begin this summer.

3. Explore shared service opportunities that support District 23 priorities and initiatives.

- a. Developed and Implemented Intergovernmental agreement (IGA) with District 21 for transportation services.
- b. Developed and Implemented Intergovernmental agreement (IGA) with District 25 for food services.
- c. Facilitated construction of Wildstang (D214)

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- renovated spaces @
MarAthur.
- d. Reviewed IGA with Prospect Heights Park District.
 - e. Reviewed IGA with Arlington Heights Park District.
 - f. Community Partners engaged in Strategic Planning Focus group.
 - g. Harper College MOU for ECDEC program.



**Prospect Heights School District 23
Board Memorandum
Discussion Item**

Date: June 13, 2018

Subject: Enrollment Update

Prepared by: Don Angelaccio

As the Board will recall, this year we divided the registration and payment process into two separate components. One of the goals of this was to encourage more timely completion of the registration process. This enables administration to plan more effectively and complete scheduling/class assignments.

As you can see from the table below, our registration numbers are the best they have been in the last 6 years with at least 95% of all expected registration being complete across all of the grade levels. Students “on hold” are those in our current system who have indicated that they are moving and will not return in the Fall. We maintain their record in our system until we have confirmed registration in a different district.

Grade	All Submissions	On Hold	Started	Notified/Not Started	Total Infosnap	Less "Hold"	Projected	Difference to Date	% Complete
K	151	8	0	1	160	152	146	-6	99%
1	139	11	2	3	155	144	161	17	97%
2	152	4	0	0	156	152	154	2	100%
3	160	7	0	1	168	161	168	7	99%
4	176	7	1	0	184	177	186	9	99%
5	185	5	0	0	190	185	188	3	100%
6	145	6	4	3	158	152	161	9	95%
7	152	8	1	2	163	155	162	7	98%
8	190	5	5	3	203	198	205	7	96%

The “projected” enrollment figures were developed by ForeCast5 and are used to provide a research based estimate. These data also do not yet account for any additional move in or move out students that will occur over the summer.

In July, we will launch the second phase of registration by sending the invoices to all registered families seeking payment for school fees. This shift will allow us to more accurately delineate funds into their appropriate fiscal year.

The table below provides the Board with a snapshot of current projected class size averages based upon our most current registration data. While these also may change, these are the figures upon which our current scheduling and class placements are based.

The Board will notice that our current projection for Grade 1 is slightly less than we had projected in February. While we may still see increases in registration in Grade 1, these enrollment figures reduce our class size average into a less concerning position and within the guidelines. We will continue to monitor enrollment figures and report back should there be any

significant changes or needs. In early August, we will also provide the Board with an update regarding the payment and collection of fees under this new method and with our enhanced online payment options.

**Class Size Projections
2018-2019 June 13, 2018**

	FY 2015	FY 2016	FY 2017	FY 2018	Core Teachers	Avg.	FY 2019	Core Teachers	Avg.	Net Section Change
Eisenhower										
Kindergarten	145	143	130	139	5	17	152/120	5	20	0
First Grade	187	182	164	152	7	22	144/123	7	21	0
Ross										
Second Grade	144	191	184	166	8	22	152/134	7	23	-1
Third Grade	156	138	196	178	8	23	161/147	8	21	0
Sullivan										
Fourth Grade	188	161	147	187	8	23	177	8	23	0
Fifth Grade	174	185	157	153	6	25	185	8	24	2
MacArthur										
Sixth Grade	152	178	196	160	7	22	152	7	22	0
Seventh Grade	171	154	180	201	8	26	155	7	23	-1
Eighth Grade	185	173	160	179	7	26	198	8	25	1
Total Enrollment	1502	1505	1514	1515	64		1537	65		1
					Total core tchrs			Total core tchrs		Net Change
Classroom Guidelines	K	1-2	3-4	5	6-8					
	17-21	18-23	20-25	22-26	24-27					



Village of Arlington Heights

33 South Arlington Heights Road
Arlington Heights, Illinois 60005-1499
(847) 368-5000
Website: www.vah.com

May 21, 2018

Prospect Heights School District 23
Dr. Don Angelacciao, Superintendent
700 N. Schoenbeck Road
Prospect Heights, 60070

Dear Dr. Wilson:

The Village of Arlington Heights has collected \$2,380.84 in cash contributions in lieu of land dedication for your governmental body for the period November 1, 2017 through April 30, 2018.

Village ordinance requires that in order for the Village to disburse the funds, we must receive a request from the governmental body, which states the intended use of the contributed funds. The ordinance requires that the funds be used for the "acquisition of land for school, park and other public purposes which will be available to serve the immediate or future needs of the residents of that subdivision or development or for the improvement of other existing school, park, library, or other public land which already serves such needs."

Please return your request to my attention **prior to May 31, 2018**. If you have any questions, please call me at (847) 368-5501.

Sincerely,

Pamela Wilkiel
Administrative Assistant
Finance Department

Enclosure

**Village of Arlington Heights
Cash Contributions in Lieu of Land Dedication
November 1, 2017 - April 30, 2018**

Date	Permit No.	Project	Elem School #25	Elem School #21	Elem School #15	Elem School #23	High School #211	High School #214	A H Park District	MP Park District	A H Memorial Library	Total
11/29/2017	17-3751	1329 N Christina Ct				\$2,380.84		\$1,173.80	\$5,392.04		\$433.11	\$ 9,379.79
12/11/2017	17-4331	36 S Kennicott Av	\$ 2,380.84				\$1,173.80	\$5,392.04	\$5,392.04		\$433.11	\$ 9,379.79
12/11/2017	17-4282	20 S Kennicott Av	\$ 2,380.84				\$1,173.80	\$5,392.04	\$5,392.04		\$433.11	\$ 9,379.79
12/11/2017	17-4541	6 S Kaspar Ave	\$ 2,380.84				\$1,173.80	\$5,392.04	\$5,392.04		\$433.11	\$ 9,379.79
12/11/2017	17-4401	3 S Kennicott Av	\$ 2,380.84				\$1,173.80	\$798.02	\$13,305.62		\$1,068.74	\$ 18,086.06
12/15/2017	17-3145	3221-3227 N Heritage Ln		\$2,913.68			\$798.02	\$1,197.03	\$19,958.43		\$1,603.11	\$ 27,129.09
12/15/2017	17-3144	11-21 E Heritage Ct		\$4,370.52			\$1,197.03	\$1,197.03	\$19,958.43		\$1,603.11	\$ 27,129.09
3/20/2018	18-271	10-20 E Heritage Ct		\$4,370.52			\$1,197.03	\$1,197.03	\$19,958.43		\$1,603.11	\$ 27,129.09
4/12/2018	18-270	3238-3248 N Heritage		\$4,767.84			\$1,309.38		\$20,442.54		\$2,120.58	\$ 28,640.34
			\$9,523.36	\$16,422.56	\$0.00	\$2,380.84	\$0.00	\$10,370.46	\$100,625.22	\$0.00	\$8,561.09	\$147,883.53



Board Action Item

Date: June 4, 2018

Title: **Recommendation to Approve Workers Compensation Insurance Coverage with Illinois Counties Risk Management Trust**

Contact: Micheal DeBartolo, Business Manager

The District switched to Alliant Americas as its workers compensation insurance broker for the 2017-18 school year. In doing so, the District switched from Accident Fund to Illinois Counties Risk Management Trust as its insurance carrier. As you may recall, the District received a reduction in its 2017-18 workers compensation renewal premium of 15.3% saving the District \$15,213 over the 2016-17 school year. The premium paid to ICRMT for the 2017-18 school year was 25.3% less than the renewal quote received from the District's previous workers compensation insurance broker, T.A. Cummings / Assured.

For the 2018-19 school year, Alliant Americas has secured a renewal quotation of \$99,018. This represents a reduction in cost for workers compensation insurance of 0.425%.

Recommendation:

Based upon the quote received, the enhanced training materials and consultation services provided and the level of service enhancement experienced, the administration and Finance Committee recommend ICRMT for its workers compensation coverage for Fiscal Year 2019 at a price of \$99,018.

WORKERS' COMPENSATION INSURANCE PROPOSAL

Prospect Heights School District 23



Issued on June 3, 2018
Presented by:

Andrew Madigan
Senior Vice President

353 N. Clark Street
Chicago, IL 60654
P (312) 595-6200

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Company Profile

With a history dating back to 1925, Alliant Insurance Services is one of the nation's leading distributors of diversified insurance products and services. Operating through a national network of offices, Alliant offers a comprehensive portfolio of services to clients, including:

- Risk Solutions
 - Employee Benefits
 - Strategy
 - Employee Engagement
 - Procurement
 - Analytics
 - Wellness
 - Compliance
 - Benefits Administration
 - Global Workforce
- Industry Solutions
 - Construction
 - Energy and Marine
 - Healthcare
 - Law Firms
 - Public Entity
 - Real Estate
 - Tribal Nations
 - And many other industries
- Co-Brokered Solutions
 - Automotive Specialty
 - Energy Alliance Program
 - Hospital All Risk Property Program
 - Law Firms
 - Parking/Valet
 - Public Entity Property Insurance Program
 - Restaurants/Lodging
 - Tribal Nations
 - Waste Haulers/Recycling
- Business Services
 - Risk Control Consulting
 - Human Resources Consulting
 - Property Valuation

The knowledge that Alliant has gained in its more than eight decades of working with many of the top insurance companies in the world allows us to provide our clients with the guidance and high-quality performance they deserve. Our solution-focused commitment to meeting the unique needs of our clients assures the delivery of the most innovative insurance products, services, and thinking in the industry. Alliant ranks among the 15 largest insurance brokerage firms in the United States

Alliant Advantage

	Alliant	Competition
1. Satisfying the insurance needs of business for nearly 90 years	✓	
2. Privately owned and operated.	✓	
3. A full-service insurance agency for all your business, life and health, and personal insurance.	✓	
4. Representing over 40 insurance companies to provide the best and most affordable coverage.	✓	
5. State-licensed support staff.	✓	
6. Dedicated Certificate of Insurance personnel.	✓	
7. Risk management services to help identify hazards and present options.	✓	
8. Workers' compensation insurance claims management at no additional charge.	✓	

Your Service Team

Our team of professionals is dedicated to providing quality service that will meet your ongoing needs. We encourage you to contact one of our team members to discuss any changes in your insurance situation.

Andrew Madigan Senior Vice President – Producer

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Jacqui Norstrom Senior Vice President – Unit Manager

Surety

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Jacquelyn.Norstrom@alliant.com

Claims Reporting: To reach an Alliant Mesirow Insurance Services Inc. claims professional after 5:00 PM weekdays (EST) and weekends, please call 312.595.6200 and follow the prompts.

Premium Summary

Coverage	Expiring	Renewal
Workers' Compensation	\$99,441	\$99,018
Total Annual Premium	\$99,441	\$99,018

Payment Terms

- Premium is due within 30 days of policy inception

Loss Summary

WORKERS' COMPENSATION

Insurance Company	Policy Term	Claim Count	Indemnity Paid	Medical Paid	Expenses Paid	Indemnity Reserves	Medical Reserves	Expense Reserves	Total Incurred	Valuation Date
ICRMT	07/01/17 - 07/01/18	8	\$0	\$1,564	Included	Included	\$5,720	Included	\$7,284	3/13/2018
Accident Fund	07/01/16 - 07/01/17	12	\$47,420	\$69,610	Included	Included	Included	Included	\$117,030	3/31/2018
Accident Fund	07/01/15 - 07/01/16	9	\$35,050	\$59,095	Included	Included	Included	Included	\$94,145	3/31/2018
Accident Fund	07/01/14 - 07/01/15	4	\$0	\$6,178	Included	Included	Included	Included	\$6,178	3/31/2018
Accident Fund	07/01/13 - 07/01/14	4	\$0	\$13,198	Included	Included	Included	Included	\$13,198	3/31/2018
Accident Fund	07/01/12 - 07/01/13	3	\$48,604	\$150,122	Included	Included	Included	Included	\$198,726	3/31/2018
Total		40	\$131,073	\$299,768	\$0	\$0	\$5,720	\$0	\$436,561	

WC Loss Details - Claims Over \$10,000*

Date	Claimant	Paid	Total Incurred	Details
4/13/2017	Bearwald, Kristen	\$ 63,921	\$ 105,675	Strain or injury by jumping. Knee.

*Loss details include 2016-2018 only. Claim details have not been provided by the prior carrier for the 2012-2016 policy terms.

Named Insured / Additional Named Insured's

Named Insured(s)

Prospect Heights CUSD #23

Additional Named Insured(s)

None

NAMED INSURED DISCLOSURE

- The first named insured is granted certain rights and responsibilities that do not apply to other policy named insureds and is designated to act on behalf of all insureds for making policy changes, receiving correspondence, distributing claim proceeds, and making premium payments.
- **Are ALL entities listed as named insureds?** Coverage is **not** automatically afforded to all entities unless specifically named. Confirm with your producer and service team that all entities to be protected are on the correct policy. Not all entities may be listed on all policies based on coverage line.
- Additional named insured is (1) a person or organization, other than the first named insured, identified as an insured in the policy declarations or an addendum to the policy declarations. (2) A person or organization added to a policy after the policy is written with the status of named insured. This entity would have the same rights and responsibilities as an entity named as an insured in the policy declarations (other than those rights and responsibilities reserved to the first named insured).
- Applies to Professional Liability, Pollution Liability, Directors & Officers Liability, Employment Practices Liability, Fiduciary Liability policies (this list not all inclusive). Check your Policy language for applicability. These policies provide protection to the Named Insured for claims made against it alleging a covered wrongful act. Coverage is not afforded to any other entities (unless specifically added by endorsement or if qualified as a "Subsidiary" pursuant to the policy wording) affiliated by common individual insured ownership or to which indemnification is otherwise contractually owed. If coverage is desired for affiliated entities or for contractual indemnities owed, please contact your Alliant Service Team with a full list of entities for which coverage is requested. With each request, include complete financials and ownership information for submission to the carrier. It should be noted, that the underwriter's acceptance of any proposed amendments to the policy, including expansion of the scope of "Insureds" under the policy could result in a potential diminution of the applicable limits of liability and/or an additional premium charge.

Workers' Compensation Coverage

INSURANCE COMPANY:

A.M. BEST RATING:

STANDARD & POOR'S RATING:

STATE COVERED STATUS:

POLICY/COVERAGE TERM:

Illinois Counties Risk Management Trust

Not rated by A.M. Best

Not rated by Standard & Poor's

Admitted

7/1/2018 to 7/1/2019

Coverage:

Workers Compensation

Employers Liability Limit:

Each Accident

Disease – Each Employee

Statutory

\$2,500,000

\$2,500,000

Experience Modification:

1.02

Payroll Estimates:

<u>Class Codes</u>	<u>Description</u>	<u>Payroll</u>
8868	Teachers/College/Professional	\$11,833,415
9101	Schools-All Other Employees	\$ 662,359

ICRMT Features and Benefits

- Payrolls are subject to an annual audit
- Policy is only cancellable at program anniversary and after 30 days written notice is given. If required notice is not given, full estimated premium is earned, due and payable
- All terms and conditions of membership in the Illinois Counties Risk Management Trust are set forth in the Trust by-laws. A copy of this document is available for your review.

Workers' Compensation Coverage – Continued

ESTIMATED PREMIUM BASIS

State	Classification	Class Code	EXPIRING			RENEWAL		
			2017 to 2018 Estimated Payroll	2017 to 2018 Rates	2017 to 2018 Estimated Premium	2018 to 2019 Estimated Payroll	2018 to 2019 Rates	2018 to 2019 Estimated Premium
IL	Teacher/College Professional	8868	\$12,072,365	0.390	47,082	\$11,833,415	0.340	40,234
	Schools - All Other Employees	9101	\$645,598	10.870	70,177	\$662,359	9.530	63,123
Subtotal			\$12,717,963		\$ 117,259	\$12,495,774		\$ 103,356
Increased Limit Multiplier				1.02	\$ 119,604		1.02	\$ 105,424
Experience Modifier				0.93	\$ 111,232		1.02	\$ 107,532
Schedule Modifier				N/A	\$ -		1.03	\$ 110,758
Premium Discount				-0.106	\$ (11,791)		-0.106	\$ (11,740)
Estimated Workers' Compensation Program Cost					\$ 99,441			\$ 99,018

219

Workers' Compensation Coverage – Continued

Policy Auditable:

Annual

Binding Conditions:

See Binding Requirements Recap Page

It is imperative that Alliant and/or the carrier be notified IMMEDIATELY when a policyholder hires employees and/or begins operations in any state not listed in PART 3 A on the INFORMATION PAGE of the policy. Failure to obtain a workers' compensation policy in some states may result in substantial fines levied on the policyholder dating back to the original date of hire. Coverage for other states under PART 3 C. (OTHER STATES INSURANCE) of the workers' compensation policy may not fulfill the coverage verification requirement imposed by some states.

See Disclaimer Page for Important Notices and Acknowledgement

Disclosures

This proposal of insurance is provided as a matter of convenience and information only. All information included in this proposal, including but not limited to personal and real property values, locations, operations, products, data, automobile schedules, financial data and loss experience, is based on facts and representations supplied to Alliant Insurance Services, Inc. by you. This proposal does not reflect any independent study or investigation by Alliant Insurance Services, Inc. or its agents and employees.

Please be advised that this proposal is also expressly conditioned on there being no material change in the risk between the date of this proposal and the inception date of the proposed policy (including the occurrence of any claim or notice of circumstances that may give rise to a claim under any policy which the policy being proposed is a renewal or replacement). In the event of such change of risk, the insurer may, at its sole discretion, modify, or withdraw this proposal, whether or not this offer has already been accepted.

This proposal is not confirmation of insurance and does not add to, extend, amend, change, or alter any coverage in any actual policy of insurance you may have. All existing policy terms, conditions, exclusions, and limitations apply. For specific information regarding your insurance coverage, please refer to the policy itself. Alliant Insurance Services, Inc. will not be liable for any claims arising from or related to information included in or omitted from this proposal of insurance.

Alliant embraces a policy of transparency with respect to its compensation from insurance transactions. Details on our compensation policy, including the types of income that Alliant may earn on a placement, are available on our website at www.alliant.com. For a copy of our policy or for any inquiries regarding compensation issues pertaining to your account you may also contact us at: Alliant Insurance Services, Inc., Attention: General Counsel, 701 B Street, 6th Floor, San Diego, CA 92101.

Analyzing insurers' over-all performance and financial strength is a task that requires specialized skills and in-depth technical understanding of all aspects of insurance company finances and operations. Insurance brokerages such as Alliant Insurance typically rely upon rating agencies for this type of market analysis. Both A.M. Best and Standard and Poor's have been industry leaders in this area for many decades, utilizing a combination of quantitative and qualitative analysis of the information available in formulating their ratings.

A.M. Best has an extensive database of nearly 6,000 Life/Health, Property Casualty and International companies. You can visit them at www.ambest.com. For additional information regarding insurer financial strength ratings visit Standard and Poor's website at www.standardandpoors.com.

Our goal is to procure insurance for you with underwriters possessing the financial strength to perform.

Alliant does not, however, guarantee the solvency of any underwriters with which insurance or reinsurance is placed and maintains no responsibility for any loss or damage arising from the financial

failure or insolvency of any insurer. We encourage you to review the publicly available information collected to enable you to make an informed decision to accept or reject a particular underwriter. To learn more about companies doing business in your state, visit the Department of Insurance website for that state.

NY Regulation 194

Alliant Insurance Services, Inc. is an insurance producer licensed by the State of New York. Insurance producers are authorized by their license to confer with insurance purchasers about the benefits, terms and conditions of insurance contracts; to offer advice concerning the substantive benefits of particular insurance contracts; to sell insurance; and to obtain insurance for purchasers. The role of the producer in any particular transaction typically involves one or more of these activities.

Compensation will be paid to the producer, based on the insurance contract the producer sells. Depending on the insurer(s) and insurance contract(s) the purchaser selects, compensation will be paid by the insurer(s) selling the insurance contract or by another third party. Such compensation may vary depending on a number of factors, including the insurance contract(s) and the insurer(s) the purchaser selects. In some cases, other factors such as the volume of business a producer provides to an insurer or the profitability of insurance contracts a producer provides to an insurer also may affect compensation.

The insurance purchaser may obtain information about compensation expected to be received by the producer based in whole or in part on the sale of insurance to the purchaser, and (if applicable) compensation expected to be received based in whole or in part on any alternative quotes presented to the purchaser by the producer, by requesting such information from the producer.

FATCA:

The Foreign Account Tax Compliance Act (FATCA) requires the notification of certain financial accounts to the United States Internal Revenue Service. Alliant does not provide tax advice so please contact your tax consultant for your obligation regarding FATCA.

Claims Reporting:

Your policy will come with specific claim reporting requirements. Please make sure you understand these obligations. Contact your Alliant Service Team with any questions.

Claims Made Policy:

This claims-made policy contains a requirement stating that this policy applies only to any claim first made against the Insured and reported to the insurer during the policy period or applicable extended reporting period. Claims must be submitted to the insurer during the policy period, or applicable extended reporting period, as required pursuant to the Claims/Loss Notification Clause within the policy in order for coverage to apply. Late reporting or failure to report pursuant to the policy's requirements could result in a disclaimer of coverage by the insurer.

Claims Made Policy (D&O/EPL):

This claims-made policy contains a requirement stating that this policy applies only to any claim first made against the Insured and reported to the insurer during the policy period or applicable extended reporting period. Claims must be submitted to the insurer during the policy period, or applicable extended reporting period, as required pursuant to the Claims/Loss Notification Clause within the policy in order for coverage to apply. Late reporting or failure to report pursuant to the policy's requirements could result in a disclaimer of coverage by the insurer.

Any Employment Practices Liability (EPL) or Directors & Officers (D&O) with EPL coverage must give notice to the insurer of any charges / complaints brought by any state / federal agency (i.e. EEOC and similar proceedings) involving an employee. To preserve your rights under the policy, it is important that timely notice be given to the insurer, whether or not a right to sue letter has been issued.

NRRA:

The Non-Admitted and Reinsurance Reform Act (NRRA) went into effect on July 21, 2011. Accordingly, surplus lines tax rates and regulations are subject to change which could result in an increase or decrease of the total surplus lines taxes and/or fees owed on this placement. If a change is required, we will promptly notify you. Any additional taxes and/or fees must be promptly remitted to Alliant Insurance Services, Inc.

Changes and Developments

It is important that we be advised of any changes in your operations, which may have a bearing on the validity and/or adequacy of your insurance. The types of changes that concern us include, but are not limited to, those listed below:

- Changes in any operations such as expansion to another states, new products, or new applications of existing products.
- Travel to any state not previously disclosed.
- Mergers and/or acquisition of new companies and any change in business ownership, including percentages.
- Any newly assumed contractual liability, granting of indemnities or hold harmless agreements.
- Any changes in existing premises including vacancy, whether temporary or permanent, alterations, demolition, etc. Also, any new premises either purchased, constructed or occupied
- Circumstances which may require an increased liability insurance limit.
- Any changes in fire or theft protection such as the installation of or disconnection of sprinkler systems, burglar alarms, etc. This includes any alterations to the system.
- Immediate notification of any changes to a scheduled of equipment, property, vehicles, electronic data processing, etc.
- Property of yours that is in transit, unless previously discussed and/or currently insured.

Certificates / Evidence of Insurance

- A certificate is issued as a matter of information only and confers no rights upon the certificate holder. The certificate does not affirmatively or negatively amend, extend or alter the coverage afforded by a policy. Nor does it constitute a contract between the issuing insurer(s), authorized representative, producer or certificate holder.
- You may have signed contracts, leases or other agreements requiring you to provide this evidence. In those agreements, you may assume obligations and/or liability for others (Indemnification, Hold Harmless) and some of the obligations that are not covered by insurance. We recommend that you and your legal counsel review these documents.
- In addition to providing a certificate of insurance, you may be required to name your client or customer on your policy as an additional insured. This is only possible with permission of the insurance company, added by endorsement and, in some cases, an additional premium.
- By naming the certificate holder as additional insured, there are consequences to your risks and insurance policy including:
 - Your policy limits are now shared with other entities; their claims involvement may reduce or exhaust your aggregate limit.
 - Your policy may provide higher limits than required by contract; your full limits can be exposed to the additional insured.
 - There may be conflicts in defense when your insurer has to defend both you and the additional insured.

See Request to Bind Coverage page for acknowledgment of all disclaimers and disclosures.

Optional Coverages

The following represents a list of insurance coverages that are not included in this proposal, but are optional and may be available with further underwriting information.

Note some of these coverages may be included with limitations or insured elsewhere. This is a partial listing as you may have additional risks not contemplated here or are unique to your organization.

- Crime / Fidelity Insurance
- Directors & Officers Liability
- Earthquake Insurance
- Employed Lawyers
- Employment Practices Liability
- Event Cancellation
- Fiduciary Liability
- Fireworks Liability
- Flood Insurance
- Foreign Insurance
- Garage Keepers Liability
- Kidnap & Ransom
- Law Enforcement Liability
- Media and Publishers Liability
- Medical Malpractice Liability
- Network Security / Privacy Liability and Internet Media Liability
- Pollution Liability
- Owned/Non-Owned Aircraft
- Owned Watercraft
- Special Events Liability
- Student Accident
- Volunteer Accidental Death & Dismemberment (AD&D)
- Workplace Violence

Glossary of Insurance Terms

Below are a couple of links to assist you in understanding the insurance terms you may find within your insurance coverages:

<http://insurancecommunityuniversity.com/UniversityResources/InsuranceGlossaryFREE.aspx>

<http://www.ambest.com/resource/glossary.html>

<http://www.irmi.com/online/insurance-glossary/default.aspx>

Other Services

AlliantConnect

AlliantConnect is an online portal created especially for you to access and manage your insurance information in real time.

What is AlliantConnect?

This secure, easy-to-use portal enables you to easily access and manage your insurance information from any Internet connection at any time. Your customized portal provides you with the following:

- A transparent view into your insurance business
- Easy management of your documents, including certificate issuance
- Help with risk control through a comprehensive library of fact sheets, white papers, presentations, and training videos
- An easy place for clients to find a summary of their policy coverages
- A single source to track important dates and announcements
- Access to your Alliant service team

All client data is secured to the appropriate account teams, and the database itself and all backups are stored in a highly encrypted format. In addition, all document changes are archived for audit history.

Contact your service team to set up AlliantConnect today



OTHER ALLIANT SERVICES

Alliant Loss Control Services

HAZARD IDENTIFICATION, EVALUATION, ELIMINATION AND CONTROL WILL PROTECT YOUR COMPANY, LOWER INSURANCE COSTS, AND IMPROVE SERVICE.

Accidents and avoidable incidents that result in financial loss can threaten the very existence and long-term viability of your company. They mean lost time, damaged property, diversion of resources, and possible legal and medical expenses that can place a huge burden on your organization and prevent you from reaching your business goals.

Alliant's Risk Control Consulting helps clients identify and reduce loss exposures. Our specialists can help prevent costly accidents and losses, which can lead to lower insurance costs. Whatever the size of your company or scope of your operations, we can help strengthen your safety and risk management programs with proven services that protect lives, safeguard assets, and control costs. Services are not limited to those listed below.

<p>How to Choose the Right Risk Control Consultant</p> <p>When seeking a qualified risk control consultant, you should ask:</p> <ul style="list-style-type: none"> ▪ Does the consultant have specific commercial experience for your type(s) of operations and assets? ▪ Does the consultant have the resources and availability to do the job when you need it and for your intended use? ▪ Do they tell you whatever you need to know to control risk or only what you want to hear? ▪ Does the consultant have a support team of experts able to help you if there is a regulatory citation, a serious claim, or challenging litigation? <p>Each of the above questions can be answered <u>YES</u> by Alliant's Risk Control Consulting.</p> <p>Alliant also offers:</p> <ul style="list-style-type: none"> ▪ Extensive Experience in Diverse Business Sectors ▪ Nationwide Coverage ▪ Local Expertise ▪ Peer Review 	<p>Safety Services</p> <ul style="list-style-type: none"> ▪ Program Development ▪ On-Site Hazard/Risk Assessments ▪ Ergonomics ▪ Industrial Hygiene ▪ Fleet Safety Analysis ▪ General Liability ▪ Training Services <p>Workers' Compensation Services</p> <ul style="list-style-type: none"> ▪ Loss Prevention (Safety) ▪ Risk Control (Injury Management) ▪ Recordkeeping Management <p>Property Risk Control Services</p> <ul style="list-style-type: none"> ▪ Fire System Evaluation ▪ Risk Assessment ▪ Loss Estimates ▪ Hazard Analysis ▪ Loss Prevention and Risk Control Program Analysis ▪ Property Marketing Reports ▪ Business Interruption Analysis and Continuity Planning ▪ Infrared and Ultrasonic Testing <p style="text-align: center;">To learn more about our risk control consulting and safety services: (888) 737-4752 Toll Free riskcontrol@alliant.com</p>
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Binding Requirements Recap

Below is a recap by Line of Coverage. All coverage(s) require the Following:

- A written request to bind coverage
- A signed and dated Client Notification of Carrier Ratings Policy, Guidelines and Practices letter is required prior to binding (only if the carrier rating is below a B+, or not rated)
- All Surplus Lines Taxes/Fees are Fully Earned (only applies to a non-admitted carrier)

Coverage Line and Description of Subjectivities)	Effective Date
<p>Workers' Compensation</p> <ul style="list-style-type: none"> • Illinois Counties Risk Management Trust (ICRMT) <ol style="list-style-type: none"> 1. Payrolls are subject to annual audit 2. After one year anniversary, a member may only withdraw from the Fund upon giving 30 days written notice to ICRMT. If notice is given after the policy effective date, a short-rate penalty may apply. 	<p>07/01/2018</p>

In order to complete the underwriting process, we require that you send us any additional information requested above. We are not required to bind coverage prior to our receipt and underwriting acceptance of the above information. However, if we do bind coverage prior to such acceptance, the terms and conditions as indicated above may be amended until such receipt and acceptance. Any agreement to bind coverage in connection with this proposal must be in writing from an authorized employee of the Insurer

Request to Bind Coverage

Prospect Heights School District 23

We have reviewed the proposal and agree to the terms and conditions of the coverages presented. We are requesting coverage to be bound as outlined by coverage line below:

Coverage Line	Bind Coverage for:
Workers' Compensation	<input type="checkbox"/>

This Authorization to Bind Coverage also acknowledges receipt and review of all disclaimers and disclosures, including exposures used to develop insurance terms, contained within this proposal

Signature

Title

Printed / Typed Name

Date

This proposal does not constitute a binder of insurance. Binding is subject to final carrier approval. *The actual terms and conditions of the policy will prevail.*

Best's Financial Strength Rating

Best's Insurance Reports, published annually by A. M. Best Company, Inc., presents comprehensive reports on the financial position, history, and transactions of insurance companies operating in the United States and Canada. Companies licensed to do business in the United States are assigned a Best's Rating which attempts to measure the comparative position of the company or association against industry averages.

A Best's Financial Strength Rating (FSR) is an opinion of an insurer's ability to meet its obligations to policyholders. The Best's Financial Strength Rating is based on analysis, which gives consideration to a number of factors of varying importance. While the analysis is believed to be reliable, we cannot guarantee the accuracy of the rating or the financial stability of the insurance company.

A copy of the *Best's Insurance Report* on the insurance companies quoted is available upon request.

Best's Financial Strength Rating (FSR) Scale:

Rating Symbol	Rating Category
• A++, A+	Superior
• A, A-	Excellent
• B++, B+	Good
• B, B-	Fair
• C++, C+	Marginal
• C, C-	Weak
• D	Poor
• E	Under Regulatory Supervision
• F	In Liquidation
• S	Rating Suspended
• NR	Not Rated

Financial Strength Rating

Financial Class	Description
n Class I	\$ 0 to \$ 1,000,000
n Class II	1,000,000 to 2,000,000
n Class III	2,000,000 to 5,000,000
n Class IV	5,000,000 to 10,000,000
n Class V	10,000,000 to 25,000,000
n Class VI	25,000,000 to 50,000,000
n Class VII	50,000,000 to 100,000,000
n Class VIII	100,000,000 to 250,000,000
n Class IX	250,000,000 to 500,000,000
n Class X	500,000,000 to 750,000,000
n Class XI	750,000,000 to 1,000,000,000
n Class XII	1,000,000,000 to 1,250,000,000
n Class XIII	1,250,000,000 to 1,500,000,000
n Class XIV	1,500,000,000 to 2,000,000,000
n Class XV	2,000,000,000 to or more

Rating Modifier

Modifier	Descriptor	Definition
n u	Under Review	A modifier that generally is event-driven (positive, negative or developing) and is assigned to a company whose Best's rating opinion is under review and may be subject to change in the near-term, generally defined as six months.
n pd	Public Data	Assigned to insurers that do not subscribe to Best's interactive rating process. Best's "pd" Ratings reflects qualitative and quantitative analyses using public data and information.
n s	Syndicate	Assigned to syndicates operating at Lloyd's.

Best's Ratings for proposed company(ies) at time of presentation are indicated on each page for each individual coverage

**RESOLUTION ASCERTAINING THE PREVAILING RATE OF WAGES FOR
LABORERS, WORKMEN AND MECHANICAL
EMPLOYEES OF PUBLIC WORKS OF PROSPECT HEIGHTS SCHOOL DISTRICT 23**

WHEREAS, the State of Illinois has enacted "An Act regulating wages of laborers, mechanics and other workers employed in any public works by the State, County, City or any public body or any political subdivision or by any one under contract for public works," approved June 26, 1941, as amended, 820 ILCS 130/1 et.seq., formerly Ill. Rev. Stat. 1987, Ch. 48, par. 39s-1 et seq., and as amended by Public Acts 86-799 and 86-693; and

WHEREAS, the aforesaid Act requires that Prospect Heights School District 23, Cook County, Illinois investigate and ascertain the prevailing rate of wages as defined in said Act for laborers, mechanics and other workers in the locality of said of Prospect Heights School District 23 employed in performing construction of public works; and

WHEREAS, the Prevailing Wage Act requires the Board to specify in its call forbids and project specifications in any public works construction or demolition contract the prevailing rate of wages for each type of laborer, worker or mechanic necessary and to include a stipulation that the prevailing rate of wages as ascertained by the Board will be paid in any contracts issued for such construction or demolition work, as guaranteed in all contractor's bonds.

NOW, THEREFORE, BE IT ORDAINED BY THE BOARD OF EDUCATION OF PROSPECT HEIGHTS PUBLIC SCHOOL DISTRICT 23, Cook County, Illinois:

SECTION 1: To the extent and as required by "An Act regulating wages of laborers, mechanics and other workers employed in any public works by State, County, City or any public body or any political subdivision or by any one under contract for public works," approved June 26, 1941, as amended, the general prevailing rate of wages in this locality for laborers, mechanics and other workers engaged in construction of public works coming under the jurisdiction of the Prospect Heights School District #23 is hereby ascertained to be the same as the prevailing rate of wages for construction work in Cook County area as determined by the Department of Labor of the State of Illinois as of June of the current year, a copy of that determination being attached hereto and incorporated herein by reference. As required by said Act, any and all revisions of the prevailing rate of wages by the Department of Labor of the State of Illinois shall supersede the Department's June determination and apply to any and all public works construction undertaken by the Prospect Heights School District #23. The definition of any terms appearing in this Ordinance, which are also used in aforesaid Act, shall be the same as in said Act.

SECTION 2: Nothing herein contained shall be construed to apply said general prevailing rate of wages as herein ascertained to any work or employment except public works construction of the Prospect Heights School District #23 to the extent required by the aforesaid Act.

SECTION 3: The Prospect Heights School District #23 Secretary shall publicly post or keep available for inspection by any interested party in the main office of the Prospect Heights School District #23 this determination or any revisions of such prevailing rate of wage. A copy of this determination or of the current revised determination of prevailing rate of wages then in effect shall be attached to all contract specifications.

SECTION 4: THE PROSPECT HEIGHTS SCHOOL DISTRICT #23 SECRETARY SHALL mail a copy of this determination to any employer, and to any association of employers and to any person or association of employees who have filed their names and addresses, requesting copies of any determination stating the particular rates and the particular class of workers whose wages will be affected by such rates.

SECTION 5: The Prospect Heights School District #23 Secretary shall promptly file a certified copy of the Ordinance with both the Secretary of State Index Division and the Department of Labor of the State of Illinois.

SECTION 6: The Prospect Heights School District #23 Secretary shall cause to be published in a newspaper of general circulation within the area a copy of the Notice contained in this this Ordinance as Exhibit B, and such publication shall constitute notice that the determination is effective and that this is the determination of this public body.

ADOPTED this 13th day of June 2018 upon receiving a motion from Member _____, and a second of the motion by Member _____ followed by a roll call vote recorded as follows:

AYES:

NAYS:

ABSENT/ABSTAIN:

Board of Education
Prospects Heights School District 23
Cook County, Illinois

President, Board of Education

ATTEST:

Secretary, Board of Education

EXHIBIT A
(SEE ATTACHED RATE SCHEDULE)

EXHIBIT B

LEGAL NOTICE

NOTICE OF
RESOLUTION OF THE PROSPECT HEIGHTS SCHOOL DISTRICT 23,
COOK COUNTY, ILLINOIS
PREVAILING WAGE RATES

TAKE NOTICE that Prospect Heights School District 23, Cook County, Illinois, pursuant to “An Act regulating wages of laborers, mechanics and other workers employed in any public works by the State, County, City or any public body or any political subdivision or by anyone under contract for public works,” approved June 26, 1941, as amended, 820 ILCS 130/1 et. seq., has determined on, and as effective from June 14, 2018, that the general prevailing rate of wages in this locality for laborers, mechanics, and other workers engaged in the construction of public works coming under the jurisdiction of Prospect Heights School District 23 is the same as determined by the Department of Labor of the State of Illinois for Cook County as of June 1, 2018. A copy of the full Resolution and the Department of Labor determination is available for inspection by any interested party in the main office of the Prospect Heights School District 23, 700 North Schoenbeck Road, Prospect Heights, Illinois, and to any employer; association of employers and any person of employee or association of employees who have filed, or file their names and addresses, requesting copies of the same.

Prospect Heights School District 23
700 North Schoenbeck Road
Prospect Heights, IL 60070

By: Mari-Lynn Peters, Board Secretary

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION

I, the undersigned, DO HEREBY CERTIFY that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Prospect Heights School District No. 23, Cook County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I DO FURTHER CERTIFY that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the School Board held on the 13th day of June 2018, insofar as the same relates to adoption of a resolution entitled:

**RESOLUTION ASCERTAINING THE PREVAILING RATE OF WAGES FOR LABORERS,
WORKMEN AND MECHANICAL EMPLOYEES OF PUBLIC WORKS OF
PROSPECT HEIGHTS SCHOOL DISTRICT 23**

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I DO FURTHER CERTIFY that the deliberations of the School Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* of the State of Illinois, as amended, the *School Code* of the State of Illinois, as amended and that the School Board has complied with all of the provisions of said Acts and said Codes and with all of the procedural rules of the School Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 13th day of June 2018.

Secretary, Board of Education



Board Action Item

Date: June 12, 2018

Title: **Approval of 2018 Prevailing Wage Rates**

Contact: Micheal DeBartolo, Business Manager

The Board of Education is statutorily required to approve the Prevailing Wage Act Resolution every June in accordance with the *Prevailing Wage Act* (820 ILCS 130/1 et.seq.). By law, the District must pay the prevailing wage rate for public works. The ramifications of not adopting the Prevailing Wage Act Resolution include subjecting Board members and the District to possible prosecution and conviction of a Class A misdemeanor.

Additionally, a contractor may pay the wrong prevailing wage and/or may not pay the prevailing wage at all if the District does not adopt this resolution. If either of those scenarios were to occur, the School District could be subject to making the employee that received the lesser wages whole in addition to the payment of interest amounts.

Recommendation:

The administration recommends that the Board of Education approve the Resolution Ascertainning the Prevailing Rate of Wages for Laborers, Workmen and Mechanical Employees of Public Works and post the required notice in accordance with the law.

LEGAL NOTICE

NOTICE OF RESOLUTION OF THE PROSPECT HEIGHTS SCHOOL DISTRICT 23, COOK COUNTY, ILLINOIS PREVAILING WAGE RATES

TAKE NOTICE that Prospect Heights School District 23, Cook County, Illinois, pursuant to "An Act regulating wages of laborers, mechanics and other workers employed in any public works by the State, County, City or any public body or any political subdivision or by anyone under contract for public works," approved June 26, 1941, as amended, 820 ILCS 130/1 et.seq., has determined on, and as effective from June 14, 2018, that the general prevailing rate of wages in this locality for laborers, mechanics, and other workers engaged in the construction of public works coming under the jurisdiction of Prospect Heights School District 23 is the same as determined by the Department of Labor of the State of Illinois for Cook County as of June 1, 2018. A copy of the full Resolution and the Department of Labor determination is available for inspection by any interested party in the main office of the Prospect Heights School District 23, 700 North Schoenbeck Road, Prospect Heights, Illinois, and to any employer; association of employers and any person of employee or association of employees who have filed, or file their names and addresses, requesting copies of the same.

Prospect Heights School District 23
700 North Schoenbeck Road
Prospect Heights, IL 60070

By: Hon. Mari-Lynn Peters, Board Secretary

Prevailing Wage rates for Cook County effective Sept. 1, 2017												
Trade Title	Region	Type	Class	Base Wage	Fore- man Wage	M-F OT	OSA	OSH	H/W	Pension	Vacation	Training
ASBESTOS ABT-GEN	ALL	ALL		41.20	42.20	1.5	1.5	2	14.65	12.32	0.00	0.50
ASBESTOS ABT-MEC	ALL	BLD		37.46	39.96	1.5	1.5	2	11.62	11.06	0.00	0.72
BOILERMAKER	ALL	BLD		48.49	52.86	2	2	2	6.97	19.61	0.00	0.90
BRICK MASON	ALL	BLD		45.38	49.92	1.5	1.5	2	10.45	16.68	0.00	0.90
CARPENTER	ALL	ALL		46.35	48.35	1.5	1.5	2	11.79	18.87	0.00	0.63
CEMENT MASON	ALL	ALL		44.25	46.25	2	1.5	2	14.00	17.16	0.00	0.92
CERAMIC TILE FNSHER	ALL	BLD		38.56	38.56	1.5	1.5	2	10.65	11.18	0.00	0.68
COMM. ELECT.	ALL	BLD		43.10	45.90	1.5	1.5	2	8.88	13.22	1.00	0.85
ELECTRIC PWR EQMT OP	ALL	ALL		50.50	55.50	1.5	1.5	2	11.69	16.69	0.00	3.12
ELECTRIC PWR GRNDMAN	ALL	ALL		39.39	55.50	1.5	1.5	2	9.12	13.02	0.00	2.43
ELECTRIC PWR LINEMAN	ALL	ALL		50.50	55.50	1.5	1.5	2	11.69	16.69	0.00	3.12
ELECTRICIAN	ALL	ALL		47.40	50.40	1.5	1.5	2	14.33	16.10	1.00	1.18
ELEVATOR CONSTRUCTOR	ALL	BLD		51.94	58.43	2	2	2	14.43	14.96	4.16	0.90
FENCE ERECTOR	ALL	ALL		39.58	41.58	1.5	1.5	2	13.40	13.90	0.00	0.40
GLAZIER	ALL	BLD		42.45	43.95	1.5	1.5	2	14.04	20.14	0.00	0.94
HT/FROST INSULATOR	ALL	BLD		50.50	53.00	1.5	1.5	2	12.12	12.96	0.00	0.72
IRON WORKER	ALL	ALL		47.33	49.33	2	2	2	14.15	22.39	0.00	0.35
LABORER	ALL	ALL		41.20	41.95	1.5	1.5	2	14.65	12.32	0.00	0.50
LATHER	ALL	ALL		46.35	48.35	1.5	1.5	2	11.79	18.87	0.00	0.63
MACHINIST	ALL	BLD		47.56	50.06	1.5	1.5	2	7.05	8.95	1.85	1.47
MARBLE FINISHERS	ALL	ALL		33.95	33.95	1.5	1.5	2	10.45	15.52	0.00	0.47
MARBLE MASON	ALL	BLD		44.63	49.09	1.5	1.5	2	10.45	16.28	0.00	0.59
MATERIAL TESTER I	ALL	ALL		31.20	31.20	1.5	1.5	2	14.65	12.32	0.00	0.50
MATERIALS TESTER II	ALL	ALL		36.20	36.20	1.5	1.5	2	14.65	12.32	0.00	0.50
MILLWRIGHT	ALL	ALL		46.35	48.35	1.5	1.5	2	11.79	18.87	0.00	0.63

OPERATING ENGINEER	ALL	BLD	1	50.10	54.10	2	2	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	BLD	2	48.80	54.10	2	2	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	BLD	3	46.25	54.10	2	2	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	BLD	4	44.50	54.10	2	2	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	BLD	5	53.85	54.10	2	2	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	BLD	6	51.10	54.10	2	2	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	BLD	7	53.10	54.10	2	2	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	FLT	1	55.90	55.90	1.5	1.5	2	18.05	13.60	1.90	1.30
OPERATING ENGINEER	ALL	FLT	2	54.40	55.90	1.5	1.5	2	18.05	13.60	1.90	1.30
OPERATING ENGINEER	ALL	FLT	3	48.40	55.90	1.5	1.5	2	18.05	13.60	1.90	1.30
OPERATING ENGINEER	ALL	FLT	4	40.25	55.90	1.5	1.5	2	18.05	13.60	1.90	1.30
OPERATING ENGINEER	ALL	FLT	5	57.40	55.90	1.5	1.5	2	18.05	13.60	1.90	1.30
OPERATING ENGINEER	ALL	FLT	6	38.00	55.90	1.5	1.5	2	18.05	13.60	1.90	1.30
OPERATING ENGINEER	ALL	HWY	1	48.30	52.30	1.5	1.5	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	HWY	2	47.75	52.30	1.5	1.5	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	HWY	3	45.70	52.30	1.5	1.5	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	HWY	4	44.30	52.30	1.5	1.5	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	HWY	5	43.10	52.30	1.5	1.5	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	HWY	6	51.30	52.30	1.5	1.5	2	18.80	14.35	2.00	1.30
OPERATING ENGINEER	ALL	HWY	7	49.30	52.30	1.5	1.5	2	18.80	14.35	2.00	1.30
ORNAMNTL IRON WORKER	ALL	ALL		46.75	49.25	2	2	2	13.90	19.79	0.00	0.75
PAINTER	ALL	ALL		45.55	51.24	1.5	1.5	1.5	11.56	11.44	0.00	1.87
PAINTER SIGNS	ALL	BLD		37.45	42.05	1.5	1.5	2	2.60	3.18	0.00	0.00
PILEDRIIVER	ALL	ALL		46.35	48.35	1.5	1.5	2	11.79	18.87	0.00	0.63
PIPEFITTER	ALL	BLD		47.50	50.50	1.5	1.5	2	10.05	17.85	0.00	2.12
PLASTERER	ALL	BLD		42.75	45.31	1.5	1.5	2	14.00	15.71	0.00	0.89
PLUMBER	ALL	BLD		49.25	52.20	1.5	1.5	2	14.34	13.35	0.00	1.28
ROOFER	ALL	BLD		42.30	45.30	1.5	1.5	2	9.08	12.14	0.00	0.58
SHEETMETAL WORKER	ALL	BLD		43.50	46.98	1.5	1.5	2	11.03	23.43	0.00	0.78
SIGN HANGER	ALL	BLD		31.31	33.81	1.5	1.5	2	4.85	3.28	0.00	0.00

SPRINKLER FITTER	ALL	BLD		47.20	49.20	1.5	1.5	2	12.25	11.55	0.00	0.55
STEEL ERECTOR	ALL	ALL		42.07	44.07	2	2	2	13.45	19.59	0.00	0.35
STONE MASON	ALL	BLD		45.38	49.92	1.5	1.5	2	10.45	16.68	0.00	0.90
TERRAZZO FINISHER	ALL	BLD		40.54	40.54	1.5	1.5	2	10.65	12.76	0.00	0.73
TERRAZZO MASON	ALL	BLD		44.38	47.88	1.5	1.5	2	10.65	14.15	0.00	0.82
TILE MASON	ALL	BLD		45.49	49.49	1.5	1.5	2	10.65	13.88	0.00	0.86
TRAFFIC SAFETY WRKR	ALL	HWY		33.50	35.85	1.5	1.5	2	6.00	7.25	0.00	0.50
TRUCK DRIVER	E	ALL	1	35.60	36.25	1.5	1.5	2	8.56	11.50	0.00	0.15
TRUCK DRIVER	E	ALL	2	35.85	36.25	1.5	1.5	2	8.56	11.50	0.00	0.15
TRUCK DRIVER	E	ALL	3	36.05	36.25	1.5	1.5	2	8.56	11.50	0.00	0.15
TRUCK DRIVER	E	ALL	4	36.25	36.25	1.5	1.5	2	8.56	11.50	0.00	0.15
TRUCK DRIVER	W	ALL	1	35.98	36.53	1.5	1.5	2	8.25	10.14	0.00	0.15
TRUCK DRIVER	W	ALL	2	36.13	36.53	1.5	1.5	2	8.25	10.14	0.00	0.15
TRUCK DRIVER	W	ALL	3	36.33	36.53	1.5	1.5	2	8.25	10.14	0.00	0.15
TRUCK DRIVER	W	ALL	4	36.53	36.53	1.5	1.5	2	8.25	10.14	0.00	0.15
TUCK POINTER	ALL	BLD		45.42	46.42	1.5	1.5	2	8.32	15.42	0.00	0.80

Legend

M-F OT Unless otherwise noted, OT pay is required for any hour greater than 8 worked each day, Mon through Fri. The number listed is the multiple of the base wage.

OSA Overtime pay required for every hour worked on Saturdays

OSH Overtime pay required for every hour worked on Sundays and Holidays

H/W Health/Welfare benefit

Explanations COOK COUNTY

The following list is considered as those days for which holiday rates of wages for work performed apply: New Years Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day and Veterans Day in some classifications/counties. Generally, any of these holidays which fall on a Sunday is celebrated on the following Monday. This then makes work performed on that Monday payable at the appropriate overtime rate for holiday pay. Common practice in a given local may alter certain days of celebration. If in doubt, please check with IDOL.

TRUCK DRIVERS (WEST) - That part of the county West of Barrington Road.

EXPLANATION OF CLASSES

ASBESTOS - GENERAL - removal of asbestos material/mold and hazardous materials from any place in a building, including mechanical systems where those mechanical systems are to be removed. This includes the removal of asbestos materials/mold and hazardous materials from ductwork or pipes in a building when the building is to be demolished at the time or at some close future date. ASBESTOS - MECHANICAL - removal of asbestos material from mechanical systems, such as pipes, ducts, and boilers, where the mechanical systems are to remain.

CERAMIC TILE FINISHER

The grouting, cleaning, and polishing of all classes of tile, whether for interior or exterior purposes, all burned, glazed or unglazed products; all composition materials, granite tiles, warning detectable tiles, cement tiles, epoxy composite materials, pavers, glass, mosaics, fiberglass, and all substitute materials, for tile made in tile-like units; all mixtures in tile like form of cement, metals, and other materials that are for and intended for use as a finished floor surface, stair treads, promenade roofs, walks, walls, ceilings, swimming pools, and all other places where tile is to form a finished interior or exterior. The mixing of all setting mortars including but not limited to thin-set mortars, epoxies, wall mud, and any other sand and cement mixtures or adhesives when used in the preparation, installation, repair, or maintenance of tile and/or similar materials. The handling and unloading of all sand, cement, lime, tile, fixtures, equipment, adhesives, or any other materials to be used in the preparation, installation, repair, or maintenance of tile and/or similar materials. Ceramic Tile Finishers shall fill all joints and voids regardless of method on all tile work, particularly and especially after installation of said tile work. Application of any and all protective coverings to all types of tile installations including, but not be limited to, all soap compounds, paper products, tapes, and all polyethylene coverings, plywood, masonite, cardboard, and any new type of products that may be used to protect tile installations, Blastrac equipment, and all floor scarifying equipment used in preparing floors to receive tile. The clean up and removal of all waste and materials. All demolition of existing tile floors and walls to be re-tiled.

COMMUNICATIONS ELECTRICIAN

Installation, operation, inspection, maintenance, repair and service of radio, television, recording, voice sound vision production and reproduction, telephone and telephone interconnect, facsimile, data apparatus, coaxial, fibre optic and wireless equipment, appliances and systems used for the transmission and reception of signals of any nature, business, domestic, commercial, education, entertainment, and residential purposes, including but not limited to, communication and telephone, electronic and sound equipment, fibre optic and data communication systems, and the performance of any task directly related to such installation or service whether at new or existing sites, such tasks to include the placing of wire and cable and electrical power conduit or other raceway work within the equipment room and pulling wire and/or cable through conduit and the installation of any incidental conduit, such that the employees covered hereby can complete any job in full.

MARBLE FINISHER

Loading and unloading trucks, distribution of all materials (all stone, sand, etc.), stocking of floors with material, performing all rigging for heavy work, the handling of all material that may be needed for the installation of such materials, building of scaffolding, polishing if needed, patching, waxing of material if damaged, pointing up, caulking, grouting and cleaning of marble, holding water on diamond or Carborundum blade or saw for setters cutting, use of tub saw or any other saw needed for preparation of material, drilling of holes for wires that anchor material set by setters, mixing up of molding plaster for installation of material, mixing up thin set for the installation of material, mixing up of sand to cement for the installation of material and such other work as may be required in helping a Marble Setter in the handling of all material in the erection or installation of interior marble, slate, travertine, art marble, serpentine, alberene stone, blue stone, granite and other stones (meaning as to stone any foreign or domestic materials as are specified and used in building interiors and exteriors and customarily known as stone in the trade), carrara, sanionyx, vitrolite and similar opaque glass and the laying of all marble tile, terrazzo tile, slate tile and precast tile, steps, risers treads, base, or any other materials that may be used as substitutes for any of the aforementioned materials and which are used on interior and exterior which are installed in a similar manner.

MATERIAL TESTER I: Hand coring and drilling for testing of materials; field inspection of uncured concrete and asphalt.

MATERIAL TESTER II: Field inspection of welds, structural steel, fireproofing, masonry, soil, facade, reinforcing steel, formwork, cured concrete, and concrete and asphalt batch plants; adjusting proportions of bituminous mixtures.

OPERATING ENGINEER - BUILDING

Class 1. Asphalt Plant; Asphalt Spreader; Autograde; Backhoes with Caisson Attachment; Batch Plant; Benoto (requires Two Engineers); Boiler and Throttle Valve; Caisson Rigs; Central Redi-Mix Plant; Combination Back Hoe Front End-loader Machine; Compressor and Throttle Valve; Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Conveyor (Truck Mounted); Concrete Paver Over 27E cu. ft; Concrete Paver 27E cu. ft. and Under; Concrete Placer; Concrete Placing Boom; Concrete Pump (Truck Mounted); Concrete Tower; Cranes, All; Cranes, Hammerhead; Cranes, (GCI and similar Type); Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derricks, Traveling; Formless Curb and Gutter Machine; Grader, Elevating; Grouting Machines; Heavy Duty Self-Propelled Transporter or Prime Mover; Highlift Shovels or Front Endloader 2-1/4 yd. and over; Hoists, Elevators, outside type rack and pinion and similar machines; Hoists, One, Two and Three Drum; Hoists, Two Tugger One Floor; Hydraulic Backhoes; Hydraulic Boom Trucks; Hydro Vac (and similar equipment); Locomotives, All; Motor Patrol; Lubrication Technician; Manipulators; Pile Drivers and Skid Rig; Post Hole Digger; Pre-Stress Machine; Pump Cretes Dual Ram; Pump Cretes: Squeeze Cretes-Screw Type Pumps; Gypsum Bulker and Pump; Raised and Blind Hole Drill; Roto Mill Grinder; Scoops - Tractor Drawn; Slip-Form Paver; Straddle Buggies; Operation of Tie Back Machine; Tournapull; Tractor with Boom and Side Boom; Trenching Machines.

Class 2. Boilers; Broom, All Power Propelled; Bulldozers; Concrete Mixer (Two Bag and Over); Conveyor, Portable; Forklift Trucks; Highlift Shovels or Front Endloaders under 2-1/4 yd.; Hoists, Automatic; Hoists, Inside Elevators; Hoists, Sewer Dragging Machine; Hoists, Tugger Single Drum;

Laser Screed; Rock Drill (Self-Propelled); Rock Drill (Truck Mounted); Rollers, All; Steam Generators; Tractors, All; Tractor Drawn Vibratory Roller; Winch Trucks with "A" Frame.

Class 3. Air Compressor; Combination Small Equipment Operator; Generators; Heaters, Mechanical; Hoists, Inside Elevators (remodeling or renovation work); Hydraulic Power Units (Pile Driving, Extracting, and Drilling); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Low Boys; Pumps, Well Points; Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 4. Bobcats and/or other Skid Steer Loaders; Oilers; and Brick Forklift.

Class 5. Assistant Craft Foreman.

Class 6. Gradall.

Class 7. Mechanics; Welders.

OPERATING ENGINEERS - HIGHWAY CONSTRUCTION

Class 1. Asphalt Plant; Asphalt Heater and Planer Combination; Asphalt Heater Scarfire; Asphalt Spreader; Autograder/GOMACO or other similar type machines: ABG Paver; Backhoes with Caisson Attachment; Ballast Regulator; Belt Loader; Caisson Rigs; Car Dumper; Central Redi-Mix Plant; Combination Backhoe Front Endloader Machine, (1 cu. yd. Backhoe Bucket or over or with attachments); Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Paver over 27E cu. ft.; Concrete Placer; Concrete Tube Float; Cranes, all attachments; Cranes, Tower Cranes of all types: Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derrick Boats; Derricks, Traveling; Dredges; Elevators, Outside type Rack & Pinion and Similar Machines; Formless Curb and Gutter Machine; Grader, Elevating; Grader, Motor Grader, Motor Patrol, Auto Patrol, Form Grader, Pull Grader, Subgrader; Guard Rail Post Driver Truck Mounted; Hoists, One, Two and Three Drum; Heavy Duty Self-Propelled Transporter or Prime Mover; Hydraulic Backhoes; Backhoes with shear attachments up to 40' of boom reach; Lubrication Technician; Manipulators; Mucking Machine; Pile Drivers and Skid Rig; Pre-Stress Machine; Pump Cretes Dual Ram; Rock Drill - Crawler or Skid Rig; Rock Drill - Truck Mounted; Rock/Track Tamper; Roto Mill Grinder; Slip-Form Paver; Snow Melters; Soil Test Drill Rig (Truck Mounted); Straddle Buggies; Hydraulic Telescoping Form (Tunnel); Operation of Tieback Machine; Tractor Drawn Belt Loader; Tractor Drawn Belt Loader (with attached pusher - two engineers); Tractor with Boom; Tractaire with Attachments; Traffic Barrier Transfer Machine; Trenching; Truck Mounted Concrete Pump with Boom; Raised or Blind Hole Drills (Tunnel Shaft); Underground Boring and/or Mining Machines 5 ft. in diameter and over tunnel, etc; Underground Boring and/or Mining Machines under 5 ft. in diameter; Wheel Excavator; Widener (APSCO).

Class 2. Batch Plant; Bituminous Mixer; Boiler and Throttle Valve; Bulldozers; Car Loader Trailing Conveyors; Combination Backhoe Front Endloader Machine (Less than 1 cu. yd. Backhoe Bucket or over or with attachments); Compressor and Throttle Valve; Compressor, Common Receiver (3); Concrete Breaker or Hydro Hammer; Concrete Grinding Machine; Concrete Mixer or Paver 7S Series to and including 27 cu. ft.;

Concrete Spreader; Concrete Curing Machine, Burlap Machine, Belting Machine and Sealing Machine; Concrete Wheel Saw; Conveyor Muck Cars (Haglund or Similar Type); Drills, All; Finishing Machine - Concrete; Highlift Shovels or Front Endloader; Hoist - Sewer Dragging Machine; Hydraulic Boom Trucks (All Attachments); Hydro-Blaster; Hydro Excavating (excluding hose work); Laser Screed; All Locomotives, Dinky; Off-Road Hauling Units (including articulating) Non Self-Loading Ejection Dump; Pump Cretes: Squeeze Cretes - Screw Type Pumps, Gypsum Bulker and Pump; Roller, Asphalt; Rotary Snow Plows; Rototiller, Seaman, etc., self-propelled; Self-Propelled Compactor; Spreader - Chip - Stone, etc.; Scraper - Single/Twin Engine/Push and Pull; Scraper - Prime Mover in Tandem (Regardless of Size); Tractors pulling attachments, Sheeps Foot, Disc, Compactor, etc.; Tug Boats.

Class 3. Boilers; Brooms, All Power Propelled; Cement Supply Tender; Compressor, Common Receiver (2); Concrete Mixer (Two Bag and Over); Conveyor, Portable; Farm-Type Tractors Used for Mowing, Seeding, etc.; Forklift Trucks; Grouting Machine; Hoists, Automatic; Hoists, All Elevators; Hoists, Tugger Single Drum; Jeep Diggers; Low Boys; Pipe Jacking Machines; Post-Hole Digger; Power Saw, Concrete Power Driven; Pug Mills; Rollers, other than Asphalt; Seed and Straw Blower; Steam Generators; Stump Machine; Winch Trucks with "A" Frame; Work Boats; Tamper-Form-Motor Driven.

Class 4. Air Compressor; Combination - Small Equipment Operator; Directional Boring Machine; Generators; Heaters, Mechanical; Hydraulic Power Unit (Pile Driving, Extracting, or Drilling); Light Plants, All (1 through 5); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Pumps, Well Points; Vacuum Trucks (excluding hose work); Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 5. SkidSteer Loader (all); Brick Forklifts; Oilers.

Class 6. Field Mechanics and Field Welders

Class 7. Dowell Machine with Air Compressor; Gradall and machines of like nature.

OPERATING ENGINEER - FLOATING

Class 1. Craft Foreman; Master Mechanic; Diver/Wet Tender; Engineer; Engineer (Hydraulic Dredge).

Class 2. Crane/Backhoe Operator; Boat Operator with towing endorsement; Mechanic/Welder; Assistant Engineer (Hydraulic Dredge); Leverman (Hydraulic Dredge); Diver Tender.

Class 3. Deck Equipment Operator, Machineryman, Maintenance of Crane (over 50 ton capacity) or Backhoe (115,000 lbs. or more); Tug/Launch Operator; Loader/Dozer and like equipment on Barge, Breakwater Wall, Slip/Dock, or Scow, Deck Machinery, etc.

Class 4. Deck Equipment Operator, Machineryman/Fireman (4 Equipment Units or More); Off Road Trucks; Deck Hand, Tug Engineer, Crane Maintenance (50 Ton Capacity and Under) or Backhoe Weighing (115,000 pounds or less); Assistant Tug Operator.

Class 5. Friction or Lattice Boom Cranes.

Class 6. ROV Pilot, ROV Tender

TERRAZZO FINISHER

The handling of sand, cement, marble chips, and all other materials that may be used by the Mosaic Terrazzo Mechanic, and the mixing, grinding, grouting, cleaning and sealing of all Marble, Mosaic, and Terrazzo work, floors, base, stairs, and wainscoting by hand or machine, and in addition, assisting and aiding Marble, Masonic, and Terrazzo Mechanics.

TRAFFIC SAFETY

Work associated with barricades, horses and drums used to reduce lane usage on highway work, the installation and removal of temporary lane markings, and the installation and removal of temporary road signs.

TRUCK DRIVER - BUILDING, HEAVY AND HIGHWAY CONSTRUCTION - EAST & WEST

Class 1. Two or three Axle Trucks. A-frame Truck when used for transportation purposes; Air Compressors and Welding Machines, including those pulled by cars, pick-up trucks and tractors; Ambulances; Batch Gate Lockers; Batch Hopperman; Car and Truck Washers; Carry-alls; Fork Lifts and Hoisters; Helpers; Mechanics Helpers and Greasers; Oil Distributors 2-man operation; Pavement Breakers; Pole Trailer, up to 40 feet; Power Mower Tractors; Self-propelled Chip Spreader; Skipman; Slurry Trucks, 2-man operation; Slurry Truck Conveyor Operation, 2 or 3 man; Teamsters; Unskilled Dumpman; and Truck Drivers hauling warning lights, barricades, and portable toilets on the job site.

Class 2. Four axle trucks; Dump Crets and Adgetors under 7 yards; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnapulls or Turnatrailers when pulling other than self-loading equipment or similar equipment under 16 cubic yards; Mixer Trucks under 7 yards; Ready-mix Plant Hopper Operator, and Winch Trucks, 2 Axles.

Class 3. Five axle trucks; Dump Crets and Adgetors 7 yards and over; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnatrailers or turnapulls when pulling other than self-loading equipment or similar equipment over 16 cubic yards; Explosives and/or Fission Material Trucks; Mixer Trucks 7 yards or over; Mobile Cranes while in transit; Oil Distributors, 1-man operation; Pole Trailer, over 40 feet; Pole and Expandable Trailers hauling material over 50 feet long; Slurry trucks, 1-man operation; Winch trucks, 3 axles or more; Mechanic--Truck Welder and Truck Painter.

Class 4. Six axle trucks; Dual-purpose vehicles, such as mounted crane trucks with hoist and accessories; Foreman; Master Mechanic; Self-loading equipment like P.B. and trucks with scoops on the front.

Other Classifications of Work:

For definitions of classifications not otherwise set out, the Department generally has on file such definitions which are available. If a task to be performed is not subject to one of the classifications of pay set out, the Department will upon being contacted state which neighboring county has such a classification and provide such rate, such rate being deemed to exist by reference in this document. If no neighboring county rate applies to the task, the Department shall undertake a special determination, such special determination being then deemed to have existed under this determination. If a project requires these, or any classification not listed, please contact IDOL at 217-782-1710 for wage rates or clarifications.

LANDSCAPING

Landscaping work falls under the existing classifications for laborer, operating engineer and truck driver. The work performed by landscape plantsman and landscape laborer is covered by the existing classification of laborer. The work performed by landscape operators (regardless of equipment used or its size) is covered by the classifications of operating engineer. The work performed by landscape truck drivers (regardless of size of truck driven) is covered by the classifications of truck driver.

MATERIAL TESTER & MATERIAL TESTER/INSPECTOR I AND II

Notwithstanding the difference in the classification title, the classification entitled "Material Tester I" involves the same job duties as the classification entitled "Material Tester/Inspector I". Likewise, the classification entitled "Material Tester II" involves the same job duties as the classification entitled "Material Tester/Inspector II".

RESOLUTION Authorizing Transfer from Educational Fund into the Capital Projects Fund of Prospect Heights School District No. 23, Cook County, Illinois

WHEREAS, pursuant to the *Illinois School Code*, 105 ILCS 5/2-3.27, as amended, the Illinois State Board of Education (“ISBE”) is charged with formulating and approving procedures and regulations for school district accounts and budgets, reflecting income and expenses, receipts and disbursements; and

WHEREAS, the ISBE, pursuant to its aforementioned authority, promulgated regulations regarding the classification, source, and use of various school district funds, including the Capital Projects Fund (60); and

WHEREAS, ISBE regulations provide for the transfer of taxes received from other funds into the Capital Projects Fund (60) to pay for capital projects; and

WHEREAS, the Board of Education of Prospect Heights School District No. 23, Cook County, Illinois (the “Board”) has in its Educational Fund moneys representing taxes received, which it desires to use to pay necessary costs related to capital projects of the School District; and

WHEREAS, the Board has determined that it is in the best interests of the School District to transfer One Hundred Fifty Thousand and No/100 Dollars (\$150,000.00) from the Educational Fund (Fund 10) into the Capital Projects Fund (60), effective June 13, 2018 to reimburse the Capital Projects Fund (60) to pay for projects to be completed.

NOW THEREFORE, BE IT RESOLVED by the Board of Education of Prospect Heights School District No. 23, Cook County, Illinois, as follows:

1. The Board of Education hereby finds the recitals contained in the Preamble of this Resolution to be full, true and correct and does hereby incorporate them into this Resolution by this reference.
2. The School Treasurer is authorized and directed to make a transfer of moneys in the amount of One Hundred Fifty Thousand and No/100 Dollars (\$150,000.00) from the School District’s Educational Fund into its Capital Projects Fund (60) effective June 13, 2018.

3. This Resolution shall be in full force and effect immediately upon its adoption.

ADOPTED this 13th day of June 2018 upon receiving a motion from Member _____, and a second of the motion by Member _____ followed by a roll call vote recorded as follows:

AYES:

NAYS:

ABSENT/ABSTAIN:

Board of Education
Prospects Heights School District 23
Cook County, Illinois

President, Board of Education

ATTEST:

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION

I, the undersigned, DO HEREBY CERTIFY that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Prospect Heights School District No. 23, Cook County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I DO FURTHER CERTIFY that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the School Board held on the 13th day of January 2018, insofar as the same relates to adoption of a resolution entitled:

RESOLUTION Authorizing Transfer from Educational Fund into the Capital Projects Fund of Prospect Heights School District No. 23, Cook County, Illinois

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I DO FURTHER CERTIFY that the deliberations of the School Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* of the State of Illinois, as amended, the *School Code* of the State of Illinois, as amended and that the School Board has complied with all of the provisions of said Acts and said Codes and with all of the procedural rules of the School Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 13th day of June 2018.

Secretary, Board of Education

**RESOLUTION Authorizing Transfer from
Operations & Maintenance Fund into the Capital
Projects Fund of Prospect Heights School District
No. 23, Cook County, Illinois**

WHEREAS, pursuant to the *Illinois School Code*, 105 ILCS 5/2-3.27, as amended, the Illinois State Board of Education (“ISBE”) is charged with formulating and approving procedures and regulations for school district accounts and budgets, reflecting income and expenses, receipts and disbursements; and

WHEREAS, the ISBE, pursuant to its aforementioned authority, promulgated regulations regarding the classification, source, and use of various school district funds, including the Capital Projects Fund (62); and

WHEREAS, ISBE regulations provide for the transfer of taxes received from other funds into the Capital Projects Fund (62) to pay for capital projects; and

WHEREAS, the Board of Education of Prospect Heights School District No. 23, Cook County, Illinois (the “Board”) has in its Operations and Maintenance Fund moneys representing taxes received, which it desires to use to pay necessary costs related to capital projects of the School District; and

WHEREAS, the Board has determined that it is in the best interests of the School District to transfer Sixty Five Thousand and No/100 Dollars (\$65,000.00) from the Operations & Maintenance Fund (20) into the Capital Projects Fund (60), effective June 13, 2018 to pay for projects to be completed.

NOW THEREFORE, BE IT RESOLVED by the Board of Education of Prospect Heights School District No. 23, Cook County, Illinois, as follows:

1. The Board of Education hereby finds the recitals contained in the Preamble of this Resolution to be full, true and correct and does hereby incorporate them into this Resolution by this reference.
2. The School Treasurer is authorized and directed to make a transfer of moneys in the amount of Sixty Five Thousand and No/100 Dollars (\$65,000.00) from the School District’s Operations & Maintenance Fund (20) into its Capital Projects Fund (60) effective June 13, 2018.

3. This Resolution shall be in full force and effect immediately upon its adoption.

ADOPTED this 13th day of June 2018 upon receiving a motion from Member _____, and a second of the motion by Member _____ followed by a roll call vote recorded as follows:

AYES:

NAYS:

ABSENT/ABSTAIN:

Board of Education
Prospects Heights School District 23
Cook County, Illinois

President, Board of Education

ATTEST:

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION

I, the undersigned, DO HEREBY CERTIFY that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Prospect Heights School District No. 23, Cook County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I DO FURTHER CERTIFY that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the School Board held on the 13th day of June 2018, insofar as the same relates to adoption of a resolution entitled:

**RESOLUTION Authorizing Transfer from
Operations & Maintenance Fund into the Capital
Projects Fund of Prospect Heights School District
No. 23, Cook County, Illinois**

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I DO FURTHER CERTIFY that the deliberations of the School Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* of the State of Illinois, as amended, the *School Code* of the State of Illinois, as amended and that the School Board has complied with all of the provisions of said Acts and said Codes and with all of the procedural rules of the School Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 13th day of June 2018.

Secretary, Board of Education



PROSPECT HEIGHTS

SCHOOL DISTRICT 23

**STRATEGIC
PLAN
2018 - 2023**



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Message from the Superintendent to the District 23 Community

Dear Prospect Heights District 23 Community,

It is my honor to present this Strategic Plan as the culmination of a collaborative and intense effort this school year. Setting the vision for the future of the School District is the most important task a Board of Education accomplishes because that sets the course of action and direction for years to come. In August of 2017, we began the process of investigating the strengths, needs and desires of our community. This resulting plan guides the decision making and planning of our District to ensure alignment with this vision for the future. The strategic plan also provides the opportunity to reaffirm our beliefs, values, and expectations as a community and provides the foundation of who we aspire to be as a District.

I thank all of the various stakeholders who participated in the development and refinement of this plan. Whether through the online survey, focus groups, community forums, or work groups, your active participation gave voice and heart to the words within this plan. On behalf of the Board of Education, I thank the representatives from Hazzard, Young and Attea and ECRA Group who facilitated portions of this process and lent third-party, objective data collection and analysis. Lastly, I thank the members of District 23's Board of Education, Leadership Team, District Improvement Team, and Community members who contributed to the writing and revision of our Strategic Plan. I greatly appreciate the commitment of time, talent, and passion that you provided to the benefit of the students, families, faculty, and community of District 23. Let's Grow Together as a community to create opportunities that inspire all students to grow as learners, individuals, and citizens.

Sincerely,

Donald S. Angelaccio Ed.D.
Superintendent of Schools

Let's Grow Together!

Engage
Envision
Enact

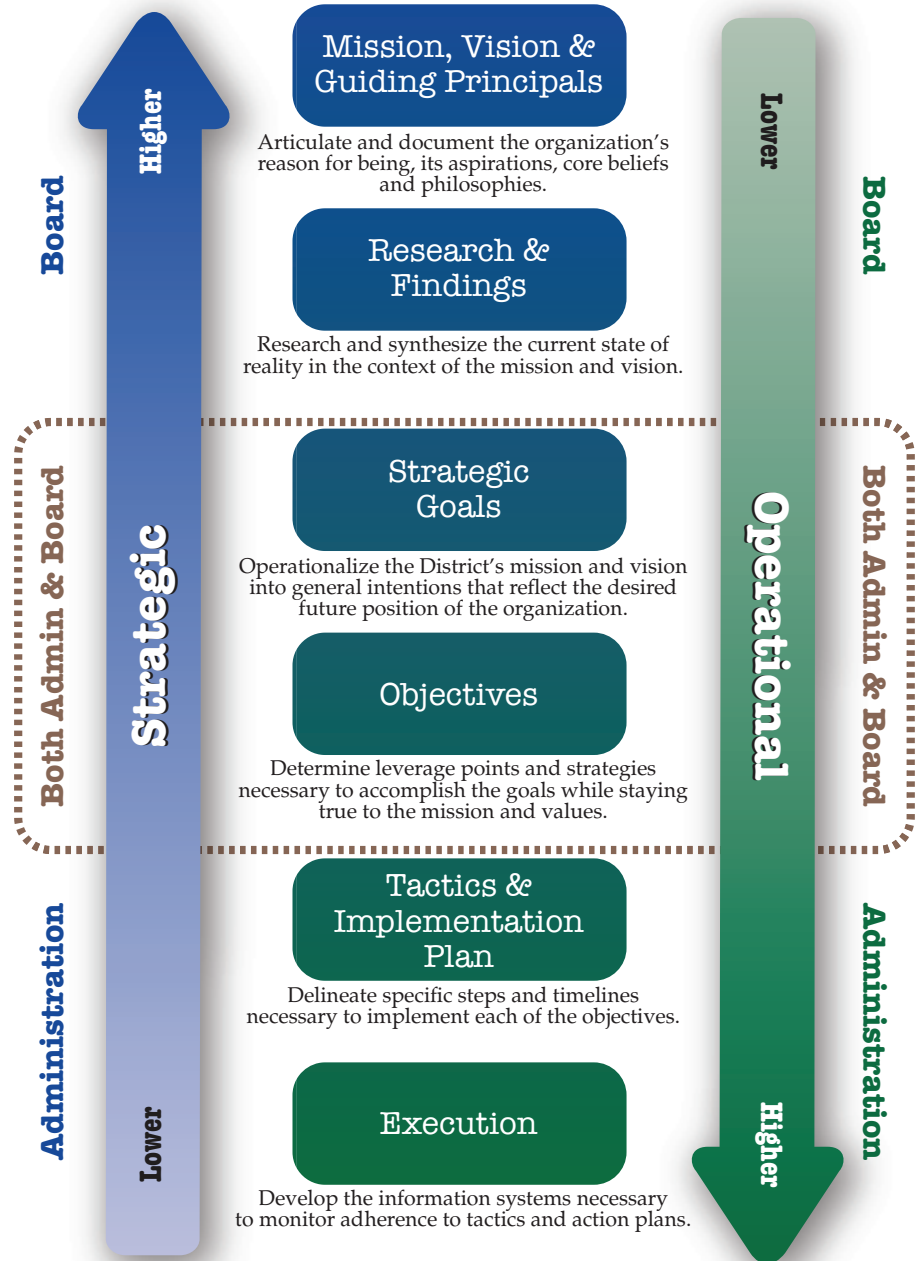


Introduction

The strategic planning process in Prospect Heights School District 23 was designed to authentically engage stakeholders – including students, parents, teachers, administrators, staff, and community leaders in articulating District success, values, and priorities for the future.

This document articulates the organization’s mission, vision, guiding principles, portrait of a graduate, as well as the goals and objectives needed to achieve the vision. It provides the framework and guidance for an organization to fulfill its mission with optimal impact and efficiency and defines the roles for strategic and operational responsibilities within the organization. This Strategic Plan provides a foundation from which progress can be measured, priorities established, resources allocated, and communications improved among all stakeholders.

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Mission Statement

A mission statement is a statement of the overall purpose of an organization. The mission should say what you do, for whom you do it, and the benefit.

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**Mission
Statement**

**It is the Mission of Prospect Heights
School District 23 to:
Create Opportunities that Inspire ALL students
to Grow as learners, individuals, and citizens.**



Vision Statement

A vision statement reflects the District's preferred future. Vision statements describe how the future will look if the organization achieves its ultimate aims.

**Vision
Statement**

**Prospect Heights School District 23 is a place where:
Inspiration and Dedication lead to Student Growth**

Inspiration + Dedication = Growth



Guiding Principles

Guiding principles are the beliefs that set the foundation for how an organization will operate. The principles are accepted guidelines that capture the District's values and priorities and provide direction for employees as they go about their daily work.

We Believe:

Students learn best in a safe, respectful, and inclusive environment.

An engaging and collaborative learning environment is critical to supporting all students.

Social and emotional competencies foster a positive and healthy learning environment.

Growth is enhanced through inspiration, high expectations, and shared responsibility for student learning.

Quality instruction stems from a culture of continuous professional improvement, innovation and support.

Focused and appropriately applied use of technology enhances teaching and learning.

Students grow as citizens when their learning is connected to the community through service.

Our diversity is a strength that creates resilient, socially aware, compassionate citizens.

Goals are accomplished when thoroughly planned, implemented, and supported.

Effective and strategic communication promotes transparency and trust.

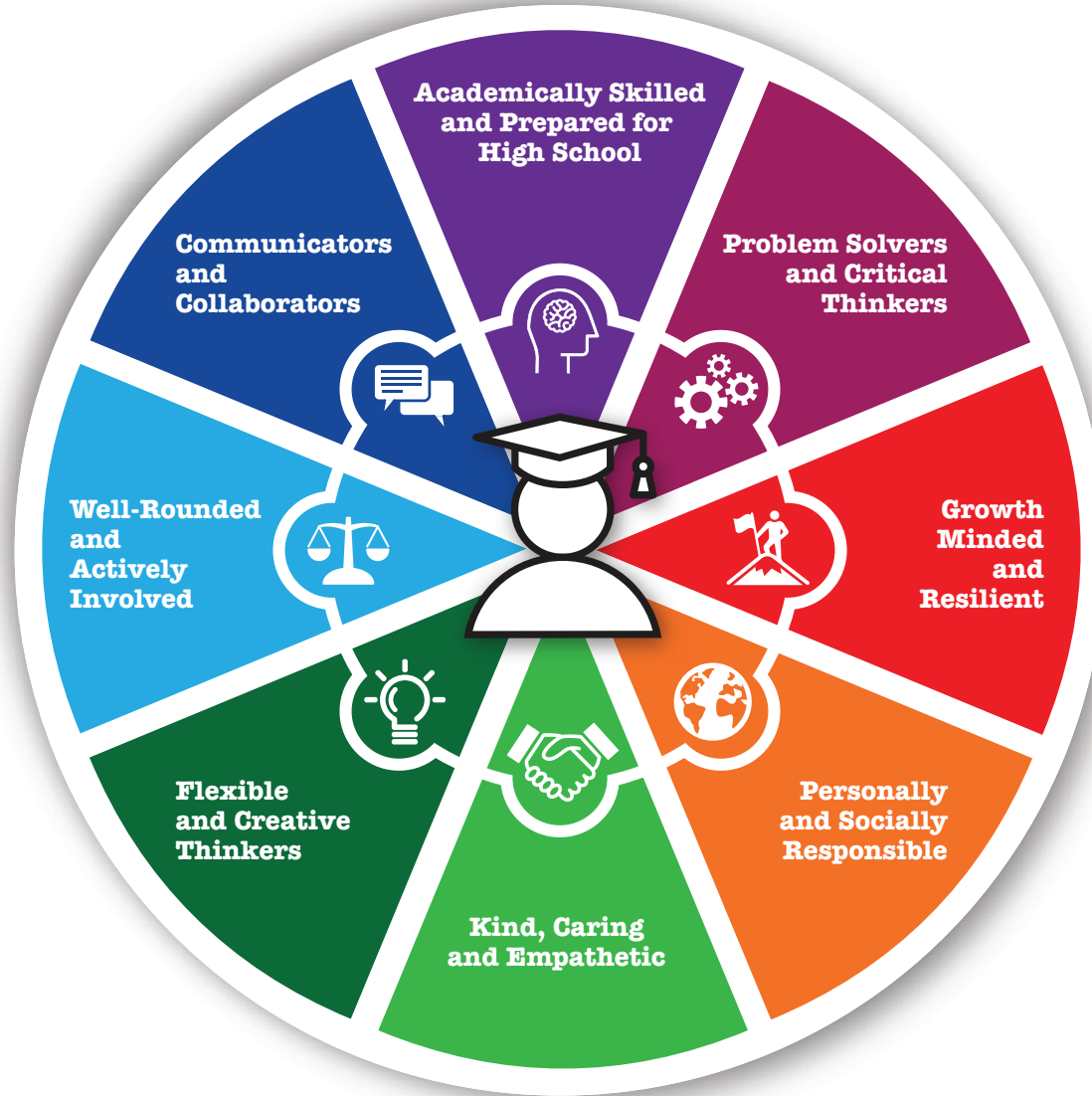
Community members and agencies are essential partners in the achievement of our mission.

A commitment to stable and sustainable fiscal management strengthens our organization and community.



Portrait of a District 23 Graduate

Inspiring ALL Students to be:



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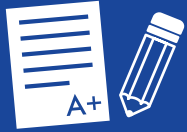


Strategic Goals





Strategic Goals with Objectives



Student Success

Ensure all students are well rounded and emotionally and academically prepared for success in high school.

1. Further develop and examine the effectiveness of core curriculum, interventions, and supports for all student groups.
2. Ensure all students have access to curriculum and instruction that matches their skills and inspires growth.
3. Support the whole child including the development of social/emotional and life skills.
4. Evaluate program development and innovations including ELL, Special Education, At-Risk students and optimal length and start of the school day..
5. Explore accessibility and expansion of extra-curricular and foreign language experiences.



Teaching, Learning & Innovation

Encourage a learning environment that emphasizes excellence and retains high-quality staff.

1. Continue to seek and retain high quality professional staff and leaders.
2. Identify gaps in student learning and develop instructional approaches to meet the needs of all students.
3. Develop and communicate an aligned curricular map of expected learning standards.
4. Provide job-embedded professional development aligned to 21st Century learner needs.
5. Support positive and collaborative culture that enhances professional earning and practice.



Family and Community Partnership

Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.

1. Use relevant, on-going communication tools and methods to engage parents and community.
2. Assist parents with understanding student learning standards, expectations and district priorities.
3. Expand community partnerships.
4. Support positive and collaborative community culture that enhances connections between families.
5. Develop a community relations and engagement plan targeted to future school district needs and priorities.



Sustainable Resources

Advance effective use of resources to support safe, learner ready facilities and to maximize student learning.

1. Develop a long-range financial plan that includes instruction, professional growth, technology, and facilities.
2. Provide spaces that support collaborative learning opportunities.
3. Ensure safe and secure learning environments in collaboration with first responders.
4. Engage stakeholders in the development of effective use of resources.
5. Explore shared service opportunities, cost-saving consortiums and ventures.

Strategic Plan objectives and Indicators: For each of the four goal areas, we have developed objectives and identified data indicators that provide the ability to monitor our progress and tell our story.

Student Success <i>Ensure all students are well rounded and emotionally and academically prepared for success in high school.</i>		
1.1	Further develop and examine the effectiveness of core curriculum, interventions, and supports for all student groups.	ECRA PROPENSITY SCORES for WHOLE SCHOOL in ELA and MATH % of 8 th Graders Passing Algebra 1 % of 7 th /8 th Graders with GPA ≥ 2.8
1.2	Ensure all students have access to curriculum and instruction that matches their skills and inspires growth.	ECRA Growth targets for ELA and Math - By subgroup? Universal Fastbridge Norm data
1.3	Support the whole child including the development of social/emotional and life skills.	Identify SABERS metric via pilot Discipline data in comparison to PBS Tiers
1.4	Evaluate program development and innovations including ELL, Special Education, At-Risk students and optimal length and start of the school day.	ACCESS Proficiency Data RtI Exit Rates? Fastbridge growth target for subgroups
1.5	Explore accessibility and expansion of extra-curricular and foreign language experiences.	Participation rates – by subgroup? Out of School Activities?

Teaching, Learning, and Innovation <i>Encourage a learning environment that emphasizes excellence and retains high-quality staff.</i>		
2.1	Continue to seek and retain high quality professional staff and leaders.	Retention Rate

2.2	Identify gaps in student learning and develop instructional approaches to meet the needs of all students.	Proficiency Gap analysis
2.3	Develop and communicate an aligned curricular map of expected learning standards.	5 Essentials: T response re: curriculum
2.4	Provide job-embedded professional development aligned to 21st Century learner needs.	5 Essentials: T response re: Professional Development
2.5	Support positive and collaborative culture that enhances professional learning and practice.	5 Essentials: T response re: Culture

<p>Family and Community Partnership</p> <p><i>Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities.</i></p>		
3.1	Use relevant, on-going communication tools and methods to engage parents and community.	Readership of Constant Contact Followers on Twitter/Facebook
3.2	Assist parents with understanding student learning standards, expectations and district priorities.	5 Essentials: P response re: curriculum
3.3	Expand community partnerships.	# of Community Partnerships
3.4	Support positive and collaborative community culture that enhances connections between families.	5 Essentials: P response re: culture # of Family Events/Attendance?
3.5	Develop a community relations and engagement plan targeted to future school district needs and priorities.	# of Community Events/Attendance?

Sustainable Resources		
<i>Advance effective use of resources to support safe, learner ready facilities that maximize student learning.</i>		
4.1	Develop a long-range financial plan that includes instruction, professional growth, technology, and facilities.	Fund balance EBM Adequacy Target
4.2	Provide spaces that support collaborative learning opportunities.	5 Essentials: S responses re: Collaboration Bright Bytes?
4.3	Ensure safe and secure learning environments in collaboration with first responders.	5 Essentials: T, P, S response re: safety
4.4	Engage stakeholders in the development of effective use of resources.	5 Essentials: T response re: ownership/involvement
4.5	Explore shared service opportunities, cost-saving consortiums and ventures.	# of Community Events/Attendance?

Document Status: 5-Year-Review - Needs Review

BOARD OF EDUCATION

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.
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 his or her official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts [PRESSPlus1](#)

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 his or her 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 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 Section 501(c)(3) of the Internal Revenue Code.

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. As soon as possible after a complaint is filed, the Superintendent shall appoint a 3-member Ethics Commission. If the Superintendent is the subject of the complaint, the Board President shall perform this duty. Commission members may be any District resident, except that no person shall be appointed 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. If the Commission finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or recommend 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 LCS 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.

LEGAL REF.:

[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), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; Conduct; and Conflict of Interest)

ADOPTED: November 13, 2013

PRESSPlus Comments

PRESSPlus 1. This policy is unchanged. A footnote is updated in response to 30 ILCS 708/, the Grant Accountability Transparency Act (GATA) and federal procurement standards, and the text is provided here for informational purposes.

5 ILCS 430/10-10 through 10-30 (Gift Ban); 30 ILCS 708/ (Grant Accountability Transparency Act (GATA)); and 2 C.F.R. §200.318(c)(1)(uniform federal procurement standards prohibit board members from soliciting or accepting gratuities, favors, or anything of monetary value from contractor performing work under a contract supported by a federal grant award). GATA adopts the uniform federal rules for State agencies’ administration of eligible State and federal grants.

Generally, 2 C.F.R. §200.318(c)(1) prohibits employees, officers, or agents of a school district from participating in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent *conflict of interest*. For more discussion on conflict of interest, see sample policy 2:100, *Board Member Conflict of Interest*. Specifically, 2 C.F.R. §200.318(c)(1) requires school districts to “set standards for situations in which the gift is an unsolicited item of nominal value (*standards*),” along with “disciplinary actions to be applied for violations (*disciplinary actions*)” without defining *nominal value*.

To avoid confusion and because 2 C.F.R. §200.318(c)(1) provides flexibility to school boards regarding setting *standards* and *disciplinary actions*, sample policy 2:100, *Board Member Conflict of Interest*, refers to this sample policy’s subheads: **Limitations on Receiving Gifts** in the Ethics Act at 5 ILCS 430/10-10 – 10-30 (for the federal regulation’s *standards*), and **Enforcement** at 5 ILCS 430/50-5 (discussing the specific penalties available under the Ill. Ethics Act for the federal regulation’s *disciplinary actions*).

If a board wishes to develop further *standards* and *disciplinary actions* than the Gift Ban section of the SOEEA requires, consult the board attorney.

For further discussion, see the *Grant Accountability and Conflicts of Interest* section in the Ill. Council of School Attorneys’ publication, **Answers to FAQs, Conflict of Interest and Incompatible Offices** at: www.iasb.com/law/COI_FAQ.pdf.

Issue 98, May/June 2018

Document Status: 5-Year-Review - Needs Review

BOARD OF EDUCATION

2:170 Procurement of Architectural, Engineering, and Land Surveying Services

The Board of Education selects architects, engineers, and land surveyors to provide professional services to the District on the basis of demonstrated competence and qualifications, and in accordance with State law.

LEGAL REF.:

Shively v. Belleville Township High School District 201, 769 N.E.2d 1062 (Ill App.5, 2002), *appeal denied*.

[40 U.S.C. § 541](#).

[50 ILCS 510/1](#) *et seq.*, Local Government Professional Services Selection Act.

[105 ILCS 5/10-20.21](#).

ADOPTED: February 13, 2013

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following: [PRESSPlus1](#)

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, [42 U.S.C. §2000d](#) *et seq.*
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), [42 U.S.C. §2000e](#) *et seq.*
6. Sexual harassment ([State Officials and Employee Ethics Act](#), Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972) [PRESSPlus2](#)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#) ~~(P.A. 100-29, final citation pending)~~
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#).
15. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), [410 ILCS 513/](#) and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), [42 U.S.C. §2000ff](#) *et seq.*)
16. Employee Credit Privacy Act, [820 ILCS 70/](#).

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to ~~the~~[this](#) grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired [PRESSPlus3](#)

The right of a person to prompt and equitable resolution of a complaint filed ~~here~~[under this policy](#) shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyber-bullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy 2:260, *Uniform Grievance Procedure*.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy. ~~The Superintendent will keep the Board informed of all complaints.~~

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent, within 30 school business days after receiving the Complaint Manager's report, the Board shall mail its written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

Nondiscrimination Coordinator and Complaint Managers:

Please refer to either the student handbook or faculty handbook to obtain the names and contact information for the current district discrimination coordinator and complaint Managers.

LEGAL REF.:

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

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

Equal Employment Opportunities Act (Title VII of the Civil Rights Act), [42 U.S.C. §2000e et seq.](#)

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

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

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

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

Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)

Title VI of the Civil Rights Act, [42 U.S.C. §2000d et seq.](#)

Title IX of the Education Amendments, [20 U.S.C. §1681 et seq.](#)

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

105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-20.60 (P.A. 100-29, final citation pending), 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.

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

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

Illinois Human Rights Act, [775 ILCS 5/.](#)

Victims' Economic Security and Safety Act, [820 ILCS 180/](#), [56 Ill.Admin.Code Part 280.](#)

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

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

[23 Ill.Admin.Code §§1.240](#) and [200.40.](#)

CROSS REF.: [2:105 \(Ethics and Gift Ban\)](#), [5:10 \(Equal Employment Opportunity and Minority Recruitment\)](#), [5:20 \(Workplace Harassment Prohibited\)](#), [5:30 \(Hiring Process and Criteria\)](#), [6:120 \(Education of Children with Disabilities\)](#), [6:140 \(Education of Homeless Children\)](#), [6:170 \(Title I Programs\)](#), [6:260 \(Complaints About Curriculum, Instructional Materials, and Programs\)](#), [7:10 \(Equal Educational Opportunities\)](#), [7:15 \(Student and Family Privacy Rights\)](#), [7:20 \(Harassment of Students Prohibited\)](#), [7:180 \(Prevention of and Response to Bullying, Intimidation, and Harassment\)](#), [7:310 \(Restrictions on Publications; Elementary Schools\)](#), [8:70 \(Accommodating Individuals with Disabilities\)](#), [8:95 \(Parental Involvement\)](#), [8:110 \(Public Suggestions and Concerns\)](#) [PRESSPlus4](#)

ADOPTED: [February 14, 2018](#)

PRESSPlus Comments

PRESSPlus 1. Including the phrase “guaranteed by the State or federal Constitution, State or federal statute, or Board policy” broadens the scope of this policy beyond the items listed. Consult the board attorney regarding whether to retain this phrase and/or to otherwise limit the scope of this policy. **Issue 97, January/February 2018**

PRESSPlus 2. The State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a), amended by P.A. 100-554, requires school districts to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment by January 15, 2018. Though that date has passed, there are no penalties in the law for failing to pass the resolution by that date. The policy must include, at a minimum: (1) a prohibition on sexual harassment; (2) details on how an individual can report an allegation of sexual harassment, including options for making a confidential report to a supervisor, ethics officer, Inspector General, or the Ill. Dept. of Human Rights; (3) a prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the State Officials and Employees Ethics Act, the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/); and (4) the consequences of a violation of the prohibition on sexual harassment and the consequences for knowingly making a false report. See policy 5:20, *Workplace Harassment Prohibited*. **Issue 97, January/February 2018**

PRESSPlus 3. The phrase “prompt and equitable resolution” comes from Title IX implementing regulation 34 C.F.R. §106.8(b) which requires schools to “adopt and publish grievance procedures providing for prompt and equitable resolution of student and

employee complaints” of sex discrimination. **Issue 97, January/February 2018**

PRESSPlus 4. Cross References are added to policies that cross reference 2:260, note it as a mechanism to resolve a complaint, or refer to it as providing opportunities for parental involvement. **Issue 97, January/February 2018**

Document Status: Draft Update

OPERATIONAL SERVICES

4:40 Incurring Debt

The Superintendent shall provide early notice to the School Board of the District's need to borrow money. The Superintendent or designee shall prepare all documents and notices necessary for the Board, at its discretion, to: (1) issue State Aid Anticipation Certificates, tax anticipation warrants, working cash fund bonds, bonds, notes, and other evidence of indebtedness, or (2) establish a line of credit with a bank or other financial institution. The Superintendent shall notify the State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law. [PRESSPlus1](#)

Section A

The purpose for which debt can be issued shall be in accordance with applicable State of Illinois and Federal Statutes. It shall be the policy of the board to avoid issuing debt for operating expenses unless needed to meet short-term cash flow needs.

Section B

In order to access the credit markets at the lowest borrowing cost possible, the district shall maintain operating reserves equal to the amount stipulated in fund balance policy 4:20. The operating budget is defined in the footnotes of the annual audited financial statements. The district shall not issue debt in excess of the statutory limit. Changes in fiscal conditions that would adversely affect the district's credit rating shall be promptly reported to the Board of Education.

Section C

Outside professionals shall be used to the extent necessary to insure compliance with primary market disclosure and continuing disclosure requirements per SEC Rule 15c212.

Section D

The district will issue a Request for Proposal for investment services for bond sale proceeds. Such proposals will stipulate that the successful submitter monitor and analyze the investment and use of bond proceeds and calculate rebate liabilities. Arbitrage rebate liabilities shall be calculated and funded annually.

Section E

The length of maturity of any debt instrument will not exceed the average life of the asset being financed.

Section F

All operating fund debt including leases, installment contract certificates, alternate revenue bonds and debt certificates shall be subject to the District's debt policy. The cash flow impact of the debt service payments on the operating funds will be evaluated in light of the district's fund balance policy.

Section G

The District shall not employ derivative products, approved by the State such as swaps and swaptions.

Section H

The District will maintain post issuance compliance procedures

Bond Issue Obligations [PRESSPlus2](#)

In connection with the Board's issuance of bonds, the Superintendent shall be responsible for ensuring the District's compliance with federal securities laws, including the anti-fraud provisions of the Securities Act of 1933, as amended and, if applicable, the continuing disclosure obligations under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended.

Additionally, in connection with the Board's issuance of bonds, the interest on which is excludable from *gross income* for federal income tax purposes, or which enable the District or bond holder to receive other federal tax benefits, the Board authorizes the Superintendent to establish written procedures for post-issuance compliance monitoring for such bonds to protect their tax-exempt (or tax-advantaged) status.

The Board may contract with outside professionals, such as bond counsel and/or a qualified financial consulting firm, to assist it in meeting the requirements of this subsection. [PRESSPlus3](#)

LEGAL REF.:

Securities Act of 1933, 15 U.S.C. §77a *et seq.*

Securities Exchange Act of 1934, 15 U.S.C. §78a *et seq.*

17 C.F.R. §240.15c2-12.

Bond Authorization Act, 30 ILCS 305/2 ~~and~~

Bond Issue Notification Act, 30 ILCS 352/1 ~~et seq.~~

Local Government Debt Reform Act, 30 ILCS 350/.

Tax Anticipation Note Act, 50 ILCS 420/.

[105 ILCS 5/17-16](#), [5/17-17](#), [5/18-18](#), and [5/19-1](#) *et seq.*

CROSS REF.: 4:10 (Fiscal and Business Management)

ADOPTED: ~~February 13, 2013~~

Question 1. See Comment PRESSPlus 1. What title would the Board like to list in this policy as the person who performs the duties described? You may enter Superintendent, Business Manager, Chief School Business Official, or another locally-equivalent title.

Answer:

Question 2. See Comment PRESSPlus 2. Has the Board adopted the new, optional subsection Bond Issue Obligations? Type yes to adopt this language, or type no if the Board did not adopt the Bond Issue Obligations subsection.

Answer:

Question 3. See Comment PRESSPlus 3. If the Board has adopted the optional Bond Issue Obligations section, the final paragraph is optional. Type yes to adopt the final paragraph, or type no if the Board did not adopt the Bond Issue Obligations subsection.

Answer:

PRESSPlus Comments

PRESSPlus 1. Boards that employ business managers may want to substitute “Business Manager”, “Chief School Business Official”, or another locally-equivalent title for “Superintendent or designee” and “Superintendent” as they appear throughout this policy; the business manager most commonly performs the duties described in this policy. Please see **Question 1** to indicate the appropriate title for your district. **Issue 97, January/February 2018**

PRESSPlus 2. For continuous improvement purposes, a new, optional section has been added to expressly address districts’ obligations to comply with federal securities laws in connection with bond issues, and to authorize the creation of written procedures to protect the status of tax-exempt (or otherwise tax-advantaged) bonds issued by a board. As a matter of best practice and to reduce potential future liabilities, many attorneys recommend that board policy address these obligations. Consult the board attorney and/or bond counsel for guidance.

The Internal Revenue Service strongly encourages, but does not currently require, issuers of tax-exempt bonds to establish written post-issuance compliance monitoring procedures. For guidance regarding the recommended content of such procedures, see *IRS Publication 4079, Tax-Exempt Governmental Bonds*, at: www.irs.gov/pub/irs-pdf/p4079.pdf. Such procedures may be included in a written bond resolution for a specific bond issue, and/or they may be established more generally. Consult the board attorney and/or bond counsel regarding the establishment of such procedures for tax-exempt bonds.

For a detailed set of sample procedures designed to facilitate a district’s compliance with disclosure requirements of federal securities laws, see 4:40-AP, *Preparing and Updating Disclosures*, available by logging in to PRESS Online at www.iasb.com.

Please see **Question 2** to indicate whether your Board has adopted this new, optional section. **Issue 97, January/February 2018**

PRESSPlus 3. The final paragraph in this subsection is optional. Boards that regularly utilize outside professionals to assist them in meeting bond disclosure requirements may want to include this language to memorialize their current practice. Contracts for the services of individuals possessing a high degree of professional skill, such as attorneys and financial consultants, are exempt from competitive bidding requirements. 105 ILCS 5/10-20.21(a)(i). See **Question 3** to delete the last paragraph of this subsection if the board does not want to include a sentence in this policy that addresses the use of outside professionals for assistance with compliance. **Issue 97, January/February 2018**

Document Status: Draft Update

OPERATIONAL SERVICES

4:80 Accounting and Audits

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

Annual Audit

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

Annual Financial Report

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

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value.

Taxable Fringe Benefits

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

Controls for Revolving Funds and Petty Cash

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

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from an account containing student activity funds and revolving accounts may be signed by the respective account custodian.

Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action. [PRESSPlus1](#)

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

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

LEGAL REF.:

[2 C.F.R. §200 et seq.](#)

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

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

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

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

[ADOPTED: August 17, 2016](#)

PRESSPlus Comments

PRESSPlus 1. Updated in response to ISBE best practice recommendations concerning the prevention of fraud, waste, and abuse in the administration of grants covered by the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/. **Issue 98, May/June, 2018**

Document Status: 5-Year-Review - Needs Review

OPERATIONAL SERVICES

4:140 Waiver of Student Fees

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to school books or other school-owned materials.

Fees for textbooks and other instructional materials are waived for students who meet the eligibility criteria for a fee waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Notification

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guidelines with the same limits based on household size, that are used for the federal free meals program.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee must follow the verification requirements of [7 C.F.R. 245.6a](#) when using the free lunch or breakfast eligibility guidelines pursuant to The National School Lunch Act as the basis for waiver of the student's fee(s).

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the Illinois State Board of Education rule on waiver of fees.

LEGAL REF.:

[105 ILCS 5/10-20.13](#), [5/10-22.25](#), [5/27-24.2](#), and [5/28-19.2](#).

[23 Ill.Admin.Code §1.245](#) [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services)

ADOPTED: August 7, 2013

Document Status: Draft Update

General Personnel

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 race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or 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 policy 7:20, *Harassment of Students Prohibited*.

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

Sexual Harassment Prohibited [PRESSPlus1](#)

The School District shall provide a workplace environment free of ~~unwelcome sexual advances, requests for sexual favors, and other verbal, or physical, or other conduct~~ or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal 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, ~~or 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 Complaint ~~Enforcement~~ [PRESSPlus2](#)

~~A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge. 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 bona fide complaints or providing information about harassment is prohibited (see Board policy 2:260, Uniform Grievance Procedure).~~

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 ~~employees~~ ~~persons~~, ~~who 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.

~~Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, Uniform Grievance Procedure. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.~~

Whom to Contact with a Report or Complaint [PRESSPlus3](#)

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. Employees 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 complaint according to that policy, in addition to any response required by this policy 5:20, *Workplace Harassment Prohibited*

Nondiscrimination Coordinator and Complaint Managers:

Please refer to either the student handbook or faculty handbook to obtain the names and contact information for the current district discrimination coordinator and complaint Managers.

Investigation Process

Supervisors, Building Principals, or administrators who receive a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. A supervisor or administrator 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. The District shall investigate alleged workplace harassment when a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

Enforcement

A violation of this policy 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, i.e., vendor, parent, invitee, etc. Any employee~~person~~ making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, 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 bona fide complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and 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 [PRESSPlus4](#)

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.

LEGAL REF.:

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

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

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

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

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

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

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

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

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

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

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

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

[Oncale v. Sundown Offshore Services](#), 523 U.S. 75 (1998).

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

[Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n](#), 233 Ill.2d 125 (Ill. 2009).

[Vance v. Ball State University](#), 133 S. Ct. 2434 (2013).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 7:20 (Harassment of Students Prohibited)

ADOPTED: February 14, 2018

PRESSPlus Comments

PRESSPlus 1. The State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a), amended by P.A. 100-554, requires school districts to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment by January 15, 2018. Though that date has passed, there are no penalties in the law for failing to pass the resolution by that date. The policy must include, at a minimum: (1) a prohibition on sexual harassment; (2) details on how an individual can report an allegation of sexual harassment, including options for making a confidential report to a supervisor, ethics officer, Inspector General, or the Ill. Dept. of Human Rights; (3) a prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the State Officials and Employees Ethics Act, the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/); and (4) the consequences of a violation of the prohibition on sexual harassment and the consequences for knowingly making a false report.

For more information, please see the footnotes available by logging into PRESS Online at www.iasb.com. **Issue 97, January/February 2018**

PRESSPlus 2. School districts are not required to train employees regarding workplace harassment, including sexual harassment; however, it is best practice. For districts that wish to provide such trainings, best practices suggest annual trainings work best, including on applicable board policies and procedures, what constitutes workplace harassment, complaint and enforcement mechanisms, and employees' legal rights. **Issue 97, January/February 2018**

PRESSPlus 3. 5 ILCS 430/70-5(a), amended by P.A. 100-554, requires that a school board policy prohibiting sexual harassment include details for reporting an allegation of sexual harassment, including options for making a confidential report to a supervisor and an ethics officer. 5 ILCS 430/20-23 defines *ethics officers* as being designated by State agencies under the jurisdiction of the Executive Ethics Commission. School districts are not State agencies (5 ILCS 430/1-5) and do not have ethics officers; thus, this sample policy substitutes Complaint Manager for ethics officer. **Issue 97, January/February 2018**

PRESSPlus 4. 5 ILCS 430/70-5(a), amended by P.A. 100-554, (how an individual can report an allegation of sexual harassment, including options for making a confidential report to the Inspector General or the Ill. Dept. of Human Rights). This sample policy does not reference the Inspector General because the Inspector General does not have jurisdiction over public school districts (5 ILCS 430/1). **Issue 97, January/February 2018**

Document Status: Draft Update - New

5:20-E Resolution to Prohibit Sexual Harassment

New/Unpublished Section

PRESSPlus1 WHEREAS, Section 10-20 of the School Code (105 ILCS 5/10-20) grants school boards other powers that are not inconsistent with their duties;

WHEREAS, Section 1-5 of the State Officials and Employees Ethics Act (5 ILCS 430/1-5) includes school districts within the definition of a *governmental entity*;

WHEREAS, Section 5-65 of the State Officials and Employees Ethics Act (5 ILCS 430/5-65, added by P.A. 100-554) provides that all persons have a right to work in an environment free from sexual harassment;

WHEREAS, Section 70-5 of the State Officials and Employees Ethics Act (5 ILCS 430/70-5, amended by P.A. 100-554) requires governmental entities to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment which, at a minimum, includes: (1) a prohibition on sexual harassment; (2) details on how an individual can report an allegation of sexual harassment, including options for making a confidential report to a supervisor, ethics officer, Inspector General, or the Ill. Dept. of Human Rights; (3) a prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the Act, the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/); and (4) the consequences: (a) of a violation of the prohibition on sexual harassment; and (b) for knowingly making a false report;

THEREFORE, BE IT RESOLVED, by the Board of Education of *[insert name]*, *[insert county]* County, Illinois, as follows:

Section 1: The Board adopts Board policy 5:20, *Workplace Harassment Prohibited*, attached as Exhibit A, which contains the following: (1) a prohibition on sexual harassment; (2) detail regarding how an individual can report an allegation of sexual harassment, including options for making a confidential report to an immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, a Complaint Manager, or the Ill. Dept. of Human Rights; (3) a prohibition on retaliation for reporting sexual harassment allegations and a statement regarding the availability of whistleblower protections under the State Officials and Employees Ethics Act, the Whistleblower Act, and the Ill. Human Rights Act; and (4) the consequences: (a) of a violation of the prohibition on sexual harassment; and (b) for knowingly making a false report.

Section 2: Any prior versions of Board policy 5:20, *Workplace Harassment Prohibited*, adopted by the Board are superseded by this Resolution.

Adopted this ____ day of _____, 20__.

Attested by: _____, Board President

Attested by: _____, Board Secretary

Question 1. If including this Resolution in the Board Policy Manual, please indicate the county or counties to be inserted in the body. If not including the Resolution, type "Not Including" and select Not Adopted as the status before saving.

Answer:

PRESSPlus Comments

PRESSPlus 1. The State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a), amended by P.A. 100-554, requires school districts to adopt a resolution establishing a policy to prohibit sexual harassment. See pending **Issue 97** updates to policy 5:20, *Workplace Harassment Prohibited*. This Resolution is not required to be included with the Board Policy Manual. If the Board would like to include it, the updated policy 5:20, *Workplace Harassment Prohibited* must be adopted as well. **Issue 97, January/February 2018**

Document Status: Draft Update

Professional Personnel

5:200 Terms and Conditions of Employment and Dismissal

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

School Year and Day, Duty-Free Lunch, Salary, Assignments and Transfers, Evaluation, Dismissal

Please refer to the applicable collective bargaining agreement(s).

School Social Worker Services Outside of District Employment

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

Nursing Mothers

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

LEGAL REF.:

[105 ILCS 5/10-19, 5/10-20.60](#) (P.A. 100-356, final citation pending), [PRESSPlus1 5/14-1.09a, 5/18-8, 5/22.4, 5/24-16.5, 5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20](#).

[820 ILCS 260/1](#) *et seq.*

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

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

CROSS REF.: 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

ADOPTED: ~~February 14, 2018~~

PRESSPlus Comments

PRESSPlus 1. The Legal Reference was updated with PRESS Issue 96, but this edit was inadvertently left out. **Issue 97, January/February 2017**

Document Status: 5-Year-Review - Needs Review

INSTRUCTION

6:30 Organization of Instruction

The School District has instructional levels for grades Pre-K through 8. The Superintendent shall annually present to the Board of Education a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

Kindergarten

The District maintains a half-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law.

LEGAL REF.:

[105 ILCS 5/10-20.19a](#), [5/10-20.37](#), and [5/10-22.18](#).

[23 Ill.Admin.Code §1.420](#).

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

ADOPTED: February 13, 2013

Document Status: Draft Update

INSTRUCTION

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. 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. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. [PRESSPlus1](#)
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, 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 should include educating students about behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. In addition, in all grades, gang resistance education and training must be taught.
6. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
7. 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 policy 7:260, *Exemption from Physical Education*.
8. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
9. 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.
10. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
11. In all schools, United States 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, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

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.

12. 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.
13. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi

atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

14. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
15. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
16. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REF.:

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

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

105 ILCS 5/2-3.80(e) and (f), 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, 5/27-20.3, 5/27-20.4, 5/27-20.5, [5/27-20.7](#), 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, 5/27-24.2, 435/, and 110/3.

[625 ILCS 5/6-408.5](#).

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

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

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

[47 C.F.R. §54.520](#).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 7:190 (Student Discipline); 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)

ADOPTED: February 14, 2018

Question 1. Would the Board like to specify in policy the grade level(s) in which cursive instruction will be offered? If no, type no. If yes, indicate the grade level(s) in which cursive instruction will be offered. See Comment PRESSPlus 1 for more information.
Answer:

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/27-20.7, added by P.A. 100-548, eff. 7-1-18, requires districts to offer students a unit of cursive instruction before they complete grade 5, and to include this requirement in Board policy. Other than before completing grade 5, the law is silent about what grade level(s) in which students must receive their unit of cursive instruction. This provides an opportunity for a board to have a conversation with the superintendent about local community expectations and direct him or her to determine the appropriate grade level(s) in which students will be offered a unit of cursive instruction.

Use the following alternative if the board would like to specify in policy the grade level(s) before the end of grade 5 in which cursive instruction will be offered: "A unit of cursive instruction will be offered in grade(s) _____." See **Question 1** to indicate whether the Board would like to specify the grade level(s) in policy. **Issue 98, May/June 2018**

Document Status: 5-Year-Review - Needs Review

INSTRUCTION

6:120 Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "*children with disabilities*," as used in this policy, means children between ages 3 and 15 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.:

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

Individuals With Disabilities Education Improvement Act of 2004, [20 U.S.C. § 1400](#) *et seq.*

Rehabilitation Act of 1973, Section 504, [29 U.S.C. § 794](#).

[105 ILCS 5/14-1.01](#) *et seq.*, [5/14-7.02](#), and [5/14-7.02b](#).

[23 Ill.Admin.Code §226](#).

[34 C.F.R. §300](#).

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

ADOPTED: November 13, 2013

Document Status: Draft Update - New

6:135 Accelerated Placement Program

New/Unpublished Section

The District provides an Accelerated Placement Program (APP).^{PRESSPlus1} The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential.^{PRESSPlus2} 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.^{PRESSPlus3} 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);^{PRESSPlus4}
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP; and
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement.^{PRESSPlus5} Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.^{PRESSPlus6}

LEGAL REF.:

105 ILCS 5/14A.

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. State law requires this subject matter to be covered by policy and controls its content. 105 ILCS 5/14A, amended by P.A. 100-421, eff. 7-1-18 (the Accelerated Placement Act (APA)). See the footnotes available at PRESS Online for more information. **Issue 98, May/June 2018**

PRESSPlus 2. Optional. Ensure this statement matches the board's current educational philosophy and objectives; see Board policy 6:10, *Educational Philosophy and Objectives*. If edits are adopted, select **Adopted with Additional District Edits** as the Save Status, and edit as adopted by the Board. **Issue 98, May/June 2018**

PRESSPlus 3. Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12 The APA requires accelerated placement to include early entrance to kindergarten and early entrance to first grade. 105 ILCS 5/10-20.12 *permits* districts to offer early entrance to kindergarten or first grade "based upon an assessment of the student's readiness to attend school." 105 ILCS 5/10-20.12 also states that students may enter first grade early when they: (1) are assessed for readiness; (2) have attended a non-public preschool and continued their education at that school through kindergarten; (3) were taught in kindergarten by an appropriately certified teacher; and (4) will attain the age of 6 years on or before December 31. See also policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. **Consult the board attorney for guidance. Issue 98, May/June 2018**

PRESSPlus 4. 105 ILCS 5/14A-32(a)(2), added by P.A. 100-421, eff. 7-1-18, requires that the accelerated placement policy include "a fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians" but does not specify what individuals are to be involved or limit those individuals to district employees. Amend this

listing to align with the local board's preference. If edits are adopted, select **Adopted with Additional District Edits** as the Save Status, and edit as adopted by the Board. **Issue 98, May/June 2018**

PRESSPlus 5. Optional. 105 ILCS 5/14A-32(b)(1) permits, but does not require "procedures for annually informing the community at-large, including parents or guardians, about the accelerated placement program and the methods used for the identification of children eligible for accelerated placement." If edits are adopted, select **Adopted with Additional District Edits** as the Save Status, and edit as adopted by the Board. **Issue 98, May/June 2018**

PRESSPlus 6. Optional. 105 ILCS 5/14A does not require this, but it is a recommended best practice and aligns with sample policy 7:10, *Equal Educational Opportunities*. If edits are adopted, select **Adopted with Additional District Edits** as the Save Status, and edit as adopted by the Board. **Issue 98, May/June 2018**

Document Status: 5-Year-Review - Needs Review

INSTRUCTION

6:190 Extracurricular and Co-Curricular Activities

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

LEGAL REF.:

[105 ILCS 5/10-20.30](#) and [5/24-24](#).

CROSS REF.: 4:170 (Safety), 7:10 (Equal Educational Opportunities), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 8:20 (Community Use of School Facilities)

ADOPTED: August 7, 2013

Document Status: 5-Year-Review - Needs Review

INSTRUCTION

6:230 Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Illinois State Board of Education rule and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

LEGAL REF.:

[23 Ill.Admin.Code §1.420\(o\)](#).

CROSS REF.: 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials)

ADOPTED: February 13, 2013

Document Status: Draft Update

INSTRUCTION

6:240 Field Trips

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the Board of Education. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip; and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for a fee waiver under Board policy 4:140, *Waiver of Student Fees* free or reduced school lunches. [PRESSPlus1](#) All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

LEGAL REF.:

[105 ILCS 5/29-3.1.](#)

CROSS REF.: 4:140 (Waiver of Student Fees), 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:270 (Administering Medicines to Students)

~~ADOPTED: August 7, 2013~~

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 98, May/June 2018**

Document Status: Draft Update

INSTRUCTION

6:250 Community Resource Persons and Volunteers

The Board of Education encourages the use of resource persons and volunteers to: (1) increase students' educational attainment; (2) provide enrichment experiences for students; (3) increase the effective utilization of staff time and skills; (4) give more individual attention to students; and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certificated teacher's immediate supervision;
4. To assist in times of violence or other traumatic incidents within the District by providing crisis intervention services to lessen the effects of emotional trauma on staff, students, and the community, provided the volunteer meets the qualifications established by the Ill. School Crisis Assistance Team Steering Committee; [PRESSPlus1](#)
5. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; or
6. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall follow Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, to establish procedures for securing and screening resource persons and volunteers. A person who is a *sex offender*, as defined by the Sex Offender Registration Act, or a *violent offender against youth*, as defined in the *Child Murderer and Violent Offender Against Youth Registration Act*, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

720 ILCS 5/12C-50.1, *Failure to Report Hazing*.

730 ILCS 150/1 *et seq.*, *Sex Offender Registration Act*.

730 ILCS 152/101 *et seq.*, *Sex Offender Community Notification Law*. ~~and~~

730 ILCS 154/75 *et seq.* ~~105~~, *Murderer and Violent Offender Against Youth Community Notification Law*.

730 ILCS 154/101 *et seq.*, *Murderer and Violent Offender Against Youth Registration Act*.

CROSS REF.: 4:170 (Safety), 4:175 (*Convicted Child Sex Offender; Screening; Notifications*), 5:90 (*Abused and Neglected Child Reporting*), 5:280 (*Duties and Qualifications*), 8:30 (*Visitors to and Conduct on School Property*), 8:95 (*Parental Involvement*)

~~ADOPTED: April 9, 2014~~

PRESSPlus Comments

PRESSPlus 1. Updated to reflect a long-standing School Code provision that schools may use resource persons and volunteers for crisis intervention services. **Issue 98, May/June 2018**

Document Status: Draft Update

STUDENTS

7:50 School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. [PRESSPlus1](#) A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, [Accelerated Placement Program](#). [PRESSPlus2](#)

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's [temporary/permanent](#) [PRESSPlus3](#) record, and return the [original certified copy](#) to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

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

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion when the penalty was for:

- knowingly possessing in a school building or on school grounds, a weapon as defined in the Gun Free Schools Act;
- knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis;
or
- battering a staff member of the school.

LEGAL REF.:

8 U.S.C. §1101, Illegal Immigrant and Immigrant Responsibility Act of 1996.
20 U.S.C. §1232, Family Educational Rights and Privacy Act.
20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, 5/27-8.1,
105 ILCS 10/8.1, Ill. School Student Records Act.
105 ILCS 45/, Education for Homeless Children Act.
105 ILCS 70/, Educational Opportunity for Military Children Act.
325 ILCS 50/, Missing Children Records Act.
325 ILCS 55/, Missing Children Registration Law.
410 ILCS 315/2e, Communicable Disease Prevention Act.
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.

23 Ill.Admin.Code Part 226, Special Education.

23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation); 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

ADOPTED: February 8, 2017

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-20.12. **Issue 98, May/June 2018**

PRESSPlus 2. 105 ILCS 5/14A-17, added by P.A. 100-421, eff. 7-1-18 (the Accelerated Placement Act (APA)). Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12. See **Comment PRESSPlus 3** in NEW policy 6:135, *Accelerated Placement Program* for a discussion about reconciling the APA and 105 ILCS 5/10-20.12. **Consult the board attorney for guidance.** Districts should consider implementing specific and objective criteria for early admissions and address such issues as who pays the costs for assessments, etc. Using this exception defeats the age requirement rules because it only relies upon a child's readiness, regardless of his or her age. **Issue 98, May/June 2018**

PRESSPlus 3. 23 Ill.Admin.Code §375.10 states that the *student permanent record* shall include basic identifying information, including the student's name, birth date and place, and gender, and evidence required under 325 ILCS 50/5(b)(1). **Issue 98, May/June 2018**

Document Status: Draft Update

STUDENTS

7:330 Student Use of Buildings - Equal Access

Student groups or clubs that are not school sponsored are granted free use of school premises for a meeting or series of meetings under the following conditions:

1. The meeting is held during those noninstructional times identified by the Superintendent or designee for noncurricular student groups, clubs, or organizations to meet. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends. "Noncurricular student groups" are those student groups, clubs, or organizations that do not directly relate to the curriculum.
2. All noncurriculum related student groups that are not District sponsored receive substantially the same treatment.
3. The meeting is student-initiated, meaning that the request is made by a student.
4. Attendance at the meeting is voluntary.
5. The school will not sponsor the meeting.
6. School employees are present at religious meetings only in a non-participatory capacity.
7. The meeting and/or any activities during the meeting do not materially or substantially interfere with the orderly conduct of educational activities.
8. Non-school persons do not direct, conduct, control, or regularly attend the meetings.
9. The school retains its authority to maintain order and discipline.
10. A school staff member or other responsible adult is present in a supervisory capacity.
11. The Superintendent or designee approves the meeting or series of meetings.

The Superintendent or designee shall develop administrative procedures to implement this policy.

LEGAL REF.:

Equal Access Act, [20 U.S.C. §4071](#) et seq.

[Board of Education of Westside Community School Dist. v. Mergens](#), 496 U.S. 226, 110 S.Ct. 2356, 110 L.Ed.2d 191 (1990).

Gemetzke v. Kenosha Unified School Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), cert. denied, 122 S.Ct. 1606.

CROSS REF.: 7:10 (Equal Education Opportunities), 8:20 (Community Use of School Facilities)

ADOPTED: February 13, 2013

Document Status: 5-Year-Review - Needs Review

COMMUNITY RELATIONS

8:25 Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

No material or literature shall be posted or distributed that would: (1) disrupt the educational process, (2) violate the rights or invade the privacy of others, (3) infringe on a trademark or copyright, or (4) be defamatory, obscene, vulgar, or indecent. No material, literature, or advertisement shall be posted or distributed without advance approval as described in this policy.

Community, Educational, Charitable, or Recreational Organizations

Community, educational, charitable, recreational, or similar groups may, under procedures established by the Superintendent, advertise events pertinent to students' interests or involvement. All advertisements must (1) be student-oriented, (2) prominently display the sponsoring organization's name, and (3) be approved in advance by the Superintendent or designee. The District reserves the right to decide where and when any advertisement or flyer is distributed, displayed, or posted.

Commercial Companies and Political Candidates or Parties

Commercial companies may purchase space for their advertisements in or on: (1) athletic field fences; (2) athletic, theater, or music programs; (3) student newspapers or yearbooks; (4) scoreboards; or (5) other appropriate locations. The advertisements must be consistent with this policy and its implementing procedures and be appropriate for display in a school context. Prior approval from the Superintendent or designee is needed for all commercial or political advertisements. No individual or entity may advertise or promote its interests by using the names or pictures of the School District, any District school or facility, staff members, or students except as authorized by and consistent with administrative procedures and approved by the Board.

Material from candidates and political parties will not be accepted for posting or distribution, except when used as part of the curriculum.

LEGAL REF.:

Berger v. Rensselaer Central School Corp., 982 F.2d 1160 (7th Cir. 1993), *cert. denied*, 113 S.Ct. 2344 (1993).

DiLoreto v. Downey Unified School Dist., 196 F.3d 958 (9th Cir. 1999).

Hedges v. Wauconda Community Unit School Dist., No. 118, 9 F.3d 5 (7th Cir. 1993).

[*Lamb's Chapel v. Center Moriches Union Free School Dist.*](#), 113 S.Ct. 2141 (1993).

[*Sherman v. Community Consolidated School Dist. 21*](#), 8 F.3d 1160 (7th Cir. 1993), *cert. denied*, 114 S.Ct. 2109 (1994).

Victory Through Jesus Sports Ministry v. Lee's Summit R-7 Sch. Dist., 640 F.3d 329 (8th Cir. 2011), *cert. denied*, 132 S.Ct. 592 (2011).

CROSS REF.: 7:325 (Student Fund-Raising Activities)

ADOPTED: August 7, 2013
