

**PROSPECT HEIGHTS SCHOOL DISTRICT 23
BOARD OF EDUCATION - REGULAR MEETING
WEDNESDAY, MAY 8, 2019
DWIGHT EISENHOWER ELEMENTARY SCHOOL at 7:00 PM**

Create opportunities that inspire all students to grow as learners, individuals, and citizens.

AGENDA

I. CALL TO ORDER

Mr. Bednar, Board President, calls the meeting to order.

II. PLEDGE OF ALLEGIANCE

This month, the Pledge of Allegiance will be led by students who are part of the Principal's Century Book Club and are IKE Path Award Recipients.

III. ROLL CALL

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

ABSENT: No one.

ALSO PRESENT; Dr. Don Angelaccio, Superintendent, Dr. Amy Zaher, 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. O'Donnell, 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

- | | |
|---|----|
| A. IKE School Improvement Plan Presentation | 8 |
| Dr. Lambatos will present the Eisenhower School Improvement Plan for 2018-19. This is the fourth in our school Improvement presentations. | |
| B. Congratulations Mr. Rominski | 19 |
| Mr. Rominski successfully completed the coursework and assessment to receive the designation of Certified Professional Maintenance Manager. | |
| C. Teacher Recognition/Retirement Event | 20 |
| The Board of Education is hosting a Retirement and Recognition Reception as part of our District year end celebration on Monday, May 20 from 3:00-4:30pm. | |
| D. Young Athletes Day - May 22, 2019 | 21 |
| Dr. Sroka and Dr. Lambatos, along with D23 staff and staff from Special Olympics Illinois will once again host the Young Athletes Day at Ike on Wednesday, May 22. Board members are invited to attend this event. | |
| E. 8th Grade Promotion Ceremony - June 4, 2019 | |
| Board members are invited to attend the 8th Grade Promotion Ceremony on June 4, 2019 @ 7:00pm. This year, the ceremony will be held at Hersey High School. | |
| F. June Board Meeting Location - MacArthur | |
| Due to the construction at the Administration Building, the Board of Education meeting | |

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Achieving excellence in learning through an equitable education for all.

AGENDA

on June 12 will need to be moved to the FACS Room at MacArthur.

G. Community Leaders Forum - June 18, 2019

Board members are invited to attend a Community Leaders Forum on June 18th, 6:00pm-8:00pm @ Old Orchard Country Club. Please RSVP to Mrs. O'Donnell if you are able to attend.

VI. COMMITTEE REPORTS

A. BUILDING AND SITES

Pat will report.

B. I.A.S.B.

No Report.

C. POLICY

No Report.

Policies were presented last month for 1st read and are included in the Consent Agenda for approval tonight.

D. COMMUNITY RELATIONS:

Brian to report re: #Proud2BD23 and Sullivan Mascot.

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

Carol will Report.

F. FINANCE:

Carol will report.

G. APPOINTMENT TO COMMITTEES

Jim to share appointments of Board Members to Committees.

VII. CONSENT AGENDA

The consent agenda includes the minutes from the Special Board Meeting on April 24, 2019, the May personnel report, the resolution to approve NSSEO's FY19 budget, the resolution authorizing weekly payment of bills, the Intergovernmental agreement between Prospect Heights School District 23 and Arlington Heights School District 25 for Food Services, and adoption of policies.

I move to approve the Consent Agenda as presented.

A. Approval of Special Meeting Minutes of April 24, 2019

22

B. Personnel Report

25

C. Approval of FY20 NSSEO Budget

26

Each year the member districts of NSSEO receive information concerning the projected budget for the next fiscal year. The meetings begin in January by reviewing the previous fiscal year-to-date information, projected staffing plan, building costs (including summer construction projects) and culminated in March/April with the formal presentation of the budget. These meetings and presentations are provided to the educators, business

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officials and board of directors for NSSEO.

- D. Resolution Authorizing Weekly Payment of Bills 58
Annually the Board of Education approves this resolution for the purpose of allowing the Business Office to pay bills weekly, rather than once per month, in an effort to provide ample time for review by the Board and facilitate timely payments by the Business Office. A rotation of the individual BOE members is scheduled so that there is one BOE member that is responsible for reviewing the voucher for each week of one month and certifying approval of the voucher on behalf of the BOE. Formal approval is then granted by BOE vote at the annual monthly meeting. In addition to title and date changes, this year's resolution includes one modification. The new resolution being requested for approval contains a Section stating that all Summer 2019 construction payments be processed monthly and in accordance with the BOE guidelines being established for such payments.
- E. Policy Second Read Adopt as Presented
- Last month, the policy committee presented the following policies for 1st read. After discussion, they are included in the consent agenda tonight for adoption.**
1. Press Vol. 100 Overview
 2. 2:20 Powers and Duties of the Board of Education; Indemnification 62
Draft Update - Revised to align with SB100
 3. 2:40 Board Member Qualifications 64
 4. 2:50 Board Member Term of Office 65
 5. 2:60 Board Member Removal from Office 66
 6. 4:30 Revenue and Investments 67
 7. 4:100 Insurance Management 69
 8. 4:110 Transportation 70
 9. 4:150 Facility Management and Building Programs 72
 10. 4:160 Environmental Quality of Buildings and Grounds 74
 11. 4:190 Targeted School Violence Prevention Program 75
 12. 5:330 Sick Days, Vacation, Holidays, and Leaves 77
 - a. 5:330 Sick Days, Vacation, Holidays, and Leaves 80
 13. 6:15 School Accountability 84
 14. 6:65 Student Social and Emotional Development 85
 15. 7:185 Teen Dating Violence Prohibited 86
 16. 8:95 Parental Involvement 87
- F. Intergovernmental between Prospect Heights School District 23 and Arlington Heights School District 25 for Food Services 88

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Annually, the Illinois State Board of Education requires that agreements for the providing of food services by outside vendors to school districts are approved by the board of education of the school district and third party providing such services. There are no material or substantive changes to the IGA for 2019-20. All modifications are based upon dates or other non-material items.

- G. Prospect Heights School District 23 - Community Consolidated School District 21 94
Intergovernmental Agreement for Summer School -- ACTION
CCSD 21 is conducting construction in all 13 of its buildings this summer. As such, it is looking for an alternate location for 1 of its summer school programs. CCSD21 approached D23 in November 2018 about the possibility of utilizing MacArthur Middle School, specifically the 6th grade wing, as one of its alternate locations. Brian Rominski worked with CCSD 21 and the Business Office on an acceptable IGA for such use.

I move to approve the Intergovernmental Agreement between Prospect Heights School District 23 - Community Consolidated School District 21

VIII. FINANCIAL REPORT 100

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. Strategic Plan Update - INFORMATION 160
Dr. Angelaccio will present the updated Strategic Plan that outlines the objectives, strategies and actions that will guide our work for the 2019-2020 school year. These revisions are reflective of the current needs, capacity, and scope of work that we must prioritize given limited time and resources. Updates and revisions are ongoing throughout the year, but this presentations provides the starting point for work.
- B. 2019 ESY Summer School Program - INFORMATION 193
Dr. Sroka has prepared a memo informing the Board of our plan to provide Summer Extended School Year Services to identified Special Education Students.
- C. AMENDED FY19 Budget Memo -- INFORMATION 194
Micheal has prepared an overview of the tentative AMENDED budget. You have been provided with the summary and supporting detail. The budget will continue to undergo minor adjustments as we finalize items concerning revenue and expenses. posting and setting of hearing date was set at the April BOE meeting. The hearing for the final AMENDED budget will be held in June. Please contact Micheal or me if you have any questions.
- D. Title Grant Amendment - INFORMATION 196
Dr. Zaher will share the amended Title grant allocations to capture and utilize grant

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funds for the 2018-19 school year.

- | | |
|---|-----|
| E. Transportation Update - INFORMATION | 198 |
| F. Collections Update - INFORMATION | 202 |
| G. Summer Construction Update - INFORMATION | 218 |
| H. Consolidated District Plan FY20 - ACTION | 224 |

Dr. Zaher will present the newly required Consolidated District Plan. This document is required to be filed annually and must be approved by the Board before Federal Grant applications may be submitted.

I move to approve the 2019-2020 Consolidated District Plan as presented.

- | | |
|--|-----|
| I. Resolution to approve posting and notice of meeting for FY19 Amended Budget -- ACTION | 258 |
|--|-----|

The Illinois School Code and Board policy 4:10 Fiscal and Business Management, specify the required steps for a Board of Education to annually adopt an operating budget by September 30th of any given fiscal period and, if amending said budget, the District is to follow the same procedure to amend as it would if it were adopting the original budget. The amended budget must be approved and filed with the County Clerk and the ISBE by June 30th of the fiscal year.

District 23's Fiscal Year 2018-19 Amended Budget will be on public display for the Illinois State Code requirement of 30 calendar days prior to its consideration at the June 12, 2019 Board of Education meeting. The Board of Education, prior to its consideration of the budget adoption, will hold a Public Hearing.

The proposed budget amendments are necessary to account for changes in expected revenues and expenditures, especially as it relates to the February bond issue and the plans for summer construction.

I move to adopt the resolution to amend the fiscal year 19 budget and post notice for public hearing as presented.

- | | |
|---|--|
| J. Transfer of Unused Funds and Rental Income- DISCUSSION | |
|---|--|

Mr. DeBartolo will facilitate a discussion of a proposal to transfer unused funds to support capital projects and building needs.

- | | |
|--|-----|
| K. Retirement Window Reopen - DISCUSSION | 261 |
|--|-----|

In accordance with Section 5:112, the District provides a post-retirement payment for individuals that notify the BOE of their intent to retire by February 1st. This year, the timing and process of the newly negotiated and ratified contract was not complete when this window passed.

If the Board agrees, we could reopen the window for submission of intent to retire until end of business day on May 17, 2019.

All other components of our policy remain in effect as stated below:

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Post Retirement Service Recognition

The Board of Education wishes to recognize long-term dedicated service to the School District. To that end, for those employees with 15 or more years of service, who retire giving notification to the Board of Education by February 1 of the year they retire, will receive a stipend equal to \$125 for each year of service to District 23. In the event the Board of Education offers any other monetary retirement incentive this stipend will not be awarded.

L. Freedom of Information Requests

1. HVAC Litigation

262

2. Smart Procure

295

X. **RECOGNITION OF VISITOR 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. O'Donnell, our recording secretary, at this time. The Board will be prepared to address those comments related to the agenda within a reasonable time.

XI. **OLD BUSINESS**

XII. **NEW BUSINESS**

XIII. **EXECUTIVE SESSION**

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

A. Litigation -- Litigation, when an action against, affecting or on behalf of the public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 299

XIV. **OPEN SESSION**

XV. **ADJOURNMENT**

DISTRICT ORGANIZATIONAL GOALS

- **Student Success:** Ensure all students are well rounded and emotionally and academically prepared for success in high school.
- **Teaching, Learning, and Innovation:** Encourage a learning environment that emphasizes excellence and retains high-quality staff.
- **Family and Community Partnership:** Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and

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understanding of district priorities.

- **Sustainable Resources:** Advance effective use of resources to support safe, learner ready facilities that maximize student learning.



State of the School

"Create opportunities that inspire all students to grow as learners, individuals, and citizens."



∞ Our Belief Statements

Early Childhood Team

Children will become active and curious learners

- developing their pre-academic skills through structured activity and play.

Kindergarten Team

Children will become engaged and independent learners

- developing an understanding of the world around them through experiential activities.

First Grade Team

Children will become readers, writers, and problem-solvers

- developing cooperative skills and confidence as learners.

Vision Statement

Prospect Heights School District 23 is a place where:
Inspiration and dedication lead to student growth.

Inspiration + Dedication = Growth



Presentation to Prospect Heights Board of Education

6

Eisenhower School Improvement Committee Team Member Presentation May 8, 2019

School Improvement Committee Team Members

Kristen Derrico - Early Childhood Team Leader

Sherrie Grischow - Kindergarten Team Leader

Julie Mullaney - First Grade Team Leader

Amy Caspari - Reading Support Specialist

Amy Rozner - Learning Behavioral Specialist

Kristen Herzog - LMC Director

Sheena Emberton - School Psychologist & District Autism Coach

Suzanne Wojtalewicz - Special Education Teaching Assistant

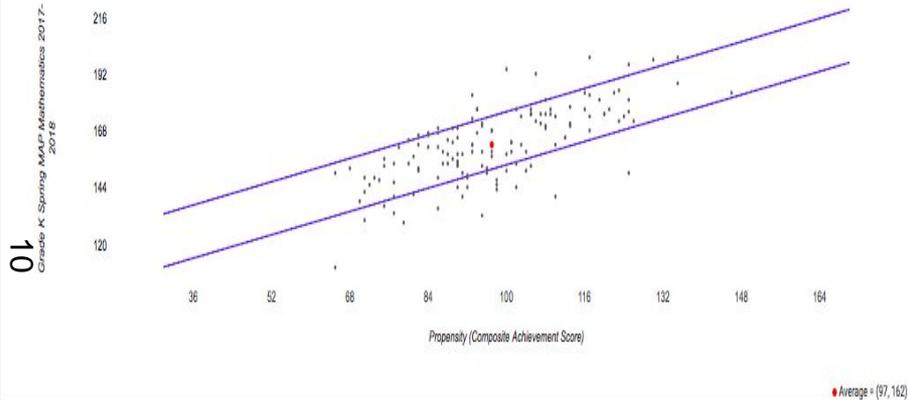
Mrs. Monika Kucmierz - Early Childhood & Kindergarten Parent

Mrs. Allison Lorenzo - Kindergarten Parent

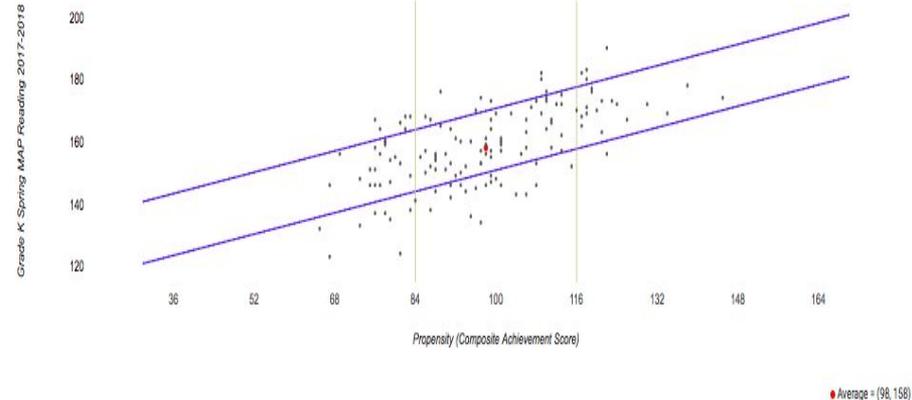
Mrs. Elizabeth Brook - First Grade Parent

Student Growth Data Kindergarten 2017-2018

Grade K Spring MAP Mathematics 2017-2018 Growth Chart



Grade K Spring MAP Reading 2017-2018 Growth Chart



Students

(Count)

136

Propensity

(Composite Achievement Score)

97

- High: 23 (17%)
- Average: 83 (61%)
- Low: 30 (22%)

Growth

(Effect Size)

-0.09

- High: 15 (11%)
- Expected: 98 (72%)
- Low: 23 (17%)

SHOW GROWTH BY PROPENSITY

Projections

- Meets: 66 (49%)
- Does Not Meet: 70 (51%)

Students

(Count)

136

Propensity

(Composite Achievement Score)

98

- High: 22 (16%)
- Average: 81 (60%)
- Low: 33 (24%)

Growth

(Effect Size)

-0.12

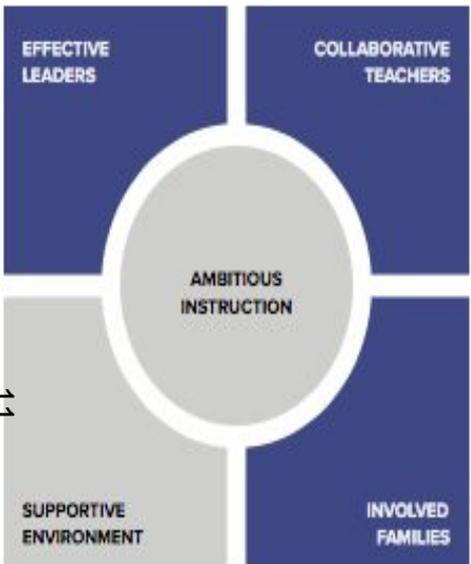
- High: 19 (14%)
- Expected: 88 (65%)
- Low: 29 (21%)

SHOW GROWTH BY PROPENSITY

Projections

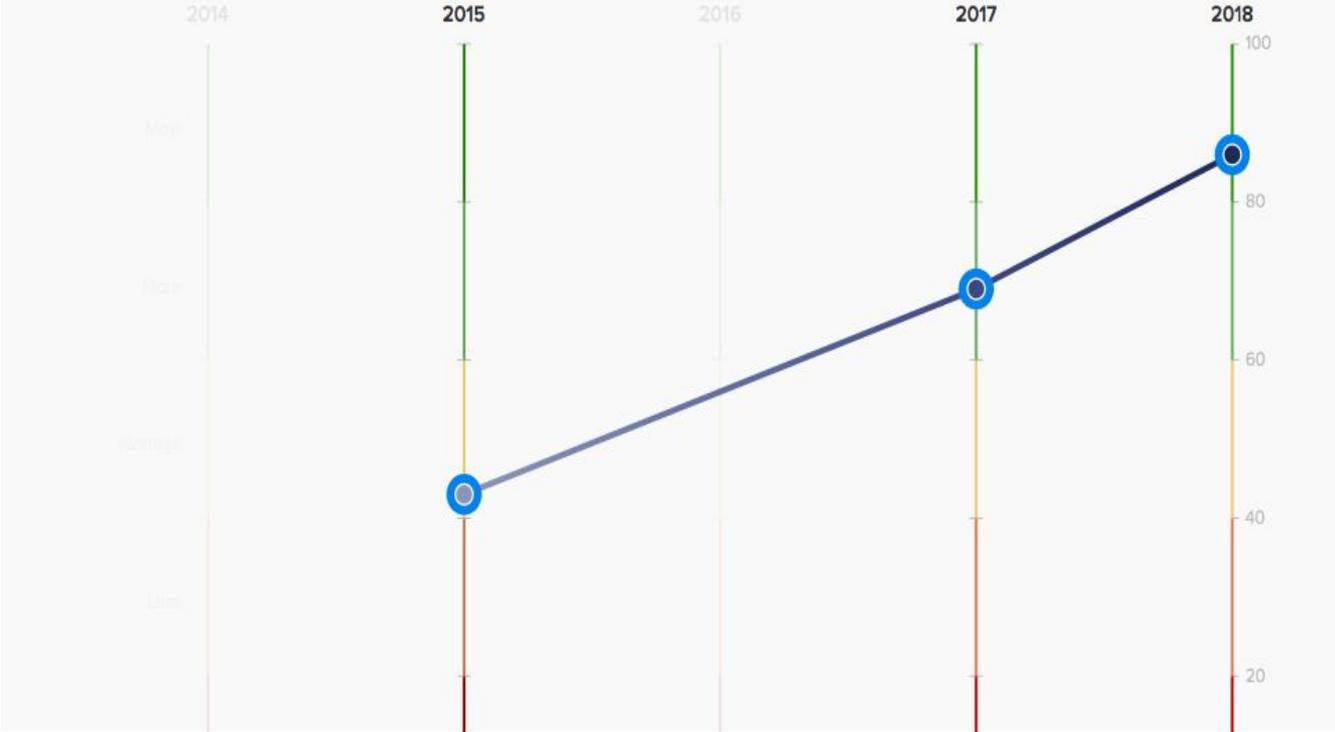
- Meets: 68 (50%)
- Does Not Meet: 68 (50%)

5 Essentials Survey Data



- Most Implementation
- More Implementation
- Average Implementation
- Less Implementation
- Least Implementation
- No Data
- Low Response/Not Applicable

How has performance changed across all surveys?





Continuous Improvement Cycle of



Moving/Falling Forward Together Plan-Do-Study-Act



We can ALWAYS Learn
from and Refine
what we do.*

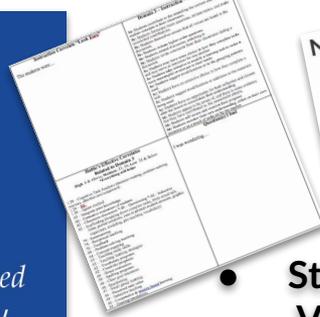
*Growth Mindset





Student Success

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



Building Goal #1

Increase Student Engagement & GROWTH



- Strengthened Student Engagement and Growth through focused Visible Learning Instructional Walks (Hattie & Danielson) Effect Size and Reflective Practice and Professional Dialogues

- Enhanced Collaborative Team Professional Learning Communities (PLCs) with Team-Centered PD Meetings premised upon Collective Inquiry, Planning, & Continuous Improvement Conversations

- Enhanced Eagle Time Interventions for Reading & Math, Enrichment Activities, & Core Instruction Push-In Support

- Enhanced shared Usage of iPads, Classroom OSMO Sets, and STEAM & Makey Makey, and Seesaw activities for Engaging Instruction, Skill & Concept Reinforcement, & Parent Communication

Effective and strategic communication promotes transparency and trust.

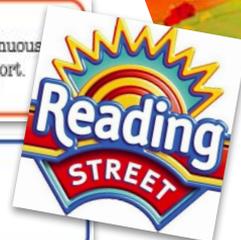


Growth is enhanced through inspiration, high expectation, and shared responsibility for student learning.

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

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

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





Student Success

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



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



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

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



		The IKE Path			
		Locations			
		Bathroom	Hallway	Lunchroom/Recess	Bus
Be Respectful	Use an inside voice Use walkways to offices	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times
	Always flush the toilet Keep paper off the floor Tell an adult about any problems	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times
Be Responsible	Always wash the hands Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times
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Be Safe	Always wash the hands Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times	Use an inside voice Use walkways to the areas of the building Use a quiet voice at all times
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Building Goal #2

Launch PBIS IKE Path Reboot to enhance a positive and collaborative culture that supports the social-emotional well-being of all students.



- Refined School-Wide PBIS IKE Path Matrix
- Developed New School-Wide Celebrations
- Developed New Classroom Celebrations
- Developed New Staff Celebrations
- Developed Referral & Student Problem-Solving Form
- Continued with IKE Pride Song & Prizes
- Applied for PBIS Network School Recognition



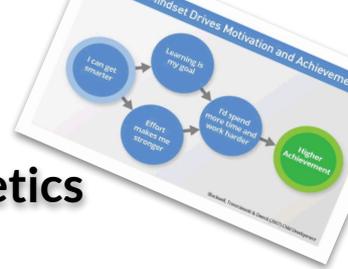
Teaching, Learning & Innovation

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

Carol Dweck

Building Goal #3

Develop building-wide Aesthetics that imbue Growth Mindset, Multicultural, and Innovation Beliefs.



- 2 Years of Growth Mindset Staff Development Sharing & Training
- Collaborative Team Planning Effort
- Cathy Weadley and our staff will begin painting early fall thru summer

The Power of Yet!



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

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.

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

Effective and strategic communication promotes transparency and trust.



Family and Community Partnership

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

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

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



Early Childhood
May

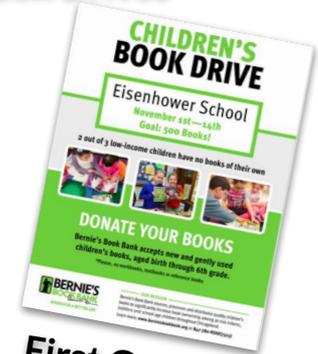
Building Goal #4

Foster Community Partnerships with the Launching of Grade Level Service Learning Projects

- Early Childhood - Wish Upon a Rescue
- Kindergarten - Help USA Troops
- First Grade - Bernie's Book Drives



Kindergarten
March



First Grade
November & December



Sustainable Resources

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

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



Building Goal #5

Reimagine Learning Spaces that are Collaborative, Flexible, Student-Centered Work Areas that allow for Blended and Innovative Learning Opportunities

- Collaborative Effort with Dr. Zaher, Mrs. Stavropoulos, LMC Director - Kristen Herzog, TIS - Dr. Becky Durbin, & Reading Specialists, Mrs. Amy Caspari & Ms. Ann Walker

Developed a New Reading Lab Space for and engaging learning

- Developing a LMC Innovation Lab STEAM Space

**We want to thank all of our students,
parents, faculty, and community
members who participated in our
school improvement planning
processes!**



CERTIFICATE OF ACHIEVEMENT

The Association for Facilities Engineering does hereby certify that, through education and demonstrated ability,

Brian Rominski

has duly achieved the standards of competence established by AFE on behalf of the Facilities Engineering profession and shall be forthwith acknowledged by the designation of

Certified Professional Maintenance Manager

We hereby attest this award by the AFE Certification Board on this

April 11, 2019

This award must be renewed on or before

April 11, 2022



A handwritten signature in black ink, appearing to read 'A C Powell'.

A C Powell, Executive Director
The Association for Facilities Engineering

The Prospect Heights District 23 Board of Education Invites You to the

2019 End of Year Celebration

During the District-wide Staff Meeting

Monday, May 20, 2019 @ MacArthur Middle School 3:00 p.m.

We will honor our colleagues and celebrate together:

10-Year Award

Debbie LaCaeyse, Mary Marwitz, Chrystyna Sroka and Carly Sullivan

20-Year Award

*Inge Bennett, Kim Brunner, Susan Pennell, Marcus Sabo, Pragna Shah,
and Kimberly Strachn*

25-Year Award

Athena Kalaras, Tammy Kaspari, Michelle Kutcher, Rachel Matthews and Lisa Wright

30-Year Award

Pamela Garceau, Pamela Lilly, and Tara MacTavish

40-Year Award

LuAnn Casurella

Retirees

*David Alexander, Kris Brand, Mimi Gember, Pamela Lilly, Debra Samp,
Curtis Schmidt and Beth Stoken*

Special Remembrance - Victoria Hehn



May 8, 2019

Dear Board of Education Member,

The District 23 Early Childhood, Kindergarten, and First Grade classrooms at Eisenhower Elementary School have been participating in the Special Olympics Illinois Young Athletes program. The Young Athletes program is offered through Special Olympics Illinois and this was our ninth year participating in the program.

The Young Athletes program is an all-inclusive sports-play program for children with developmental delays and their typically developing peers. This program is designed to introduce all children ages 2-7 into the world of sports. Young Athletes has proven to be enormously beneficial on multiple levels for our youngest students. The activities have helped the children improve physically, developmentally and socially.

This program is designed to address two specific levels of play. Level 1 includes physical activities focused on developing fundamental motor tracking and eye-hand coordination. Level 2 concentrates on the application of these physical activities through a sports skills activity program and developing skills consistent with Special Olympics sports play. The activities consist of foundational skills, walking & running, balancing & jumping, trapping & catching, throwing, striking, kicking and more advanced skills. The curriculum provided with the program is aligned with the Illinois Early Learning Standards. The program also encourages the inclusion of students of all ability levels to work together and compete at their individual levels.

To showcase the program and the skills the students have gained through their participation in Young Athletes, we will be having a fun-filled end-of-year event – Young Athletes Day! This event will take place on **Wednesday, May 22, 2019**. It will be held on the grounds of **Eisenhower School**. The morning session will run from 9:00 - 10:30 AM and the afternoon session will run from 12:30 – 2:00 PM. We are happy to welcome our MacArthur Middle School students as volunteers that day, for the seventh year in a row. We are also excited to have our Prospect Heights Police Department involved in the event for the fourth year in a row. Our officers participate in the Opening Ceremonies with the children and also pass out awards.

We hope you can come out and join us on May 22nd as the students show off their great skills. If you are interested in volunteering for the event to help run a station, please let us know. If you should have any questions about the Young Athletes program or about our Young Athletes Day, feel free to contact us. We look forward to seeing you on May 22nd!

Sincerely,

Dana Goldstein
P.E. Teacher
Eisenhower School

Luke Lambatos
Principal
Eisenhower School

Chrystyna Sroka
Special Education Director
School District 23



**PROSPECT HEIGHTS
SCHOOL DISTRICT 23**

MINUTES OF THE BOARD OF EDUCATION

Special Meeting Grodsky Administration Center 7:00 p.m. April 24, 2019

<p><u>Members Present</u> Jeff Bowes, Board President Mari-Lynn Peters Carol Botwinski Jim Bednar Pat Chester Brian Greidanus</p>	<p><u>Members Absent</u> Kevin Novak</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><u>ROLL CALL</u></p>	<p>Present: Mrs. Botwinski, Mr. Bowes, Mr. Chester, Mr. Greidanus, Mrs. Peters and Mr. Bednar</p> <p>Absent: Mr. Novak</p> <p>Also present: Dr. Angelaccio, Superintendent, Dr. Amy Zaher, Assistant Superintendent of Curriculum and Instruction, and Mr. Micheal De Bartolo, Assistant Superintendent of Finance and Operations.</p>
<p><u>RECOGNITION OF VISITORS AND PARTICIPATION</u></p>	<p>Dr. Wilson (former Superintendent) addressed the Board to thank Mr. Bowes for his years of service to District 23.</p>
<p><u>COMMUNICATIONS</u></p>	<p>Mr. Bowes was presented with a token of appreciation and thanked for his years of service on the Board.</p>

<u>CONSENT AGENDA</u>	The consent agenda included the approval of minutes from the Regular session on April 10, 2019 and the Executive session on April 10, 2019.
<u>ELECTION OF PRESIDENT AND SECRETARY PRO-TEM FOR THE PURPOSE OF BOARD REORGANIZATION</u>	Motioned by Mrs. Peters, seconded by Mr. Bowes, to elect Mr. Bednar the President Pro-Tem for the purpose of Board Reorganization. Approved 6-0 Motioned by Mrs. Peters, seconded by Mr. Bowes to elect Mrs. Peters the Secretary Pro-Tem for the purpose of Board Reorganization. Approved 6-0
<u>ADJOURN SINE DIE</u>	Motioned by Mr. Bowes, seconded by Mr. Greidanus to adjourn the Prospect Heights 2017-2019 Board of Education sine die.
<u>CALL TO ORDER</u>	Mr. Bednar called the meeting to order at 7:12 p.m.
<u>ROLL CALL</u>	Verified results of the April 2, 2019 election were included in the Board: Bednar (2yr term); Botwinski, Greidanus, Paul, and Peters (4yr term). Present: Mrs. Botwinski, Mrs. Paul, Mr. Chester, Mr. Greidanus, Mrs. Peters and Mr. Bednar Absent: Mr. Novak Also present: Dr. Angelaccio, Superintendent, Dr. Zaher, Assistant Superintendent of Curriculum and Instruction, and Mr. De Bartolo, Assistant Superintendent of Finance and Operations.
<u>ADMINISTER OATH</u>	Mr. Bednar lead the Board in the recitation of the Oath of Office.
<u>CODE OF CONDUCT</u>	Dr. Angelaccio lead the Board in the recitation of the Code of Conduct.
<u>ELECTION OF OFFICERS</u>	Motioned by Mrs. Peters, seconded by Mrs. Botwinski, to nominate Mr. Bednar for President. Followed by a voice vote of 6 Ayes 0 Nays to elect Mr. Bednar for President. Motioned by Mr. Greidanus, seconded by Mr. Bednar to nominate Mr. Greidanus for Vice-President. Followed by a voice vote of 6 Ayes 0 Nays to elect Mr. Greidanus for Vice-President. Motioned by Mr. Bednar, seconded by Mr. Chester to nominate Mrs. Peters for Secretary. Followed by a voice vote of 6 Ayes 0

	Nays to elect Mrs. Peters for Secretary.
<u>APPOINTMENT OF COMMITTEE MEMBERS</u>	Mr. Bednar asked Board members to review the committees and notify him of interest. He will announce appointments at the May Board meeting.
<u>CONSENT AGENDA</u>	<p>The consent agenda included the approval of Board Meeting meeting dates, with the adjusted scheduled October Board meeting from October 9, 2019 to Thursday October 10, 2019 as the District is closed on the Wednesday in recognition of Yom Kippur.</p> <p>Motioned by Mrs. Botwinski, seconded by Mrs. Peters, to approve the consent agenda as presented. The motion passed by a vote of 6 Ayes. (Botwinski, Peters, Paul, Chester, Bednar, and Greidanus) 0 Nays.</p>
<u>OLD BUSINESS</u>	
<u>NEW BUSINESS</u>	Board member Mrs. Peters raised a concern about the use of “polling” the board. She requested a discussion of retirement window at the next meeting. Board consensus was to place this item on the agenda at the main meeting.
<u>ADJOURN</u>	Motioned by Mrs. Botwinski, seconded by Mrs. Peters to adjourn the meeting at 7:35 p.m. The motion passed by a vote of 6 Ayes (Botwinski, Peters, Paul, Chester, Bednar and Greidanus.) 0 Nays.

Board President

Board Secretary

PERSONNEL REPORT 5/8/19

Name	Positon	Replacing	Action	FTE	Number of Positions	Effective	School	PHEA or BOARD	Salary
Mark Coleman	Maintenance Supervisor	Curt Schmidt (Carlos Patlan)	New Hire	1		7/1/2019	Admin.		\$67,500
Simona Strugariu	School Psychologist	Sara Craig (moved to part-time)	New Hire	1		8/12/2019	Sullivan		\$61,610
Carlos Patlan	Maintenance Supervisor		Withdrew from position	1		5/1/2019	Admin.		\$72,500
Emily Butts	Teacher-3rd Grade Bilingual		Resignation	1		6/7/2019	Ross		\$53,330
Beth Stoken	Art Teacher (part-time)		Retirement	0.319		6/7/2019	Ike		\$20,481



2019-2020 BUDGET

Financial Information for Prospect Heights School District #23



Northwest Suburban Special Education Organization **Fiscal Year 2019-2020 Budget**

This document is a financial plan for providing special education services as requested by the NSSEO member districts. Districts are billed for those services they receive. The projected district usage and costs are included in this document. These projections are made by both the district and NSSEO staff. District billings will be on actual usage, which could be above or below the costs based on projections. When program vacancies allow, NSSEO will accept non-member district placements if they enhance the educational services/environment.

The NSSEO budget contains the following program budgets:

- Timber Ridge School
- Miner School
- NSSEO Program at River Trails Middle School
- Kirk School
- D/HH Program
- Diagnostic and Educational Services Center (DESC)
- D/HH Diagnostics
- D/HH Itinerant
- Outdoor Education
- Vocational Adjustment Counselor (VAC)
- Secondary Transitional Experience Program (STEP)
- NSSEO Administration & Support Services
- Technical Assistance to Districts
- Professional Development
- Technology Central / Programs
- Transportation

NSSEO Budget Development Process

The NSSEO budget is prepared with input from various stakeholder groups including the NSSEO Governing Board of Education, the NSSEO Superintendent, NSSEO Administration, and the NSSEO Finance Advisory Committee. The NSSEO Finance Advisory Committee is comprised of representatives of the NSSEO Board, Member District Administrative Representatives, Member District Business Representatives, and NSSEO Administrative staff. The Committee met three times from February 19, 2019 through April 17, 2019. Members of the NSSEO Finance Advisory Committee represented district needs as well as a comprehensive focus NSSEO's Continuous Improvement Plan.

The budget planning process reflects an ongoing emphasis of the NSSEO Governing Board's role in providing input and approval of the Finance Advisory Committee recommendations. The structured and transparent process is also intended to facilitate dialogue with member districts to insure understanding and provide frequent opportunities for input throughout development of the proposed budget.

Financial Overview

The NSSEO budget for 2019-2020 has been created in accordance with the Illinois Program Accounting Manual. A fund is an accounting entity unto itself, and all the financial transactions for the particular fund are recorded in the accounts of that fund.

The following funds included in the NSSEO budget are as follows:

A. **Education Fund:**

This fund is used for most of the instructional and administrative aspects of the organization's operations. The revenue consists primarily of payments from school districts and state and federal aid.

B. **Transportation Fund:**

This fund accounts for all revenue and expenditures made for student transportation. Revenue is derived primarily from school district payments.

C. **Building Fund:**

This fund is used for expenditures made for repair, maintenance and improvement of NSSEO property. Revenue consists primarily of school district payments.

The funds are further divided into objects. The object represents the service or materials obtained as a result of a specific expenditure. The objects used in NSSEO's budget are as follows:

1. **Salaries** – compensations paid to employees of the joint agreement.
2. **Employee Benefits** – paid by the joint agreement on behalf of its employees. These benefits include board share of IMRF, FICA, Medicare, Teacher Retirement-Local, Teacher Retirement-Federal, Health/Life/Dental Insurance assessment, and Worker's Compensation assessment.
3. **Purchased Services** – amounts paid for personal services rendered to the joint agreement and includes consulting, legal, audit, property, transportation, communication and insurance services.
4. **Supplies** – amounts paid for material items of an expendable nature and include instructional materials, office supplies, gas and electricity.

5. **Capital Outlay** – expenditures for the acquisition of fixed assets or additions to fixed assets. This includes expenditures for land or existing buildings and for improvements to the existing building and grounds. Also included in the object are equipment purchases of \$1,000 and over.
6. **Other Objects** – items including contingency (“contingency” by definition is an amount provided “to address a condition, situation, or set of circumstances involving uncertainty.” Several of the NSSEO program budgets carry small contingencies.), and dues/fees/memberships paid to professional associations and organizations. This also includes payments made to other governmental units, for example, flow-through payments made to NSSEO districts for IDEA and Preschool subgrant claims. Also included in Other Objects are transfers. Transfers are defined as “expenditures that are transfers to other NSSEO programs from NSSEO programs for services purchased, for administration fees, or rental in another NSSEO program.”
7. **Non-Capitalized Equipment** – items that would be classified as capital assets except they cost less than the capitalization threshold and are \$500-\$999 per item.

The information included herein is intended to provide background information necessary to understand the components of the 2019-2020 NSSEO budget.

Dr. Judy Hackett
Superintendent

Julie Jilek
Assistant Superintendent,
Chief School Business Official

2019-2020 NSSEO BUDGET INDEX

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w/budget/indexFY19-20



NSSEO 2019-2020 BUDGET SUMMARY

2019-2020 Budget Development Process-

- The NSSEO Budget is developed based on input from:
 - NSSEO Governing Board
 - District and NSSEO Administration
 - Student, District, Program and Educational Needs

Scope of the Finance Advisory Committee-

- Throughout the budget development process the Finance Advisory Committee will continue to serve in an advisory capacity with the focus on:
 - Analyzing student/program needs
 - Addressing district needs
 - Focusing on fiscal responsibility
 - Providing ongoing communication and updates on the budget process to stakeholders

NSSEO Continuous Improvement Plan-

- Main Areas of Focus
 - Student Outcomes
 - Student Centered Learning Environment
 - Transition Planning
 - Collaborative Partnerships

NSSEO FY20 Initiatives-

- Increase positive impact through innovative practices
- Increase linkages to age-appropriate peer opportunities
- Intensify focus on person-centered educational design for life planning
- Meaningful teaming, planning through professional learning communities
- Increase parent engagement at all levels, creating greater networking
- Expand PERC efforts to support parents at all levels
- Enhance strong school partnerships with all stakeholders
- Advance focus on transition, specifically employment, parental engagement and community partnerships aligned to students' life plans
- Focus on advancing instructional practices across NSSEO programs that addresses the complex academic, social-emotional and life needs of students EC-22.
- Support member districts in building capacity in behavior through coaching/PD
- Increase focus on social/emotional learning across programs
- Increase focus on mental health supports for students and families
- Maximize resources through expanded communication, planning, and partnerships

Enrollment Projections-

- Developed based on input from Districts Administrative and Business Representatives and Program Administrators
- Enrollment Projections in the FY20 Budget remain stable

Staffing Adjustments-

FY19 Amendment 1 to FY20 Budget

Overall Staffing Increase/Decrease - Tuition Programs: +0.66 FTE
 Staffing Increase/Decrease in District Purchased Services/Other: +1.05 FTE

2019-2020 NSSEO Tuition Based Programs	2018-2019 BUDGET		2019-2020 BUDGET	INC./DEC. %
Timber Ridge School	38,014.75	per std	39,208.88	3.14%
Miner School	45,945.43	per std	42,589.47	-7.30%
NSSEO Program at RTMS	54,060.75	per std	55,036.40	1.80%
Kirk School	41,144.99	per std	42,589.47	3.51%
D/HH Program	42,852.19	per std	44,228.87	3.21%

Programs and Services Rates-

Non-Member Tuition Rates	2019-2020
Timber Ridge School Non-Member	49,941.46
Timber Ridge Non-Member w/ Add-Ons	59,388.26
Miner- Kirk Program Non-Member	55,428.13
Miner Non-Member with Add-Ons	64,874.93

2019-2020 NSSEO Service/Other Programs	2018-2019 BUDGET		2019-2020 BUDGET	INC./DEC. %
DESC:				
OT/PT services to District students	111,236	per FTE	111,478	0.22%
APE services to District students	75,363	per FTE	76,013	0.86%
Vision services to District students	87,941	per FTE	88,232	0.33%
Assistive Technology services to District students	83,605	per FTE	84,032	0.51%
D/HH-Itinerant Program	22.90	per unit	22.75	-0.66%
Outdoor Education - based on % of usage in education fund	371,586	total	379,996	2.26%
VAC - costs are split between Districts 211 & 214	66,979	per dist	65,039	-2.90%
NSSEO Administration - Offset by IDEA dollars/Admin Fee	0	total	0	0.00%
Technical Assistance to Districts	89,252	per FTE	89,215	-0.04%
Professional Development - Offset by IDEA dollars	0	total	0	0.00%
Central O&M - based on % of usage in education fund	53,872	total	52,223	-3.06%
D/HH-Central Office - Offset by Admin Fee	0	total	0	0.00%
Technology/Central - based on % of usage in education fund	676,502	total	681,714	0.77%
Technology/Programs - based on % of usage in education fund	79,637	total	79,953	0.40%
Building Fund	200,000	total	200,000	0.00%

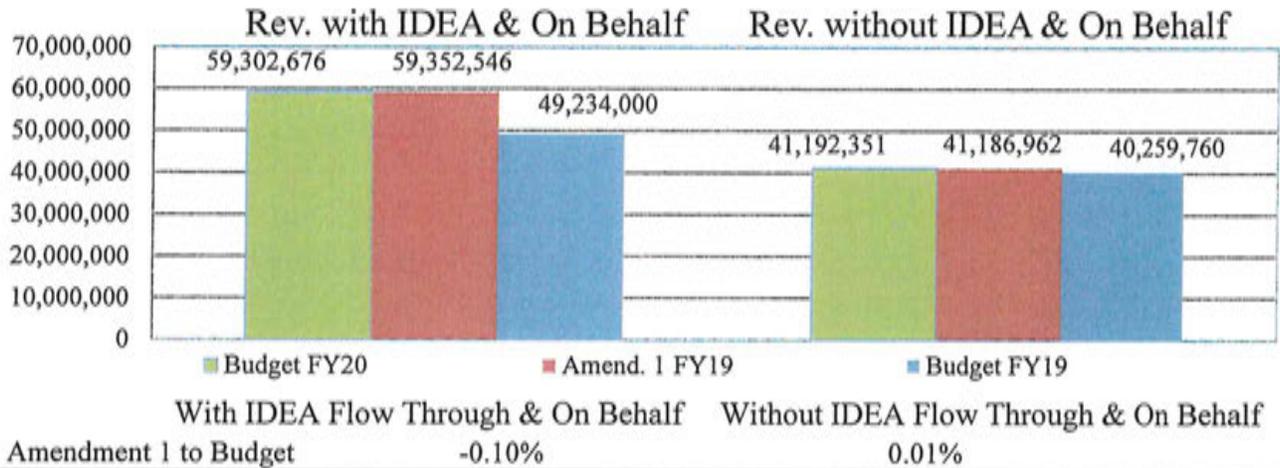
Budget Revenue/Expenditure Summary: ⁻³⁻

Revenue (with IDEA Flow-Through and On Behalf*)

FY20 Budget	\$ 59,302,676
FY19 Amend. 1	\$ 59,352,546
FY19 Budget	\$ 49,234,000

Revenue (without IDEA Flow-Through and On Behalf)

FY20 Budget	\$ 41,192,351
FY19 Amend. 1	\$ 41,186,962
FY19 Budget	\$ 40,259,760

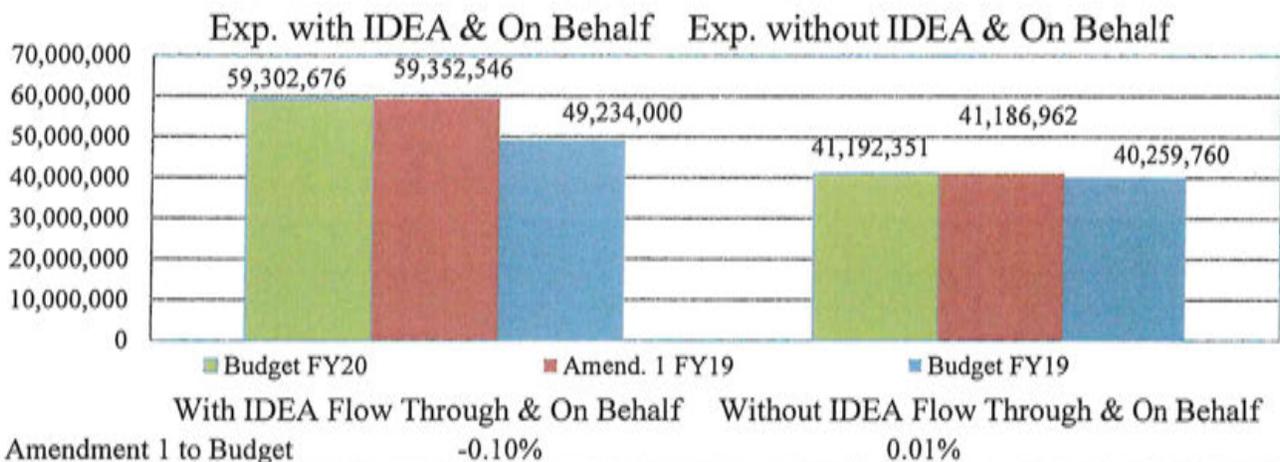


Expenditures (with IDEA Flow-Through and On Behalf*)

FY20 Budget	\$ 59,302,676
FY19 Amend. 1	\$ 59,352,546
FY19 Budget	\$ 49,234,000

Expenditures (without IDEA Flow-Through and On Behalf)

FY20 Budget	\$ 41,192,351
FY19 Amend. 1	\$ 41,186,962
FY19 Budget	\$ 40,259,760



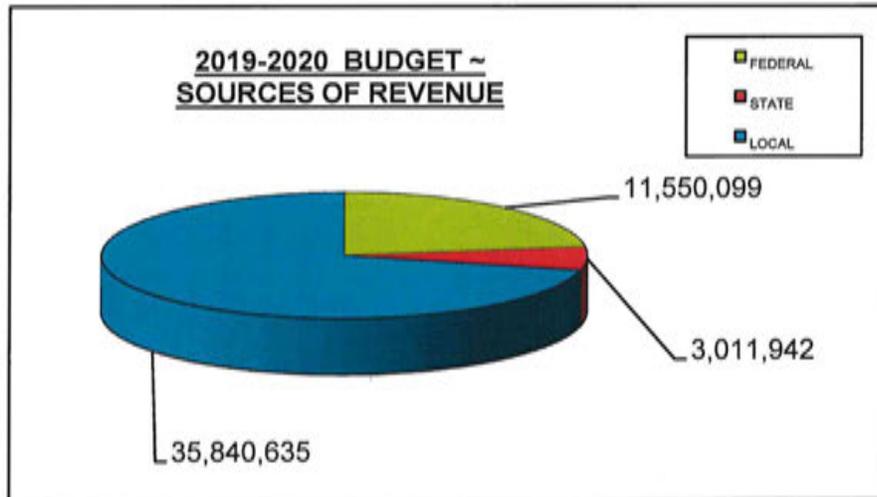
*The increase in the FY19 Amended Budget and FY20 Budget include \$8,900,000 in On-Behalf contributions. The State of Illinois makes these contributions on behalf of NSSEO for employer pension contributions related to TRS. These are not monies actually received and disbursed by NSSEO; however, they are recognized as revenues and expenses on these financial statements for reporting purposes and are required by our auditor.

NORTHWEST SUBURBAN SPECIAL EDUCATION ORGANIZATION



SOURCES OF REVENUE

	<u>FEDERAL</u>	<u>STATE</u>	<u>LOCAL</u>	<u>TOTAL</u>
2018-2019 BUDGET	11,132,811 22.6%	3,005,860 6.1%	35,095,329 71.3%	49,234,000
2018-2019 AMEND. 1*	11,343,539 22.5%	3,039,897 6.0%	36,069,200 71.5%	50,452,636
2019-2020 BUDGET*	11,550,099 22.9%	3,011,942 6.0%	35,840,635 71.1%	50,402,676



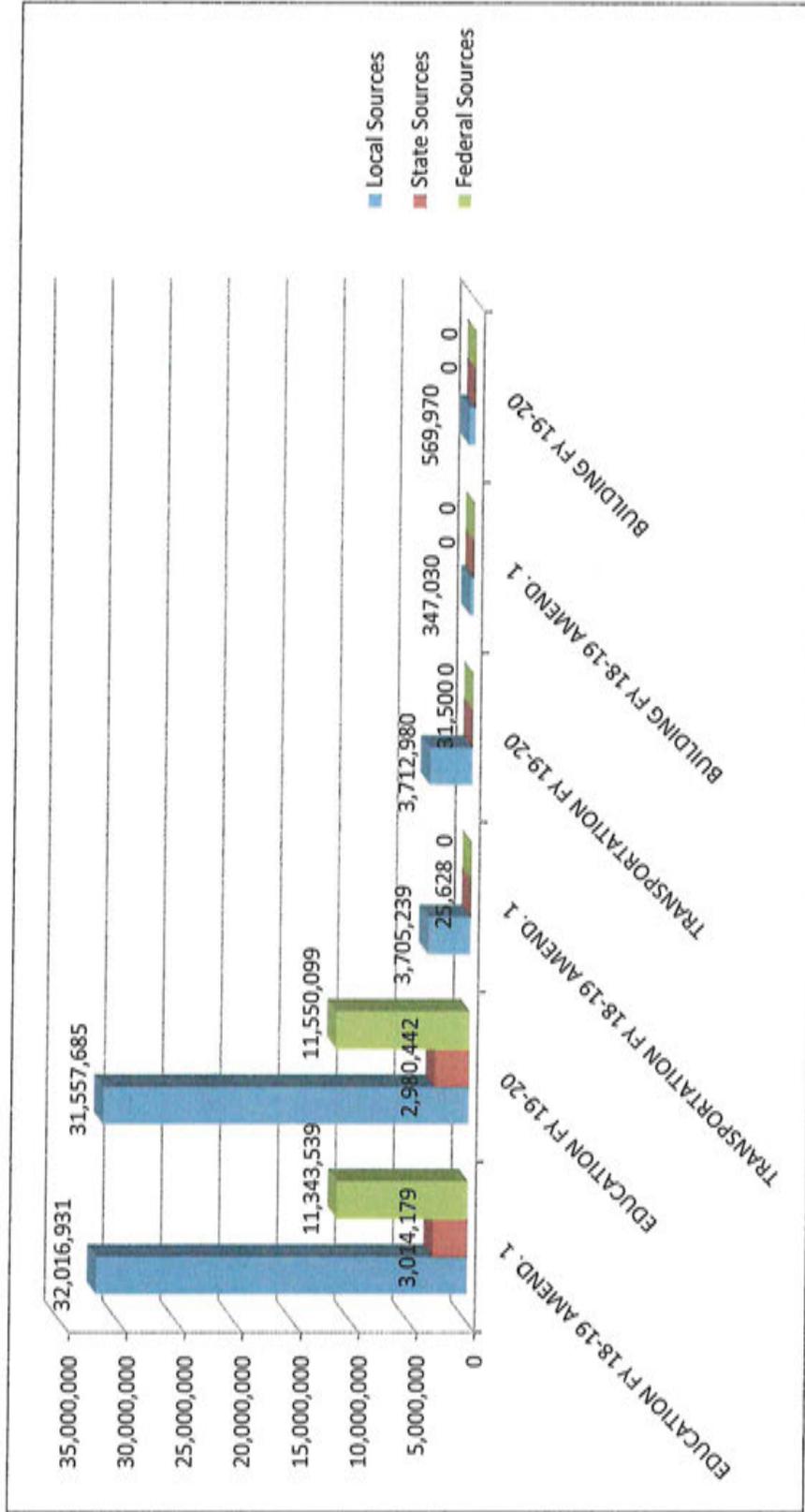
*Excludes \$8.9 million in On Behalf

2019-2020 NSSEO BUDGET REVENUE

	FY 18-19 Amend. 1 Education	FY19-20 Budget Education	FY 18-19 Amend. 1 Transportation	FY19-20 Budget Transportation	FY 18-19 Amend. 1 Building	FY19-20 Budget Building	FY 18-19 Amend. 1 Total	FY19-20 Budget Total
Local Sources:								
District Payments	17,556,193	17,721,916	0	0	200,000	200,000	17,756,193	17,921,916
Non-Member Payments	6,576,107	6,772,069	0	0	82,156	82,625	6,658,263	6,854,694
Transportation Payments	0	0	3,625,618	3,712,480	0	0	3,625,618	3,712,480
Direct Bill Revenue	4,618,435	4,401,299	0	0	0	0	4,618,435	4,401,299
Other Local Revenue	20,000	10,000	0	0	0	0	20,000	10,000
Breakfast/Lunch Revenue	0	0	0	0	0	0	0	0
Building Rent	5,200	6,000	0	0	0	0	5,200	6,000
ESY Assessment	121,380	119,181	0	0	0	0	121,380	119,181
Program Payments	1,873,000	1,829,146	0	0	0	0	1,873,000	1,829,146
Interest	160,827	140,000	500	500	60,000	60,000	221,327	200,500
Budget Balance	1,085,789	558,074	79,121	0	4,874	227,345	1,169,784	785,419
Total Local Sources	32,016,931	31,557,685	3,705,239	3,712,980	347,030	569,970	36,069,200	35,840,635
State Sources:								
Evidence Based Funding	2,432,477	2,432,478	0	0	0	0	2,432,477	2,432,478
State Transp. Claim	0	0	25,628	31,500	0	0	25,628	31,500
Breakfast/Lunch Revenue	0	0	0	0	0	0	0	0
ORS/DHS	581,702	547,964	0	0	0	0	581,702	547,964
Total State Sources	3,014,179	2,980,442	25,628	31,500	0	0	3,039,807	3,011,942
Federal Sources:								
IDEA	10,621,219	10,601,338	0	0	0	0	10,621,219	10,601,338
Preschool	220,351	223,761	0	0	0	0	220,351	223,761
Breakfast/Lunch Revenue	0	0	0	0	0	0	0	0
Medicaid	501,969	725,000	0	0	0	0	501,969	725,000
Total Federal Sources	11,343,539	11,550,099	0	0	0	0	11,343,539	11,550,099
Grand Total*	46,374,649	46,088,226	3,730,867	3,744,480	347,030	569,970	50,452,546	50,402,676

*Excludes \$8.9 million in On Behalf

2019-2020 NSSEO BUDGET REVENUE



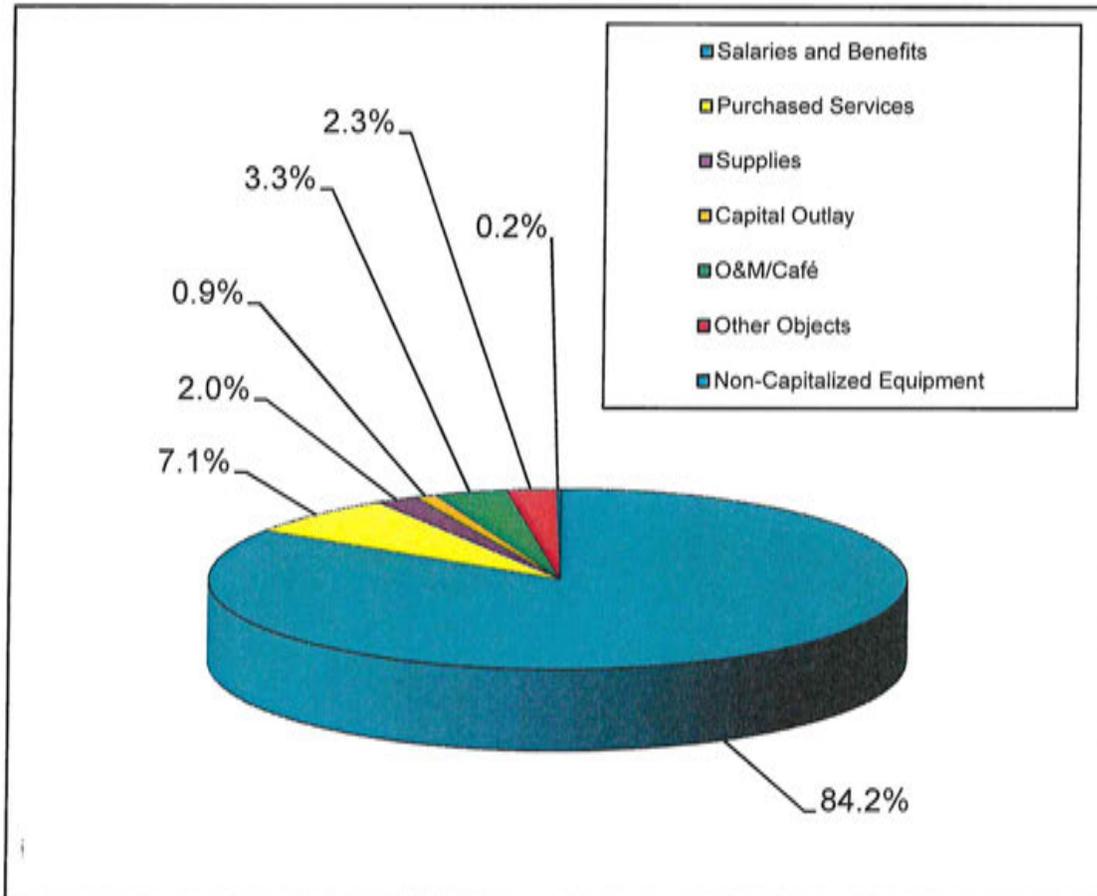


NSSEO

2019-2020 BUDGET SUMMARY

Education Fund- Allocation of Program Expenses:

Salaries and Benefits	29,505,672	84.2%
Purchased Services	2,492,264	7.1%
Supplies	685,323	2.0%
Capital Outlay	333,020	0.9%
O&M/Café	1,170,568	3.3%
Other Objects	802,212	2.3%
Non-Capitalized Equipment	65,900	0.2%
Subtotal	<u>35,054,959</u>	100.0%
Transfers	1,822,942	
IDEA/Preschool to Districts	9,210,325	
On Behalf	8,900,000	
Total 2019-2020 Education Fund	<u><u>54,988,226</u></u>	





2019-2020 NSSEO BUDGET EXPENDITURES

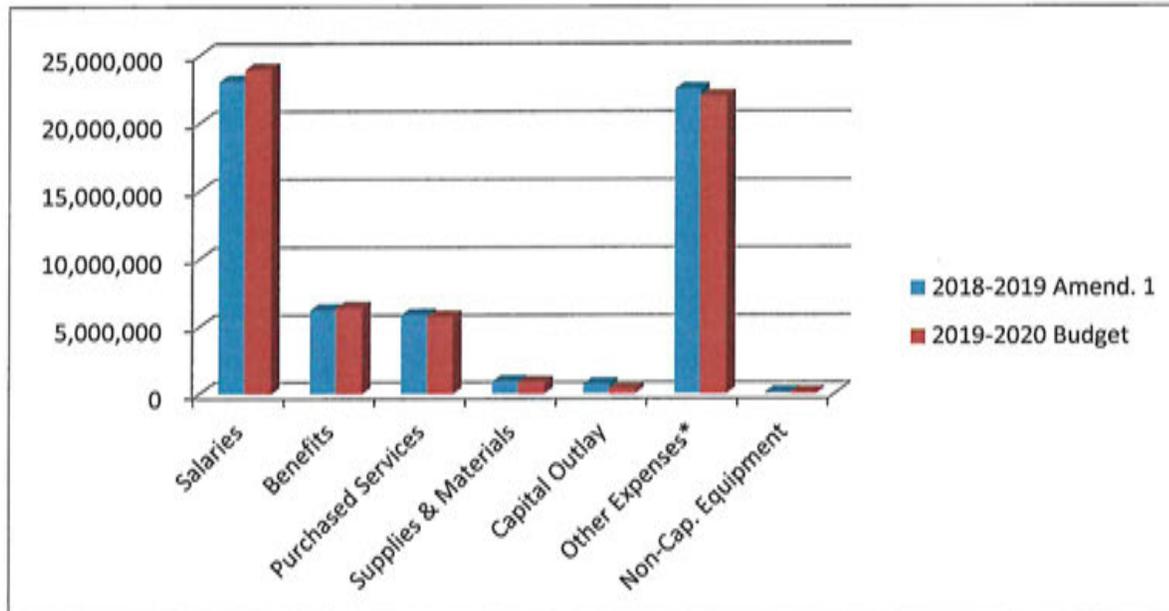
	2018-2019 Amend. 1	2019-2020 Budget	Change
Education Fund:			
Salaries	15,977,665	16,424,062	446,397
Benefits	4,698,986	4,800,085	101,099
Purchased Services	1,125,968	904,407	-221,561
Supplies & Materials	240,380	227,651	-12,729
Capital Outlay	456,238	169,741	-286,497
Other Expenses*	2,588,471	2,565,174	-23,297
Non-Cap. Equipment	6,500	2,700	-3,800
Total Tuition Programs	25,094,208	25,093,820	-388
Salaries	6,414,462	6,811,715	397,253
Benefits	1,409,354	1,469,810	60,456
Purchased Services	1,749,451	1,587,857	-161,594
Supplies & Materials	522,935	457,672	-65,263
Capital Outlay	171,141	163,279	-7,862
Other Expenses*	852,020	835,724	-16,296
Non-Cap. Equipment	68,139	63,200	-4,939
Total Service/Other	11,187,502	11,389,257	201,755
Salaries	0	0	0
Benefits	0	0	0
Purchased Services	0	0	0
Supplies & Materials	0	0	0
Capital Outlay	0	0	0
Other Expenses*	827,355	394,824	-432,531
Non-Cap. Equipment	0	0	0
Total Ed Fund Reserves	827,355	394,824	-432,531
Salaries			0
Benefits	0	0	0
Purchased Services	0	0	0
Supplies & Materials	0	0	0
Capital Outlay	0	0	0
Other Expenses*	9,265,584	9,210,325	-55,259
Non-Cap. Equipment	0	0	0
Total IDEA Subgrants to Districts	9,265,584	9,210,325	-55,259
On Behalf	8,900,000	8,900,000	0
Total Education Fund	55,274,649	54,988,226	-286,423



2019-2020 NSSEO BUDGET EXPENDITURES

	2018-2019 Amend. 1	2019-2020 Budget	Change
Transportation Fund:			
Salaries	664,452	718,460	54,008
Benefits	124,424	128,254	3,830
Purchased Services	2,709,709	2,739,924	30,215
Supplies & Materials	139,430	142,053	2,623
Capital Outlay	84,121	5,000	-79,121
Other Expenses*	8,731	8,914	183
Non-Cap. Equipment	0	1,875	1,875
Total Transportation Fund	3,730,867	3,744,480	13,613
Building Fund:			
Salaries	0	0	0
Benefits	0	0	0
Purchased Services	283,030	505,970	222,940
Supplies & Materials	16,000	16,000	0
Capital Outlay	0	0	0
Other Expenses*	48,000	48,000	0
Non-Cap. Equipment	0	0	0
Total Building Fund	347,030	569,970	222,940
Total All Funds	59,352,546	59,302,676	-49,870

*Other Expenses - Transfers/IDEA Flow-Thru/Dues-Fees-Subscriptions





NSSEO

BUDGET EXPENDITURES SUMMARY 2019-2020

PROGRAM	SALARIES	EMPLOYEE BENEFITS*	PURCHASED SERVICES	SUPPLIES/ MATERIALS	CAPITAL OUTLAY	TRANSFERS/ FLOW-THRU/ DUES/FEES	NON- CAPITALIZED EQUIPMENT	TOTAL
<u>TUITION PROGRAMS:</u>								
TIMBER RIDGE	2,971,778	753,032	115,738	44,970	1,500	646,114	0	4,533,132
MINER SCHOOL	3,323,760	992,489	410,007	99,826	138,241	351,069	1,500	5,316,892
RTMS PROG	221,918	50,701	31,175	3,375	0	19,513	0	326,682
KIRK SCHOOL	8,328,556	2,623,938	160,276	79,480	30,000	1,419,767	1,200	12,643,217
D/HH-ELEMENTARY	955,989	247,317	97,200	0	0	78,030	0	1,378,536
D/HH-MIDDLE	277,171	60,452	25,796	0	0	21,805	0	385,224
D/HH-HIGH SCHOOL	344,890	72,156	64,215	0	0	28,876	0	510,137
TUITION BUDGET '20	16,424,062	4,800,085	904,407	227,651	169,741	2,565,174	2,700	25,093,820
TUITION BUDGET '19	16,071,860	4,648,769	912,672	229,095	169,741	2,580,430	2,700	24,615,267
TUITION AMEND. 1 '19	15,977,665	4,698,986	1,125,968	240,380	456,238	2,588,471	6,500	25,094,208
Change in Expenditures Amendment 1 to Budget								-388
<u>SERVICE/OTHER:</u>								
D.E.S.C.	1,952,604	442,416	70,000	9,052	0	149,928	0	2,624,000
D/HH-DIAGNOSTICS	334,760	84,596	46,000	10,000	0	28,521	0	503,877
D/HH-ITINERANT	748,182	107,581	21,000	0	0	52,605	0	929,368
OUTDOOR EDUCATION	436,047	74,801	40,120	42,618	0	83,893	0	677,479
VAC/STEP	198,431	70,066	395,476	1,412	0	17,656	0	683,041
NSSEO ADMINISTRATION	1,377,034	297,232	476,696	178,955	30,000	83,441	5,000	2,448,358
TECH ASST TO DIST	301,573	41,017	0	725	0	0	0	343,315
PROF DEVELOPMENT	357,827	101,223	263,028	36,728	0	0	0	758,806
CENTRAL O&M	261,286	57,027	83,000	34,600	4,000	3,000	1,000	443,913
D/HH-CENTRAL	3,500	613	96,727	19,000	0	166,680	0	286,520
TECHNOLOGY/CENTRAL	840,471	193,238	70,640	39,000	40,000	250,000	10,000	1,443,349
TECHNOLOGY/PROGRAMS	0	0	25,170	85,582	89,279	0	47,200	247,231
SRVS/OTHR BUD '20	6,811,715	1,469,810	1,587,857	457,672	163,279	835,724	63,200	11,389,257
SRVS/OTHR BUD '19	6,444,201	1,466,136	1,646,254	481,426	115,341	817,025	33,000	11,003,383
SRVS/OTHR AMEND. 1 '19	6,414,462	1,409,354	1,749,451	522,935	171,141	852,020	68,139	11,187,502
Change in Expenditures Amendment 1 to Budget								201,755
<u>ED FUND RESERVES:</u>								
U/C RESERVE	0	0	0	0	0	20,000	0	20,000
RETIREMENT RESERVE	0	0	0	0	0	9,274,824	0	9,274,824
ED. RES. BUDGET '20	0	0	0	0	0	9,294,824	0	9,294,824
ED. RES. BUDGET '19	0	0	0	0	0	415,351	0	415,351
ED. RES. AMEND. 1 '19	0	0	0	0	0	9,727,355	0	9,727,355
Change in Expenditures Amendment 1 to Budget								-432,531
<u>FLOW THRU DISTRICT SUBGRANTS:</u>								
FLOW THRU BUD '20	0	0	0	0	0	9,210,325	0	9,210,325
FLOW THRU BUD '19	0	0	0	0	0	8,974,240	0	8,974,240
FLOW THRU AMEND. 1 '19	0	0	0	0	0	9,265,584	0	9,265,584
Change in Expenditures Amendment 1 to Budget								-55,259
TOTAL EDUCATION BUDGET 2019-2020	23,235,777	6,269,895	2,492,264	685,323	333,020	21,906,047	65,900	54,988,226
TOTAL EDUCATION BUDGET 2018-2019	22,516,061	6,114,905	2,558,926	710,521	285,082	12,787,046	35,700	45,008,241
TOTAL EDUCATION AMEND. 1 2018-2019	22,392,127	6,108,340	2,875,419	763,315	627,379	22,433,430	74,639	55,274,649
Change in Expenditures Amendment 1 to Budget								-286,423



NSSEO BUDGET EXPENDITURES SUMMARY 2019-2020

PROGRAM	SALARIES	EMPLOYEE BENEFITS*	PURCHASED SERVICES	SUPPLIES/ MATERIALS	CAPITAL OUTLAY	TRANSFERS/ FLOW-THRU/ DUES/FEES	NON- CAPITALIZED EQUIPMENT	TOTAL
TRANSP 2019-2020	718,460	128,254	2,739,924	142,053	5,000	8,914	1,875	3,744,480
TRANSP 2018-2019	654,781	133,669	2,787,900	143,303	45,000	7,661	1,875	3,774,189
TRANSP A1 2018-2019	664,452	124,424	2,709,709	139,430	84,121	8,731	0	3,730,867
								Change in Expenditures Amendment 1 to Budget
								13,613
BLDG FUND 2019-2020	0	0	505,970	16,000	0	48,000	0	569,970
BLDG FUND 2018-2019	0	0	387,570	16,000	0	48,000	0	451,570
BLDG FUND A1 2018-2019	0	0	283,030	16,000	0	48,000	0	347,030
								Change in Expenditures Amendment 1 to Budget
								222,940
GRAND TOTALS:								
BUDGET 2019-2020	23,954,237	6,398,149	5,738,158	843,376	338,020	21,962,961	67,775	59,302,676
BUDGET 2018-2019	23,170,842	6,248,574	5,734,396	869,824	330,082	12,842,707	37,575	49,234,000
AMEND. 1 2018-2019	23,056,579	6,232,764	5,868,158	918,745	711,500	22,490,161	74,639	59,352,546
								Change in Expenditures Amendment 1 to Budget
								-49,870
								% Change in Expenditures Amendment 1 to Budget
								-0.1%
GRAND TOTALS LESS IDEA FLOW-THROUGH AND ON BEHALF:								
BUDGET 2019-2020	23,954,237	6,398,149	5,738,158	843,376	338,020	12,752,636	67,775	41,192,351
% of Budget	58.2%	15.5%	13.9%	2.0%	0.8%	31.0%	0.2%	121.6%
BUDGET 2018-2019	23,170,842	6,248,574	5,734,396	869,824	330,082	3,868,467	37,575	40,259,760
% of Budget	57.6%	15.5%	14.2%	2.2%	0.8%	9.6%	0.1%	100.0%
AMEND. 1 2018-2019	23,056,579	6,232,764	5,868,158	918,745	711,500	13,224,577	74,639	41,186,962
% of Budget	56.0%	15.1%	14.2%	2.2%	1.7%	32.1%	0.2%	121.6%
								Change in Expenditures Amendment 1 to Budget
								5,389
								% Change in Expenditures Amendment 1 to Budget
								0.01%

*Employee Benefits include Board Share of IMRF, FICA, Medicare, Teacher Retirement/Local, Teacher Retirement/Federal, Health/Life/Dental Insurance, and Worker's Compensation.



2019-2020 BUDGET ENROLLMENT SUMMARY
Budget 2018-2019 to Budget 2019-2020

	Budget		Enrollment	
	<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
Timber Ridge				
Member	66.0	64.0	-2.0	70%
Non-Member	29.0	27.0	-2.0	30%
	<u>95.0</u>	<u>91.0</u>	<u>-4.0</u>	<u>100%</u>

	Budget		Enrollment	
	<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
Miner School				
Member	61.0	52.0	-9.0	70%
Non-Member	28.0	22.0	-6.0	30%
	<u>89.0</u>	<u>74.0</u>	<u>-15.0</u>	<u>100%</u>

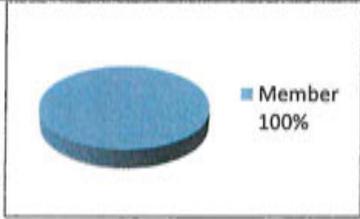
	Budget		Enrollment	
	<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
RTMS Program				
Member	8.0	5.0	-3.0	100%
Non-Member	0.0	0.0	0.0	0%
	<u>8.0</u>	<u>5.0</u>	<u>-3.0</u>	<u>100%</u>

	Budget		Enrollment	
	<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
Kirk School				
Member	120.0	138.0	18.0	70%
Non-Member	49.0	58.0	9.0	30%
	<u>169.0</u>	<u>196.0</u>	<u>27.0</u>	<u>100%</u>

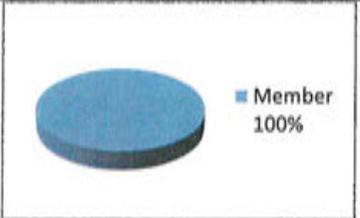


2019-2020 BUDGET ENROLLMENT SUMMARY
Budget 2018-2019 to Budget 2019-2020

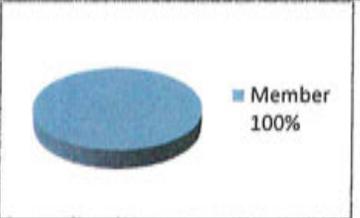
<u>D/HH-Elementary</u>		Budget	Budget	Enrollment	
		<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
	Member	25.0	26.0	1.0	100%
		<u>25.0</u>	<u>26.0</u>	<u>1.0</u>	<u>100%</u>



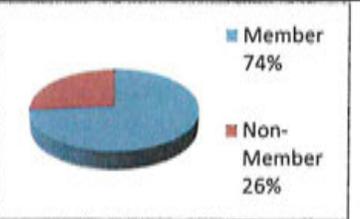
<u>D/HH-Middle</u>		Budget	Budget	Enrollment	
		<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
	Member	6.0	6.0	0.0	100%
		<u>6.0</u>	<u>6.0</u>	<u>0.0</u>	<u>100%</u>



<u>D/HH-High School</u>		Budget	Budget	Enrollment	
		<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
	Member	5.0	6.0	1.0	100%
		<u>5.0</u>	<u>6.0</u>	<u>1.0</u>	<u>100%</u>



<u>TOTAL</u>		Budget	Budget	Enrollment	
		<u>2018-2019</u>	<u>2019-2020</u>	<u>Inc./Dec.</u>	<u>FY20 %</u>
	Member	291.0	297.0	6.0	74%
	Non-Member	106.0	107.0	1.0	26%
		<u>397.0</u>	<u>404.0</u>	<u>7.0</u>	<u>100%</u>





2019-2020 BUDGET STAFFING SUMMARY
Amendment 1 2018-2019 to Budget 2019-2020

PROGRAM:	BUDGET 2018-2019 STAFF	AMEND. 1 2018-2019 STAFF	BUDGET 2019-2020 STAFF	AMEND. 1 TO BUDGET INC./DEC.
TIMBER RIDGE SCHOOL	56.0400	56.0400	54.2500	-1.7900
KIRK/MINER PROGRAM	162.4400	165.1500	178.0500	12.9000
RTMS PROGRAM	5.9500	5.9500	3.7500	-2.2000
D/HH PROGRAM	23.9500	24.9000	25.2500	0.3500
TUITION PROGRAMS	248.3800	252.0400	261.3000	9.2600
1:1 DIRECT BILL STAFF	97.7000	115.6000	107.0000	-8.6000
DIAG. & EDUC. SRVS. CENTER	23.2260	23.5260	24.5760	1.0500
D/HH-DIAGNOSTICS	4.7500	4.8500	4.8500	0.0000
D/HH-ITINERANT	8.7500	9.3500	9.6500	0.3000
OUTDOOR EDUCATION	5.0000	5.0000	5.0000	0.0000
OUTDOOR ED.-RESTRICTED	1.0000	1.0000	1.0000	0.0000
VOC. ADJUSTMENT COUNSELOR	4.0000	4.0000	4.0000	0.0000
NSSEO ADMINISTRATION	12.3500	12.3500	12.5000	0.1500
TECHNICAL ASSIST TO DISTRICTS	3.6240	3.6240	3.6240	0.0000
PROFESSIONAL DEVELOPMENT	4.2000	4.2000	3.7000	-0.5000
CENTRAL O&M	2.3813	2.3813	2.3813	0.0000
D/HH-CENTRAL OFFICE	0.0000	0.0000	0.0000	0.0000
TECHNOLOGY / CENTRAL	11.4500	10.9500	11.0000	0.0500
GILLET CENTER O&M	2.0000	2.0000	2.0000	0.0000
KIRK O&M	4.3000	4.0000	4.0000	0.0000
KIRK CAFETERIA	3.5000	3.5000	3.5000	0.0000
TRANSPORTATION	1.4500	1.4500	1.4500	0.0000
TRANSPORTATION-IN HOUSE	1.5000	3.0000	3.0000	0.0000
OTHER PROGRAMS/SERVICES	93.4813	95.1813	96.2313	1.0500
TOTALS	439.5613	462.8213	464.5313	1.7100

Updated 4/15/2019
e/sched1920/staffsum-budget



Programs and Services

NSSEO continues to redesign programs and services offered to meet the changing needs of its member districts in alignment with the NSSEO Continuous Improvement Plan that promotes continuous improvement. NSSEO's emphasis on improved student outcomes is reflective of a streamlined process that aligns programming, integrated growth measures, individualized interventions and ongoing program review. In collaborative partnership with our member districts, NSSEO provides a continuum of special education services and other supports allowing districts to capitalize on educational opportunity by utilizing economy of scale. NSSEO continues to provide progressive and visionary leadership in the field of education through advocacy at the state and federal level, family and community involvement, professional development and coaching leading to greater opportunity for students.

NSSEO Programs and Services

Tuition Programs:

- Kirk School
- Miner School
- Timber Ridge School
- NSSEO Program at River Trails Middle School
- The Deaf and Hard of Hearing Programs

Services:

- Administrative and Support Services
- Adapted Physical Education
- Assistive and Instructional Technology
- Autism
- Deaf and Hard of Hearing Evaluation Services (Including audiology evaluations)
- Deaf and Hard of Hearing Itinerant Services
- Evaluation and Coaching
- Occupational Therapy
- Outdoor Education
- Physical Therapy
- Professional Development and Coaching
- Speech Therapy
- Transportation Services
- Transition Services
- Vision Services

Programs and Services - Continued

The 2019-2020 budget was developed in alignment with the NSSEO Continuous Improvement Plan reflective of student and member district needs.

NSSEO Continuous Improvement Plan-

- Main Areas of Focus
 - Student Outcomes
 - Student Centered Learning Environment
 - Transition Planning
 - Collaborative Partnerships

NSSEO FY20 Initiatives-

- Increase positive impact through innovative practices
- Increase linkages to age-appropriate peer opportunities
- Intensify focus on person-centered educational design for life planning
- Meaningful teaming, planning through professional learning communities
- Increase parent engagement at all levels, creating greater networking
- Expand PERC efforts to support parents at all levels
- Enhance strong school partnerships with all stakeholders
- Advance focus on transition, specifically employment, parental engagement and community partnerships aligned to students' life plans
- Focus on advancing instructional practices across NSSEO programs that addresses the complex academic, social-emotional and life needs of students EC-22.
- Support member districts in building capacity in behavior through coaching/PD
- Increase focus on social/emotional learning across programs
- Increase focus on mental health supports for students and families
- Maximize resources through expanded communication, planning, and partnerships



NSSEO Funding Formulas

NSSEO Tuition Based Programs
Programs:
Timber Ridge School
Miner School
RTMS Program
Kirk School
D/HH Program
-Based on a projected per student cost
NSSEO Service/Other Programs
Programs:
DESC Services:
OT/PT services to District students
APE services to District students
Vision services to District students
Assistive Technology services to District students
Based on the average salary, plus benefits, plus administrative add-on, plus travel, telephone, postage, photocopy, materials add-on.
DESC Evaluations - based on actual usage logs kept by DESC evaluation staff converted to a three tier system.
D/HH-Diagnostics - based on actual usage logs kept by evaluation staff converted to a four tier system.
D/HH-Itinerant - based on a per unit cost
Outdoor Education - based on % of projected usage in the education fund
VAC - costs are split between Districts 211 & 214
NSSEO Administration - no separate cost to member districts (6% in programs)
Technical Assistance to Districts - based on usage (FTE)
Central O&M - based on % of projected usage in the education fund
D/HH-Central Office - no separate cost to member districts (6% in programs)
Technology/Central - based on % of projected usage in the education fund
Technology/Programs - based on % of projected usage in the education fund
NSSEO Reserves
Unemployment Reserve - No Assessment in 2019-2020
Based on 50% Historical Usage ('08, '13, '18), 25% AFR Revenue, 25% Usage % in Ed Fund
Retirement Reserve - No Assessment in 2018-2019
Based on 50% Historical Usage ('08, '13, '18), 25% AFR Revenue, 25% Usage % in Ed Fund
Building Fund
Based on 1/3 Projected Usage in Buildings We Own, 1/3 AFR Revenue, 1/3 Equal Share

Member District Tuition/Rate Increase or Decrease by Program

<u>2019-2020 NSSEO Tuition Based Programs</u>	<u>2018-2019</u>		<u>2019-2020</u>	<u>INC./DEC.</u>
<u>Program</u>	<u>BUDGET</u>		<u>BUDGET</u>	<u>%</u>
Timber Ridge School	38,014.75	per std	39,208.88	3.14%
Miner School	45,945.43	per std	42,589.47	-7.30%
NSSEO Program at River Trails Middle School	54,060.75	per std	55,036.40	1.80%
Kirk School	41,144.99	per std	42,589.47	3.51%
D/HH Program	42,852.19	per std	44,228.87	3.21%
<u>2019-2020 NSSEO Service/Other Programs</u>	<u>2018-2019</u>		<u>2019-2020</u>	<u>INC./DEC.</u>
<u>Program</u>	<u>BUDGET</u>		<u>BUDGET</u>	<u>%</u>
DESC:				
OT/PT services to District students	111,236	per FTE	111,478	0.22%
APE services to District students	75,363	per FTE	76,013	0.86%
Vision services to District students	87,941	per FTE	88,232	0.33%
Assistive Technology services to District students	83,605	per FTE	84,032	0.51%
D/HH-Itinerant Program	22.90	per unit	22.75	-0.66%
Outdoor Education - based on % of usage in education fund	371,586	total	379,996	2.26%
VAC - costs are split between Districts 211 & 214	66,979	per dist	65,039	-2.90%
NSSEO Administration - Offset by IDEA dollars/Admin Fee	0	total	0	0.00%
Technical Assistance to Districts	89,252	per FTE	89,215	-0.04%
Professional Development - Offset by IDEA dollars	0	total	0	0.00%
Central O&M - based on % of usage in education fund	53,872	total	52,223	-3.06%
D/HH-Central Office - Offset by Admin Fee	0	total	0	0.00%
Technology/Central - based on % of usage in education fund	676,502	total	681,714	0.77%
Technology/Programs - based on % of usage in education fund	79,637	total	79,953	0.40%
Building Fund	200,000	total	200,000	0.00%



NSSEO Five-Year Facility Plan

The NSSEO Five-Year Facility Plan focuses on both short-term and long-term facility and program needs. The facility plan is developed through an examination of the current status and future initiatives of facilities, through an analysis of facility needs, program initiatives, and the use of work space.

Guiding Principles in the development of the NSSEO Five-Year Facility Plan include:

- Health, safety, and security
- Maintenance and upkeep of facilities
- Integration of program initiatives
- Optimal utilization of facilities
- Environmental Sustainability

The development process of the NSSEO Five-Year Facility Plan included:

- ▶ Examination of the current use of facilities in alignment with program needs and use by all stakeholders.
- ▶ Integration of facility planning with program redesign
- ▶ Collection of current data about the conditions of facilities in order to inform the need for repair, renovations, and new construction.
- ▶ Prioritization of larger, more costly systemic repairs/projects within financial limitations
- ▶ Consideration cost of energy improvements and sustainable construction whenever possible

The following Five-Year Facility Plan highlights the outcomes of the facility plan development process.

Within the NSSEO Five-Year Facility Plan framework, the District assesses and predicts both the need and timing for maintenance and repairs to facilities, facility redesign, and major renovations. Ongoing review of the Facility Plan provides for refinement and revisions as priorities dictate.

NSSEO Building Fund Priority Schedule

	Priority 1 2019-2020	Priority 2 2020-2021	Priority 3 2021-2022	Priority 4 2022-2023	Priority 5 2023-2024
Timber Ridge					
Crack Fill, Sealcoat, Restripe Parking Lot	5,870	1,500	25,000	1,500	7,000
Tuck pointing	5,000	5,000	5,000	5,000	5,000
General Painting	2,000	2,000	2,000	2,000	2,000
Concrete Replacement/Repair	12,000	2,000	2,000	2,000	2,000
Mulch for Playground/Rubberized Play Surface	114,000	2,000	2,000	2,000	2,000
Classroom Renovations (sinks)	7,000	14,000			
Staff Lounge Upgrades		12,000			
A/C-Multi Purpose Room			60,000		
Window Removal and Replacements				740,000	
Building Security System		60,000			
Nurse Sink			4,000		
Administration Building					
Crack Fill, Sealcoat, Restripe Parking Lot	150,000	10,000	1,500	10,000	10,000
Tuck pointing	13,000	4,000	4,000	4,000	4,000
General Painting	1,500	1,500	1,500	1,500	1,500
Concrete	2,000	2,000	2,000	2,000	2,000
Cooling Unit			140,000		
Window Removal and Replacements					640,000
Building Security System		32,000			
Shed			10,000		
Kirk School					
General Painting/Drywall Repairs	5,000	3,000	3,000	3,000	3,000
Tuck Pointing	4,000	4,000	4,000	4,000	4,000
Crack Fill, Sealcoat, Restripe Parking Lot	13,000	2,000	60,000	2,000	2,000
Concrete Replacement/Repair	30,000	4,000	4,000	4,000	4,000
Parking Lot Lights			8,000		
Building Security System		86,000			
Cooling Unit		140,000			

NSSEO Building Fund Priority Schedule

	Priority 1 2019-2020	Priority 2 2020-2021	Priority 3 2021-2022	Priority 4 2022-2023	Priority 5 2023-2024
Sunrise Outdoor Education Center					
Asphalt Replacement/Repair	2,000	0	2,000	0	0
Concrete	2,000	4,000	4,000	4,000	4,000
Decking Replacement	3,500	3,500	3,500	3,500	3,500
Tree Care	2,100	2,100	2,100	2,100	2,100
Siding (Main Lodge/Craft Lodge)	8,000				
Skirting (Main Lodge)	10,000				
Tractor			30,000		
Building Security System		21,000			
Replace Misc Doors-Maint Garage			5,000		
Replace Fishing Dock	20,000				
District Wide					
10 Year Life Safety Survey		30,000			
Projects as Needed	30,000	30,000	30,000	30,000	30,000
Annual Depreciation on Vehicles	18,000	18,000	18,000	18,000	18,000
	<u>459,970</u>	<u>495,600</u>	<u>432,600</u>	<u>840,600</u>	<u>746,100</u>
Kirk Track (Budgeted for FY19, comp. in FY20)	110,000	0	0	0	0
Total	569,970	495,600	432,600	840,600	746,100

Other Identified Needs
 Gym/Elevator/Addition at Timber Ridge
 Building Renovations for Program Redesign
 Sunrise Entrance Gate



Reserves

NSSEO currently maintains reserve balances in insurance, workers compensation, unemployment, and retirement accounts. The insurance and workers compensation reserve balances are the result of being previously self-funded through 2008. NSSEO reserves were established through assessments to both member and non-member districts for the purpose of collecting sufficient funds to cover anticipated expenses. NSSEO reserve fund balances are the result of careful budgeting, conservative spending, and actual expenses under budgeted amounts.

In FY19, \$1.5 million of reserve dollars were allocated for the following NSSEO initiatives and projects:

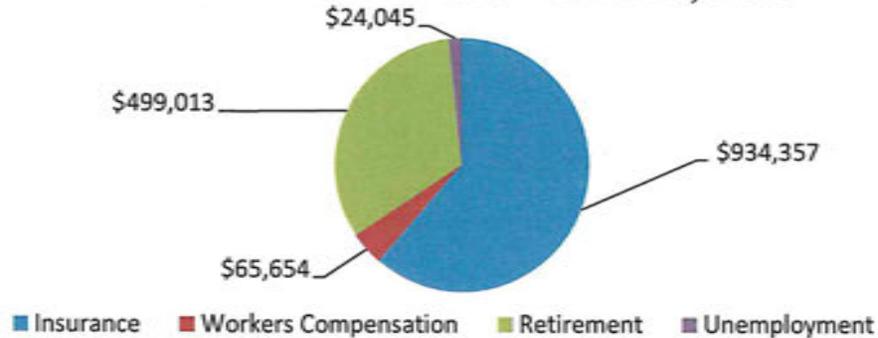
- \$500,000 window replacement project at Kirk School
- \$500,000 IMRF buy-down
- \$500,000 allocated to the Timber Ridge Gym Project

NSSEO has continually focused on spending down reserves to offset costs in the NSSEO budget. This fiscally responsible budget planning approach has resulted in conservative tuition increases and associated assessments (unemployment & retirement).

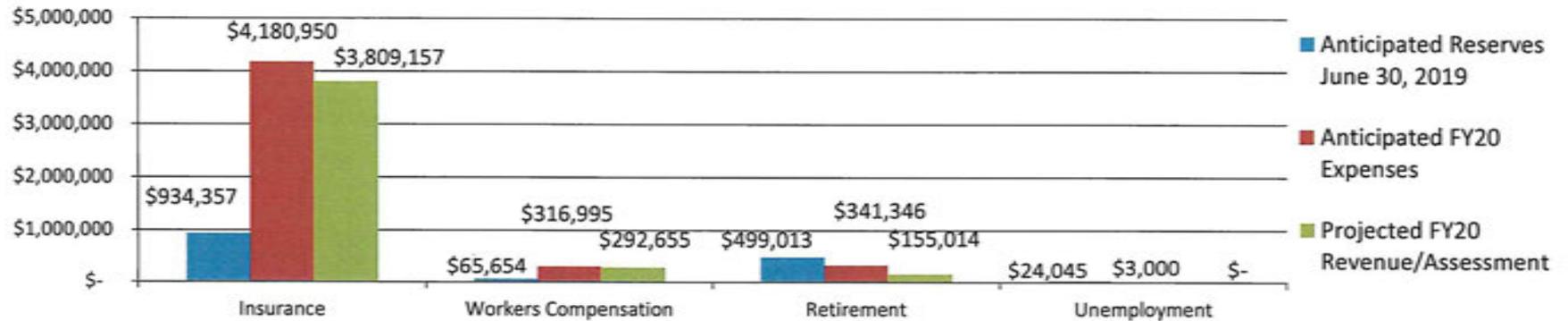
Summary of NSSEO Reserves

	<u>Anticipated Reserves</u> <u>June 30, 2019</u>	<u>Anticipated FY20</u> <u>Expenses</u>	<u>Projected FY20</u> <u>Revenue/Assessment</u>	<u>Anticipated Reserves</u> <u>June 30, 2020</u>
Insurance	\$ 934,357	\$ 4,180,950	\$ 3,809,157	\$ 562,564
Workers Compensation	\$ 65,654	\$ 316,995	\$ 292,655	\$ 41,314
Retirement	\$ 499,013	\$ 341,346	\$ 155,014	\$ 312,681
Unemployment	\$ 24,045	\$ 3,000	\$ -	\$ 21,045
	\$ 1,523,069	\$ 4,842,291	\$ 4,256,826	\$ 937,604

NSSEO Reserve Balances - June 30, 2019



Comparison of FY19 NSSEO Fund Balances and Anticipated FY20 Expenses/Revenue



D i s t # 2 i n S t S E 2 0 0 1 9 - B O D G e t

Program	Project Usage	Student Service	Dist #	Total	3ct
T u l t P r o g r a m s :					
Timber Ridge School	1 student	39,208.88	39	209	
Miner School	3 students	42,589.47	127	768	
NSS E P o r o g a @ MMS	0 students	53,060.75	0		
Ki School	0 students	42,589.47	0		
D/HH- Elementary	2 students	44,228.87	88	457	
D/HHM d d l	0 student	44,228.87	0		
S e r v i c e / P r o g r a m s :					
DESC- VS services	1FTE	88,232.00	10	588	
DESC- S E v i c e s	0FTE	76,013.00	0		
D/HH- Itinerant	956.00	22.15		21,174	
Out d Education				4,072	
Techn A i s t a d i s t s - S / L	0FTE	89,214.96	7	137	
Cent Or & M				560	
Technology / Central				7,306	
Technology / Programs				857	
D i r B e l l e t t a f f :					
1. D O r B e l l e t t A i d M e i - n S e r h o o l			39	366	
Total Dir Bell Staff				39	366
E d u c a t i o n R e s e r v e s :					
Unempl o y m e n t				0	
Ret i r e m e n t				0	
E d u c a t i o n C o s t s					
				346	494
B u i l d i n g					
				10	345
T O T A L S T R # 2 C 3 T					
				356	839
A d d i t i o n a l C o s t s					
**DESC- Evaluations:					Estimated
B i l l a i s o g n i t u s a a l a p p r o x . 2 0 0 e v a l u a t i o n .					0
					Estimated
**DESC- Co Evaluations					5,876
					Estimated
*D/HH- Diagnostics:					9,283
B i l l a i s o g n i t u s a a l a p p r o x . 5 . 0 / 1 e v a l u a t i o n i n s t r i c t \$ 4 0 0 / d a y .					
P l e n t y - E v a l u a t i o n s e r v i c e s a v a i l a b l e e t i e t y i s e w s .					
c o n s u m e r s a t a t o m p r e h e n s i v e					

Updated 10/2019
e / c w / S c h e d 1 9 2 0 / D 2 3 C o s t s

**COMPARISON
DISTRICT
PAYMENT**

	2018	2019	2020	2021	2022	2023	2024
TUITI ON PROGRAMS:							
Timber Ridge School	190,074	73,901	39,209	1,000	-34,692	-0	students
Min School	0	13,830	127,768	0	113,938	27	students
RTM Program	0	0	0	0	0	0	students
Ki School	41,145	41,145	0	0	-41,145	-1	students
D/HH- Elementary	128,557	90,075	88,457	2,000	-1,618	-0	students
D/HH- Middle	0	0	0	0	0	0	students
D/HH High School							
Subtotal	369,776	218,956	126,438	1,000	36,483	07	students

SERVICES / OTHER:

DESC- Educ Servs	30,779	30,779	10,588		-20,191	-23	Vision
D/HH Itinerant	29,912	22,238	21,174		-1,062	-15	Units
Out Education	7,788	7,788	4,072		-3,696		
V.A.C	0	0	0		0		
NSSE Admin.	0	0	0		0		
Tech Asst Districts	7,140	7,140	7,137		-3		
Cent G&M	1,126	1,126	560		-566		
D/HH- Co Off/Recal	0	0	0		0		
Technology / Central	14,141	14,141	7,306		-6,835		
Tech Prog/ Programs	1,685	1,685	857		-808		
Subtotal Srv/ Other	92,531	84,855	51,694		-33,161		

DIRECT BUDGET STAFF / SRVS:

Direct Staff / Services	0	1,191	2,393	68	2,745	4	
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FUND RESERVES:

Unreserved	0	0	0		0		
Retiree Reserves	0	0	0		0		
Subtotal Reserves	0	0	0		0		

TOTAL:

EDUCATION FUND	462,307	316,718	346,494		30,776		
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TOTAL:

BUILDING FUND	11,895	11,895	10,345		-1,660		
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TOTAL	48,202	32,613	356,839		29,226		
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ADDITIONAL NOTES:

- DESC- Deval vs
- D/HH- Diagnostics
- Extension Year
- Transportation

**FEDERAL FUNDS
SUMMARY:**

As per the three comments from the State of Florida Auditor General, it was decided to...
 maintain the same amount of 5% of the total...
 and on the... District...
 ...

IDEA SUBGRANT	279,822	28,342	286,799				
PRESCHOOL SUBGRANT	17,890	17,890	17,901				



NSSE ENROLLMENT 9 - BUDGET

District				
Program	Budget 2018-2019	Amend. Budget 2018-2019	Budget 2019-2020	Difference
Timber Ridge School	5.0	1.9	1.0	-0.9
Miner School	0.0	0.3	3.0	2.7
RTM Program	0.0	0.0	0.0	0.0
Kings School	1.0	1.0	0.0	-1.0
D/HH-Elementary	0.0	2.1	2.0	-0.1
D/HH-Middle	0.0	0.0	0.0	0.0
Total	9.0	5.3	6.0	0.7

NSSEO BUDGET RESOLUTION

Be it resolved that the Board of Education of District 23 took action on the NSSEO amended 2018-2019 annual budget and the 2019-2020 annual budget at their _____ Board Meeting. The result of District 23's action was _____ of the NSSEO budgets.
(approval/disapproval)

President

Secretary

Date

w//budget/FY1920Budget/DistBudRes

RESOLUTION AUTHORIZING PAYMENT OF BILLS

WHEREAS, it is often necessary or beneficial to pay bills related to the operations of the District prior to a regularly scheduled board meeting; and

WHEREAS, the Board of Education of Prospect Heights School District No. 23 (the “District”), Cook County, Illinois (hereinafter the “Board”) desires to establish a process for the timely and efficient payment of bills; and

WHEREAS, the establishment of a bill paying process that enables the District to pay bills prior to regularly scheduled board meetings should also enable the Board to maintain reasonable and adequate oversight.

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

Section 1. The recitals set forth above are hereby incorporated as though fully set forth herein.

Section 2. The CHIEF SCHOOL BUSINESS OFFICIAL is authorized to pay the following bills pursuant to this Resolution:

- a. Any bill less than \$10,000.00
- b. Any recurring bill including, but not limited to:
 - 1. Utilities
 - 2. Student Transportation
 - 3. Food Service
 - 4. NSSEO
 - 5. Private Tuition Bills
 - 6. Insurance(s)
 - 7. Legal Services
- c. Any bill over \$10,000.00 pursuant to a contractual agreement entered into by the District or resolution as approved by the Board
- d. Any bill for which a finance charge would be incurred if not paid by the posted date
- d. Any curricular expenditure posted as part of the fiscal year budget for which delay would cause disruption to the educational program

Section 3. The CHIEF SCHOOL BUSINESS OFFICIAL is NOT authorized to pay any bills for Summer 2019 construction projects via this Resolution Authorizing Payment of Bills. Payment of invoices for 2019 Summer Construction shall be done monthly at the regular meeting of the Board of Education and in accordance with the parameters established by the Board of Education.

Section 4. Prior to paying any bill, the CHIEF SCHOOL BUSINESS OFFICIAL will provide the board members with a list of the bills proposed for payment not later than the Friday before payment will be issued. Any board member may remove a bill from the proposed payment list prior to 12:00 p.m. on the following Tuesday. Upon removing a bill from the proposed payment list, the board member may seek additional information from the CHIEF SCHOOL BUSINESS OFFICIAL regarding the bill. If the board member's concerns are addressed to the board member's satisfaction, the bill may be returned to the proposed payment list and paid in accordance with the authorizations of this Resolution. Otherwise, the bill will remain unpaid until specific Board approval at the next regularly scheduled board meeting.

Section 5. Each month, the Board will designate a board member to review the bills proposed to be paid each week of his/her designated month. The designated board member may schedule a time with the CHIEF SCHOOL BUSINESS OFFICIAL not more often than one time per week to review the bills in the District office. The designated board member shall provide specific, written confirmation of his/her approval of the bills to be paid for the week pursuant to this Resolution. Such confirmation shall be provided no later than 12:00 p.m. of the Tuesday on which bills are to be paid in accordance with this Resolution.

Section 6. The CHIEF SCHOOL BUSINESS OFFICIAL will review all bills and payment checks prior to issuance of the payment.

Section 7. The bills paid pursuant to the authorizations of this Resolution will be presented to the Board at the next regularly scheduled board meeting after payment is made for the Board's review and formal ratification.

Section 8. This Resolution shall be in full force and effect upon adoption for Fiscal Year 2020.

Section 9. This Resolution shall be adopted annually for each Fiscal Year thereafter, beginning with Fiscal Year 2020, after review and revision, as necessary, by the Board of Education.

ADOPTED this _____ day of May 2019 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 OF PROSPECT HEIGHTS
SCHOOL DISTRICT NO. 23, Cook County, Illinois

President, Board of Education

ATTEST: _____
Secretary, Board of Education

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 AUTHORIZING PAYMENT OF BILLS

as adopted by the Board at its meeting held on the ____ day of May 2019.

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 ____ day of May 2019.

Secretary, Board of Education

Document Status: Draft Update

BOARD OF EDUCATION

2:20 Powers and Duties of the Board of Education; Indemnification

The major powers and duties of the Board of Education include, but are not limited to:

1. Organizing the Board after each consolidated election by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with State and federal law.
2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
3. Employing a Superintendent and other personnel, making employment decisions, dismissing personnel, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
4. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
6. Entering contracts using the public bidding procedure when required.
7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
9. Approving the curriculum, textbooks, and educational services.
10. Evaluating the educational program and approving School Improvement and District Improvement Plans.
11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School and student performance.
12. Establishing and supporting student **behavior discipline** **PRESSPlus1** policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
13. Establishing attendance units within the District and assigning students to the schools.
14. Establishing the school year.
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
16. Providing student transportation services pursuant to State law.
17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.
18. Complying with requirements in the Abused and Neglected Child Reporting Act. Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.
19. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

Indemnification

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless School Board members, employees, volunteer personnel (pursuant to [105 ILCS 5/10-22.34](#), [10-22.34a](#) and [10-22.34b](#)), mentors of certified staff (pursuant to [105 ILCS 5/2-3.53a](#), [2-3.53b](#), and [105 ILCS 5/21A-5 et seq.](#)), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

LEGAL REF.:

105 ILCS [5/2-3.25d](#), 5/10, 5/17-1, and 5/27-1.

115 ILCS 5/, [Illinois. Educational Labor Relations Act.](#)

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

CROSS REF.: 1:10 (School District Legal Status), 1:20 (District Organization, Operations, and Cooperative Agreements), 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:140 (Communications To and From the Board), 2:210 (Organizational School Board Meeting), 2:240 (Board Policy Development), 4:60 (Purchases and Contracts), 4:70 (Resource Conservation), 4:100 (Insurance Management), 4:110 (Transportation), 4:150 (Facility Management and Building Programs), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: December 10, 2014

PRESSPlus Comments

PRESSPlus 1. Updated in response to a 5-year review to align with SB 100. **Issue 100, February/March 2019**

Document Status: 5-Year-Review - Needs Review

BOARD OF EDUCATION

2:40 Board Member Qualifications

A Board of Education member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office and certain types of State or federal employment. A child sex offender, as defined in State law, is ineligible for Board of Education membership.

LEGAL REF.:

[Ill. Constitution, Art. 2, ¶ 1](#); [Art. 4, ¶ 2\(e\)](#); [Art. 6, ¶ 13\(b\)](#).

[105 ILCS 5/10-3](#) and [5/10-10](#).

CROSS REF.: 2:30 (Board of Education Elections), 2:70 (Vacancies on the Board of Education - Filling Vacancies)

~~ADOPTED: February 13, 2013~~

Document Status: 5-Year-Review - Needs Review

BOARD OF EDUCATION

2:50 Board Member Term of Office

The term of office for a Board of Education member begins immediately after both of the following occur:

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.

The term ends 4 years later when the successor assumes office.

LEGAL REF.:

[10 ILCS 5/2A-1.1](#), [5/22-17](#), and [5/22-18](#).

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

CROSS REF.: 2:30 (School District Elections), 2:80 (Board Member Oath and Conduct), 2:210 (Organizational Board of Education Meeting)

ADOPTED: February 13, 2013

Document Status: 5-Year-Review - Needs Review

BOARD OF EDUCATION

2:60 Board Member Removal from Office

If a majority of the Board of Education determines that a Board member has willfully failed to perform his or her official duties, it may request the appropriate Intermediate Service Center to remove such member from office.

LEGAL REF.:

[105 ILCS 5/3-15.5.](#)

CROSS REF.: 2:70 (Vacancies on the Board of Education - Filling Vacancies)

~~ADOPTED: February 13, 2013~~

Document Status: 5-Year-Review - Needs Review

OPERATIONAL SERVICES

4:30 Revenue and Investments

Revenue

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

Investments

The Superintendent shall either appoint a Chief Investment Officer or serve as one. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

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

Investment Objectives

The objectives for the School District's investment activities are:

1. **Safety of Principal** - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. **Liquidity** - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. **Rate of Return** - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. **Diversification** - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

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

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last 2 sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;

4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

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

Controls and Report

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

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

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

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

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

LEGAL REF.:

[30 ILCS 235/](#).

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

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

ADOPTED: February 13, 2013

Document Status: Draft Update

OPERATIONAL SERVICES

4:100 Insurance Management

The Superintendent shall recommend and maintain all insurance programs that provide the broadest and most complete coverage available at the most economical cost, consistent with sound insurance principles.

The insurance program shall include:

1. Liability coverage to insure against any loss or liability of the School District and the listed individuals against civil rights damage claims and suits, constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense costs, when damages are sought for negligent or wrongful acts allegedly committed in the scope of employment or under the Board's direction or related to any mentoring services provided to the District's certified staff members; Board of Education members; employees; volunteer personnel authorized by [105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#); mentors of certified staff members authorized in [105 ILCS 5/21A-5](#) *et seq.* (new teacher), [105 ILCS 5/2-3.53a](#) (new principal), and [2-3.53b](#) (new superintendents); and student teachers.
2. Comprehensive property insurance covering a broad range of causes of loss involving building and personal property. The coverage amount shall normally be for the replacement cost or the insurable value.
3. Workers' Compensation to protect individual employees against financial loss in case of a work-related injury, certain types of disease, or death incurred in an employee-related situation.

Student Insurance

The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parent(s)/guardian(s) and the company.

LEGAL REF.: [PRESSPlus1](#)

Consolidated Omnibus Budget Reconciliation Act, Pub. L. 99-272, [§10001](#), 100 Stat. 222, 4980B(f) of the I.R.S. Code, 42 U.S.C. §300bb-1 *et seq.*

[105 ILCS 5/10-20.20](#), [5/10-22.3](#), [5/10-22.3a](#), [5/10-22.3b](#), [5/10-22.3f](#), [5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

215 ILCS 5/, [Ill. Insurance Code](#).

750 ILCS 75/, [Ill. Religious Freedom Protection and Civil Union Act](#).

820 ILCS 305/, [Workers' Compensation Act](#).

[ADOPTED: August 13, 2014](#)

PRESSPlus Comments

PRESSPlus 1. The Legal References have been updated with a correction and minor style updates. **Issue 100, February/March 2019**

Document Status: Draft Update

OPERATIONAL SERVICES

4:110 Transportation

The District shall make available free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the Board of Education has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a *serious safety hazard* due to either (a) vehicular traffic or rail crossing, ~~and adequate public transportation is not available.~~ or (b) a *course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740 ILCS 147/.[PRESSPlus1](#) A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Pre-Trip and Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a pre-trip or cellular radio telecommunication device and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.:

20 U.S.C. §6312(c)(5)(B), Elementary and Secondary Education Act, ~~20 U.S.C. §6312(c)(5)(B).~~

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act, ~~42 U.S.C. §11431 et seq.~~

105 ILCS 5/10-22.22 and 5/29-1 et seq.

105 ILCS 45/1-15 and /1-17.

625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, ~~5/12-813~~, 5/12-813.1, 5/12-815, 5/12-816, 5/12-821, and 5/13-109.

23 Ill.Admin.Code §§1.510 and 226.750; Part 120.

92 Ill.Admin.Code ~~§Part 440-3~~.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:280 (Educational Support Personnel - Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 7:220 (Bus Conduct)

~~ADOPTED: February 14, 2018~~

PRESSPlus Comments

PRESSPlus 1. Updated to incorporate an amendment to 105 ILCS 5/29-3, amended by P.A. 100-1142. The Ill. Streetgang Terrorism Omnibus Prevention Act defines *course or pattern of criminal activity* as two or more gang-related criminal offenses committed in whole or in part within Illinois when: (1) one or more of the offenses was committed after 1-1-93, (2) both offenses were committed within five years of each other; and (3) at least one offense involved a felony or forcible felony under the Ill. Criminal Code of 1961 or 2012. 740 ILCS 147/10. It also includes criminal defacement of property that includes a streetgang sign or symbol. Id. The determination as to what constitutes a *serious safety hazard* due to a *course or pattern of criminal activity* under 105 ILCS 5/29-3 is made by the board, in accordance with guidelines determined by local law enforcement, in consultation with the State Superintendent of Education. **Issue 100, February/March 2019**

Document Status: Draft Update

OPERATIONAL SERVICES

4:150 Facility Management and Building Programs

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

Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed \$5,000, including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

Standards for Green Cleaning

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

Standards for Facility Construction and Building Programs

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

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

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

Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

LEGAL REF.:

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

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

105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.6360 (P.A. 100-163, final citation pending), and 5/17-2.11.

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

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

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

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

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

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

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

ADOPTED: February 14, 2018

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement to incorporate the 10-year life safety survey requirement for school buildings. 105 ILCS 5/2-3.12 and 23 Ill.Admin.Code Part 180 contain the school building code and Health/Life and Safety Code for Public Schools (HLS Code), respectively. The board must hire a licensed architect or engineer to conduct a decennial inspection of its school buildings and produce a 10-year safety survey report, which is submitted to the Regional Superintendent (ROE) or Intermediate Service Center (ISC) and the State Superintendent for approval. The board must also report to the ROE or ISC annually on its completion of the report recommendations to comply with the HLS Code. See the Health Life Safety Handbook at www.isbe.net/Pages/Health-and-Life-Safety.aspx for more information about the safety survey process. **Issue 100, February/March 2019**

Document Status: Draft Update

OPERATIONAL SERVICES

4:160 Environmental Quality of Buildings and Grounds

The Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials and (2) the environmental quality of the District's buildings and grounds. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, [225 ILCS 235/](#), and the Lawn Care Products Application and Notice Act, [415 ILCS 65/](#).

The Superintendent shall notify all employees who must be offered, according to State or federal law, District-paid hepatitis B vaccine and vaccination.

LEGAL REF.:

29 C.F.R. §1910.1030, Occupational Exposure to Bloodborne Pathogens, as adopted by the Illinois Department of Labor, 56 Ill.Admin.Code §350.~~300(e)~~.700(b). [PRESSPlus1](#)

29 C.F.R. §1910.1200, Occupational Safety and Health Administration Hazard Communication Standards, as adopted by 820 ILCS 255/1.5, Toxic Substances Disclosure to Employees Act.

20 ILCS 3130/, Green Buildings Act.

105 ILCS 5/10-20.17a; 5/10-20.48-~~135/~~; and.

[105 ILCS 135/](#), Toxic Art Supplies in Schools Act.

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

225 ILCS 235/, Structural Pest Control Act.

415 ILCS 65/, Lawn Care Products Application and Notice Act.

820 ILCS 255/, Toxic Substances Disclosure to Employees Act. (*inoperative*)

23 Ill.Admin.Code §1.330-~~Toxic Materials Training~~.

CROSS REF.: 4:150 (Facility Management and Building Programs), 4:170 (Safety)

~~ADOPTED: August 13, 2014~~

PRESSPlus Comments

PRESSPlus 1. The prior citation was repealed and renumbered. **Issue 100, February/March 2019**

Document Status: Draft Update - New

4:190 Targeted School Violence Prevention Program

New/Unpublished Section

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. [PRESSPlus1](#) Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. [PRESSPlus2](#) The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s). [PRESSPlus3](#)
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors. [PRESSPlus4](#)

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.

105 ILCS 128/, School Safety Drill Act.

745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.

29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 7:140 (Search and Seizure), 6:270 (Guidance and Counseling Program), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

PRESSPlus Comments

PRESSPlus 1. This policy is optional. It contains items from *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Second Edition (August 2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf. *Threat Assessment in Virginia Public Schools* is based upon a synthesis of established research and recognized standards of practice regarding threat assessment and management in school and workplace settings, including *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, a 2002 publication of the U.S. Secret Service and the U.S. Dept. of Education, at: www.secretservice.gov/data/protection/ntac/ssi_guide.pdf.

Boards are authorized to adopt a policy on targeted school violence prevention programs even though State and federal law provide little guidance. Adopting a policy that addresses targeted school violence prevention provides (a) a way for boards to monitor that it is being done, and (b) an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject.

Before adoption of this policy, each board may want to have a conversation with the superintendent to determine whether local

conditions and resources and current practices will support full implementation of this policy and its accompanying administrative procedures. Its goals and program will be most effective when they reflect local conditions and circumstances. Please see the Issue 100 PRESS Update Memo for more information and for a complete listing of the accompanying sample procedures and exhibits for this policy. **Issue 100, February/March 2019**

PRESSPlus 2. Ensuring school safety begins with establishing a comprehensive targeted school violence prevention program, which “includes forming a multidisciplinary threat assessment team, establishing central reporting mechanisms, identifying behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders.” *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, published by the U.S. Secret Service, at: www.dhs.gov/sites/default/files/publications/18_0711_USSS_NTAC-Enhancing-School-Safety-Guide.pdf. **Issue 100, February/March 2019**

PRESSPlus 3. The establishment of threat assessment teams in K-12 public schools is Recommendation #1 of the *Recommendations of the Illinois Terrorism Task Force School Safety Working Group*, presented to the Office of the Governor on 4-5-18, at: www.iasb.com/safety/. Illinois higher education institutions have required threat assessment teams since the passage of the Campus Security Enhancement Act of 2008 (110 ILCS 12/20(b)(2), eff. 1-1-09) in response to the shootings that took place at Virginia Polytechnic Institute and State University on 4-16-07 and Northern Illinois University on 2-14-08. **Issue 100, February/March 2019**

PRESSPlus 4. **Consult the board attorney for guidance concerning liability in this area.** Except for cases of willful and wanton conduct, the Local Governmental and Governmental Employees Tort Immunity Act (TIA) likely protects districts from liability for failure to properly identify and/or respond to a student’s behavior that results in injury or suicide. See 745 ILCS 10/3-108 and *Grant v. Board of Trustees of Valley View School Dist. No. 365-U*, 286 Ill.App.3d 642 (3rd Dist. 1997). Every situation is fact specific, and the issues require careful evaluation. A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its board attorney, to minimize liability, such as adding limiting phrases and ensuring other policies are followed.

In addition to the TIA, school officials and districts may also be entitled to qualified immunity in civil rights lawsuits that seek to hold them liable for a suicide. For further discussion, see f/n 13 in policy 7:290, *Suicide and Depression Awareness and Prevention*. **Issue 100, February/March 2019**

Document Status: Draft Update

Educational Support Personnel

5:330 Sick Days, Vacation, Holidays, and Leaves

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

Sick and Bereavement Leave, Association Leave, Other Extended Leaves of Absence, Unpaid Leaves of Absence

Please refer to the applicable collective bargaining agreement(s).

Parental Leave

Please refer to the applicable collective bargaining agreement(s).

Sick [PRESSPlus1](#) and Bereavement Leave

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees who work at least half-time are entitled to sick days on the same basis as full-time employees, but the pay will be based on the employee's average number of part-time hours per week. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year. This policy is the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon a District employee's retirement under the Illinois Municipal Retirement Fund.

Sick leave is defined in State law as personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption. The Superintendent and/or designee shall monitor the use of sick leave.

As a condition for paying sick leave after 3 days absence for personal illness or 30 days for birth or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a chiropractic physician licensed under the Medical Practice Act, (3) an advanced practice registered nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice registered [PRESSPlus2](#) nurse to perform health examinations, (4) a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (5) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than 3 days for personal illness, the District shall pay the expenses incurred by the employee.

The use of paid sick leave for adoption or placement for adoption is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement. The Superintendent may require that the employee provide evidence that the formal adoption process is underway.

Vacation

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Twelve-month educational support professionals who are not members of the bargaining unit shall be entitled to paid vacation as follows:

<u>Length of Employment</u>	<u>Duration of Vacation</u>
From: Beginning July 1 of	
Years 1-4	10 Days
Year 5-9	15 Days
Years 10+	20 Days

Part-time twelve-month educational support professionals will receive a pre-rated allocation of vacation leave based upon

the percentage of time they work. The educational support professional must have the authorization of the immediate supervisor prior to taking vacation leave. Vacation leave in excess of ten consecutive days requires the approval of the Superintendent.

Educational support professionals may carry over unused vacation days for use during the subsequent fiscal year July 1 - June 30. Unused vacation days from the current year which are not used in the next fiscal year will be forfeited; they do not accumulate.

In accordance with law, the Board will compensate the educational support professional for any unused vacation days upon termination of service to the district. The compensation will be at the salary rate prevailing at termination.

Holidays

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a holiday listed below, District employees will not be required to work on:

New Year's Day	Labor Day
Martin Luther King Jr.'s Birthday	Columbus Day
Abraham Lincoln's Birthday	Veteran's Day
Casimir Pulaski's Birthday	Thanksgiving Day
Memorial Day	Christmas Day
Independence Day	

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Twelve-Month Employee Leave

Twelve-month educational support professionals who are not members of the bargaining unit will be annually entitled to fifteen (15) days of paid sick leave, three (3) days of personal leave and three (3) bereavement days. Annual unused sick leave and personal days will be added to the employee's accumulated total of paid sick leave; there will be no limit on the accumulated total.

Personal Leave

Please refer to the applicable collective bargaining agreement(s).

Leave to Serve as a Trustee of the Illinois Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the **Ill. Illinois** Municipal Retirement Fund in accordance with [105 ILCS 5/24-6.3](#).

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leaves for Service in the Military and General Assembly.
2. School Visitation Leave.
3. Leaves for Victims of Domestic or Sexual Violence.
4. **Child Bereavement Leave.** [PRESSPlus3](#)
5. Leave to serve as an election judge.

LEGAL REF.:

[20 ILCS 1805/30.1](#) et seq.

[105 ILCS 5/10-20.7b](#), [5/24-2](#), and [5/24-6](#).

820 ILCS 147 ~~and 180/~~, **School Visitation Rights Act.**

820 ILCS 154/, **Child Bereavement Leave Act.**

820 ILCS 180/, Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

ADOPTED: July 13, 2016

PRESSPlus Comments

PRESSPlus 1. Consult the board attorney about the Employee Sick Leave Act 820 ILCS 191/, added by P.A. 99-841, eff. 1-1-17. It prohibits employers from limiting the use of sick time to an employee's own illnesses and allows employees to use employer-provided sick leave to care for an ill or injured *family member* or to attend a medical appointment with a family member. The law defines family members as a child (biological, adopted, stepchild, or legal ward), spouse, domestic partner, sibling, parent, mother- or father-in-law, grandchild, grandparent, or stepparent (*id.* at 191/10(b)). Leave may be taken under the same terms for which the employee would be permitted to take leave for his or her own illness or injury. **Issue 93, October 2016**

PRESSPlus 2. Updated in response to 105 ILCS 5/24-6, amended by P.A. 100-513. **Issue 100, February/March 2019**

PRESSPlus 3. 820 ILCS 154/, added by P.A. 99-703 requires employers to offer this unpaid leave to employees that are *eligible employees* under FMLA. (29 U.S.C. 2601 et seq.)

See the Child Bereavement Leave subhead in policy 5:250, *Professional Personnel – Leaves of Absence*, for further information. **Issue 93, October 2016**

5:330 Sick Days, Vacation, Holidays, and Leaves

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

Sick and Bereavement Leave, Association Leave, Other Extended Leaves of Absence, Unpaid Leaves of Absence

Please refer to the applicable collective bargaining agreement(s).

Parental Leave

Please refer to the applicable collective bargaining agreement(s).

Sick and Bereavement Leave

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees who work at least half-time are entitled to sick days on the same basis as full-time employees, but the pay will be based on the employee's average number of part-time hours per week. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year. This policy is the District's written plan allowing eligible employees to convert eligible accumulated sick leave to service credit upon a District employee's retirement under the Illinois Municipal Retirement Fund. Sick leave is defined in State law as personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption. The Superintendent and/or designee shall monitor the use of sick leave.

As a condition for paying sick leave after 3 days absence for personal illness or 30 days for birth or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a chiropractic physician licensed under the Medical Practice Act, (3) an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, (4) a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (5) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than 3 days for personal illness, the District shall pay the expenses incurred by the employee.

The use of paid sick leave for adoption or placement for adoption is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement. The Superintendent may require that the employee provide evidence that the formal adoption process is underway.

Vacation

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The Board believes that employees are granted vacation time for the purpose of enhancing the physical and mental health necessary to be fully productive and happy employees. As such, the Board encourages employees that earn vacation days to utilize those days in furtherance of a healthy life-work balance.

Twelve-month educational support professionals and other twelve-month employees who are not members of the bargaining unit and not under a written employment contract shall be entitled to paid vacation as follows:

<u>Length of Employment</u>	<u>Duration of Vacation</u>
From: Beginning July 1 of	
Years 1-4	10 days
Years 5-9	15 days
Years 10+	20 days

Although all days are available "up front" for use by the employees referenced above, the vacation days will be prorated in case of early separation from employment with the district.

From the date of eligibility for vacation days, such vacation days will be earned under the following formula:

- a. From the date of employment, vacation days are earned at a rate of 0.87 days per month to a total of 10 days per year.
- b. After 4 full years of service, vacation days are earned at a rate of 1.25 days per month to a total of 15 days per year.
- c. After 9 full years of service, vacation days are earned at a rate of 1.67 days per month to a total of 20 days per year.

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~~Part-time twelve-month educational support professionals will receive a pre-rated allocation of vacation leave based upon the percentage of time they work. The educational support professional must have the authorization of the immediate supervisor prior to taking vacation leave. Vacation leave in excess of ten consecutive days requires the approval of the Superintendent.~~

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Educational support professionals may carry over up to ten (10) earned but unused vacation days for use during the subsequent fiscal year July 1 - June 30. Unused vacation days from the current year which are not used in the next fiscal year will be forfeited; they do not accumulate.

In accordance with law, the Board will compensate the educational support professional for any [vacation time earned but](#) unused vacation days upon termination of service to the district. The compensation will be at the salary rate prevailing at termination.

Holidays

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a holiday listed below, District employees will not be required to work on:

New Year's Day	Labor Day
Martin Luther King Jr.'s Birthday	Columbus Day
Abraham Lincoln's Birthday	Veteran's Day
Casmir Pulaski's Birthday	Thanksgiving Day
Memorial Day	Christmas Day
Independence Day	

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Twelve-Month Employee Leave

Twelve-month educational support professionals who are not members of the bargaining unit will be annually entitled to fifteen (15) days of paid sick leave, three (3) days of personal leave and three (3) bereavement days. Annual unused sick leave and personal days will be added to the employee's accumulated total of paid sick leave; there will be no limit on the accumulated total.

Personal Leave

Please refer to the applicable collective bargaining agreement(s).

Leave to Serve as a Trustee of the Illinois Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Illinois Municipal Retirement Fund in accordance with [105 ILCS 5/24-6.3](#).

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy [5:250](#), *Leaves of Absence*:

1. Leaves for Service in the Military and General Assembly.
2. School Visitation Leave.
3. Leaves for Victims of Domestic or Sexual Violence.
4. Leave to serve as an election judge.

LEGAL REF.:

[20 ILCS 1805/30.1](#) et seq.

[105 ILCS 5/10-20.7b](#), [5/24-2](#), and [5/24-6](#).

[820 ILCS 147](#) and [180/](#).

[820 ILCS 154/](#).

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: [5:180](#) (Temporary Illness or Temporary Incapacity), [5:185](#) (Family and Medical Leave), [5:250](#) (Professional Personnel - Leaves of Absence)

ADOPTED: ~~July 13, 2016~~ [May 8, 2019](#)

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Document Status: Draft Update

INSTRUCTION

6:15 School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared State Goals for Learning with accompanying Illinois Learning Standards.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with [See: 105 ILCS 5/2-3.153 of the School Code](#), annually administer [at least biennially a climate survey of learning conditions](#) on the instructional environment within the school to, at minimum, students in grades [4](#) through 8 and teachers. [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, [5/2-3.25d](#), 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, [5/2-3.153](#), 5/10-21.3a, and 5/27-1.

[23 Ill.Admin.Code Part 1, Subpart A](#): Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

[ADOPTED: February 8, 2017](#)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/2-3.153, amended by P.A. 100-1046, requiring that school climate surveys be administered annually rather than biennially to students in grades 4-12. **Issue 100, February/March 2019.**

Document Status: 5-Year-Review - Needs Review

INSTRUCTION

6:65 Student Social and Emotional Development

Student social and emotional development shall be incorporated in the District's educational program and shall be consistent with the social and emotional development standards to be contained in the Illinois Learning Standards. The objectives for addressing the needs of students for social and emotional development through the educational programs are to:

1. Enhance students' school readiness, academic success, and use of good citizenship skills;
2. Foster a safe, supportive learning environment where students feel respected and valued;
3. Teach social and emotional skills to all students;
4. Partner with families and the community to promote students' social and emotional development; and
5. Prevent or minimize mental health problems in students.

LEGAL REF.:

Children's Mental Health Act of 2003, [405 ILCS 49/1](#) *et seq.*

CROSS REF.: 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services)

ADOPTED: February 13, 2013

Document Status: 5-Year-Review - Needs Review

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student in grades 6-8 or who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. *7:20, Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - b. *7:180, Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 6 through 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

[105 ILCS 110/3.10.](#)

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: April 9, 2014

Document Status: 5-Year-Review - Needs Review

COMMUNITY RELATIONS

8:95 Parental Involvement

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall:

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the Board of Education on the implementation of this policy.

CROSS REF.: 6:170 (Title I Programs), 6:250 (Community Resource Persons and Volunteers), 8:10 (Connection with the Community), 8:90 (Parent Organizations and Booster Clubs)

~~ADMIN. PROC.: 6:170-E1 (District Level Parental Involvement Compact in Title I Programs), 6:170-E2 (School Level Parental Involvement Compact in Title I Programs)~~

~~ADOPTED: February 13, 2013~~

INTERGOVERNMENTAL COOPERATION AGREEMENT
BETWEEN
THE BOARD OF EDUCATION OF
ARLINGTON HEIGHTS SCHOOL DISTRICT NO. 25
COOK COUNTY, ILLINOIS
AND
THE BOARD OF EDUCATION OF
PROSPECT HEIGHTS SCHOOL DISTRICT NO. 23
COOK COUNTY, ILLINOIS
FOR
FOOD SERVICES

THIS AGREEMENT (“Agreement”), is made this **1st day of August, 2019**,
By and between the Board of Education of Arlington Heights School District No. 25,
Cook County, Illinois (“District 25”) and the Board of Education of Prospect Heights
School District No. 23, Cook County, Illinois (“District 23”).

Witnesseth

WHEREAS, District 25 and District 23 are authorized to enter into an Intergovernmental Agreement pursuant to Article VII, Section 10, of the Illinois Constitution of 1970 and the *Intergovernmental Cooperation Act, 5 ILCS 220/1 et. seq.* providing for the execution of agreements and implementation of cooperative ventures between public agencies of the State of Illinois: and

WHEREAS, District 25 and District 23 are authorized by the School Code of Illinois, 105 ILCS 5/10-22.26, to maintain and operate a school lunch program in accordance with the applicable regulations of the State Board of Education and agencies of the United States Government; and

WHEREAS, subject to the terms set forth below, District 25 agrees to operate a school lunch program consisting of bulk lunches and ala carte food items to MacArthur Middle School, and a lunch program for all students in Betsy Ross Elementary, Eisenhower Elementary and Sullivan Elementary.

NOW, THEREFORE, in the consideration of the mutual covenants herein contained and each and every act to be performed hereunder by either of the parties hereto, District 25 and District 23 agree as follows:

1. **TERMS OF MEAL SERVICE.** District 25 will provide meal service to the schools on the full school days established on the District 23 School Board approved annual calendar. Meal service will begin on the first full day for students in August 2019, and continue until the last full student attendance day in June 2020. In the event that the District 23 school calendar is extended beyond this date due to the use of emergency day(s), District 25 agrees to provide meals for these days, provided that District 23 pays District 25 the additional labor charge for these days.

2. **BULK LUNCH REQUIREMENTS.** District 25 will prepare bulk lunches which when served in the designated portion, will meet all meal pattern requirements of the National School Lunch Program and will include the appropriate servings of meat/meat alternate, vegetables /fruits and grains. The meal will also include all appropriate condiments and an occasional bonus item intended to add additional interest and/or calories to the meals.
3. **MEAL PREPARATION.** Meals will be prepared at District 23 MacArthur Middle School according to printed menus, a copy of which will be supplied to the District 23 Business Office no later than two weeks in advance of service to allow adequate time to disseminate copies to parents in each school.
4. **DAILY NUMBER OF MEALS REQUIRED.** The number of meals prepared by District 25 will be based on a daily forecast for the MacArthur School and on a pre-ordered amount for the grade centers called in daily to the kitchen. Due to the variety of food items offered there may be times that a certain item is not available.
5. **MEAL CHARGES AND INVOICES.** District 25 will accept cash on location and deposit that money into District 23 accounts. **District 23 will pay District 25 for all milk, bread, fruits and vegetables, and groceries as billed from the distributors, along with labor and benefits. In addition, District 23 will pay the greater of 5% or \$1,460 per month for management fees and the greater of 7% or \$1,980 per month for administrative fees.**
6. **USDA COMMODITIES.** District 23 agrees to supplement the per-meal cash payment by sharing all donated USDA commodities at no cost to District 25 for use in meals prepared and served in District 23 only.
7. **FIELD TRIP LUNCHES.** Scheduled field trips must be reported to District 25 five days (5) prior to the date so the kitchen can reduce the amount of food prepared. Lunches required for field trips must be ordered at least 5 days in advance.
8. **EQUIPMENT MAINTENANCE.** District 23 will be responsible for maintaining/replacing equipment including POS equipment and licensing agreements that are being considered. District 23 will also be responsible for preventative maintenance on equipment located in the kitchen that can be performed by a district employee. District 25 employees will call service companies only **after notifying District 23 maintenance personnel** and any repair costs will be covered by District 23.
9. **ADDITIONAL EQUIPMENT.** District 23 will provide equipment needed to serve bulk hot lunches on lunch trays. District 23 will be responsible for

providing any additional electric or gas needed, **if new equipment is mutually agreed upon**. District 23 will assume responsibility to safeguard equipment during off hours of operation, over holidays and summer months. District 23 will be responsible to install any equipment as required by local health department regulations.

10. **NATIONAL SCHOOL LUNCH PROGRAM STATUS.** District 23 will become a National School Lunch Program Sponsor for the Schools in District 23 and District 25 will be responsible for all paperwork and communications incumbent on that status - will be split as follows:
 - a. The Annual Application for Participation in National School Lunch and Food Distribution Programs. **D25**
 - b. The Renewal Certification of Agreement and Policy Statement. **D25**
 - c. The monthly USDA Commodities Communications. **D25**
 - d. Free and Reduced Price Meal Applications and all necessary processing and communications to households. **D23**
 - e. Monthly Claims for Reimbursement. **D25**
 - f. Audits. **D25**

11. **REQUEST FOR OPEN COMMUNICATIONS.** District 25 requests that a short meeting be scheduled monthly with the Principal/Asst. Principal and Food Service Staff working in each building along with the Director from District 25.

12. **ADDITIONAL SERVICES.** District 25 will accommodate when possible request for additional services which could include but not be limited to; catering for meetings, kindergarten snack programs, food for before and after school programs. Additional labor charges would apply to these programs and will be included in the end of month billing.

13. **INSURANCE.** District 25 agrees to purchase from and maintain in a company or companies lawfully authorized to do business in the State of Illinois, Comprehensive General Liability insurance coverage with combined single limits of at least \$1,000,000.00 on a per occurrence basis (**or comparable coverage as part of a self-insurance pool**), governing all liability arising out of this agreement. **District 23 is to be named as an additional insured and to be provided with a copy of the certificate of insurance.**

14. **INDEMNIFICATION.** District 23 and District 25 shall indemnify, release and hold harmless each other, including their respective Board Members, employees and agents, in their individual and official capacities, from and against any and all claims, demands, liabilities, injuries, or causes of action, including but not limited to, reasonable attorney's fees, costs and expenses of litigation, to the extent the indemnifying party's negligent conduct or willful

misconduct, or that of its employees or that of its employees or agents, related to the food services provided in accordance with the Agreement causes damage to property or injury, illness, or death to persons.

15. **DEFAULT.** In the event that one party believes the other to be in default under this Agreement, that party acting through its Superintendent, shall notify the other party in writing and allow that party thirty (30) days from the date of receipt of the notice to cure the default. If the default is not cured, the party having sent the notice of default may terminate this agreement by serving written notice on the other party effective ten (10) days after receipt of the notice by the other party. No waiver of any default shall be implied by the failure of either party to give notice of default, and no express waiver shall affect any other default except this one specified in the waiver.
16. **NO ASSIGNMENT.** Neither party may assign any rights or duties under this Agreement without the written consent of the other party.
17. **NOTICES.** All notices to the parties to this agreement shall be made by certified mail to the addresses below.

Arlington Heights School District No. 25
1200 S. Dunton Ave.
Arlington Heights, IL 60005

Prospect Heights School District No. 23
700 North Schoenbeck Road
Prospect Heights, IL 60070

18. **SUCCESSORS.** This Agreement shall be binding upon the successors of the parties respective Boards.
19. **HEADINGS.** The Agreement heading and all paragraph headings are for quick reference and convenience only and do not alter, amend, explain or otherwise affect the terms and conditions appearing in this Agreement.
20. **AMENDMENTS.** No modifications or amendments or waiver of any provision hereto shall be valid and binding unless in writing and signed by both parties.
21. **COMPLETE UNDERSTANDING.** This Agreement sets forth all the terms, conditions, agreements and understandings between District 25 and District 23 relative to the subject matter hereof and there are no agreements or conditions, oral or written, expressed or implied, between them other than as herein set forth.

22. **GOVERNING LAW.** This Agreement and the rights and responsibilities of the parties hereto shall be interpreted and enforced in accordance with the laws and State of Illinois.
23. **EFFECTIVE DATE.** The effective date of the Agreement is **August 1, 2019, pending approval.**

Arlington Heights School District 25
 RCTDS – District 25
 050160250020000

Prospect Heights School District 23
 RCTDS – District 23
 050160230020000

Coletta Hines-Newell
 Food Service Director
 Arlington Heights School District 25
 1200 S. Dunton Avenue
 Arlington Heights, IL 60005
 847-758-4904
chinesnewell@sd25.org

Dr. Don Angelaccio
 Superintendent
 Prospect Heights School District 23
 700 N. Schoenbeck Road
 Prospect Heights, IL 60070
 847-870-3850
dangelaccio@d23.org

Location Sites

MacArthur Middle School-Breakfast/Lunch
 Eisenhower Elementary-Breakfast/Lunch
 Betsy Ross Elementary-Breakfast/Lunch
 Anne Sullivan Elementary-Breakfast/Lunch

SIGNATURE PAGE FOR INTERGOVERNMENTAL COOPERATION AGREEMENT

Board of Education
Arlington Heights
School District No. 25
Cook County, Illinois

Board of Education
Prospect Heights
School District No. 23
Cook County, Illinois

By: 

By: _____

Attest: 

Attest: _____

Date: 3-19-19

Date: _____

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
PROSPECT HEIGHTS SCHOOL DISTRICT 23
AND
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 21**

This Intergovernmental Agreement (“IGA”) is made by and between the Boards of Education of Prospect Heights School District 23, Cook County, Illinois (“D23”), and Community Consolidated School District 21, Cook County, Illinois (“D21”), subject to the following terms and conditions:

I. Rationale and Background Information.

1. Article VII, Section 10 of the *Illinois Constitution* and the *Intergovernmental Cooperation Act*, 5 ILCS 220/1 *et seq.*, authorize and encourage intergovernmental cooperation.
2. Both D23 and D21 offer curricular programming for their students and work collaboratively to address shared service opportunities, assist in facilitating program needs for related programs in times of need.
3. D21 is performing construction, renovation and other projects during the 2019 summer in order to remodel and upgrade its buildings to enhance the education and safety of its students.
4. D23 has space available for use by D21 in order to accommodate the needs of the District, its students and staff in providing the D21 summer school program.

II. Program Details.

1. Effective June __, 2019, a shared co-curricular facility will be created at D23’s Douglas MacArthur Middle School located at 700 N Schoenbeck Road, Prospect Heights, Illinois for use by D21 students for the purpose of 2019 Summer School Program. Appendix A contains a list of rooms/areas (“D21 summer curricular facilities”) and proposed usages, which may be amended by written agreement of the Superintendents of D23 and D21 at any time without amending this Agreement.
2. The term of this Agreement shall last up to and include July __, 2019.
3. The D21 summer curricular facilities will be used by D21 staff and students during the school day including immediately before and after school. Hours of access shall be from 7:00 am to 4:00 pm Monday through Friday during the term of this Agreement

4. Any signage to be utilized shall be agreed to by the parties and shall conform to standards established by D23. Costs for signage, if any, shall be paid by D21.
5. D21 shall provide a D21 custodian at the sole expense of D21 at all times during which D21 is using the D21 summer curricular facilities in Douglas MacArthur Middle School during the term of this Agreement and for which time is required to clean and maintain the facilities in accordance with the standards and expectations of D23.
6. D21 shall have access to any and all D23 furniture in the identified D21 summer curricular facilities. If D21 wishes to utilize other furniture in the D21 summer curricular facilities, D21 is solely responsible for providing such furniture, moving the existing AND other furniture.
7. D23 will provide access to the internet via a secure network for D21 and access to copiers.
8. D21 will provide access and use of identified printers and copiers. D21 shall pay for the supplies and paper used while utilizing D23 copiers. D21 may provide its own paper for the use of the copiers if it so chooses at no additional expense to D21.

III. Use of Facilities.

1. D23 agrees to assume all costs associated with cleaning, supervision, normal and customary repair, maintenance, life safety work, internet access, etc., of the facilities in the normal course of usage outside of the normal school day EXCEPT that D21 will provide custodial services for the D21 summer curricular facilities. No rent or other fee shall be paid by D21 to D23. Any necessary repairs resulting from damage from the D21 summer curricular facilities program or event that does not result from normal wear and tear shall be paid for by D21. The D21 Program staff and participants shall have a non-exclusive right to use, and to permit others to use, the common areas at Douglas MacArthur Middle School, including, but not limited to, exterior walkways, interior hallways, restrooms, green space, and parking areas not included in Appendix A, provided that any such use by D21 Program staff, its licensees and invitees shall be solely for the permitted purposes specified in this Agreement. The Superintendents of D23 and D21, or their respective designees shall agree on any portion(s) of the building that are NOT permitted for use and guidelines as to ingress and egress for purposes of maximizing the security of the students and staff.
2. D23 will provide identification cards/access codes for D21 employees to access D21 summer curricular facilities. D23 will similarly provide identification cards for D21 students to access summer curricular facilities, if necessary. D21 employees will comply with all D23 security procedures,

including locking the building and arming security systems, if necessary, after D21 activities, if necessary. All D21 employees, agents, mentors and volunteers permitted access to D21 summer curricular facilities shall be subject to a criminal background check at D21's expense.

3. The Parties agree that parking spaces at MacArthur Middle School are sufficient for purposes of this Agreement and no parking spaces or areas will otherwise be designated for use by D21 Program staff or students, unless otherwise agreed to by the parties.
4. The parties agree to mutually indemnify, defend and hold harmless the other party and their respective board members, employees, volunteers and agents from all claims, causes of action, damages, whether to person (including death) or property, costs (including reasonable attorneys' fees), and losses (collectively "Loss") to the extent the Loss arises out of the negligent acts or omissions or willful misconduct of the indemnifying party, or its respective employees, agents, mentors, program participants, or volunteers.
5. During the term of this Agreement, D21, at its sole cost and expense shall carry and maintain comprehensive general liability insurance, insuring against all liability of D23 arising out of the activities occurring pursuant to this Agreement and related to its indemnification obligations to D23, with a minimum combined single limit of One Million Dollars (\$1,000,000.00) per occurrence and Two Million Dollars (\$2,000,000.00) general aggregate. In addition, D21 shall carry umbrella liability insurance with a minimum combined single limit of One Million Dollars (\$1,000,000.00) per occurrence and One Million Dollars (\$1,000,000.00) general aggregate. D21 shall cause its insurers to issue a Certificate of Insurance to D23 listing the Board of Education of Prospect Heights School District 23, its Board Members, agents and employees, as additional party insureds on such policy(ies), and said Certificate shall further state that written notice shall be provided to D23 not less than thirty (30) days prior to cancellation of such policy(ies).
6. Nothing contained in this Agreement is intended to constitute nor shall constitute a waiver of the defenses available to either party under the *Illinois Local Governmental and Governmental Employees Tort Immunity Act*, with respect to claims by third parties.
7. All D21 employees, students, contracted staff, and volunteers will comply with all D23 policies and rules while on D23 property.

IV. General Terms.

1. Neither party may assign any rights or duties under this Agreement without the prior express written consent of the other party.

2. This Agreement shall constitute the entire agreement of the parties with respect to the matters contained in this Agreement and this Agreement supersedes any and all prior agreements and understandings, whether written or oral, formal or informal.
3. Any notice or communication permitted or required under this Agreement shall be in writing and shall become effective on the day of mailing thereof by first class mail, registered or certified mail, postage prepaid or by a national overnight courier, addressed to the administrative offices of the other party.
4. This Agreement may be amended in writing by agreement of the parties. The parties shall reasonably cooperate with each other and shall provide reasonable assistance to the other party to aid the other party in fulfilling its obligations under this Agreement.
5. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois without regard to conflict of law principles. Jurisdiction and venue for all disputes hereunder shall be the Circuit Court located in Cook County, Illinois, or the federal district court for the Northern District of Illinois. The parties shall comply with all applicable local, county, State and federal laws and regulations.
6. If any term, covenant, condition, or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remainder of the provisions shall remain in full force and effect and shall in no way be affected, impaired, or invalidated.
7. This Agreement may be signed in counterparts and it shall be effective on the date listed below. If the dates differ, the latter date shall be considered the effective date of this Agreement.

**BOARD OF EDUCATION,
ELEMENTARY SCHOOL DISTRICT 23,
Cook County, Illinois,**

**BOARD OF EDUCATION,
Community Consolidated School District 21,
Cook County, Illinois,**

President

President

Date. _____

Date. _____

ATTEST:

ATTEST:

Secretary

Secretary

Date. _____

Date. _____

APPENDIX A

<u>Purpose</u>	<u>Location</u>	<u>Proposed use and description</u>	<u>Changes/needs</u>
	Room		
	Room		



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

Date: May 3, 2019

Subject: Formal payment of bills from April 16, 2019 to May 7, 2019 pursuant to BOE Weekly Bill Payment Resolution Approved 5/9/2018

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

Pursuant to the Bill Payment Resolution for FY 2019 approved at the May 9, 2018 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 April 16, 2019, through May 7, 2019.

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 April 2019 AND the insurance benefit payments made for April 2019.

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



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

Date: April 30,2019

Subject: Salaries and Benefits Paid April 2019

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 April 2019. Those amounts have been paid as follows

April 2019 Payroll and Insurance Information

April 15th Hourly	\$14,994.62
April 15th Salary	\$552,475.52
April 15th Total	\$567,470.14
April 30th Hourly	\$26,489.15
April 30th Salary	\$562,250.84
April 30th Total	\$588,739.99
Special Payroll Hourly	\$170.10
Special Payroll Salary	\$855.86
Special Payroll Total	\$1,025.96
Total April Salaries	\$1,157,236.09
Total April Insurance	\$239,538.24
Total Salary and Insurance	\$1,396,774.33

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

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AISLE Assoc of IL Sch Library Educators						
Check Group:						
bluestem registration for 2020 - used PO AisleBY2020		1	190930	2019037 4/4/2019	10.5.0000.2222.410.02.0000 General Supplies	\$10.00
					Check #: 0	
						PO/InvoiceTotal: \$10.00
						Vendor Total: \$10.00
Apple Inc.						
Check Group:						
13-inch Macbook Air: 1.8GHz dual-core Intel Core i5, 128GB 1.8GHz Intel Dual-Core Core i5, Turbo Boost up to 2.9GHz Intel HD Graphics 6000 8GB 1600MHz LPDDR3 SDRAM 128GB PCIe-based SSD Backlit Keyboard (English) /User's Guide (English)		2	190903	AA11592084 4/11/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$1,698.00
					Check #: 0	
						PO/InvoiceTotal: \$1,698.00
						Vendor Total: \$1,698.00
AssetGenie, Inc						
Check Group:						
Glass/Digitizer and LCD - 4704		1	190956	1378654 3/15/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$119.00
					Check #: 0	
						PO/InvoiceTotal: \$119.00
						Vendor Total: \$119.00
Demco Inc.						
Check Group:						
6 library items	00220	1	190891	6581307 4/1/2019	10.5.0000.2222.410.05.0000 General Supplies	\$142.07
					Check #: 0	
						PO/InvoiceTotal: \$142.07

102

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$142.07
Discovery Benefits						
Check Group:						
FSA - Monthly - March 2019		1	0	995963-IN 3/31/2019	10.5.0000.2520.319.01.0000 Professional Services	\$106.25
Check #: 0						
PO/InvoiceTotal:						\$106.25
Vendor Total:						\$106.25
Donald Angelaccio	80938					
Check Group:						
Reimbursement for Teacher Recognition Breakfast		1	0	REIM.TRBreakfas t.319 4/9/2019	10.5.0000.2321.490.01.0000 Central Office Food/Meals	\$122.45
Check #: 0						
PO/InvoiceTotal:						\$122.45
Vendor Total:						\$122.45
First Student	00406					
Check Group:						
MAC - Band - Johnsburg		1	0	091-C-066234 3/8/2019	40.5.0000.2551.336.04.0000 VIM Trips (ALL)	\$404.12
MAC Chorus - Johnsburg		1	0	091-C-066235 3/8/2019	40.5.0000.2551.336.04.0000 VIM Trips (ALL)	\$209.20
MAC - Orchestra - Hawthorn Middle School/Lou's		1	0	091-C-066240 4/9/2019	40.5.0000.2551.336.04.0000 VIM Trips (ALL)	\$220.97
MAC - Orchestra - Sunset Ridge School/McDonalds		1	0	091-C-066273 3/12/2019	40.5.0000.2551.336.04.0000 VIM Trips (ALL)	\$179.59
MAC - Band - McHenry Middle School		1	0	091-C-066306 3/14/2019	40.5.0000.2551.336.04.0000 VIM Trips (ALL)	\$190.29
SpEd Transportation - MAC - Marianos		1	0	091-C-066446 3/22/2019	40.5.0000.2552.331.01.0000 Spec. Education Transportation	\$155.68
Check #: 0						

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$1,359.85</u>
						Vendor Total: <u>\$1,359.85</u>
Follett School Solutions, Inc						
Check Group:						
8 Titles / 10 Books		1	190840	437958F 4/5/2019	10.5.0000.2222.430.04.0000 Library Books - Middle School	\$56.08
						Check #: 0
						PO/InvoiceTotal: <u>\$56.08</u>
						Vendor Total: <u>\$56.08</u>
Goodman, Jordan						
01904						
Check Group:						
Tune Kawai piano--choir room		1	190827	Piano.Feb2019 2/20/2019	10.5.0000.1117.323.04.0000 Chorus Repair & Maintenance Services (Mac Arthur)	\$125.00
Repair stuck piano keys--choir room		1	190827	Piano.Feb2019 2/20/2019	10.5.0000.1117.323.04.0000 Chorus Repair & Maintenance Services (Mac Arthur)	\$25.00
Tune Yamaha piano--orchestra		1	190827	Piano.Feb2019 2/20/2019	10.5.0000.1117.323.04.0000 Chorus Repair & Maintenance Services (Mac Arthur)	\$125.00
						Check #: 0
						PO/InvoiceTotal: <u>\$275.00</u>
						Vendor Total: <u>\$275.00</u>
Illinois Department of Public Health						
05704						
Check Group:						
2019 Vision and Hearing Recertiufucation - K Quatman - ROSS		1	190935	Nurse.KQ.2019 4/5/2019	10.5.0000.2134.312.01.0000 Professional Development	\$60.00
						Check #: 0
						PO/InvoiceTotal: <u>\$60.00</u>
						Vendor Total: <u>\$60.00</u>
Jasculca Terman Strategic Communications						
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Professional Public Affairs Services for the month of March 2019		1	0	48680 4/9/2019	10.5.0000.2310.319.01.0000 BOE Professional/Contracted Services	\$299.00
				Check #: 0		
					PO/InvoiceTotal:	\$299.00
					Vendor Total:	\$299.00
Leja, Maggie						
Check Group:						
MAC - Poms' Uniform Sewing		1	0	MAC.PomsSewin g 4/4/2019	10.5.0000.1503.319.04.0000 Professional Services	\$24.00
				Check #: 0		
					PO/InvoiceTotal:	\$24.00
					Vendor Total:	\$24.00
Mailbox Plus	01038					
Check Group:						
Ike - Return of PO 190842. D. Goldstein		1	0	Ike.Rtn.DG.SSW W 4/1/2019	10.5.0000.1116.410.05.0000 PE Instructional Supplies/Equipment (Eisenhower)	\$29.53
				Check #: 0		
					PO/InvoiceTotal:	\$29.53
					Vendor Total:	\$29.53
McHugh, James						
Check Group:						
Girls Volleyball Referee Game 3/5/19 Vs River Trails		1	190957	Mac.Ref.3519JH 4/8/2019	10.5.0000.1503.319.04.0000 Professional Services	\$70.00
				Check #: 0		
					PO/InvoiceTotal:	\$70.00
					Vendor Total:	\$70.00
Penworthy Company LLC						
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
50 books		1	190866	0550019-IN 3/13/2019	10.5.0000.2222.430.05.0000 Library Books - Elementary	\$817.70
Check #: 0						
PO/InvoiceTotal:						\$817.70
Vendor Total:						\$817.70
Proforma Cohrs Group						
Check Group:						
3 Logo concepts in 2 colors - 2 rounds of revisions		1	190814	0R92000106 4/8/2019	10.5.0000.2321.490.00.0000 Superintendent Special Projects	\$300.00
Check #: 0						
PO/InvoiceTotal:						\$300.00
Check Group:						
Green #Proud2BD23 Lanyards		200	190947	0R92000086 3/17/2019	10.5.0000.2640.410.01.0000 General Supplies	\$294.00
Set Up		1	190947	0R92000086 3/17/2019	10.5.0000.2640.410.01.0000 General Supplies	\$20.00
MAC - Yellow Guest Lanyards (25 @ 1.47) and set up (\$5)		1	190947	0R92000086 3/17/2019	10.5.0000.1120.410.04.0000 General Supplies	\$41.75
SULL - Yellow Guest Lanyards (25 @ 1.47) and set up (\$5)		1	190947	0R92000086 3/17/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$41.75
ROSS - Yellow Guest Lanyards (25 @ 1.47) and set up (\$5)		1	190947	0R92000086 3/17/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$41.75
IKE - Yellow Guest Lanyards (25 @ 1.47) and set up (\$5)		1	190947	0R92000086 3/17/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$41.75
Check #: 0						
PO/InvoiceTotal:						\$481.00
Vendor Total:						\$781.00
Quinlan & Fabish Music	00867					
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Band Pins		17	190857	11174254 3/14/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$87.55
Check #: 0						
PO/InvoiceTotal:						\$87.55
Vendor Total:						\$87.55
Really Good Stuff						
Check Group:						
spanish tap a sound box cards		1	190895	6848468 4/11/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$24.99
spanish advanced syllable books		1	190895	6848468 4/11/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$41.24
spanish tap syllable cards		1	190895	6848468 4/11/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$24.99
Check #: 0						
PO/InvoiceTotal:						\$91.22
Vendor Total:						\$91.22
S & S Worldwide, Inc.	80844					
Check Group:						
Gator Skin Dodgeballs		4	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$207.96
Hoop Pack		1	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$65.99
Gator Skin Soccer Balls		8	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$143.92
Rubber Basketballs Official Size		2	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$123.98
Rubber Basketballs Intermediate Size		1	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$61.99
Foam Footballs		2	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$82.48

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Table Top Curling Set		2	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$23.98
Coin Shot Game		1	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$10.99
Emoji Memory Game		1	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$15.99
Jumbo Cards		2	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$16.98
Super Jumbo Cards		1	190878	IN100066219 3/19/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$14.49
Coin Shot Game		1	190878	IN100074033 3/26/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$10.99
Check #: 0						
PO/InvoiceTotal:						\$779.74
Vendor Total:						\$779.74
VT Services, Inc						
Check Group:						
Apple Macbook Pro laptop - C02W638RG8WN - repaired logic board		1	0	138483 4/10/2019	10.5.0000.2225.323.01.0000 Repair & Maintenance	\$185.00
Check #: 0						
PO/InvoiceTotal:						\$185.00
Vendor Total:						\$185.00
Wayspan, Inc						
Check Group:						
Illinois Total Labor Law Poster		1	190835	38347 3/7/2019	10.5.0000.2640.410.01.0000 General Supplies	\$32.94
Check #: 0						
PO/InvoiceTotal:						\$32.94
Vendor Total:						\$32.94

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1259

04/16/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Grand Total:						\$7,146.38

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
1st Metropolitan Translation Services						
Check Group:						
Services provided for a Russian Interpreter - Sullivan		1 0		03-01-19-01 3/1/2019	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$332.70
Services provided for a Russian Interpreter - Miner		1 0		03-04-19-01 3/4/2019	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$332.70
Services for a Vietnamese Interpreter - Ross		1 0		03-04-19-02 3/4/2019	10.5.0000.2920.319.01.0000 Cont. Translation Services	\$392.70
Check #: 0						
						PO/InvoiceTotal: \$1,058.10
						Vendor Total: \$1,058.10
Amazon.com Corporate Credit Line						
Check Group:						
paint brushes ASIN B079TJY81S		8 190761		434638795483 2/10/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$47.92
Amazon Discount		1 190761		434638795483 2/10/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	(\$2.40)
Check #: 0						
						PO/InvoiceTotal: \$45.52
Check Group:						
Why They Can't Write: Killing the Five-Paragraph Essay and Other Necessities Hardcover – December 3, 2018 by John Warne		2 190766		453596745375 2/25/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$51.76
Check #: 0						
						PO/InvoiceTotal: \$51.76
Check Group:						
Swingline SWI74701 Classic Stapler, 20 Sheets, Black (74701)		1 190767		473896359495 2/12/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$11.98

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
1InTheOffice Desktop Tape Dispenser, Black"2 Pack" (Tape Dispenser)		1	190767	473896359495 2/12/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$12.98
Post-it Super Sticky Easel Pad, 25 x 30 Inches, 30 Sheets/Pad, 2 Pads, Large White Premium Self Stick Flip Chart Paper, Super Sticking Power (559)		1	190767	473896359495 2/12/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$41.59
Post-it Greener Notes, America's #1 Favorite Sticky Note, 3 in x 3 in, Helsinki Collection, 24 Pads/Cabinet Pack (654R-24CP-AP)		1	190767	473896359495 2/12/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$17.52
Check #: 0						
PO/InvoiceTotal:						\$84.07
Check Group:						
Retractable Badge Reels		1	190768	635737734745 2/12/2019	10.5.0000.2222.410.02.0000 General Supplies	\$7.99
Mesh File Sorter		1	190768	635737734745 2/12/2019	10.5.0000.2222.410.02.0000 General Supplies	\$28.99
Check #: 0						
PO/InvoiceTotal:						\$36.98
Check Group:						
Sterilite 16 Qt Storage Bins Set of 12		1	190769	899876988663 2/11/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$52.99
Amazon Discount		1	190769	899876988663 2/11/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	(\$3.00)
Check #: 0						
PO/InvoiceTotal:						\$49.99
Check Group:						
Educational Insights Fluorescent Light Filters (Whisper White), Set of 4		3	190770	858794395649 2/11/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$100.35
Check #: 0						
PO/InvoiceTotal:						\$100.35

Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
EDsportshouse Sensory Toys Bundle-Stress Relief Fidget Hand Toys for Kids and Adults,Sensory Fidget and Squeeze Widget for Relaxing Therapy-Perfect for ADHD Anxiety Autism		1	190779	434473633489 2/24/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$14.99
BYB Pack of 4, Super Bright 9 LED Mini Aluminum Flashlight with Lanyard, Assorted Colors, Batteries Not Included, Best Tools for Camping, Hiking, Hunting, Backpacking, Fishing, BBQ and EDC		1	190779	696664684935 2/18/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$9.99
Eyelike Stickers: Dinosaurs		1	190779	696664684935 2/18/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$6.95
One Line Custom Rubber Stamp (Black) - with "Luca" as customization		1	190779	734467678834 2/15/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$8.99
					Check #: 0	
					PO/InvoiceTotal:	\$40.92
Check Group:						
The Bad Guys (The Bad Guys #1) Paperback – December 27, 2016 by Aaron Blabey		5	190780	653497744868 2/18/2019	10.5.0000.2222.430.02.0000 Library Books - Elementary	\$28.65
Grace Hopper: Queen of Computer Code (People Who Shaped Our World) Hardcover – May 16, 2017 by Laurie Wallmark		2	190780	653497744868 2/18/2019	10.5.0000.2222.430.02.0000 Library Books - Elementary	\$22.14
Ban This BookMay 1, 2018 by ALAN GRATZ Paperback		4	190780	653497744868 2/18/2019	10.5.0000.2222.430.02.0000 Library Books - Elementary	\$27.92
Her Right FootSep 19, 2017 by Dave Eggers and Shawn Harris Hardcover		2	190780	653497744868 2/18/2019	10.5.0000.2222.430.02.0000 Library Books - Elementary	\$27.98
					Check #: 0	
					PO/InvoiceTotal:	\$106.69
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Reading Strategies Book		2	190789	496738345638 2/21/2019	10.5.0000.2410.312.02.0000 Principal Professional Development	\$69.48
Check #: 0						
PO/InvoiceTotal:						\$69.48
Check Group:						
Schwinn Air Center Plus Floor Pump with Gauge		1	190790	743969747657 2/22/2019	10.5.0000.1120.410.04.0000 General Supplies	\$18.59
Check #: 0						
PO/InvoiceTotal:						\$18.59
Check Group:						
Differentiating Instruction with Menus: Language Arts (3-5)		1	190792	698895598384 2/24/2019	10.5.0000.1110.420.05.0000 Textbooks/Workbooks (Eisenhower)	\$14.92
Differentiating Instruction with Menus: Language Arts (Grades 6-8)		1	190792	698895598384 2/24/2019	10.5.0000.1110.420.05.0000 Textbooks/Workbooks (Eisenhower)	\$16.96
Differentiating Instruction with Menus: Math (Grades 3-5)		1	190792	698895598384 2/24/2019	10.5.0000.1110.420.05.0000 Textbooks/Workbooks (Eisenhower)	\$14.92
Differentiating Instruction with Menus: Math (Grades 6-8)		1	190792	698895598384 2/24/2019	10.5.0000.1110.420.05.0000 Textbooks/Workbooks (Eisenhower)	\$16.96
Check #: 0						
PO/InvoiceTotal:						\$63.76
Check Group:						
Collaborating for Inquiry-Based Learning: School Librarians and Teachers Parent for Student Achievement 2nd Edition		1	190793	466576457674 2/24/2019	10.5.0000.1110.420.05.0000 Textbooks/Workbooks (Eisenhower)	\$45.00
Differentiating Instruction with Menus: Social Studies (Grades 6-8) 2nd Edition		1	190793	466576457674 2/24/2019	10.5.0000.1110.420.05.0000 Textbooks/Workbooks (Eisenhower)	\$16.96
Check #: 0						
PO/InvoiceTotal:						\$61.96
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
What Student Writing Teaches Us		2	190794	454374665995 4/17/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$43.44
Check #: 0						
PO/InvoiceTotal:						\$43.44
Check Group:						
Kikkerland Solar Radiometer		5	190795	653488834498 2/24/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$124.75
CandleNScent Unscented Tealight Candles, 30 Pack, White		1	190795	653488834498 2/24/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$6.39
Lava the Original 14.5-Inch Silver Base Lamp with Yellow Wax in Blue Liquid		2	190795	653488834498 2/24/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$31.94
Genuine Orthowax - Our Bestseller Orthodontic Wax For Braces Wearer - Stick Better than competitors		2	190795	653488834498 2/24/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$23.50
Energizer D Cell Batteries, Max Alkaline D Battery Size, (8 Count), Clear		1	190795	653488834498 2/24/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$8.45
Check #: 0						
PO/InvoiceTotal:						\$195.03
Check Group:						
Cable Ties 12 Inch, Zip Ties 12 Inch with 50 Pounds Tensile Strength, 100 Pieces, Black		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$7.47
AmazonBasics High-Speed HDMI Cable, 3 Feet, 3-Pack		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$9.99
Apple USB-C Digital AV Multiport Adapter		2	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$120.00
Endust for Electronics, Touchscreen Cleaning Wipes, Great Tablet Wipes, 70 Count (12596)		12	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$79.80

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
ECHOGEAR Power Strip Surge Protector with 8 Rotating-Outlets, Cable Management, Flat Plug & Fireproof Technology - 2160 Joules of Surge Protection - Expand Outlet Capacity & Keep Your Gear Safe		2	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$49.98
Goo Gone Original Spray Gel - Removes Chewing Gum, Grease, Tar, Stickers, Labels, Tape Residue, Oil, Blood, Lipstick, Mascara, Shoe polish, Crayon, etc. - 12 fl. oz.		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$8.90
Scotch Extreme Mounting Tape, 1-inch X 400-inches, Black, 1-Roll (414-LONGDC)		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$19.95
Apple 87W USB-C Power Adapter (for MacBook Pro)		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$79.00
Acctrend Aluminum Badge Holder with Detachable Neck Lanyard, Silver(1PACK)		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$7.99
Avantree Pack of 20 Reusable Cord Organizer Keeper Holder, Fastening Cable Ties Straps for Earbud Headphones Phones Wire Wrap Management, Assorted 3 Size and 5 Color		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$6.99
Retractable Badge Holder with Carabiner Reel Clip and Key Ring for ID Card Key Keychain Holders Black 10 Pieces by Moever		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$11.99
Amazon Discount		1	190810	433454565399 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	(\$0.60)
Mountain Falls 50% Isopropyl Alcohol First Aid Antiseptic for Treatment of Minor Cuts and Scrapes, 16 Fluid Ounce (Pack of 12)		1	190810	464664337873 3/3/2019	10.5.0000.2225.410.01.0000 General Supplies	\$17.39
Mac Book Pro Charger, Replacement 85w Magsafe2 T-Type Power Adapter Ac Charger Suitable for Mac Book Pro 13-inch 15inch and 17 inch (After Mid 2012)		15	190810	778393947649 3/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$419.85
Falcon DPXL8 Air Computer TV Gas Compressed Cans Duster 10 oz - 8 Pack		1	190810	898895747839 3/4/2019	10.5.0000.2225.410.01.0000 General Supplies	\$31.95

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check #: 0						
PO/InvoiceTotal:						\$870.65
Check Group:						
WoodU Disposable Wooden Spoons Natural Birch Wood Biodegradable Utensils Cutlery Eco-Friendly Green (100 pack)		1	190815	688735837537 3/3/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$13.98
Check #: 0						
PO/InvoiceTotal:						\$13.98
Check Group:						
Energizer CR2 Lithium Battery, Pack of 2		1	190817	467789946548 3/5/2019	10.5.0000.2410.410.05.0000 Principal Supplies Account	\$7.32
Check #: 0						
PO/InvoiceTotal:						\$7.32
Check Group:						
Amaco 45015Y Moist Earthenware Modeling Clay, Low Fire, Multi-Purpose, 25 White		7	190818	458936757568 3/5/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$196.84
Check #: 0						
PO/InvoiceTotal:						\$196.84
Check Group:						
Fancierstudio Green Screen Background Stand Backdrop Support System Kit		1	190832	583977796898 3/8/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$49.99
Check #: 0						
PO/InvoiceTotal:						\$49.99
Vendor Total:						\$2,107.32
Anderson Pest Solutions						
Check Group:						
Pest Control - April 2019		1	190999	5151766 4/18/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$220.37

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Semi Annual Exterior Sentricon Pest Monitoring		1	190999	5154155 4/18/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$360.00
					Check #: 0	
					PO/InvoiceTotal:	\$580.37
					Vendor Total:	\$580.37
Bearcom						
Check Group:						
ADDITIONAL RADIO & REPLACEMENT BATTERIES		1	190914	4808670 4/4/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$1,236.00
Shipping		1	190914	4808670 4/4/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$32.16
					Check #: 0	
					PO/InvoiceTotal:	\$1,268.16
					Vendor Total:	\$1,268.16
Bearwald, Kristen	01164					
Check Group:						
MAC - Science Lab Supplies		1	0	MAC.SCI.41119K B 4/11/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$3.37
					Check #: 0	
					PO/InvoiceTotal:	\$3.37
					Vendor Total:	\$3.37
Blue Lion Systems, Inc						
Check Group:						
MONTHLY BILLING CLOUD BASE CAMERA BUSINESS OFFICE SAFE		1	190995	316830 2/1/2019	20.5.0000.2542.316.01.0000 Contracted Software/Websites	\$14.99
MONTHLY BILLING CLOUD BASE CAMERA BUSINESS OFFICE SAFE		1	190995	317129 3/1/2019	20.5.0000.2542.316.01.0000 Contracted Software/Websites	\$14.99

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MONTHLY BILLING CLOUD BASE CAMERA BUSINESS OFFICE SAFE		1	190995	317398 4/1/2019	20.5.0000.2542.316.01.0000 Contracted Software/Websites	\$14.99
MONTHLY BILLING CLOUD BASE CAMERA BUSINESS OFFICE SAFE		1	190995	317664 5/1/2019	20.5.0000.2542.316.01.0000 Contracted Software/Websites	\$14.99
Check #: 0						
						PO/InvoiceTotal: \$59.96
						Vendor Total: \$59.96
Citi Cards						
Check Group:						
Citi Cards - COSTCO #0779 - Board Meeting Snacks - M. DeBartolo		1	0	4145x419 3/14/2019	10.5.0000.2310.490.01.0000 BOE Food/Meals	\$47.25
Citi Cards - COSTCO #0779 - BPAC Event- M. DeBartolo		1	0	4145x419 3/14/2019	10.5.0000.3900.410.01.4909 Title III Parent Outreach Supplies	\$49.52
Citi Cards - COSTCO #0779 - Teacher Recognition - M. DeBartolo		1	0	4145x419 3/14/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$204.32
Check #: 0						
						PO/InvoiceTotal: \$301.09
						Vendor Total: \$301.09
City of Prospect Heights						
Check Group:						
Crossing Guard Salary - January 2019		1	0	CG3-19 3/31/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$5,678.62
Employer Portion of OASDI (Social Security)		1	0	CG3-19 3/31/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$352.09
Employer Portion of Medicare		1	0	CG3-19 3/31/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$82.34
Admin Fee		1	0	CG3-19 3/31/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$567.86

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Fee		16	0	CG3-19 3/31/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$80.00
					Check #: 0	
						PO/InvoiceTotal: \$6,760.91
						Vendor Total: \$6,760.91
Constellation NewEnergy, Inc.	80148					
Check Group:						
Monthly Electric Charges - Ike		1	0	7287540-2x419 4/18/2019	20.5.0000.2542.466.01.0000 Electricity	\$2,302.47
					Check #: 0	
						PO/InvoiceTotal: \$2,302.47
						Vendor Total: \$2,302.47
DeFranco Plumbing						
Check Group:						
MAC KITCHEN SERVING LINE REPAIR		1	190992	25286 3/29/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$138.40
MAC KITCHEN WASHROOM HAND SINK FAUCET REPLACEMENT		1	190992	25287 3/29/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$583.26
MAC SCIENCE ROOM PVC PIPING REPAIR		1	190992	25288 3/29/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$459.35
					Check #: 0	
						PO/InvoiceTotal: \$1,181.01
						Vendor Total: \$1,181.01
Demco Inc.	00220					
Check Group:						
Vistafoil® Vinyl Laminate Vistafoil Laminate 4-Mil Gloss Finish 24"W x 200"L Item #: WS12281360		3	190904	V574400 4/18/2019	10.5.0000.2222.410.02.0000 General Supplies	\$89.64
The Daily Beat Newspaper The Daily Beat Newspaper 25/Pkg Item #: WD13758440		16	190904	V574400 4/18/2019	10.5.0000.2222.410.02.0000 General Supplies	\$33.60

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Read, Return, Repeat Book Bag Read Return Repeat Drawstring Bag 17"H x 14"W x 3"D 25/Pkg		14	190904	V574400 4/18/2019	10.5.0000.2222.410.02.0000 General Supplies	\$171.08
Correction for odd dollar amount in lines 1 and 3		1	190904	V574400 4/18/2019	10.5.0000.2222.410.02.0000 General Supplies	\$0.02
Check #: 0						
						PO/InvoiceTotal: <u>\$294.34</u>
						Vendor Total: <u>\$294.34</u>
Elemental Solutions, LLC						
Check Group:						
BI-ANNUAL CHEMICAL WAER TREATMENT AND ASSESSMENT FOR GEOTHERMAL & BOILER SYSTEM		1	190994	3060 3/25/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$1,660.00
Check #: 0						
						PO/InvoiceTotal: <u>\$1,660.00</u>
						Vendor Total: <u>\$1,660.00</u>
First Student	00406					
Check Group:						
Community Based Experience Trip - Ross		1	0	091-C-066442 4/3/2019	40.5.0000.2552.331.01.0000 Spec. Education Transportation	\$155.68
Check #: 0						
						PO/InvoiceTotal: <u>\$155.68</u>
						Vendor Total: <u>\$155.68</u>
Home Depot	00063					
Check Group:						
Bldg Supplies		1	190998	2063828 3/22/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$15.16
Bldg Supplies		1	190998	3024955 3/21/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$102.88
Bldg Supplies		1	190998	523561 3/14/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$21.94

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MAC - Science Supplies		1	190998	80112 3/14/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$62.79
Bldg Supplies		1	190998	8062836 3/6/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$8.71
Bldg Supplies		1	190998	8081929 3/6/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$4.27
Credit for Return		1	190998	8211719 3/6/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	(\$4.44)
Bldg Supplies		1	190998	9522811 3/5/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$179.13
Check #: 0						
PO/InvoiceTotal:						\$390.44
Vendor Total:						\$390.44
J.B. Metal Works	80969					
Check Group:						
REPAIRS TO INTERIOR MAC HANDRAILS @ MAIN ENTRANCE RAMP		1	190980	18647 4/1/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$2,900.00
Check #: 0						
PO/InvoiceTotal:						\$2,900.00
Vendor Total:						\$2,900.00
Lakeshore Learning Materials						
Check Group:						
Magnetic Story board		1	190933	2071820419 4/10/2019	10.5.0000.2222.410.02.0000 General Supplies	\$34.49
Can Do! Figurative Language Game - Gr. 3-4		1	190933	2071820419 4/10/2019	10.5.0000.2222.410.02.0000 General Supplies	\$22.99
Check #: 0						
PO/InvoiceTotal:						\$57.48
Vendor Total:						\$57.48

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Lakeshore Recycling System	80968					
Check Group:						
GARABGE & RECYCING SERVICES 1.19-31.19		1	190979	4061634 12/25/2018	20.5.0000.2542.321.01.0000 Garbage/Recycling	\$1,648.83
Check #: 0						
PO/InvoiceTotal:						\$1,648.83
Vendor Total:						\$1,648.83
Loomis Armored US, LLC						
Check Group:						
Monthly Armored Safe Charges - March 2019		1	0	12406876 3/31/2019	10.5.0000.2520.319.01.0000 Professional Services	\$398.52
Check #: 0						
PO/InvoiceTotal:						\$398.52
Vendor Total:						\$398.52
Milieu Design LLC	80225					
Check Group:						
Main - Spring Clean - Basic, Crabgrass Pre-emergent Spring, Fert Spring		1	191001	136209 3/29/2019	20.5.0000.2543.319.01.0000 Contracted Services	\$800.00
IKE - Spring Clean - Basic, Crabgrass Pre-emergent Spring, Fert Spring		1	191001	136210 3/29/2019	20.5.0000.2543.319.01.0000 Contracted Services	\$390.00
Check #: 0						
PO/InvoiceTotal:						\$1,190.00
Vendor Total:						\$1,190.00
Napa Auto Parts	00654					
Check Group:						
WORK GLOVES FOR FRANK		1	190969	3563-183735 4/8/2019	20.5.0000.2545.410.01.0000 General Supplies	\$9.99
Check #: 0						
PO/InvoiceTotal:						\$9.99

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Voucher Detail Listing

Voucher Batch Number: 1260

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Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$9.99
Nasco	00655					
Check Group:						
RHINOsKin Dodgeballs 6 Color Set		2	190892	342005 4/4/2019	10.5.0000.1116.410.05.0000 PE Instructional Supplies/Equipment (Eisenhower)	\$131.90
2in Floor Tape-Set of 6 Rolls		1	190892	342005 4/4/2019	10.5.0000.1116.410.05.0000 PE Instructional Supplies/Equipment (Eisenhower)	\$50.95
1 in Floor Tape- Set of 6 Rolls		1	190892	342005 4/4/2019	10.5.0000.1116.410.05.0000 PE Instructional Supplies/Equipment (Eisenhower)	\$24.95
Check #: 0						
PO/InvoiceTotal:						\$207.80
Vendor Total:						\$207.80
Performance Chemical & Supply						
Check Group:						
SULLIVAN APRIL CUSTODIAL SUPPLIES		1	190990	231296 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$287.86
ROSS APRIL CUSTODIAL SUPPLIES		1	190990	231297 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$378.76
MAC APRIL CUSTODIAL SUPPLIES		1	190990	231298 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$478.09
Check #: 0						
PO/InvoiceTotal:						\$1,144.71
Vendor Total:						\$1,144.71
Sheet Music Plus						
Check Group:						
Hope is the Thing... SSA		27	190831	35707094 3/29/2019	10.5.0000.1117.410.04.0000 Chorus Instructional Supplies (Mac Arthur)	\$52.38
Shipping balance		1	190831	35707094 3/29/2019	10.5.0000.1117.410.04.0000 Chorus Instructional Supplies (Mac Arthur)	\$5.97

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Coupon		1	190831	35707094 3/29/2019	10.5.0000.1117.410.04.0000 Chorus Instructional Supplies (Mac Arthur)	(\$5.24)
Lift Me Up 2pt		27	190831	V485777 4/18/2019	10.5.0000.1117.410.04.0000 Chorus Instructional Supplies (Mac Arthur)	\$52.38
Shipping balance		1	190831	V485777 4/18/2019	10.5.0000.1117.410.04.0000 Chorus Instructional Supplies (Mac Arthur)	\$5.97
Coupon		1	190831	V485777 4/18/2019	10.5.0000.1117.410.04.0000 Chorus Instructional Supplies (Mac Arthur)	(\$5.24)
Check #: 0						
PO/InvoiceTotal:						\$106.22
Vendor Total:						\$106.22
Sound Incorporated	02365					
Check Group:						
PROGRAMMING FOR RAULAND INTERCOM SYSTEM		1	190971	D1337908 4/5/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$174.00
Check #: 0						
PO/InvoiceTotal:						\$174.00
Vendor Total:						\$174.00
Sunbelt Staffing, LLC						
Check Group:						
Long Term Sub for S. Craig - week ending 04/06/2019 - Mary Kripner-Rosen		1	0	10421964 4/7/2019	10.5.0000.2140.319.01.0000 Pysch Extra Time	\$1,913.50
Check #: 0						
PO/InvoiceTotal:						\$1,913.50
Vendor Total:						\$1,913.50
Textbook Warehouse						
Check Group:						
Camino a la lectura- Spanish		2	190954	SI0621206 4/12/2019	10.5.0000.1800.420.01.0000 Textbooks/Workbooks Bilingual	\$25.90
Check #: 0						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$25.90</u>
						Vendor Total: <u>\$25.90</u>
VT Services, Inc.						
Check Group:						
REPLACED DIGITIZER		1	190989	138467 4/9/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$185.00
REPLACED DIGITIZER		1	190989	138467 4/9/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$185.00
						Check #: 0
						PO/InvoiceTotal: <u>\$370.00</u>
Check Group:						
REPLACED DIGITIZER AND HOME BUTTON		1	191002	138568 4/18/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$185.00
REPLACED LCD AND DIGITIZER		1	191002	138568 4/18/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$75.00
						Check #: 0
						PO/InvoiceTotal: <u>\$260.00</u>
						Vendor Total: <u>\$630.00</u>
Walsh, Patricia						
Check Group:						
ROSS - Garden Expenses - P Walsh		1	0	ROSS. Garden419PW 4/15/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$297.29
ROSS - End of the year Tie Dye Expenses		1	0	ROSS.TieDye.201 9PW 4/15/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$143.91
						Check #: 0
						PO/InvoiceTotal: <u>\$441.20</u>
						Vendor Total: <u>\$441.20</u>
Warehouse Direct	80219					
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Sullivan - Cardstock - N. Espinos		1	0	4250978-0 4/5/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$6.44
ROSS - Office Supplies - Lisa Parisi		1	0	4252020-0 4/8/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$385.55
ROSS - Office Supplies - L. Parisi		1	0	4252020-1 4/9/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$9.64
Check #: 0						
PO/InvoiceTotal:						\$401.63
Check Group:						
Smart Money Counterfeit Bill Detector Pen for Use w/ U.S. Currency, 3/ Pack		1	190758	4249415-0 4/4/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$13.19
Check #: 0						
PO/InvoiceTotal:						\$13.19
Check Group:						
ID Badge Holder w/ Clip, Horizontal, 4w x 3h, Clear, 50/ Pack		3	190936	4256256-0 4/11/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$61.59
Check #: 0						
PO/InvoiceTotal:						\$61.59
Check Group:						
Binder Clips, Small, Black/ Silver, 36/ Pack		1	190937	4256160-0 4/11/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$1.85
Check #: 0						
PO/InvoiceTotal:						\$1.85
Check Group:						
Liquid Coffee Creamer, Italian Sweet Creme, 0.375 oz Cups, 50/ Box		1	190965	4257988-0 4/12/2019	10.5.0000.2321.490.01.0000 Central Office Food/Meals	\$9.80
Check #: 0						
PO/InvoiceTotal:						\$9.80

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1260

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
SULL CUSTODIAL CART PARTS		1	190973	4221270-0 4/1/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$69.09
36" DUST MOP REPLACEMENT		1	190973	4237326-0 4/9/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$288.00
ROSS APRIL CUSTODIAL SUPPLIES		1	190973	4245307-0 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$51.28
MAC APRIL CUSTODIAL SUPPLIES		1	190973	4245310-0 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$216.11
ADMIN APRIL CUSTODIAL SUPPLIES		1	190973	4245311-0 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$331.81
MAC 14X20 RED BOOST PADS		1	190973	4245485-0 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$21.66
IKE APRIL CUSTODIAL SUPPLIES		1	190973	4245494-0 4/2/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$257.21
					Check #: 0	
						PO/InvoiceTotal: <u>\$1,235.16</u>
						Vendor Total: <u>\$1,723.22</u>
Zeller and Associates	80970					
Check Group:						
E-Rate consulting for FY 2017 (July 1, 2017 to June 30, 2018)		1	0	2018023 11/19/2018	10.5.0000.2225.319.01.0000 Professional Services	\$2,747.61
					Check #: 0	
						PO/InvoiceTotal: <u>\$2,747.61</u>
						Vendor Total: <u>\$2,747.61</u>
						Grand Total: <u>\$33,442.20</u>

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1261

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Arlington Heights School District 25	71838					
Check Group:						
Catering - MAC - Exito Club- Ordered by: Denisse Valladeres		1 0		March.2019 4/1/2019	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$12.00
Catering - MAC -Student Recognition - Ordered by: Chris Alms		1 0		March.2019 4/1/2019	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$18.50
Catering - MAC -Teacher Snacks - Ordered by: Vicki Hehn		1 0		March.2019 4/1/2019	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$16.01
Catering - SpEd - Water - Ordered by: Chrys Sroka		1 0		March.2019 4/1/2019	10.5.0000.1205.410.01.0000 LBS Classroom Supplies	\$5.75
Catering - Admin - Water - Ordered by: Michelle O'Donnell		1 0		March.2019 4/1/2019	10.5.0000.2310.490.01.0000 BOE Food/Meals	\$14.64
FACS - Ordered by: Samantha Lynn		1 0		March.2019 4/1/2019	10.5.0000.1412.410.04.0000 Classroom Supplies	\$102.97
EDP		1 0		March.2019 4/1/2019	10.5.0000.3500.315.01.0000 EDP Snack and Food (D25)	\$3,929.33
Contract		1 0		March.2019 4/1/2019	10.5.0000.2560.315.01.0000 Contracted Food Service	\$35,790.62
Check #: 0						
PO/InvoiceTotal:						\$39,889.82
Vendor Total:						\$39,889.82
Northern Suburban SpEd District NSSD						
Check Group:						
SpEd Private Tuition - FF - Jan - March 2019		49 0		190524 4/11/2019	10.5.0000.1912.673.01.0000 Private Tuition	\$13,474.51
SpEd Tuition NonMember - Jan-March 2019		49 0		190524 4/11/2019	10.5.0000.1912.673.01.0000 Private Tuition	\$2,021.25
PT Services - 180 Minutes per month - Aug 21 - Sept 25 2018		1 0		190524 4/11/2019	10.5.0000.1912.673.01.0000 Private Tuition	\$766.80

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1261

04/23/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PT Services - 160 Minutes oer month - Sept 26 2018 - Jun 4 2019		1	0	190524 4/11/2019	10.5.0000.1912.673.01.0000 Private Tuition	\$3,862.40
PT NonMember 180 MInutes per month until Sept 25 and 160 minutes per month through June 4		1	0	190524 4/11/2019	10.5.0000.1912.673.01.0000 Private Tuition	\$700.90
Check #: 0						
						PO/InvoiceTotal: \$20,825.86
						Vendor Total: \$20,825.86
						Grand Total: \$60,715.68

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AT & T						
Check Group: 2						
Monthly Phone Charges - 3/17/19 - 4/16/19		1	0	R16-01121129x41 9 4/16/2019	10.5.0000.2630.341.01.0000 Telephone/Network	\$757.48
Check #: 0						
Check Group:						
Monthly Phone Charges - 3/17/19 - 4/16/19		1	0	R16-17273039x41 9 4/16/2019	10.5.0000.2630.341.01.0000 Telephone/Network	\$822.68
Check #: 0						
PO/InvoiceTotal:						\$1,580.16
Vendor Total:						\$1,580.16
Bearwald, Kristen	01164					
Check Group:						
MAC - Advisory Activity/Reward - Kristen Bearwald		1	0	MAC.Advisory.KB 419 4/23/2019	10.5.0000.1122.410.04.0000 Classroom Supplies - 7th	\$9.94
Check #: 0						
PO/InvoiceTotal:						\$9.94
Vendor Total:						\$9.94
Constellation NewEnergy Gas Division LLC	80944					
Check Group:						
Monthly Gas Charges - Feb 2019		1	0	2569263 4/5/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$374.88
Monthly Gas Charges - March 2019		1	0	2577881 4/17/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$356.78
Check #: 0						
PO/InvoiceTotal:						\$731.66
Vendor Total:						\$731.66
Constellation NewEnergy, Inc.	80148					
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Monthly Electric Charge - Main - 3/14/19 - 4/12/19		1	0	7287540-1x419 4/15/2019	20.5.0000.2542.466.01.0000 Electricity	\$8,710.64
					Check #: 0	
					PO/InvoiceTotal:	\$8,710.64
					Vendor Total:	\$8,710.64
Demco Inc.	00220					
Check Group:						
Orange Color-Coding Dots		1	190958	6592851 4/16/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$15.00
					Check #: 0	
					PO/InvoiceTotal:	\$15.00
					Vendor Total:	\$15.00
First Student	00406					
Check Group:						
MAC - Community Based Experience		1	0	091-C-066578 4/12/2019	40.5.0000.2552.331.01.0000 Spec. Education Transportation	\$155.68
IKE - Community Based Experience		1	0	091-C-066663 4/18/2019	40.5.0000.2552.331.01.0000 Spec. Education Transportation	\$155.68
					Check #: 0	
					PO/InvoiceTotal:	\$311.36
					Vendor Total:	\$311.36
Follett School Solutions, Inc						
Check Group:						
Sullivan - District Member LM - Hosted Service Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00
Ross - District Member LM - Hosted Service Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00
Eisenhower - District Member LM - Hosted Service Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MacArthur - District Member LM - Hosted Service Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$1,092.00
Sullivan - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
Ross - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
Eisenhower - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
MacArthur - RPS Online for Lexiles Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$146.02
Sullivan - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00
Ross - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00
Eisenhower - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00
MacArthur - Titlepeek Online Service Renewal - Destiny District Member Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$150.00
Sullivan - Webpath Express Site License Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50
Ross - Webpath Express Site License Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50
Eisenhower - Webpath Express Site License Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MacArthur - Webpath Express Site License Renewal 06/30/2019 to 06/30/2020		1	190968	1353987 4/17/2019	10.5.0000.2222.316.01.0000 Contracted Software/Websites	\$249.50
				Check #: 0		
					PO/InvoiceTotal:	\$6,550.08
					Vendor Total:	\$6,550.08
For Teachers Only						
Check Group:						
Misprinted Pencils - 144 per box		2	190961	100675889 4/12/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$21.93
				Check #: 0		
					PO/InvoiceTotal:	\$21.93
					Vendor Total:	\$21.93
Jessa Gianneschi						
Check Group:						
Homebound Tutoring - Jenna Gianneschi 24 miles @ .58		24	0	HB.Mileage.JG 4/24/2019	10.5.0000.1205.332.01.0000 Travel Expense	\$13.92
				Check #: 0		
					PO/InvoiceTotal:	\$13.92
					Vendor Total:	\$13.92
Lilly, Pamela						
Check Group:						
MAC - Teacher Memorial - Vicki Hehn		1	0	MAC.Memorial.PL 4/18/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$55.51
				Check #: 0		
					PO/InvoiceTotal:	\$55.51
					Vendor Total:	\$55.51
Midwest Principals Center	05641					
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
4/9/2019 Leading student-centered coaching		1	190642	5007 4/9/2019	10.5.0000.1205.312.01.0000 Professional Development -- SPED Staff	\$215.00
4/9/2019 Leading student-centered coaching		1	190642	5007 4/9/2019	10.5.0000.1205.312.01.0000 Professional Development -- SPED Staff	\$215.00
4/9/2019 Leading student-centered coaching		1	190642	5007 4/9/2019	10.5.0000.1205.312.01.1111 Professional Development -- SPED Director	\$215.00

Check #: 0

PO/InvoiceTotal: \$645.00

Vendor Total: \$645.00

Music In Motion

Check Group:

Colorful Choir Awards		3	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$18.15
I Heart Choir Pencils		6	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$26.40
Music Award Certificates		3	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$18.15
Cowbell with Handel and Mallet		2	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$21.89
Boomwhackers Set of 8 Diatonic Scale		2	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$54.89
8 note Combined Handbell/Deskbell		1	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$72.60
8 note Bell songs book 1 and 2		1	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$12.05
Music Go rounds Mini Simple Time		1	190972	00731845 4/17/2019	10.5.0000.1114.410.01.1929 VIM Desingated Account-SUPPLIES- (former PHIL)	\$19.80

Check #: 0

PO/InvoiceTotal: \$243.93

Vendor Total: \$243.93

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
National Investigations, Inc.	80930					
Check Group:						
Residency - MT - 3/21/19		0.5	0	RI-18-2480 3/27/2019	10.5.0000.2520.319.01.0000 Professional Services	\$32.50
Residency - MT - 1/22/19		1	0	RI-18-2480 3/27/2019	10.5.0000.2520.319.01.0000 Professional Services	\$65.00
Residency - MT - 3/21/19		2	0	RI-18-2480 3/27/2019	10.5.0000.2520.319.01.0000 Professional Services	\$130.00
				Check #: 0		
					PO/InvoiceTotal:	\$227.50
					Vendor Total:	\$227.50
Nicor Gas						
Check Group:						
Monthly Gas Charges - IKE - 2/22/19 - 3/25/19		1	0	230554x41219 4/12/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$188.25
Monthly Gas Charges - IKE - 1/23/19 - 2/22/19		1	0	230554x4219 4/2/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$188.11
Monthly Gas Charges - 2/22/19 - 3/25/19		1	0	527417x41219 4/12/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$201.16
Monthly Gas Charges - Sullivan - 1/23/19 - 2/22/19		1	0	527417x4219 4/2/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$192.85
Monthly Gas Charges - MAC - 2/22/19 - 3/25/19		1	0	627417x41219 4/12/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$153.10
Monthly Gas Charges - MAC - 1/23/19 - 2/22/19		1	0	627417x4219 4/2/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$149.53
				Check #: 0		
					PO/InvoiceTotal:	\$1,073.00
					Vendor Total:	\$1,073.00
Oriental Trading Company						
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Cute Character Mochi Squishies		1	190959	695884395-01 4/16/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$8.98
Emoji Slow-Rising Squishies		1	190959	695884395-01 4/16/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$15.25
Realistic Sticky Frogs		1	190959	695884395-01 4/16/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$6.39
Valentine Fruit Pencils with Scented Erasers		1	190959	695884395-01 4/16/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$5.77
Sports Balls Pencil Sharpeners		1	190959	695884395-01 4/16/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$8.24
Star Pencil Sharpeners		1	190959	695884395-01 4/16/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$8.58
Check #: 0						
PO/InvoiceTotal:						\$53.21
Vendor Total:						\$53.21
Origin Instruments Corporation						
Check Group:						
Tapio iOS Switch Interface with Apple Lightning Adapter		2	190887	1071526 4/16/2019	10.5.0000.2159.410.01.0000 Assistive Tech Supplies	\$211.22
Check #: 0						
PO/InvoiceTotal:						\$211.22
Vendor Total:						\$211.22
Really Good Stuff						
Check Group:						
Book Pouches with Neon Trim		1	190938	6861057 4/15/2019	10.5.0000.1111.410.03.0000 Reading Instructional Supplies (Ross)	\$221.36
Check #: 0						
PO/InvoiceTotal:						\$221.36
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Zaner-Bloser 100 Grid Deluxe Plastic Desktop Helper™ - 18		1	190960	6860279 4/12/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$49.09
Poppin' Patterns® Calendar Set		1	190960	6860279 4/12/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$16.36
Paws Pencils		2	190960	6860279 4/12/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$10.26
Check #: 0						
PO/InvoiceTotal:						\$75.71
Check Group:						
EZread Color-Coded Foam with Black Border		1	190974	6864152 4/18/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$66.94
Check #: 0						
PO/InvoiceTotal:						\$66.94
Check Group:						
Storage More Alphabet Storage Case		2	190975	6864153 4/18/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$44.13
Check #: 0						
PO/InvoiceTotal:						\$44.13
Vendor Total:						\$408.14
Relief Medical Services, Inc.						
Check Group:						
IKE - Nurse Sub for Lissa Carlson 4/4/19		7	0	0010076843 4/6/2019	10.5.0000.2134.319.05.0000 Professional Services	\$434.00
Check #: 0						
PO/InvoiceTotal:						\$434.00
Vendor Total:						\$434.00
Rotary Club of Mt. Prospect/PH	80179					
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Dues for Quarter Ended March 31, 2019		1	0	536 3/20/2019	10.5.0000.2321.640.01.0000 Superintendent Dues & Fees	\$75.00
Foundation		1	0	536 3/20/2019	10.5.0000.2321.640.01.0000 Superintendent Dues & Fees	\$25.00
Check #: 0						
PO/InvoiceTotal:						\$100.00
Vendor Total:						\$100.00
School Specialty						
Check Group:						
Set of 256 Markers		1	190981	208122749795 4/19/2019	10.5.0000.2222.410.03.0000 General Supplies	\$63.97
White Tagboard		3	190981	208122749795 4/19/2019	10.5.0000.2222.410.03.0000 General Supplies	\$7.68
Scotch Tape		1	190981	208122749795 4/19/2019	10.5.0000.2222.410.03.0000 General Supplies	\$28.57
Magnetic Dry Erase		2	190981	208122749795 4/19/2019	10.5.0000.2222.410.03.0000 General Supplies	\$6.14
Gears Fadeless Paper		1	190981	208122749795 4/19/2019	10.5.0000.2222.410.03.0000 General Supplies	\$18.22
Check #: 0						
PO/InvoiceTotal:						\$124.58
Vendor Total:						\$124.58
Sunbelt Staffing, LLC						
Check Group:						
Long Term Sub for Sara Craig - week ending 4/13/19		33.25	0	10468629 4/14/2019	10.5.0000.2140.319.01.0000 Pysch Extra Time	\$2,859.50
Check #: 0						
PO/InvoiceTotal:						\$2,859.50
Vendor Total:						\$2,859.50
TeachTown, Inc.						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1270

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Basic License		12	191005	6515 4/23/2019	10.5.0000.1205.316.01.0000 Contracted Software/Websites	\$3,600.00
Discount		1	191005	6515 4/23/2019	10.5.0000.1205.316.01.0000 Contracted Software/Websites	(\$216.00)
Check #: 0						
PO/InvoiceTotal:						\$3,384.00
Vendor Total:						\$3,384.00
Warehouse Direct	80219					
Check Group:						
Ike - Classroom Supplies - Jessica Lelito		1	0	4252350-0 4/8/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$31.81
Ross- Office Supplies - Lisa Parisi		1	0	4259702-0 4/15/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$54.47
Ross - Office Supplies - Lisa Parisi		1	0	4259702-1 4/16/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$18.99
Ike - Classroom Supplies - Jessica Lellito		1	0	4259703-0 4/15/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$26.46
Ross - Classroom Supplies - Gail Rollefson		1	0	4261843-0 4/17/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$6.16
Ross - Classroom Supplies - Inge Bennett		1	0	4261844-0 4/17/2019	10.5.0000.2410.410.03.0000 Principal Supplies Account	\$10.47
Ross - Classroom supplies - Inge Bennett		1	0	4261845-0 4/17/2019	10.5.0000.1110.410.03.0000 Classroom/Instructional Supplies (Ross)	\$6.16
Check #: 0						
PO/InvoiceTotal:						\$154.52
Vendor Total:						\$154.52
Grand Total:						\$27,918.80

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1271

04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Harris MasterCard						
Check Group:						
BMO Harris MC - New Albertsons Inc - Lelito, Jessica		1 0		705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$13.27
BMO Harris MC - Starbucks Corporation - Nystrom, Camron		1 0		705474-1904 4/26/2019	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$12.94
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1 0		705474-1904 4/26/2019	10.5.0000.1412.410.04.0000 Classroom Supplies	\$11.46
BMO Harris MC - Target Corporation - Lelito, Jessica		1 0		705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$10.93
BMO Harris MC - Starbucks Corporation - Nystrom, Camron		1 0		705474-1904 4/26/2019	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$10.35
BMO Harris MC - Roundy S Supermarkets, Inc. - Mariconda, Melissa		1 0		705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$10.35
BMO Harris MC - Roundy S Supermarkets, Inc. - Lynch, Abigail		1 0		705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$9.85
BMO Harris MC - Palatine Donuts Inc - Alms, Christopher		1 0		705474-1904 4/26/2019	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$8.96
BMO Harris MC - Target Corporation - Lelito, Jessica		1 0		705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$0.26
BMO Harris MC - Paypal - Stavropoulos, Maria		1 0		705474-1904 4/26/2019	10.5.0000.2225.312.01.0000 Professional Development	\$349.00
BMO Harris MC - Office Depot - Lebrecht, Kris		1 0		705474-1904 4/26/2019	10.5.0000.3500.410.01.0000 EDP Materials & Supplies	\$242.97
BMO Harris MC - Slashdevslashfinance Inc - Meziere, Traci		1 0		705474-1904 4/26/2019	10.5.0000.2410.312.02.0000 Principal Professional Development	\$215.00
BMO Harris MC - Square, Inc. - Angelaccio, Donald		1 0		705474-1904 4/26/2019	10.5.0000.2321.312.01.0000 Professional Development	\$191.63

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Voucher Detail Listing

Voucher Batch Number: 1271

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Harris MC - Starbucks Corporation - Zaher, Amy		1	0	705474-1904 4/26/2019	10.5.0000.2210.410.01.0000 General Supplies	\$150.00
BMO Harris MC - Chicago Bread Llc - Curtis, Craig		1	0	705474-1904 4/26/2019	10.5.0000.2410.490.03.0000 Ross Principal Staff/Student Food Account	\$148.89
BMO Harris MC - Paypal - Nystrom, Camron		1	0	705474-1904 4/26/2019	10.5.0000.1120.640.04.0000 Dues & Fees MAC Teachers	\$135.00
BMO Harris MC - Meijer - Zaher, Amy		1	0	705474-1904 4/26/2019	10.5.0000.2210.410.01.0000 General Supplies	\$128.14
BMO Harris MC - Illinois Association Of School - O Donnell, Michelle		1	0	705474-1904 4/26/2019	10.5.0000.2310.312.01.0000 BOE Professional Development	\$111.00
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1	0	705474-1904 4/26/2019	10.5.0000.1412.410.04.0000 Classroom Supplies	\$108.29
BMO Harris MC - 3000 South Dirksen, Lp - Zaher, Amy		1	0	705474-1904 4/26/2019	10.5.0000.2210.332.01.0000 Travel Expense	\$97.55
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1	0	705474-1904 4/26/2019	10.5.0000.1412.410.04.0000 Classroom Supplies	\$90.37
BMO Harris MC - New Albertsons Inc - Zaher, Amy		1	0	705474-1904 4/26/2019	10.5.0000.3900.410.01.4909 Title III Parent Outreach Supplies	\$80.05
BMO Harris MC - Arlington Pizza Inc - O Donnell, Michelle		1	0	705474-1904 4/26/2019	10.5.0000.2310.490.01.0000 BOE Food/Meals	\$64.00
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1	0	705474-1904 4/26/2019	10.5.0000.1412.410.04.0000 Classroom Supplies	\$63.77
BMO Harris MC - Potbelly Sandwich Works Llc - O Donnell, Michelle		1	0	705474-1904 4/26/2019	10.5.0000.2321.490.01.0000 Central Office Food/Meals	\$61.72
BMO Harris MC - Active Network, Llc - Zaher, Amy		1	0	705474-1904 4/26/2019	10.5.0000.2211.312.01.0000 Professional Development	\$60.00
BMO Harris MC - Tony S Fresh Marke - Lynn, Samantha		1	0	705474-1904 4/26/2019	10.5.0000.1412.410.04.0000 Classroom Supplies	\$56.70
BMO Harris MC - Things Remembered - O Donnell, Michelle		1	0	705474-1904 4/26/2019	10.5.0000.2310.410.01.0000 BOE General Supplies	\$45.94

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1271

04/26/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
BMO Harris MC - Walgreen Co - Lambatos, Lucas		1	0	705474-1904 4/26/2019	10.5.0000.2410.490.05.0000 Eisenhower Principal Staff/Student Food Account	\$44.00
BMO Harris MC - New Albertsons Inc - Zaher, Amy		1	0	705474-1904 4/26/2019	10.5.0000.3900.410.01.4909 Title III Parent Outreach Supplies	\$38.45
BMO Harris MC - Roundy S Supermarkets, Inc. - Lynch, Abigail		1	0	705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$32.27
BMO Harris MC - Dollar Tree Stores, Inc. - Zaher, Amy		1	0	705474-1904 4/26/2019	10.5.0000.2210.410.01.0000 General Supplies	\$30.00
BMO Harris MC - Target Corporation - Akhteebo, Megan		1	0	705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$22.70
BMO Harris MC - Roundy S Supermarkets, Inc. - Mariconda, Melissa		1	0	705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$19.90
BMO Harris MC - Walgreen Co - Akhteebo, Megan		1	0	705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$19.04
BMO Harris MC - Tony S Fresh Marke - Lelito, Jessica		1	0	705474-1904 4/26/2019	10.5.0000.1205.410.01.1200 SPED Instructional Supplies	\$17.25

Check #: 0

PO/InvoiceTotal:	\$2,712.00
Vendor Total:	\$2,712.00
Grand Total:	\$2,712.00

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1272

04/30/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
De Lage Landen Public Finance LLC						
Check Group:						
Lease Agreement - Impact - 1/29/2019		1 0		100-10213382 1/29/2019	30.5.0000.5370.610.01.0000 Capital Lease Principal	\$24,927.61
Maintenance Agreement - Impact		1 0		100-10213382 1/29/2019	10.5.0000.2570.319.01.0000 Contracted Services - Copier	\$14,010.00
Check #: 0						
						PO/InvoiceTotal: <u>\$38,937.61</u>
						Vendor Total: <u>\$38,937.61</u>
						Grand Total: <u>\$38,937.61</u>

End of Report

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
A & J Sewer Service						
Check Group:						
SEWER JETTING SERVICES @ IKE		1	191030	57795 4/24/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$1,158.00
Check #: 0						
PO/InvoiceTotal:						\$1,158.00
Vendor Total:						\$1,158.00
Amazon.com Corporate Credit Line						
Check Group:						
Table Top Hanging File Organizer		1	0	SaRossSteam.Ad min 4/9/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$10.29
Check #: 0						
PO/InvoiceTotal:						\$10.29
Check Group:						
ION Audio Block Rocker Plus Stereo		1	190833	448895584377 3/7/2019	10.5.0000.1116.410.05.0000 PE Instructional Supplies/Equipment (Eisenhower)	\$159.99
Check #: 0						
PO/InvoiceTotal:						\$159.99
Check Group:						
White Raffle Tickets		1	190843	445538736488 3/12/2019	10.5.0000.2222.410.02.0000 General Supplies	\$7.49
Check #: 0						
PO/InvoiceTotal:						\$7.49
Check Group:						
BULL Desktop USB Charging Station with 4 Ports		2	190844	459836559465 3/12/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$31.98
Sharllen MFi Certified iPhone Charging Cable 2X3FT/2X6FT/10FT		2	190844	459836559465 3/12/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$29.98

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DreamHigh Kids Formal Stretch Satin Long Finger Gloves for Girl Children Party		1	190844	459836559465 3/12/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$7.98
FashionModa4U Children's Gloves		1	190844	787457746433 4/11/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$7.95
UTEBIT Blue Screen Polyester 6 x 9FT/1.8 x 2.8M Photo Video Backdrop Cloth Wrinkle Resistant Muslin Collapsible Background Sheet Solid Color for Film,Portrait,Photography		1	190844	787457746433 4/11/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$17.99
Elitehood Ipad Tripod Stand, Up to 65.3 Inch Height Adjustable Foldable Floor Tablet Stand		1	190844	787457746433 4/11/2019	10.5.0000.1110.410.05.0000 Classroom/Instructional Supplies (Eisenhower)	\$26.99
Check #: 0						
PO/InvoiceTotal:						\$122.87
Check Group:						
SmartSignShellCLip Label Holder (0.875"x6" Clear Plastic Plastic for 3/4" Shelving 10pck		3	190845	433855587746 4/11/2019	10.5.0000.2222.410.04.0000 General Supplies	\$49.98
AmazonBasics 60-inch Lightweight Tripod w/Bag		6	190845	465836695959 3/11/2019	10.5.0000.2222.410.04.0000 General Supplies	\$140.94
IPOW iPad Tripod Mount Adapter Universal Tablet Clamp Holder for iPad		10	190845	465836695959 3/11/2019	10.5.0000.2222.410.04.0000 General Supplies	\$99.90
Fancierstudio Chromakey Reversible Background 5x7		6	190845	465836695959 3/11/2019	10.5.0000.2222.410.04.0000 General Supplies	\$239.94
Small Electric USB Cables 10FT Charger Cable 5 Pack		2	190845	465836695959 3/11/2019	10.5.0000.2222.410.04.0000 General Supplies	\$25.98
LimoStudio PhotoVideo Chromakey Green Screen Suit		1	190845	767463798338 4/11/2019	10.5.0000.2222.410.04.0000 General Supplies	\$33.99
1inchTheOfficeVerticleStandup SignHolder Pk 8.5x11.6		2	190845	767463798338 4/11/2019	10.5.0000.2222.410.04.0000 General Supplies	\$63.98
Check #: 0						
PO/InvoiceTotal:						\$654.71

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Honey Maid Family Size Graham Crackers, 25.6 Ounce		4	190861	453635445585 3/13/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$17.92
HERSHEY'S Chocolate Candy Bar, 1.55 Ounce		2	190861	453635445585 3/13/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$8.54
Prime Pantry Charge		1	190861	453635445585 3/13/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$5.99
X-ACTO #1 Knife, Z Series With Safety Cap		6	190861	799736543974 3/12/2019	10.5.0000.1112.410.04.0000 Science Supplies	\$33.96
					Check #: 0	
						PO/InvoiceTotal: \$66.41
Check Group:						
Dell_Premium_5000 Business Laptop Computer 15.6-inch FHD Display, AMD A12_Processor Radeon R7 Graphics, 8GB RAM, 1TB Hard Drive, DVD/RW, Bluetooth, Backlit Keyboard, Windows 10 Pro		5	190862	583385439668 3/12/2019	10.5.0000.2225.410.01.0000 General Supplies	\$2,640.00
					Check #: 0	
						PO/InvoiceTotal: \$2,640.00
Check Group:						
The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader Spiral-bound		1	190863	637494977337 3/13/2019	10.5.0000.1110.312.03.0000 Elem Staff Professional Development (Ross)	\$35.35
Patterns of Power: Inviting Young Writers into the Conventions of Language, Grades 1-5		1	190863	637494977337 3/13/2019	10.5.0000.1110.312.03.0000 Elem Staff Professional Development (Ross)	\$46.42
					Check #: 0	
						PO/InvoiceTotal: \$81.77
Check Group:						
40 Reading Intervention Strategies for K-6 Students: Research-Based Support for RTI a lesson planning resource to increase literacy levels		1	190864	474834895899 3/13/2019	10.5.0000.1110.312.03.0000 Elem Staff Professional Development (Ross)	\$24.20

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers		1	190864	474834895899 3/13/2019	10.5.0000.1110.312.03.0000 Elem Staff Professional Development (Ross)	\$39.42
The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers		1	190864	474834895899 3/13/2019	10.5.0000.1110.312.03.0000 Elem Staff Professional Development (Ross)	\$32.20
Check #: 0						
PO/InvoiceTotal:						\$95.82
Check Group:						
Headphone Jack Extender		1	190865	444484799665 3/12/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$4.99
Check #: 0						
PO/InvoiceTotal:						\$4.99
Check Group:						
Paper Mate InkJoy Gel Retractable Pen, 0.7mm, Ink, Pack of 14, Assorted (1951636)		1	190898	438487937559 4/2/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$16.55
Fiskars 12-27457097J Gel Pen 48-Piece-Set		1	190898	876473356793 3/29/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$13.67
Check #: 0						
PO/InvoiceTotal:						\$30.22
Check Group:						
Stylus Pens innhom Stylus for Touch Screens and Black Ink Ballpoint Pens-2 in 1 Stylus Pen for iPad iPhone 6/6s 7/7s 8 Plus Samsung Galaxy S5 S6 S7 S8 Edge Note 4/5/7/8 Kindle 12 Pack 3 Year Warranty		3	190899	655458868796 3/28/2019	10.5.0000.1122.410.04.0000 Classroom Supplies - 7th	\$23.07
Check #: 0						
PO/InvoiceTotal:						\$23.07
Check Group:						
Paper Plates		1	190900	448476979378 5/2/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$44.42

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Forks		1	190900	448476979378 5/2/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$10.85
Small paper plates		1	190900	457737995547 5/2/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$23.99
Napkins		1	190900	878873366469 3/29/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$26.99
Check #: 0						
PO/InvoiceTotal:						\$106.25
Check Group:						
Spare Weighted Chess Pieces		1	190901	453534985736 4/4/2019	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$15.99
Chess Clock		1	190901	453534985736 4/4/2019	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$34.95
Spare Weighted Chess Pieces		1	190901	966857365385 4/2/2019	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$15.99
Chess Clock		1	190901	966857365385 4/2/2019	10.5.0000.1410.410.04.0000 General Supplies - Ind. Arts	\$34.50
Check #: 0						
PO/InvoiceTotal:						\$101.43
Check Group:						
Custom Single Line Stamp - Self Inking - Long Narrow Stamp		1	190915	453938857386 3/29/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$13.99
Check #: 0						
PO/InvoiceTotal:						\$13.99
Check Group:						
Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice		1	190917	437973498367 4/10/2019	10.5.0000.1110.312.03.0000 Elem Staff Professional Development (Ross)	\$17.77
Check #: 0						
PO/InvoiceTotal:						\$17.77

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Non Slip Safety Grip tape for Stairs		1	190918	437866655644 4/9/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$24.55
Check #: 0						
PO/InvoiceTotal:						\$24.55
Check Group:						
Cricut Maker		1	190919	455986355778 4/9/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$365.00
Cricut Mint Tools and Basic Trimmer Set		1	190919	455986355778 4/9/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$40.23
Cricut Variety Mat, 12*12, 3 mats		1	190919	455986355778 4/9/2019	10.5.0000.2410.410.04.0000 Principal Supplies Account	\$24.61
Check #: 0						
PO/InvoiceTotal:						\$429.84
Check Group:						
Carhartt Legacy Classic Work Backpack with Padded Laptop Sleeve, Carhartt Brown		2	190920	446789736647 4/9/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$99.98
Check #: 0						
PO/InvoiceTotal:						\$99.98
Check Group:						
diploma frame		1	190921	563977338657 4/9/2019	10.5.0000.2222.410.02.0000 General Supplies	\$19.99
Check #: 0						
PO/InvoiceTotal:						\$19.99
Check Group:						
AmazonBasics Mini DisplayPort to VGA Adapter		10	190922	449665965555 4/9/2019	10.5.0000.2225.410.01.0000 General Supplies	\$119.90
Parts Express 6 Feet 3.5mm Stereo Male To Male Cable		5	190922	555446397866 5/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$24.70

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
USB C TO VGA Adapter, USB 3.1 Type C (USB-C) to VGA Adapter With Aluminium Case for 2017 / 2016 MacBook, 2017 iMac, Chromebook, Dell, HP and more		10	190922	655343939475 5/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$139.90
AmazonBasics USB Type-C to USB 3.1 Gen1 Female Adapter - White		5	190922	655343939475 5/2/2019	10.5.0000.2225.410.01.0000 General Supplies	\$39.90
Check #: 0						
PO/InvoiceTotal:						\$324.40
Check Group:						
Honey-Can-Do OFC-03303 Table-top Hanging File Organizer, 5.5 x 12.5 x 9.8, Silver		2	190934	453377773857 4/10/2019	10.5.0000.1110.410.01.0000 Classroom/Instructional Supplies (District)	\$20.58
Check #: 0						
PO/InvoiceTotal:						\$20.58
Vendor Total:						\$5,056.41
AT & T Long Distance	01256					
Check Group:						
Monthly Long Distance Phone Charges - April 2019		1	0	834687562x419 4/13/2019	10.5.0000.2630.341.01.0000 Telephone/Network	\$207.77
Check #: 0						
PO/InvoiceTotal:						\$207.77
Vendor Total:						\$207.77
AT & T Mobility	71927					
Check Group:						
Monthly Wireless Phone Charges - April 2019		1	0	827020302x419 4/19/2019	10.5.0000.2630.341.01.0000 Telephone/Network	\$121.98
Check #: 0						
PO/InvoiceTotal:						\$121.98
Vendor Total:						\$121.98
CDW Computer Center	01060					
Check Group:						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Epson 675W w/wall mount		1	191008	SBG1189 4/25/2019	10.5.0000.2225.553.01.0000 Capital Equipment > \$1000	\$1,054.09
Check #: 0						
PO/InvoiceTotal:						\$1,054.09
Vendor Total:						\$1,054.09
City of Prospect Heights						
Check Group:						
Admin Fee		1	0	CG2-19 4/30/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$360.35
Check Fee		11	0	CG2-19 4/30/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$55.00
Crossing Guard Salary - February 2019		1	0	CG2-19 4/30/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$3,603.54
Employer Portion of OASDI (Social Security)		1	0	CG2-19 4/30/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$223.41
Employer Portion of Medicare		1	0	CG2-19 4/30/2019	10.5.0000.2191.319.01.0000 Crossing Guards	\$52.26
Check #: 0						
PO/InvoiceTotal:						\$4,294.56
Check Group:						
ANNUAL ELEVATOR INSPECTION		1	191029	208-41 1/2/2019	20.5.0000.2542.319.01.0000 Professional Services	\$100.00
SANITARY SEWER FEE @ MAC		1	191029	45018x1-3.19 4/15/2019	20.5.0000.2542.370.01.0000 Water/Sanitation	\$73.50
SANITARY SEWER FEE @ IKE		1	191029	45019x1-3.19 4/15/2019	20.5.0000.2542.370.01.0000 Water/Sanitation	\$73.50
Check #: 0						
PO/InvoiceTotal:						\$247.00
Vendor Total:						\$4,541.56

Demco Inc. 00220

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Check Group:						
Vertical Sign Frame		1	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$13.37
Balance discounted prices		1	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	(\$0.06)
Small Read On Wall Quote		1	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$22.57
Mini Poster Set		1	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$6.87
Be A Smart Cookie Die Cut Bookmark		2	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$17.26
\$100 Bill Die Cut Bookmark		2	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$17.26
Eye Read Die Cut Bookmarks		2	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$17.26
X-Acto Teacher Pro Pencil Sharpener		1	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$71.68
2 Sided Due Date Cards		3	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$13.07
Area Rug- Under Water		1	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$245.33
Origami Bookmarks -48 pack		7	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$49.41
Mustache Book Bags -100 pack		3	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$108.32
Book Tape 2" x 15		2	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$14.35
Book Tape 4" x 15		2	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$28.47
Label Protectors 2.5" x 3		2	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$41.34

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Label Protector 1" x 3		2	190967	6600816 4/29/2019	10.5.0000.2222.410.03.0000 General Supplies	\$29.85
Check #: 0						
PO/InvoiceTotal:						\$696.35
Vendor Total:						\$696.35
Follett School Solutions, Inc						
Check Group:						
134 books		1	190839	439765F 4/17/2019	10.5.0000.2222.430.05.0000 Library Books - Elementary	\$798.21
Check #: 0						
PO/InvoiceTotal:						\$798.21
Vendor Total:						\$798.21
Fox Valley Fire & Saftey Co	00315					
Check Group:						
QUARTERLY FIRE ALARM RADIO MONITORING		1	191026	IN00257753 4/10/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$99.00
QUARTERLY FIRE ALARM RADIO MONITORING		1	191026	IN00257754 4/10/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$99.00
QUARTERLY FIRE ALARM RADIO MONITORING		1	191026	IN00257755 4/10/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$99.00
QUARTERLY FIRE ALARM RADIO MONITORING		1	191026	IN00257756 4/10/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$99.00
Check #: 0						
PO/InvoiceTotal:						\$396.00
Vendor Total:						\$396.00
Jessa Gianneschi						
Check Group:						
Mileage for Home-Bound Instruction - JGianneschi		1	0	Mileage.41719.JG 4/29/2019	10.5.0000.1205.332.01.0000 Travel Expense	\$13.92
Check #: 0						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$13.92</u>
						Vendor Total: <u>\$13.92</u>
Menards	05060					
Check Group:						
TABLE LEG REPLACEMENT PARTS		1	191031	35354 4/23/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$24.98
						Check #: 0
						PO/InvoiceTotal: <u>\$24.98</u>
						Vendor Total: <u>\$24.98</u>
Michael Wagner & Sons, Inc.	00974					
Check Group:						
PLUMBING PARTS		1	191028	1460186 4/23/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$242.67
						Check #: 0
						PO/InvoiceTotal: <u>\$242.67</u>
						Vendor Total: <u>\$242.67</u>
Nelson Gray						
Check Group:						
Transportation Consulting Services 2019		39.75	0	Transpo.Consult2 019 4/30/2019	40.5.0000.2551.110.01.0000 Certified Salaries	\$3,975.00
						Check #: 0
						PO/InvoiceTotal: <u>\$3,975.00</u>
						Vendor Total: <u>\$3,975.00</u>
Nicor Gas						
Check Group:						
Monthly Gas Charges - Ross - 3/25/19 - 4/24/19		1	0	727417.419 4/26/2019	20.5.0000.2542.465.01.0000 Natural Gas	\$125.19
						Check #: 0
						PO/InvoiceTotal: <u>\$125.19</u>

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Vendor Total:						\$125.19
Nystrom, Camron J						
Check Group:						
MAC - Bingo Rewards for Teachers		1	0	MAC.Reimb.Rewa rds 4/30/2019	10.5.0000.2410.490.04.0000 Mac Arthur Principal Staff/Student Food Account	\$13.25
Check #: 0						
PO/InvoiceTotal:						\$13.25
Vendor Total:						\$13.25
Performance Chemical & Supply						
Check Group:						
C BATTERIES		1	191035	231523 4/11/2019	20.5.0000.2542.410.01.0000 Materials & Supplies	\$14.94
Check #: 0						
PO/InvoiceTotal:						\$14.94
Vendor Total:						\$14.94
Positive Promotions						
Check Group:						
Stylus pens		250	190908	06277812 4/24/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$160.05
Set Up Charges		1	190908	06277812 4/24/2019	10.5.0000.1110.410.02.0000 Classroom/Instructional Supplies (Sullivan)	\$43.40
Check #: 0						
PO/InvoiceTotal:						\$203.45
Vendor Total:						\$203.45
Processing Point, Inc.						
Check Group:						
3 MONTH SUBSCRIPTION FEE		1	191041	EST001808 4/19/2019	20.5.0000.2542.316.01.0000 Contracted Software/Websites	\$421.00
Check #: 0						

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$421.00</u>
						Vendor Total: <u>\$421.00</u>
Quinlan & Fabish Music	00867					
Check Group:						
Feel It Still		1	191007	11137373 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$45.00
Shallow		1	191007	11137373 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$64.80
The Incredibles (Main Theme)		1	191007	11137373 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$40.50
Score Conquistador		3	191007	11153498 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$27.00
Boulevard Of Broken Dreams		1	191007	11153498 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$45.00
Remember Me		1	191007	11166835 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$45.00
HandClap		1	191007	11166835 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$45.00
Call Me Maybe		1	191007	11166835 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$40.50
Poker Face		1	191007	11166835 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$40.50
This Is Me (Easy)		1	191007	11166835 4/29/2019	10.5.0000.1118.410.04.0000 Classroom Supplies	\$40.50
						Check #: 0
						PO/InvoiceTotal: <u>\$433.80</u>
Check Group:						
Bow-Rehair		1	191027	11170261 4/9/2019	10.5.0000.1118.323.04.0000 Orchestra Instrument Repair (Mac Arthur)	\$47.00
						Check #: 0

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$47.00
						Vendor Total: \$480.80
School Specialty						
Check Group:						
Hasbro Twister		1	191020	208122795181 4/29/2019	10.5.0000.3900.410.01.4909 Title III Parent Outreach Supplies	\$23.02
Guidecraft IO Blocks, Set of 114		1	191020	208122795181 4/29/2019	10.5.0000.3900.410.01.4909 Title III Parent Outreach Supplies	\$38.99
						Check #: 0
						PO/InvoiceTotal: \$62.01
						Vendor Total: \$62.01
Soustos Decorating Co						
Check Group:						
ROSS/SULLIVAN METAL DUCTWORK SCRAPING AND PAINTING		1	190996	10999 4/23/2019	20.5.0000.2542.323.01.0000 Repair & Maintenance Services	\$1,900.00
						Check #: 0
						PO/InvoiceTotal: \$1,900.00
						Vendor Total: \$1,900.00
Streamwood Behavioral Healthcare System	80409					
Check Group:						
Hospital Instruction - DS - April 2019		10	0	10666 4/26/2019	10.5.0000.1205.314.01.0000 Contracted Sp. Ed. Inst./Tutor	\$350.00
						Check #: 0
						PO/InvoiceTotal: \$350.00
						Vendor Total: \$350.00
Sunbelt Staffing, LLC						
Check Group:						
Long Term Sub for Sara Craig - week ending 4/20/19		22.25	0	10454184 4/21/2019	10.5.0000.2140.319.01.0000 Pysch Extra Time	\$1,913.50

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
Long Term Sub for Sara Craig - Week ending 4/27/19		29.75	0	10470811 4/28/2019	10.5.0000.2140.319.01.0000 Pysch Extra Time	\$2,558.50
					Check #: 0	
						PO/InvoiceTotal: <u>\$4,472.00</u>
						Vendor Total: <u>\$4,472.00</u>
SuperFleet MasterCard Program						
Check Group:						
Monthly Fuel Charges - 3/26/19 - 4/25/19		1	0	FB235.419 4/26/2019	20.5.0000.2545.464.01.0000 Gasoline - District Vehicles	\$291.40
					Check #: 0	
						PO/InvoiceTotal: <u>\$291.40</u>
						Vendor Total: <u>\$291.40</u>
Trezeros Kitchen & Tap						
Check Group:						
Dinner at Trezeros - BOE Re-org		1	191044	BOE.ReOrg.2019 4/24/2019	10.5.0000.2310.490.01.0000 BOE Food/Meals	\$211.80
					Check #: 0	
						PO/InvoiceTotal: <u>\$211.80</u>
						Vendor Total: <u>\$211.80</u>
VT Services, Inc.						
Check Group:						
REPLACED DIGITIZER		1	191034	138641 4/26/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$185.00
REPLACED HEADPHONE JACK		1	191034	138641 4/26/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$185.00
REPLACED DIGITIZER		1	191034	138641 4/26/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$75.00
REPLACED DIGITIZER AND HOME BUTTON		1	191034	138641 4/26/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$185.00

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Prospect Heights School District 23

Voucher Detail Listing

Voucher Batch Number: 1281

05/07/2019

Fiscal Year: 2018-2019

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
REPLACED REAR CAMERA		1	191034	138641 4/26/2019	10.5.0000.2225.323.01.0121 One-to-One Repair Protection Plan	\$185.00
Check #: 0						

PO/InvoiceTotal:	<u>\$815.00</u>
Vendor Total:	<u>\$815.00</u>
Grand Total:	\$27,647.78

End of Report

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This representation shows the 4 Strategic Plan Goals, the associated 5 objectives, and identified data indicators that provide the ability to monitor our progress and tell our story. For each objective, a bullet-pointed list of strategies and actions is provided.

<h2 style="margin: 0;">Student Success</h2> <p style="margin: 0;"><i>Ensure all students are well rounded and emotionally and academically prepared for success in high school.</i></p>		
1.1	<p>Further develop and examine the effectiveness of core curriculum, interventions, and supports for all student groups.</p>	<p>DASHBOARD INDICATORS ECRA Growth Targets % of students meeting or exceeding their growth target in Math % of students meeting or exceeding their growth target in Reading</p> <p>PARCC/IAR/DLM Benchmarks % of students meeting or exceeding State standards in Math % of students meeting or exceeding State standards in Reading</p> <p>ISA/DLM % of students meeting or exceeding State Standards in Science</p>
	<ul style="list-style-type: none"> ● Facilitate MTSS Committee to <ul style="list-style-type: none"> ○ continue focus on Tier I Supports and Interventions. ○ investigate and implement Tier II and Tier III Supports and Interventions. ○ develop guidance manual. ● Continue math committee to monitor adoption of Ready Math <ul style="list-style-type: none"> ○ support implementation with continued professional development. ● Explore ELA Standards and Curricular shifts in preparation for review in 2020-21 and adoption in 2021-22. <ul style="list-style-type: none"> ○ Investigate ancillary materials/blended learning tools for ELA ● Implement and monitor Library Media Curriculum. 	
1.2	<p>Ensure all students have access to curriculum and instruction that matches their skills and inspires growth.</p>	<p>LOCAL INDICATORS</p> <ul style="list-style-type: none"> ● Fastbridge? ● Subgroup Growth targets?
	<ul style="list-style-type: none"> ● Support district improvement team <ul style="list-style-type: none"> ○ strengthen teacher leadership ○ review district/building data. ○ monitor progress on goals. 	

	<ul style="list-style-type: none"> ○ facilitate program evaluation. ● Implement FAST assessment tools in place of MAP. 	
1.3	Support the whole child including the development of social/emotional and life skills.	DASHBOARD INDICATORS SAEBRS % of students in expected range PBIS % of students meeting behavioral expectations
	<ul style="list-style-type: none"> ● Implement SAEBRS assessment tool. ● Facilitate MTSS Committee to <ul style="list-style-type: none"> ○ continue focus on Tier I Supports and Interventions. ○ investigate and implement Tier II and Tier III Supports and Interventions. ○ develop guidance manual. 	
1.4	Evaluate program development and innovations including ELL, Special Education, At-Risk students and optimal length and start of the school day.	LOCAL INDICATORS <ul style="list-style-type: none"> ● ACCESS Proficiency Data? ● RtI Exit Rates? ● Fastbridge growth target for subgroups
	<ul style="list-style-type: none"> ● Facilitate EL/ Bilingual Committee to <ul style="list-style-type: none"> ○ clearly define and implement program. ○ support with assessments, core instruction and intervention. ○ explore Polish bilingual supports and services. ● Facilitate TLT Committee to implement Educational Technology Plan 3 <ul style="list-style-type: none"> ○ PD: Implement student centered planning pilot process ○ Student Voice: Investigate and pilot opportunities for students to share their learning. ○ Equipment: Continue monitoring refresh cycles, effectiveness of iPad for student instruction, staff devices, and classroom tools and equipment. ○ Security: Explore security measures, cloud services, software terms, privacy, and procedures for best practice. 	
1.5	Explore accessibility and expansion of extra-curricular and foreign language experiences.	DASHBOARD INDICATORS ExtraCurricular Involvement % of students participating in an extracurricular activity
	<ul style="list-style-type: none"> ● Conduct analysis of participation and extracurricular offerings to enhance planning and decision making process. ● Explore Spanish offerings and needs of students, expanding to Heritage Spanish for Biliteracy. 	

- Continue partnership with PTO to provide Language Adventures program to students..

Teaching, Learning, and Innovation

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

2.1	<p>Continue to seek and retain high quality professional staff and leaders.</p>	<p>DASHBOARD INDICATORS TEACHER RETENTION RATE % of teachers returning to same position in following year</p> <p>ADVANCED DEGREE % of faculty with advanced degree</p>
	<ul style="list-style-type: none"> • Continue and refine induction and mentoring program to support new teachers. • Improve recruitment through social media/district website for job opportunities. • Continue growing and supporting leadership among departments and team leaders to facilitate collaborative responsibility and shared decision making. • Establish sub orientation/training program to retain quality list of subs. • Strengthen benefits options and facilitate improved communication to membership. • Facilitate Wellness Committee to <ul style="list-style-type: none"> ○ develop a wellness program. ○ enhance incentives and reduce premiums. 	
2.2	<p>Identify gaps in student learning and develop instructional approaches to meet the needs of all students.</p>	<p>LOCAL INDICATORS</p> <ul style="list-style-type: none"> • Proficiency Gap analysis?
	<ul style="list-style-type: none"> • Pilot/Implement Student Centered Planning in SAIL program and with TIS. 	
2.3	<p>Develop and communicate an aligned curricular map of expected learning standards.</p>	<p>LOCAL INDICATOR</p> <ul style="list-style-type: none"> • 5 Essentials: T response re: curriculum?
	<ul style="list-style-type: none"> • Monitor and validate math curriculum maps. 	
2.4	<p>Provide job-embedded professional development aligned to 21st Century learner needs.</p>	<p>DASHBOARD INDICATORS EFFECTIVE PROFESSIONAL DEVELOPMENT % District-wide in 5Essentials</p>

	<ul style="list-style-type: none"> ● Facilitate Collaborative/Shared development of Building/District PD goals <ul style="list-style-type: none"> ○ Continue focus on math shifts and implementation of new curriculum. ● Support Team/Grade level embedded PD to <ul style="list-style-type: none"> ○ strengthen teacher leadership ○ reboot PLC purpose and processes. ○ maximize flexible instructional spaces. ○ increase student engagement. ○ increase use of instructional tools and strategies. 	
2.5	<p>Support positive and collaborative culture that enhances professional learning and practice.</p>	<p>DASHBOARD INDICATORS</p> <p>EFFECTIVE LEADERSHIP % District-wide in 5Essentials</p> <p>PROFESSIONAL TRUST % District-wide in 5Essentials</p> <p>COLLABORATIVE TEACHERS % District-wide in 5Essentials</p> <p>ACADEMIC PRESS % District-wide in 5Essentials</p> <p>AMBITIOUS INSTRUCTION % District-wide in 5Essentials</p> <p>COLLECTIVE RESPONSIBILITY % District-wide in 5Essentials</p>
	<ul style="list-style-type: none"> ● Continue work of Evaluation Committee to <ul style="list-style-type: none"> ○ review and revise evaluation process and procedures. ● Continue relationship building and visibility to enhance morale and build culture. ● Expand use of Instructional Rounds to support collaborative culture and professional development. 	

Family and Community Partnership

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

3.1	Use relevant, ongoing communication tools and methods to engage parents and community.	<p>DASHBOARD INDICATORS EFFECTIVE COMMUNICATIONS % District-wide in 5Essentials</p> <p>SOCIAL MEDIA # of FOLLOWS on Twitter/Facebook Social Media Platforms</p> <p>OPEN RATE % of Open/Click Rate of Constant Contact Newsletters</p>
	<ul style="list-style-type: none"> ● Launch #Proud2BD23 campaign to increase awareness and celebration of District 23, schools, staff and students. ● Revise and update Parent/Student Handbook posted on website. ● Continue to strengthen the use of Constant Contact to increase readership of newsletters. 	
3.2	Assist parents with understanding student learning standards, expectations and district priorities.	<p>DASHBOARD INDICATORS INVOLVED FAMILIES % District-wide in 5Essentials</p> <p>PARENT SATISFACTION % District-wide in 5Essentials</p>
	<ul style="list-style-type: none"> ● Implement PowerSchool Report Card system for all grades. ● Explore alternate reporting tools to better reflect whole-child approach. ● Continue increasing parent involvement through <ul style="list-style-type: none"> ○ alternate spring conference to increase parent engagement in schools. ○ parent and community involvement in grade level service learning projects. ○ investigation and facilitation of parent nights around topics related to future ready schools, multiculturalism, and student programming. ● Support families with children with special needs through implementation of Key2Ed IEP facilitation process. ● Finalize and post curriculum maps for science and math. 	
3.3	Expand community partnerships.	<p>DASHBOARD INDICATORS PARTNERSHIP ACTIVITY # of Community Partnerships</p>
	<ul style="list-style-type: none"> ● Strengthen relationships with PTO. ● Continue partnership with D214 through Educator Prep and internship programs. ● Continue active participation in Link Together coalition. ● Strengthen relationships with community partners through Heads of Government, Rotary, and Chamber of Commerce. 	

3.4	Support positive and collaborative community culture that enhances connections between families.	DASHBOARD INDICATORS INFORMATIONAL EVENTS # of Family Events
	<ul style="list-style-type: none"> ● Continue increasing parent involvement through <ul style="list-style-type: none"> ○ alternate spring conference to increase parent engagement in schools. ○ parent and community involvement in grade level service learning projects. ○ investigation and facilitation of parent nights around topics related to future ready schools, multiculturalism, and student programming. 	
3.5	Develop a community relations and engagement plan targeted to future school district needs and priorities.	DASHBOARD INDICATORS DISTRICT ENGAGEMENT # of District Engagement Events
	<ul style="list-style-type: none"> ● Continue facilitation of Superintendent Advisory Council. ● Launch #Proud2BD23 campaign to increase awareness and celebration of District 23, schools, staff and students. ● Investigate long range communications needs of the District. 	

Sustainable Resources

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

4.1	Develop a long-range financial plan that includes instruction, professional growth, technology, and facilities.	DASHBOARD INDICATORS Fund balance
		EBM Adequacy Target EBM Local Capacity Target EBM Gap to Adequacy EBM New Funds

		<p>Tax Rate</p> <p>Per Pupil Expenditure</p> <p>Local Property Tax Revenue</p> <p>Education Expenditure</p> <p>Expenditure to Revenue Ratio</p> <p>Long Term Debt Margin</p>
	<ul style="list-style-type: none"> ● Coordinate construction projects for timely completion within budget parameters. ● Implement site-based reporting in alignment with ESSA requirements. ● Facilitate Insurance Committee to investigate insurance provision and plan options. ● Refine registration and payment process for ease of use by parents and maximum collection/reporting by staff. ● Enhance use of residency system. ● Develop, submit, and monitor all grants, including IDEA/EC when responsibility shifts. ● Evaluate services and status of SEIU contract. 	
4.2	<p>Provide spaces that support collaborative learning opportunities.</p>	<p>DASHBOARD INDICATORS</p> <p>Instructional Space Use % of instructional spaces in use</p> <p>Long Range Facility Plan % of plan completed</p>
	<ul style="list-style-type: none"> ● Re-evaluate and update the capital long range plan. ● Continue investigation and communication of building/facility needs. ● Continue furniture replacement, investigation, and planning to <ul style="list-style-type: none"> ○ update learning spaces. ○ increase flexibility of instruction. ○ investigate accessible learning spaces. ● Install and train for use of new phone system. ● Monitor technology infrastructure and plan for improvements/upgrades to support instructional needs. 	

4.3	Ensure safe and secure learning environments in collaboration with first responders.	DASHBOARD INDICATORS Safe Schools % District-wide in 5Essentials
	<ul style="list-style-type: none"> Examine safety action plan and develop improved emergency response protocols. Implement RAPTOR visitor management system at all schools. Facilitate TLT subcommittee to review and create data and cyber security plan. 	
4.4	Engage stakeholders in the development of effective use of resources.	DASHBOARD INDICATORS <ul style="list-style-type: none"> 5 Essentials: T response re: ownership/involvement?
	<ul style="list-style-type: none"> Continue to implement system of reporting on revenues, expenses and fund balances to fully inform stakeholders of District outlook; place on website dashboard. Continue Growing Green Project roadmap implementation. Continue facilitation of Superintendent Advisory Council to <ul style="list-style-type: none"> determine the goals and demands of the community for the students and facilities. Enhance use of financial software for effective and efficient purchasing in order to maximize use of funds/save money; eProcurement/ML Schedules. 	
4.5	Explore shared service opportunities, cost-saving consortiums and ventures.	DASHBOARD INDICATORS <ul style="list-style-type: none"> ???
	<ul style="list-style-type: none"> Maintain ECDEC/Harper EC classroom/program. Explore partnership to expand EC offerings. Explore options with Arlington Heights and Prospect Heights Park Districts for shared use facility and revenue generating opportunities. Improve facility use procedures and invoicing schedule Investigate transportation contract extension with District 21. 	

This representation aligns our strategic plan objectives and action steps in “timeline” orientation. These are only District-wide elements that help us to see the components of the plan that are continuations of prior efforts, new steps to be implemented this school year, and items to develop and explore over the next few years. Each of the schools will add their strategies and actions when sharing with their faculty.

Goal	Continue	Implement	Develop	Explore	STOP
1.1	Facilitate MTSS Committee to continue focus on Tier I Supports and Interventions.	Facilitate MTSS Committee to investigate and implement Tier		Explore ELA Standards and Curricular shifts in preparation for review in	Grow STEM curriculum and offerings

	Continue math committee to monitor adoption of Ready Math and support implementation with continued professional development.	<p>II and Tier II Supports and Interventions and develop guidance manual.</p> <p>Implement and monitor Library Media Curriculum.</p>		2020-21 and adoption in 2021-22.	
1.2	Support district improvement team to review district/building data, monitor progress on goals, and facilitate program evaluation.	Implement FAST assessment tools in place of MAP.			
1.3		Implement SAEBERS assessment tool.			
1.4	Facilitate EL/ Bilingual Committee to clearly define and implement program; support with assessments, core instruction and intervention.	Facilitate TLT Committee to implement Educational Technology Plan 3.		Explore Polish bilingual supports and services.	Complete ISBE compliance audit.
1.5	Continue partnership with PTO to provide Language Stars program at the elementary schools.	<p>Conduct analysis of participation and extracurricular offerings to enhance planning and decision making process.</p> <p>Explore Spanish offerings and needs of students, expanding to Heritage Spanish for Biliteracy.</p>			
2.1	Continue and refine induction and mentoring program to support new teachers.	Improve recruitment through social media/district website for job opportunities.			Enhance "on-boarding" process to support

	<p>Continue growing and supporting leadership among departments and team leaders to facilitate collaborative responsibility and shared decision making.</p> <p>Strengthen benefits options and facilitate improved communication to membership.</p>	<p>Establish sub orientation/training program to retain quality list of subs.</p> <p>Facilitate Wellness Committee to develop a wellness program, enhance incentives and reduce premiums.</p>			efficient processes.
2.2		Pilot/Implement Student Centered Planning in SAIL program and with TIS.			Review blended learning literacy tools to support intervention programs.
2.3	Finalize and post curriculum maps for science and math.				
2.4	<p>Facilitate Collaborative/Shared development of Building/District PD goals</p> <p>Continue focus on math shifts and implementation of new curriculum.</p>	Support Team/Grade level embedded PD to reboot PLC purpose and processes, maximize flexible instructional spaces, increase student engagement and increase use of instructional tools and strategies.			Strengthen instruction through continued professional development cohort model.
2.5	Continue work of Evaluation Committee to review and revise	Expand use of Instructional Rounds to support			Implement Staff Apple

	<p>evaluation process and procedures.</p> <p>Continue relationship building and visibility to enhance morale and build culture.</p>	<p>collaborative culture and professional development.</p>			<p>Purchase Program.</p> <p>Support Growth Mindset to enhance culture of improved learning</p>
3.1	<p>Continue to strengthen the use of Constant Contact to increase readership of newsletters.</p>	<p>Launch #Proud2BD23 campaign to increase awareness and celebration of District 23, schools, staff and students.</p> <p>Revise and update Parent/Student Handbook posted on website.</p>			<p>Launch our new website to engage our community</p>
3.2	<p>Continue plan to increase parent involvement through parent and community involvement in grade level service learning projects.</p> <p>Finalize and post curriculum maps for science and math.</p>	<p>Implement PowerSchool Report Card system for all grades.</p> <p>Support families w children with special needs through implementation of Key2Ed IEP facilitation process.</p>	<p>Continue plan to increase parent involvement through alternate spring conference to increase parent engagement in schools;</p> <p>Investigation and facilitation of parent nights around topics related to future ready schools, multiculturalism, and student programming.</p>	<p>Explore alternate reporting tools to better reflect whole-child approach.</p>	<p>Develop community dashboard to identify and monitor key performance indicators</p>
3.3	<p>Continue partnership with D214 through Educator Prep and internship programs.</p>	<p>Strengthen relationships with PTO.</p>			<p>Continue Realtor outreach</p>

	<p>Continue active participation in Link Together coalition.</p> <p>Strengthen relationships with community partners through Heads of Government, Rotary, and Chamber of Commerce.</p>				including tours of buildings.
3.4	<p>Continue plan to increase parent involvement through parent and community involvement in grade level service learning projects.</p>		<p>Continue plan to increase parent involvement through alternate spring conference to increase parent engagement in schools;</p> <p>investigation and facilitation of parent nights around topics related to future ready schools, multiculturalism, and student programming.</p>		
3.5	<p>Continue facilitation of Superintendent Advisory Council.</p>	<p>Launch #Proud2BD23 campaign to increase awareness and celebration of District 23, schools, staff and students.</p>		<p>Investigate long range communications needs of the District.</p>	
4.1	<p>Refine registration and payment process for ease of use by parents and maximum collection/reporting by staff</p> <p>Enhance use of residency system.</p>	<p>Coordinate construction projects for timely completion within budget parameters.</p> <p>Implement site-based reporting in alignment with ESSA requirements.</p>			<p>Facilitate negotiations to implement fair and responsible agreement.</p>

	Develop, submit, and monitor all grants, including IDEA/EC when responsibility shifts.	Facilitate Insurance Committee to investigate insurance provision and plan options. Evaluate services and status of SEIU contract.			Conduct bond issuance to facilitate implementation of life safety and long range facilities plan
4.2	Re-evaluate and update the capital long range plan. Continue investigation and communication of building/facility needs. Continue furniture replacement, investigation, and planning to update learning spaces, increase flexibility of instruction and investigate accessible learning spaces. Monitor technology infrastructure and plan for improvements/upgrades to support instructional needs.	Install and train for use of new phone system.			
4.3		Examine safety action plan and develop improved emergency response protocols. Implement RAPTOR visitor management system at all schools.			

		Facilitate TLT subcommittee to review and create data and cyber security plan.			
4.4	<p>Continued implement system of reporting on revenues, expenses and fund balances to fully inform stakeholders of District outlook; place on website dashboard. Continue Growing Green Project roadmap implementation.</p> <p>Continue facilitation of Superintendent Advisory Council to determine the goals and demands of the community for the students and facilities.</p>	Enhance use of financial software for effective and efficient purchasing in order to maximize use of funds/save money; eProcurement/ML Schedules.			Conduct transportation analysis
4.5	Maintain ECDEC/Harper EC classroom/program.	<p>Improve facility use procedures and invoicing schedule.</p> <p>Investigate transportation contract extension with District 21.</p>		<p>Explore partnership to expand EC offerings.</p> <p>Explore options with Arlington Heights and Prospect Heights Park Districts for shared use facility and revenue generating opportunities.</p>	



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

Date: May 8, 2019

Subject: District 23 Professional Development Plan FY 20

Prepared by: Amy M. Zaher, Ed.D., Assistant Superintendent

Background:

Each year, the District Improvement Team, the District Professional Development Committee and our school based committees provide input into the planning of professional development topics and activities, process and methods of delivery, and analysis of feedback data. Based on this input, evaluative feedback, needs assessment data, and continuous improvement planning, professional development activities are established by administration for the 2019-20 school year.

The following are highlights from the 2019-2020 District 23 Professional Development Plan:

Goals:

- 1) Align professional development goals to District and Building goals
- 2) Articulate impactful themes/topics/strands for professional development
- 3) Develop engaging activities and professional development options for faculty
- 4) Identify needs and resources to successfully implement professional development
- 5) Establish calendar for professional development maximizing the 22 allotted Mondays and 4 Institute Days

Calendar and Schedule of Professional Development:

The Professional Development Plan articulates the calendar of all Monday staff meetings, Institute Days, and Committee work. It also provides an overview of the Mandated trainings for which we are accountable each year. The Board may recall that we utilize the Global Compliance Network (GCN) tool to provide recorded trainings as “give backs” for two of the Monday Staff meetings.

Broad Themes for Professional Development:

This year, we have established the following topics as District-wide areas of focus that are tied to our Strategic Plan:

- Facilitate MTSS Committee to
 - continue focus on Tier I Supports and Interventions.
 - investigate and implement Tier II and Tier III Supports and Interventions.
 - develop guidance manual.
- Continue math committee to monitor adoption of Ready Math
 - support implementation with continued professional development.

- Explore ELA Standards and Curricular shifts in preparation for review in 2020-21 and adoption in 2021-22.
 - Investigate ancillary materials/blended learning tools for ELA
- Implement and monitor Library Media Curriculum
- Support district improvement team
 - strengthen teacher leadership
 - review district/building data.
 - monitor progress on goals.
 - facilitate program evaluation.
- Implement FAST assessment tools in place of MAP

Each Department and School has identified topics of investigation and professional learning that are targeted to their action steps.

Committee Work:

The ongoing, collaborative work of committees is essential to meeting the goals of our Strategic Plan. Each year, these working groups are evaluated for alignment to Strategic Plan, Need, and Purpose. This year, the following Committees have been established:

- District Improvement Team: Oversight for assessment calendar, use of data, and program evaluation. Continued work on the development of Dashboard Key Performance Indicators and School Improvement plans.
- Bilingual/Limited English Proficiency: Oversight for LEP/Bilingual programs, planning for BPAC, assessment, and reporting.
- Teaching Learning and Technology (TLT): Oversight for instructional practice through the blended learning process. Identify and problem solve professional development needs and pragmatic issues.
- Math Committee: Review of Math Standards and Practices, including needed curriculum and materials.
- ELA Committee: Review of Math Standards and Practices, including needed curriculum and materials.
- Multi-Tiered System of Supports (MTSS) Committee: To improve outcomes for students, using: data for decision making, evidence-based practices for student outcomes, and systems which adults need in order to support implementation efforts.
- Positive Behavior Intervention & Supports (PBIS): Development of district-wide common language and practices surrounding Universal/Tier 1 behavior management. Meetings to include PD for school teams as well as working time for development of rollout to buildings.

Strategic Plan Overview



Presentation to Prospect Heights Board of Education
May 9, 2019

Overview

Mission Statement

Vision Statement

Guiding Principles

Portrait of a Graduate

Strategic Goals

Action Plan

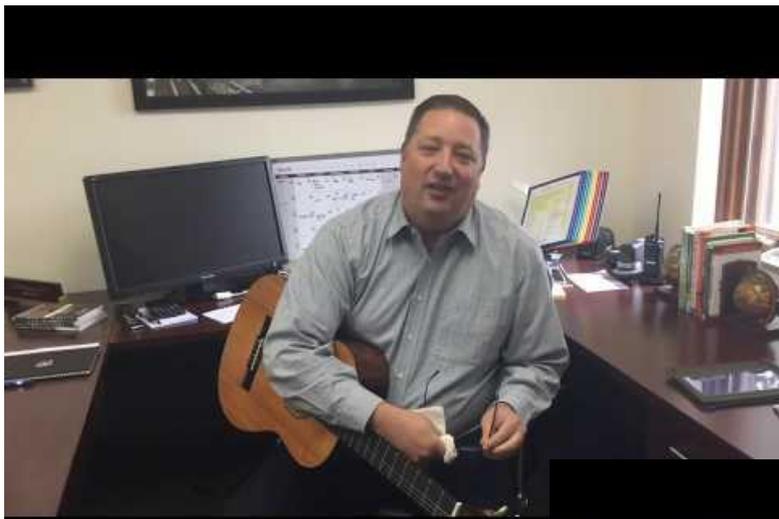
Mission Statement

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

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.

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

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

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

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

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

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

Effective and strategic communication promotes transparency and trust.

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

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

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

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

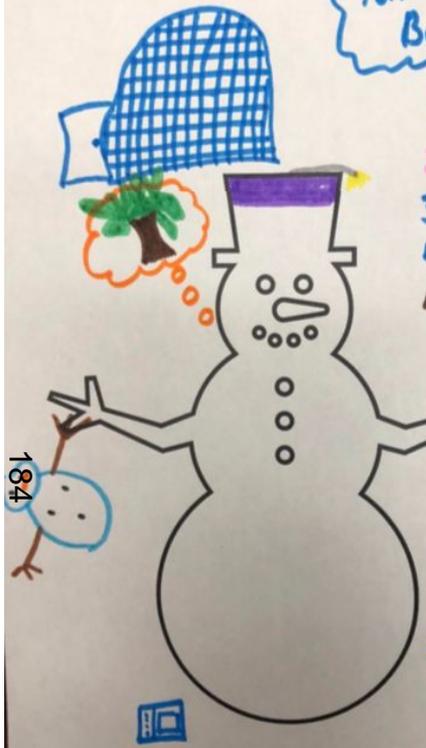


Inspiring ALL Students to be:



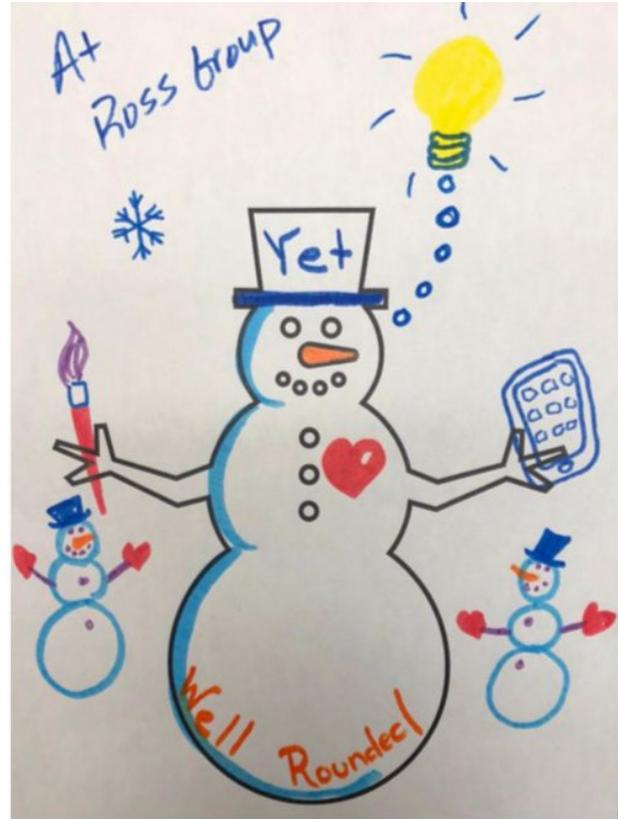
The Group
Formerly Known As.
Brunner

- 1) Graduation Cap
- 2) Vaccuum
- 3) Igloo
- 4) Snow Boy
- 4) Thought Bubble Palm Tree
- 5) Cellphone/Beeper

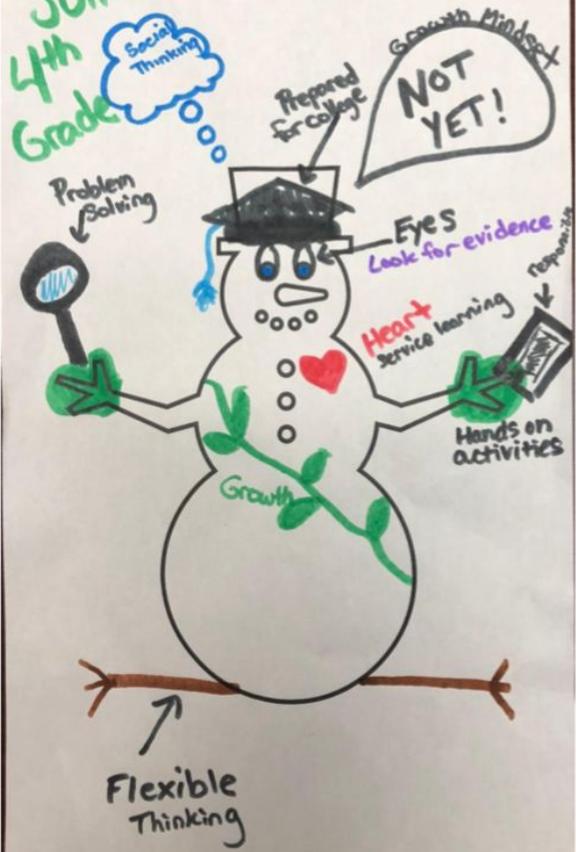


184

At
Ross group



Sullivan
4th
Grade



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 learning 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.

Strategies and Actions - Balancing time and energy

These items are NEW or a PRIMARY focus this year.

These items are 2+ years away, but require evaluation and planning.



These items are ongoing and fundamental to our goals.



These items are in process but not yet ready for full implementation.

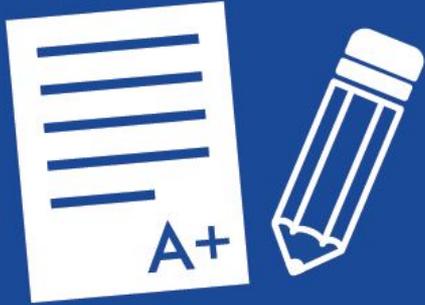


Continue

Implement

Develop

Explore



Student Success

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

1. Support Implementation of Ready Math curriculum.
2. Explore ELA Standards and Curricular Shifts.
3. Investigate Tier II and Tier III Interventions and Supports for academic and behavioral needs.



Teaching, Learning & Innovation

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

1. Pilot/Implement Student-Centered Planning.
 2. Provide professional development related to math practices and standards.
 3. Reboot Professional Learning Community Purpose and Processes.
-



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. Launch #Proud2BD23 Campaign to Increase Awareness and Celebration of District 23 Schools, Staff, and Students.
 2. Explore Alternate Reporting Tools.
 3. Increase Parent Involvement through Engagement and Information Activities.
-



191

Sustainable Resources

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

1. Coordinate Construction Projects for Timely Completion within Budget Parameters.
 2. Facilitate Insurance Committee to Investigate Plan and Provider Options.
 3. Continue Implementation System of Reporting and Monitoring of Finances.
-

**We thank all of our
students, parents, faculty,
and community members
who participated in our
strategic planning process!**

Prospect Heights School District 23
Board Information Item

Date: May 8, 2019

Title: Extended School Year Program - Summer 2019

Contact: Chrys Sroka, Ed. D., Special Education Director

In accordance with federal and state regulations, School District 23 provides Extended School Year (ESY) services to students with Individualized Education Plans (IEP). ESY services are provided only if the building IEP team determines that these services are necessary to ensure a Free and Appropriate Public Education (FAPE). The purpose of ESY services is to provide for the maintenance of acquired skills and knowledge or the continued development of emerging skills, not for the acquisition of new skills. For that reason, the amount of services provided for ESY purposes are usually less than that provided during the regular school term. No tuition will be charged per state and federal regulations.

Mr. Joel Grafman has been contracted to serve as the program coordinator, under the direction of Dr. Chrys Sroka, District 23 Special Education Director. All necessary faculty, specialists, and support staff will be employed or contracted by the District to provide our ESY services.

Families of students eligible for ESY have been sent letters of invitation and have been asked to indicate their acceptance or declination of services by Friday, May 17th. As of the writing of this memo, we do not yet have final projections for the number of students who will participate in this year's program however enrollment will most likely be similar to last year. All projected costs for salary and supplies have been included in the FY19 and proposed FY20 budget.

Our Extended School Year program will be housed at Betsy Ross Elementary School. Students will receive 60 hours of instruction. The ESY program will run Tuesday, June 11 through Thursday, July 11, 2019. The staff will have a professional development day on Monday, June 10, 2019, in order to prepare for the ESY program and student arrival.



Prospect Heights School District 23
Board Memorandum
Action/Discussion Item

Date: April 29, 2019

Subject: Amended Budget Background Details

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

Before the Board is a recommendation to amend the FY2019 budget. The original 2018-19 Budget for Prospect Heights School District 23 was adopted by the Board at its September 2018 meeting. Due to changes in anticipated revenues, expenditures and other sources of funds, it is recommended that the FY2019 budget be amended.

The Board of Education is asked to schedule a public hearing on the amended FY2019 budget and give notice to the community. The hearing is to take place on June 12, 2019. Updates to the 2018-19 Tentative Amended Budget may be necessary before the hearing on June 12th.

Currently, the 2018-19 Tentative Amended Budget includes the following changes:

1. Revenue- OVERALL increase approximately \$2.635 million

- a. Interest on Investments - *increased* approximately \$95K
Interest earnings on investments are projected to be greater than the level assumed in the original budget. Interest income has been adjusted up to current levels.
- b. Local Revenue – *decreased* approximately \$400K
Ad valorem property tax collections are lagging and being estimated at 97%. However, receipts for this tax year AND previous tax years are continuing to be received. For April 2019, we collected approximately \$100K, so this number may still meet its original projection.
- c. State revenue- *decreased* approximately \$135k
Revenues for the transportation reimbursements, which still are considerably up from previous years, and the lagging ad valorem property taxes account for this decrease.
- d. Federal revenue – *increased* approximately \$75K
IDEA Room and Board reimbursement on student with outside residential placement.
- e. Bond revenue -- increased by \$3M
Issued bonds for capital improvements – to be transferred from Working Cash Fund to Capital Projects Fund.

2. Expenditures- increased approximately \$100K

- a. Tuition - *increased* approximately \$100K
Tuition expense has increased due to student placements.

- b. Capital projects – *increased* approximately \$125K
The summer 2019 construction projects reflect the outcome of the bond issuance site work to date.
- c. Employee salary and insurance cost - *decreased* approximately \$165K
The cost of employee salary and health insurance has been updated to reflect the outcomes of the FY2019 employee hiring and insurance selections.
- d. Federal Title Grants – *increased* approximately \$40,000
This occurred due to rollover funds and reallocated unused funds from other school districts

3. **Fund Transfers- approximately \$70K to be transferred**

Based upon the facility rentals, it is likely that the District can once again transfer monies from the Operations & Maintenance Fund to the Capital Projects Fund. This will be monitored and brought forward in June.

The Business Office will continue to monitor these monies closely between now and the May BOE meeting where the final presentation of dollars and amended budget will be reported. In addition, the Business Office will continue to monitor payments of expenditures and receipts of revenues before approval of the amended budget at the June BOE meeting.



Prospect Heights School District 23
Board Memorandum
Information Item

Date: May 8, 2019

Subject: Title Amendment Information

Prepared by: Amy M. Zaher, Ed.D., Assistant Superintendent

In Summer of 2018, District 23 was allocated \$130,333 in Title I, \$29,496 in Title II dollars and \$10,000 in Title IV. Administrators collaborated to create an expenditure plan that would enhance the educational experience for our at-risk students. Recently, ISBE released the final allocation of \$164,807 in Title I, \$35,608 in Title II and \$19,211 in Title IV to our district. When we get final allocations from the State, it is the perfect time to make any changes in the grant. For example, in Title I, we planned for a parent involvement speaking engagement. Due to scheduling conflicts, we were unable to make that happen. Therefore, we moved money out of parent outreach stipends and added funds to Eisenhower Capital Purchases as we are creating a Reading Lab space in the Library Media Center. Again, after collaboration, revised expenditures were identified an amendment to our grants was filed to expend funds in accordance with our program needs and goals. A summary of these expenditures is provided in the table below.

Title 1 Expenditure Descriptions	Original Grant	Amendment 1	Amendment 2
Ross after school	\$3,600.00	\$3,600.00	\$3,600.00
Eisenhower tutors	\$31,500.00	\$31,500.00	\$31,500.00
Ross tutors	\$21,000.00	\$21,000.00	\$21,000.00
Sullivan Tutors	\$21,000.00	\$21,000.00	\$21,000.00
Mac Tutors	\$10,500.00	\$10,500.00	\$10,500.00
Virtual Summer School - Ross	\$1,500.00	\$1,500.00	\$1,500.00
Virtual Summer School- Eisenhower	\$1,500.00	\$1,500.00	\$1,500.00
Virtual Summer School - Sullivan	\$0.00	\$0.00	\$1,500.00
TRS Contributions for Summer School	\$650.00	\$650.00	\$650.00
District wide curriculum writing projects	\$0.00	\$16,610.00	\$16,610.00
District Title I Supplies/Materials	\$1,666.00	\$1,666.00	\$1,666.00
Sullivan Title I Supplies/Materials	\$2,000.00	\$2,000.00	\$2,000.00
Eisenhower Title I Supplies/Materials	\$2,000.00	\$8,510.00	\$8,510.00
Eisenhower Title I Capital Purchase	\$0.00	\$6,354.00	\$8,054.00
Title I Mentor Teacher Stipends	\$8,000.00	\$8,000.00	\$8,000.00
Title I Curriculum Stipends	\$15,667.00	\$15,667.00	\$15,667.00
Non-Instr. Supplies - Homeless	\$350.00	\$350.00	\$350.00
Title I Parent Outreach Stipends	\$5,400.00	\$5,400.00	\$3,700.00
Parent Outreach Speaker	\$0.00	\$5,000.00	\$3,500.00
Title I Parent Supplies	\$4,000.00	\$4,000.00	\$4,000.00
	\$130,333.00	\$164,807.00	\$164,807.00

- Virtual Summer School stipend will be added to Sullivan.
- Additional funds will be used to support summer curriculum writing projects. These will be presented at the June meeting.
- Title funds will be used to contribute toward furnishing the Reading Lab at Ike.

Title II Expenditure Descriptions	Original Grant	Amendment 1
Title II Hourly Stipends	\$7,000.00	\$7,000.00
Title II Tuition Reimbursement	\$15,000.00	\$21,112.00
Title II Prof Development	\$7,496.00	\$7,496.00
Title II Prof Development	\$0.00	\$0.00
	\$29,496.00	\$35,608.00

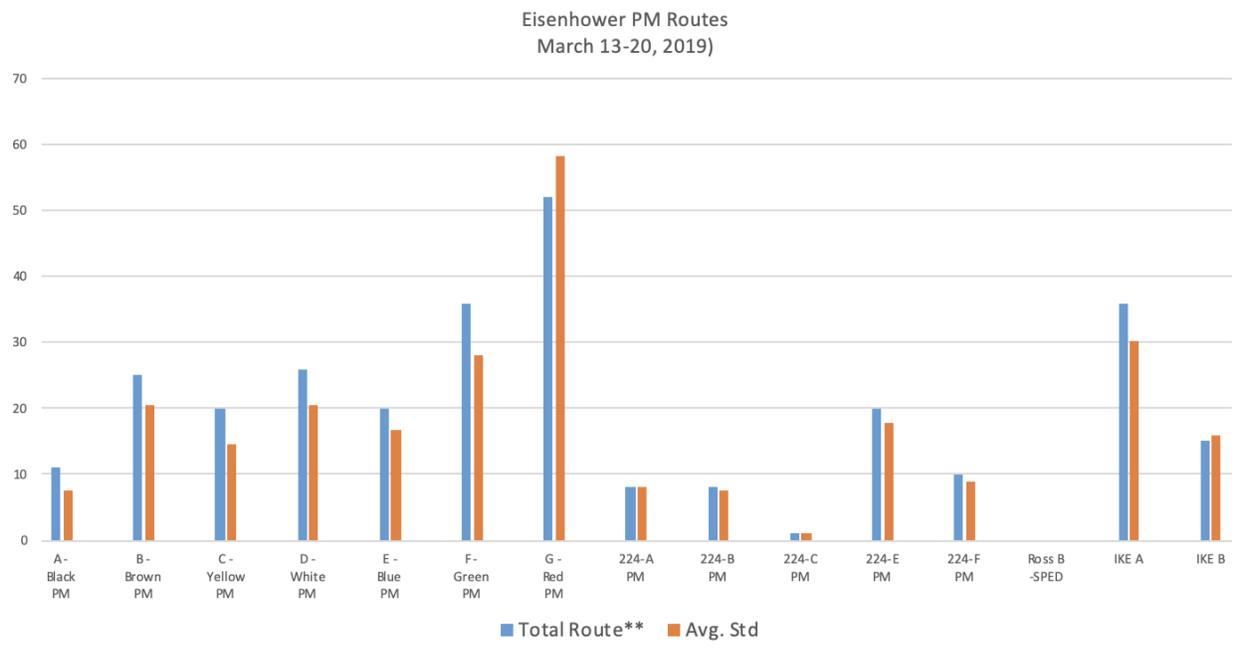
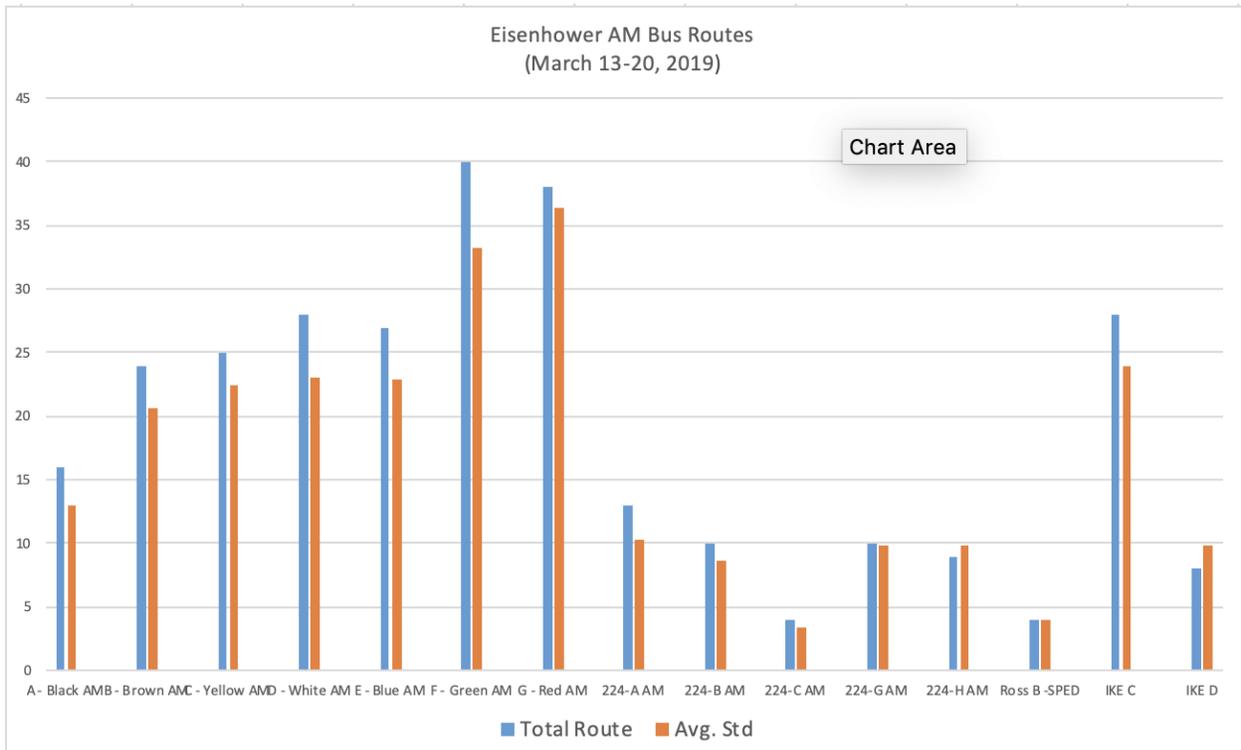
- Additional funds will be allocated to offset tuition reimbursement.

Title IV Expenditure Descriptions	Original Grant	Amendment 1
Title IV Professional Development	\$2,000.00	\$2,000.00
Title IV Whole Child Classroom Supplies	\$8,000.00	\$17,211.00
	\$10,000.00	\$19,211.00

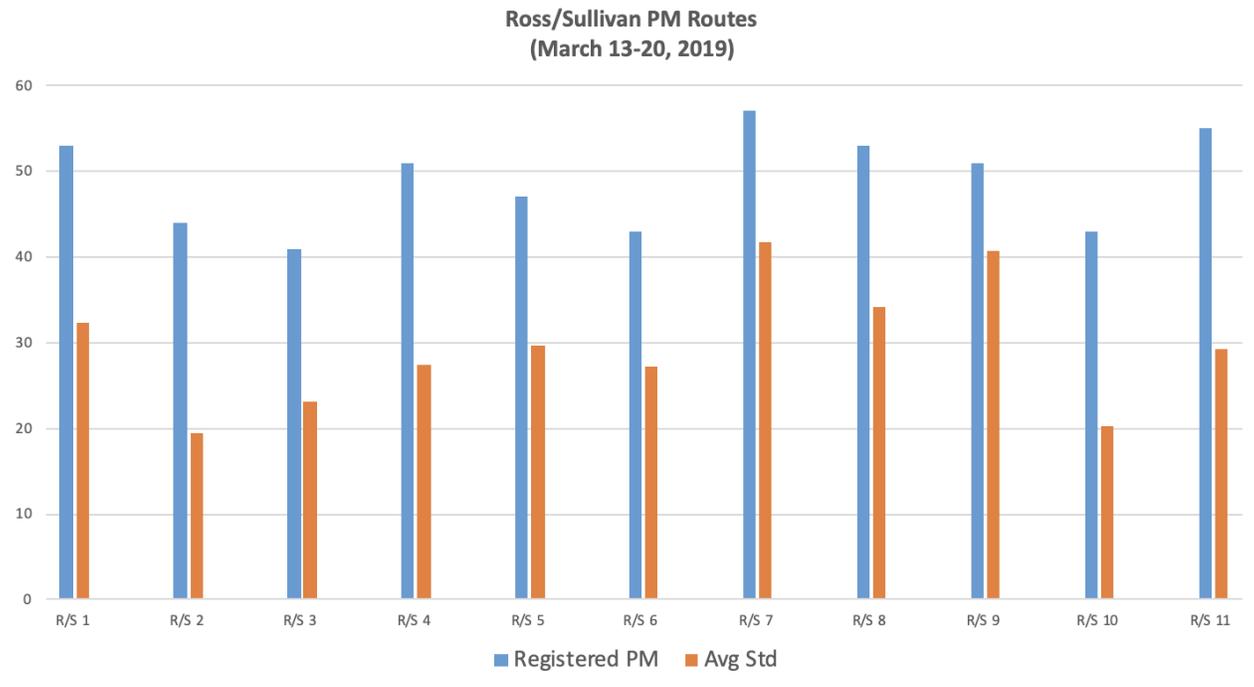
- Whole Child classroom supplies, such as Science Technology Engineering and Math (STEM) Materials including Osmos, Breakout EDU and Makey-makey kits will be purchased and distributed among all of the schools.

Should you have any questions, please do not hesitate to contact me.

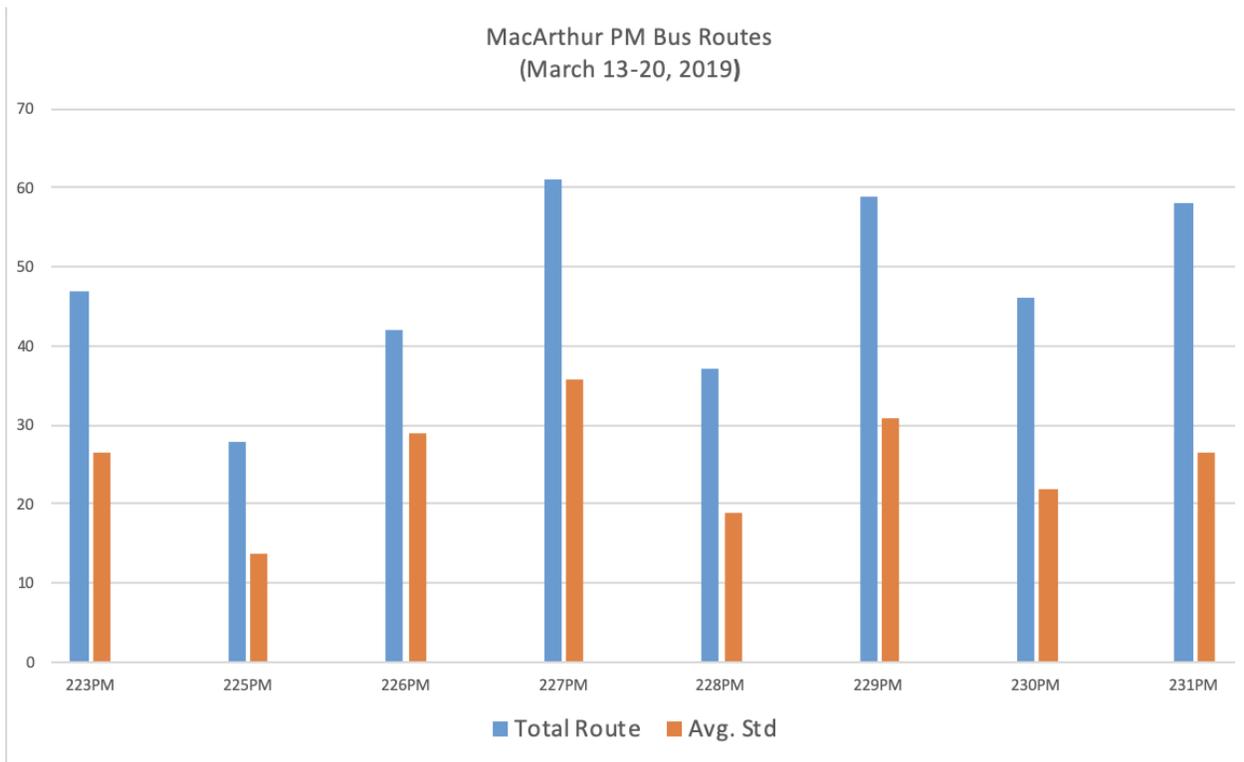
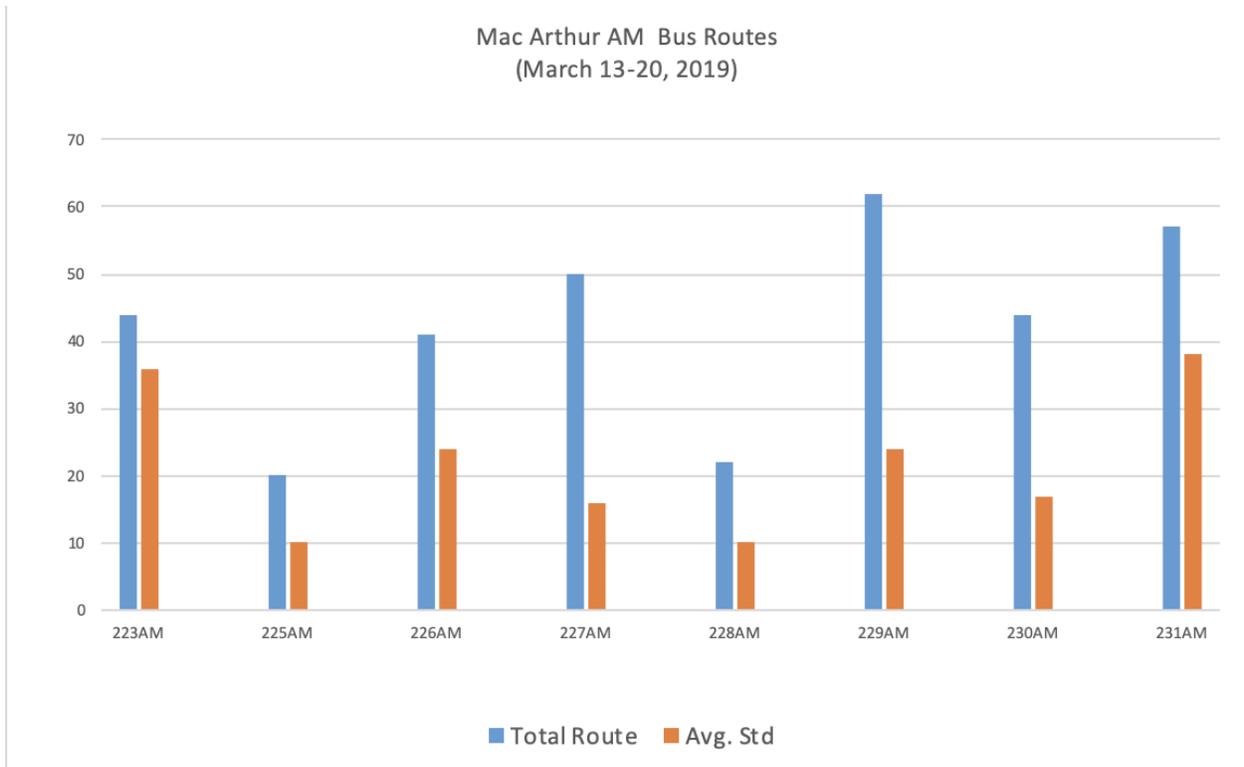
Eisenhower Bus Ridership

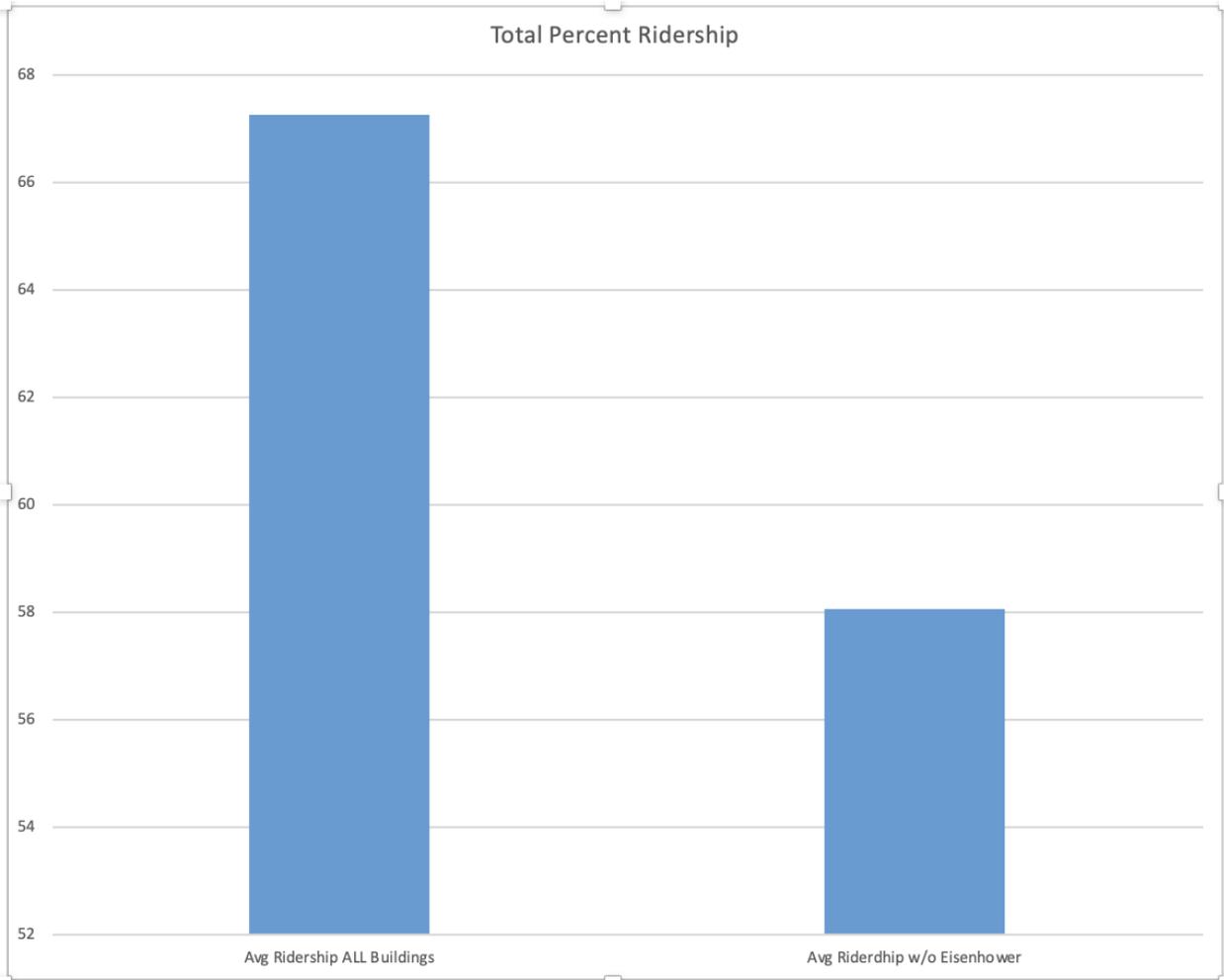


ROSS/SULLIVAN AM and PM BUS REGISTRATION/RIDERSHIP

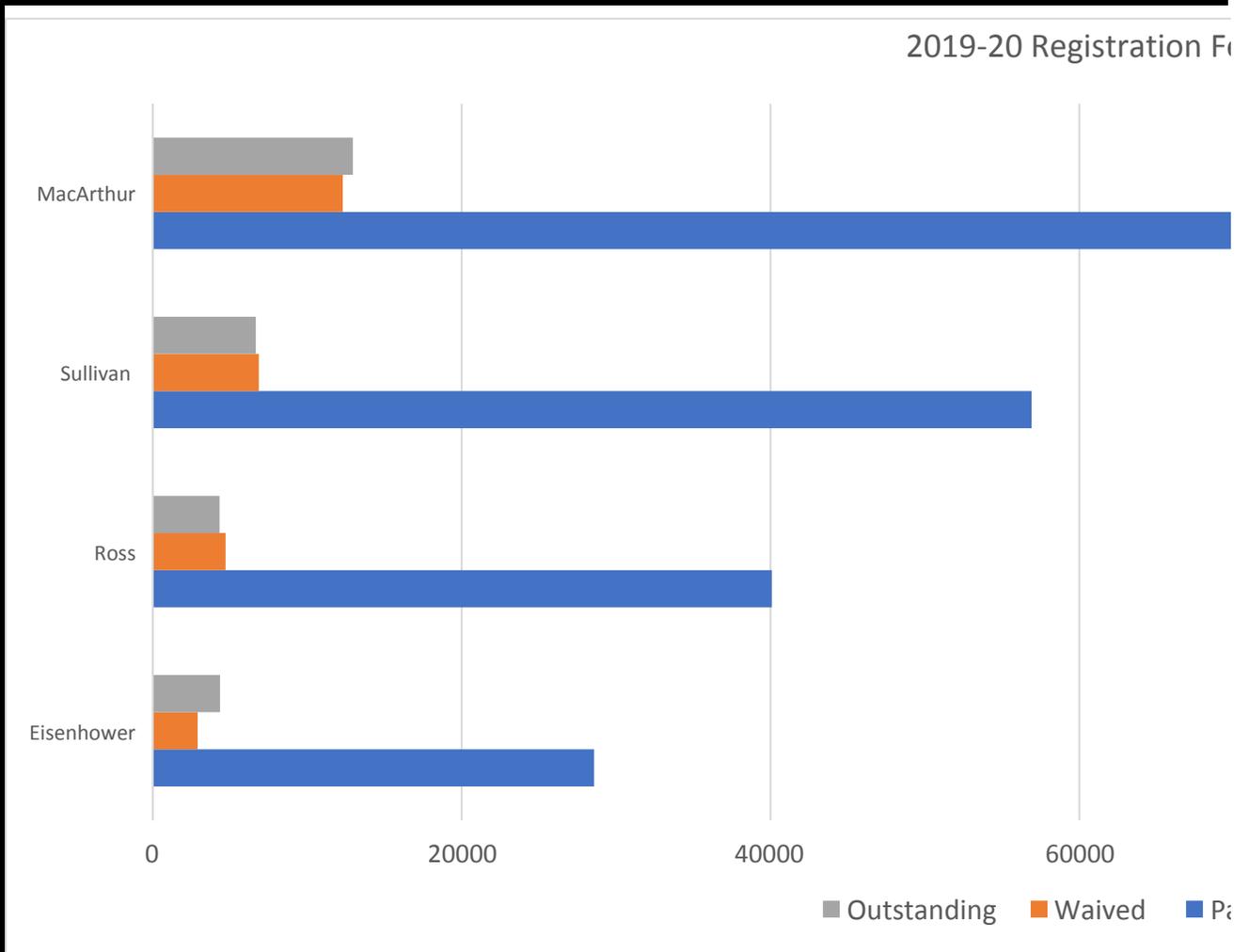


MacArthur Bus Routes

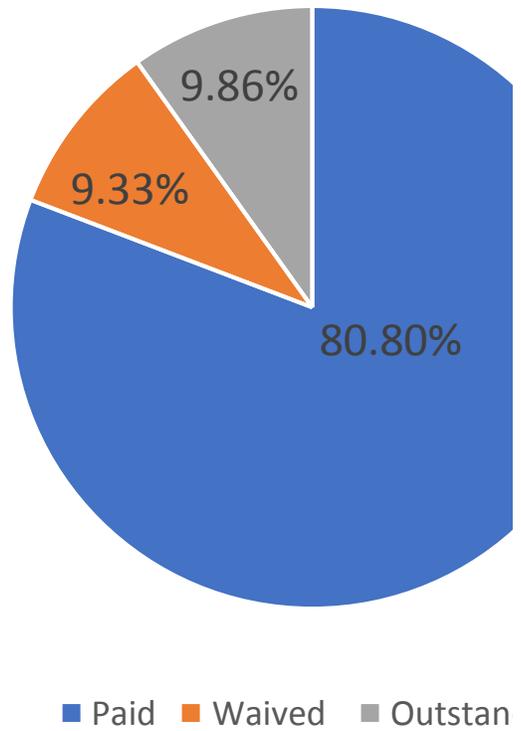




	Eisenhower	Ross	Sullivan	MacArthur		
Paid	28573	40087	56902	106215	231777 Paid	80.80%
Waived	2900	4710	6864	12300	26774 Waived	9.33%
Outstanding	4351	4322	6668	12952	28293 Outstanding	9.86%
Total	35824	49119	70434	131467	286844	



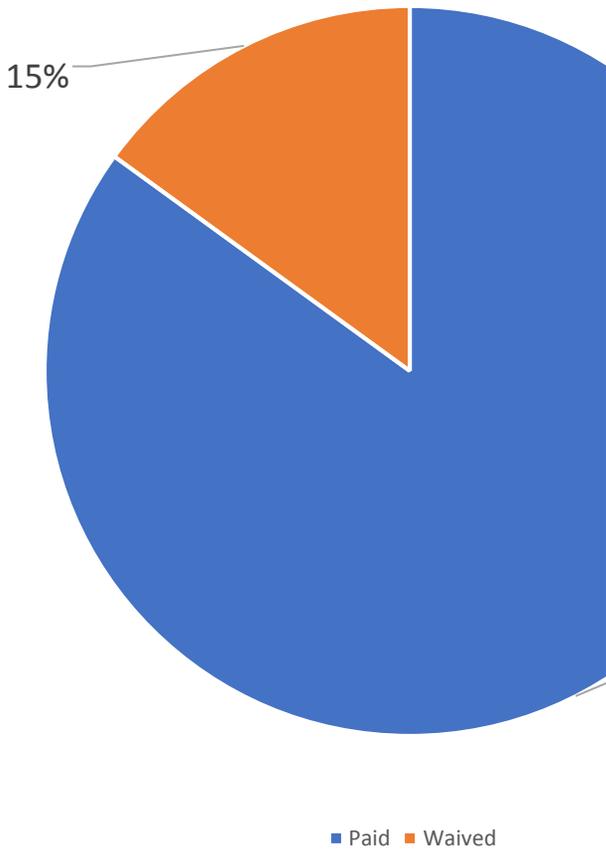
Status of 2019-20 Registrat



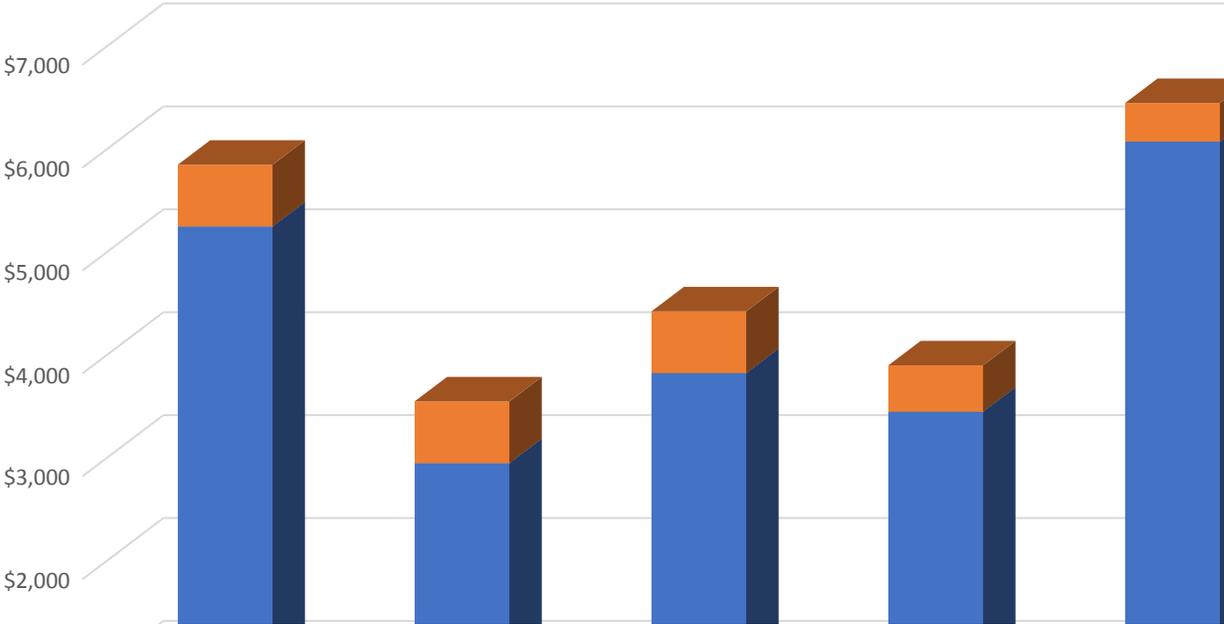
Event	Paid	Unpaid	
Choir	\$5,250	\$600	
Band	\$2,950	\$600	
Orchestra	\$3,825	\$600	
Basketball	\$3,450	\$450	
Cross Country	\$6,075	\$375	
Poms	\$2,325	\$0	
Volleyball	\$1,825	\$1,800	
Wrestling	\$1,075	\$300	
Totals	\$26,775	\$4,725	\$31,500
	Paid	Unpaid	

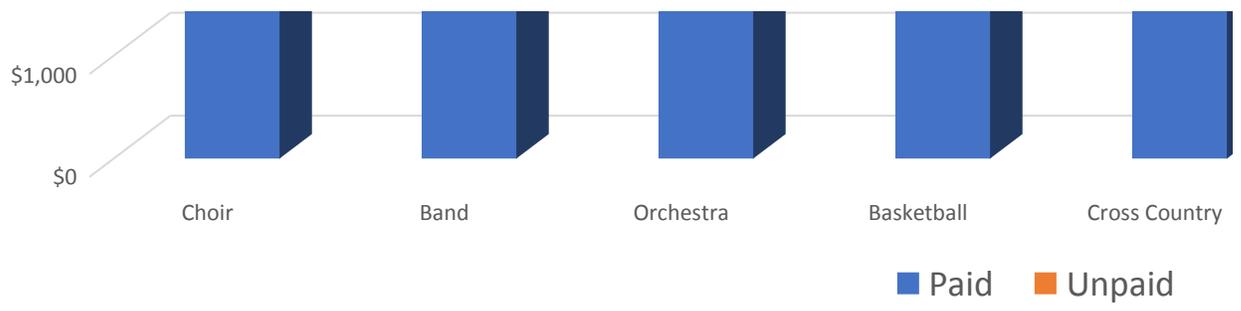
Paid	85%
Waived	15%

2019-20 Percentage of Registration

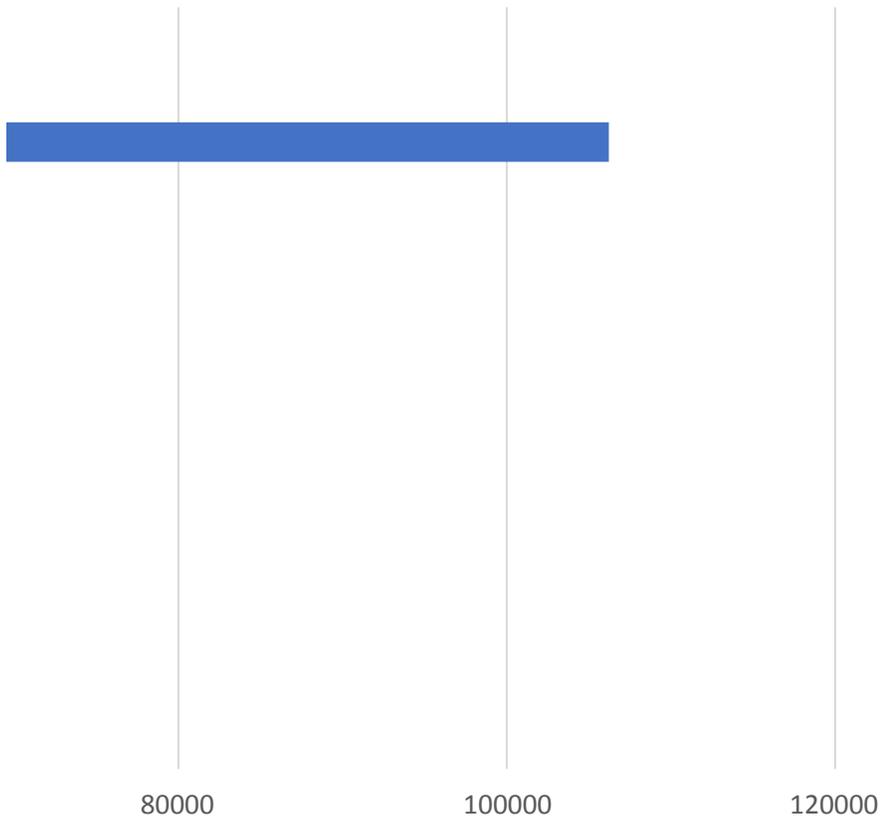


2019-20 Extra-Curricular Fee Pay





ees

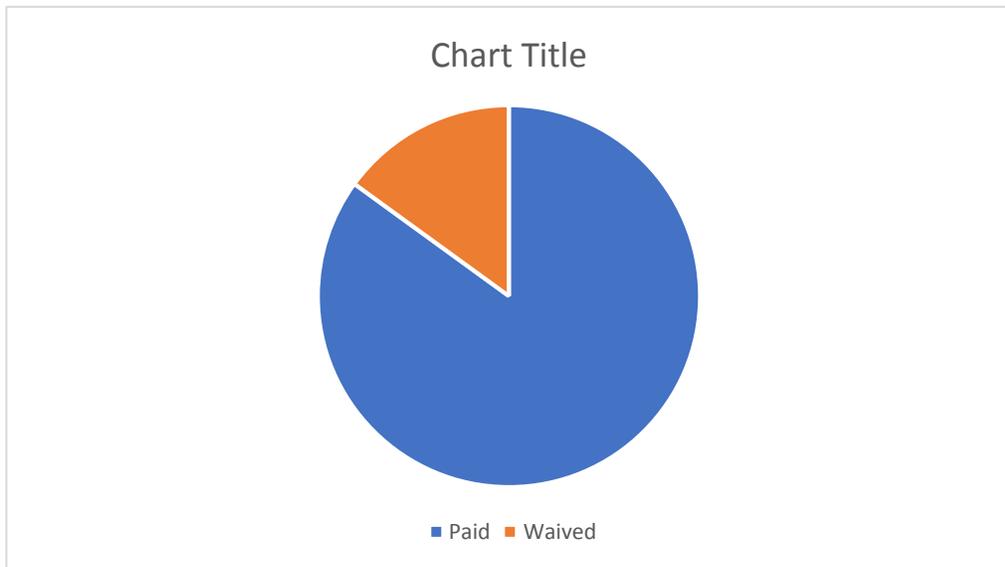


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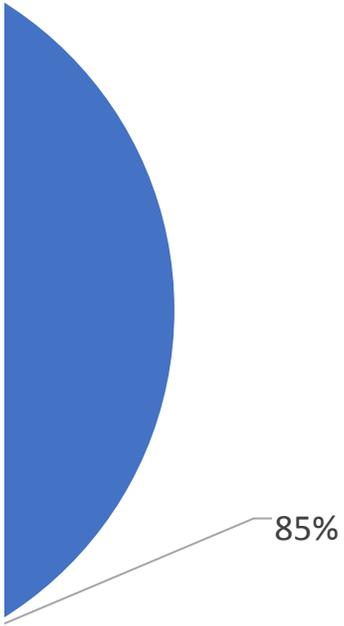
tion Fees



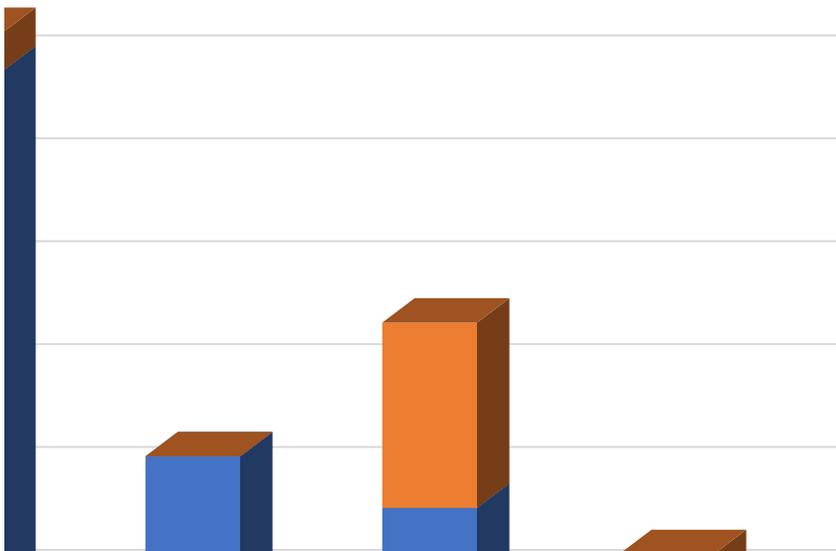
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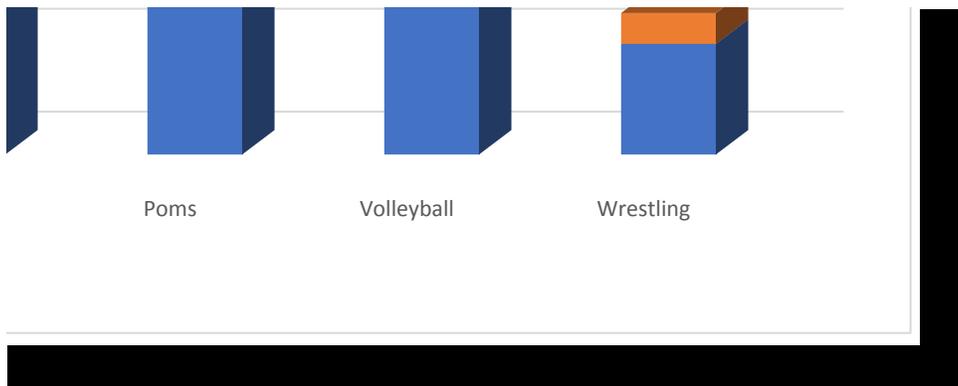


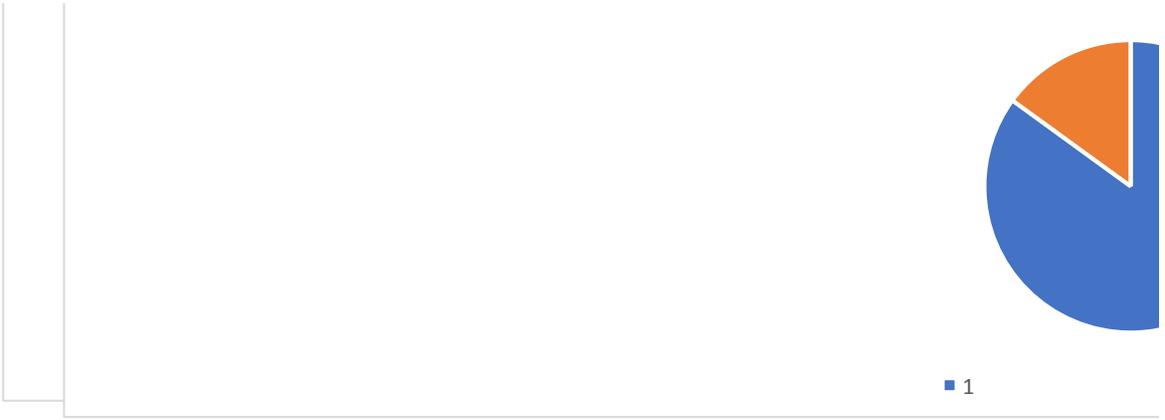
Fees Paid



ments







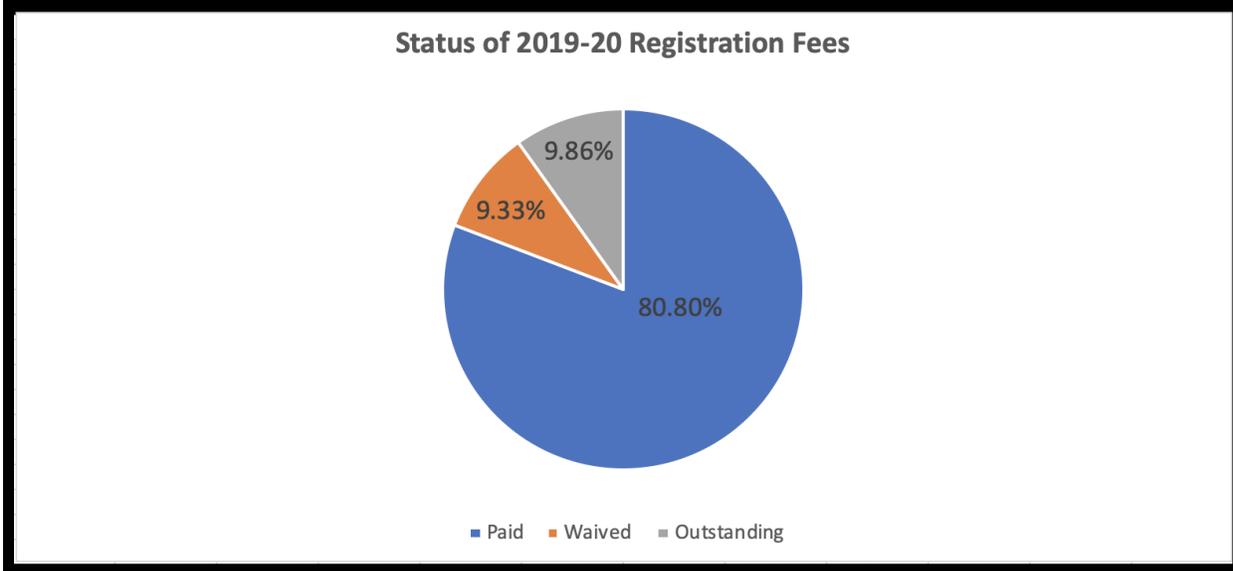
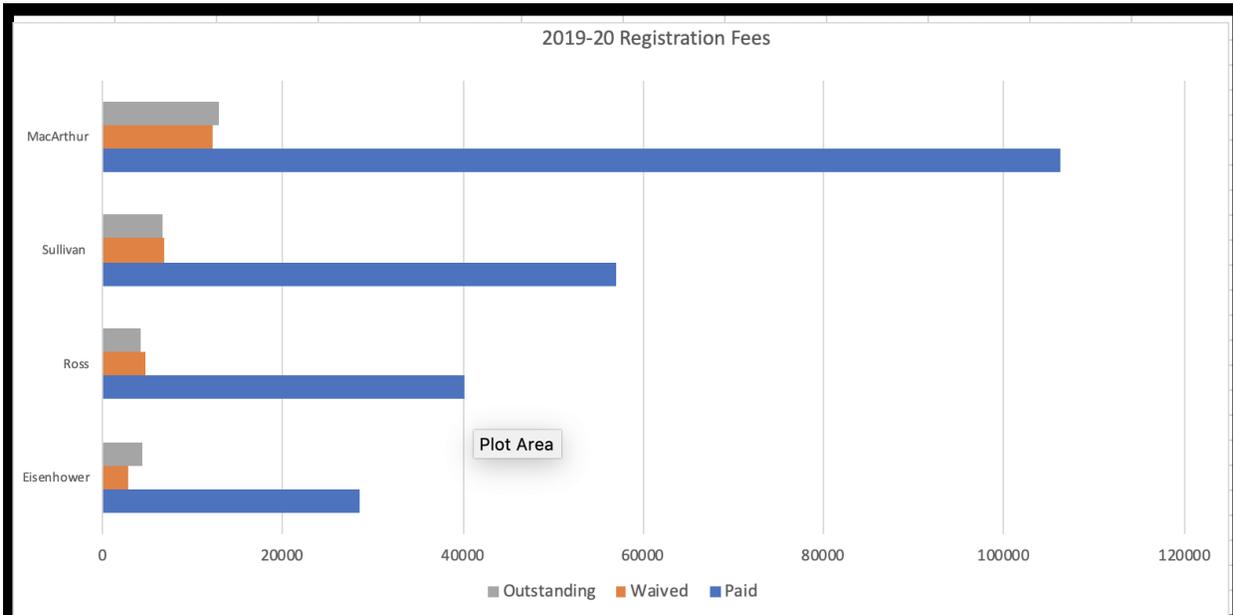
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2019-20 Registration Fees Snapshot
(As of April 1, 2019)



90.13% of ALL fees assessed for 2019-20 are accounted for in payment or waiver

2019 Summer Construction Update



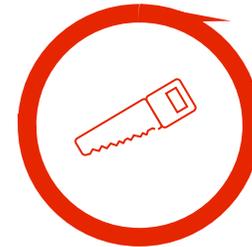
Contractor Summary

Odds & Ends....

- All contract documents received & processed

Emcor Services Team Mechanical

HVAC retrofit work @ Eisenhower

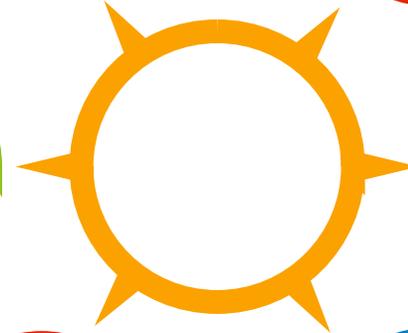


HAPP Builders, Inc.

Flooring replacement, window replacement, misc. life safety work @ Eisenhower, Admin roof structure reinforcement, MacArthur kitchen make up air unit retrofit.

Honeywell Inc.

HVAC building automation work @ Eisenhower

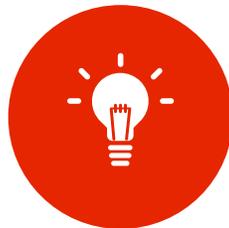


All Star Asphalt

Asphalt replacement and underground storm water piping @ Eisenhower

Professional Services

ARCON Associates Inc. (architectural),
AMSCO Engineering (engineering),
eCUBE (HVAC commissioning).



Elens & Maichin Roofing

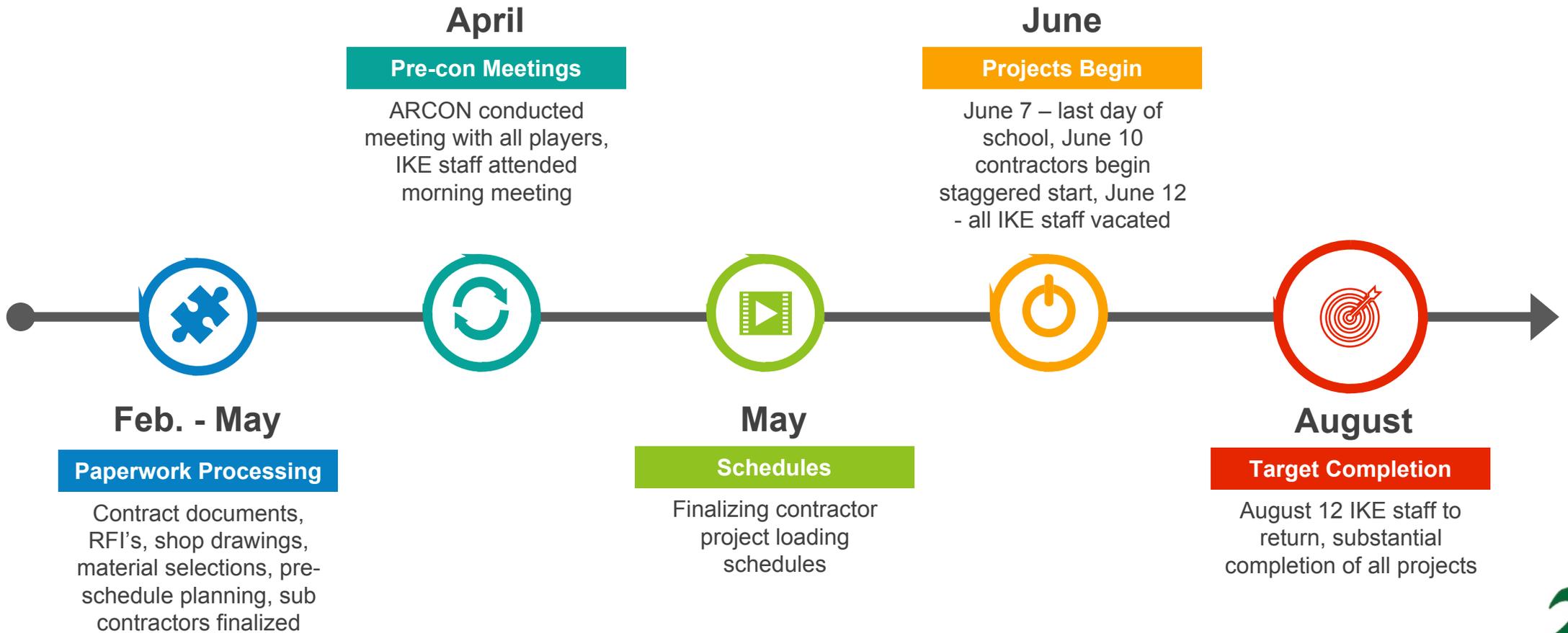
Roofing system replacement @ Eisenhower & District Office



Projects Timeline

Summer 2019

220



April

Pre-con Meetings

ARCON conducted meeting with all players, **IKE staff attended morning meeting**



Staff Outreach

Summer 2019

What do I need to do to prepare?

- Normal summer packing
- New - Clear counters around windows
- New - Remove items on HVAC units
- Additional boxes will be provided
- Our intent is to hire summer workers early (June 10 & 11) to help with boxes, trips to car, etc.

9



5

\$470,692

\$179,300

\$354,600

\$388,000

Whoa! Those are big numbers, can you guess which project it is?



221

Pay Request Review

222

Odds & Ends...

We'll be issuing a 4th voucher specifically for construction work payments

5 RETAINAGE:

a. 10 % of Completed Work
(Columns D+E on next page)

\$ 1,500.00

b. 0 % of Stored Material
(Column F on next page)

\$ -

Total Retainage
(Total in Column I of next page)

\$ 1,500.00

6 TOTAL EARNED LESS RETAINAGE

(Line 4 less Line 5 Total)

\$ 148,500.00

7 LESS PREVIOUS CERTIFICATES FOR PAYMENT

(Line 6 from prior Certificate)

\$ -

8 CURRENT PAYMENT DUE

\$ 148,500.00

9 BALANCE TO FINISH, INCLUDING RETAINAGE

(Line 3 less Line 6)

\$ 182,000.00

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total Changes approved in previous months by Owner	\$ 12,000.00	\$ 23,000.00
Total approved this Month		\$ 1,500.00
TOTALS	\$ 12,000.00	\$ 24,500.00
NET CHANGES by Change Order		(\$12,500.00)

\$	1,500.00
\$	-
\$	1,500.00
\$	148,500.00
\$	-
\$	148,500.00
\$	182,000.00

APPLICATION AND CERTIFICATE FOR PAYMENT

TO: Project Douglas Middle School Renovation 22
700 Schenck Road
Project Douglas, IL 61870

PROJECT: Douglas Mackenzie Middle School Renovation
TABLE: Renovation

PROJECT NO. 771216
SD IS

Prepared by: AMERTECH
CONTRACTOR
FILE

CONTRACTOR'S APPLICATION FOR PAYMENT

Application to receive for payment, as shown below, is submitted with the Contract Documents, AIA Document C702, in substantial compliance with the Contract Documents, that all amounts have been paid for the Contractor for Work for which previous certificates for payment were issued and payment received from the Owner, and the amount payment shown herein is true and correct.

1. ORIGINAL CONTRACT AMOUNT \$61,883.85
2. Net Change by Change Orders (Line 4) \$167,000.00
3. CONTRACT SUB TO DATE (Line 3) \$182,000.00
4. TOTAL COMPLETED & STORED TO DATE (Column G less Line 5) \$182,000.00

5. RETAINAGE
a. 10% of Completed Work (Column I + E less Line 3) \$2,744.00
b. 0% of Stored Material (Column F less Line 3 or Total in Column I of C702) \$0.00
6. TOTAL DEDUCTED RETAINAGE (Line 5 less Line 7 Total) \$2,744.00

7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate) \$0.00
8. CURRENT PAYMENT DUE \$182,712.00
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6) \$182,000.00

CHANGE ORDER SUMMARY

CHANGES	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	\$0.00	\$0.00
Total approved this Month	\$0.00	\$0.00
TOTALS	\$0.00	\$0.00
NET CHANGES by Change Order	\$0.00	\$0.00

NET CHANGES by Change Order (Line 3) \$0.00

By: *Mark Papamichailis* Date: July 26, 2019

For: *Henry Public Schools* Date of July 26, 2019

CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on the information and the data comprising the application, the Contractor Change Order and the Work for payment as indicated, the amount of the Work to be included with this Certificate for Payment is as follows:

AMOUNT CERTIFIED: \$182,712.00

Amount of application if amount certified is less than amount applied for: \$0.00

Amount of application and/or the Contractor that the amount applied for is not included in the amount certified: \$0.00

CONTRACTOR'S SIGNATURE: *Mark Papamichailis* Date: July 26, 2019

By: *Mark Papamichailis* Date: July 26, 2019

OK to Pay BSC - 8/16/19

Transparency in Payments

Joint Subcommittee for Construction Payments

PURPOSE:

Oversee authorization of construction payments submitted by the architect, construction manager or any general contractor in order to secure the public trust and demonstrate credibility of the construction process

MAKEUP:

1 member of the Finance Committee and 1 member of the Buildings and Sites Committee and BOE President

PROCESS:

Any and all change orders shall be submitted to the Committee for the purpose of notice and review. Change orders exceeding 10% of the total contract cost or \$10,000 whichever is less shall require that the Joint Committee for Purposes of Construction Work Oversight authorize acceptance of the change order

ALL payments to be approved monthly by full BOE at monthly meeting





Prospect Heights School District 23
Board Memorandum
Action Item

Date: May 8, 2019

Subject: Consolidated District Plan - Action Item

Prepared by: Dr. Amy M. Zaher

This memo is intended to provide a summary and process of creating the Illinois State Board of Education (ISBE) Consolidated District Plan for FY 20.

Purpose: In previous years, school districts have had to create plans for each of the 12 Federal Grants listed below. Highlighted are the grants we applied for in FY 19.

Title I, Part A – Improving Basic Programs

Title I, Part D – Neglected

Title I, Part D – Delinquent

Title I, Part D –Neglected/Delinquent

Title I, School Improvement 1003(a)

Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III – Language Instruction Education Program

Title III – Immigrant Education

Title IV, Part A – Student Support and Academic Enrichment

Title V, Part B – Rural and Low-Income Schools

IDEA, Part B Flow-Through

IDEA, Part B Preschool

ISBE created a new process that allows grantees to answer one set of planning questions to meet those requirements for all 12 of the federal formula grants involved. The Consolidated District Plan pre-populates with a grantee's narrative responses from the previous years' plans, where applicable. Collecting and coordinating this information up front will streamline individual FY 2020 grant applications.

Process: In order to create the ISBE Consolidated District Plan it requires that we seek input from stakeholders such as teachers, principals, private school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel, and parents of children. We utilize the feedback and information given from our various stakeholder groups such as committees and teams, survey results and parent meetings to help to create our strategic plan. The strategic plan is what we used to create a budget from all of our funding sources from the district as well as the grants aforementioned. The Consolidated Plan is a lengthy document that is completed on ISBE's website. In an effort to be transparent, you will find a separate attachment of a printout of this plan. I wanted to make you aware that it is small and difficult to read. Please do not feel that you have to read the entire document. I am available if you would like more detail or have any questions.

Approval Process: Although there is no “due date” for this consolidated plan, it must be approved by the Board of Education as well as ISBE before we obligate any of the funds from these grants.

Recommendation: It is recommended that the ISBE Consolidated District Plan is approved by the Board of Education as presented.

Should you have any questions, please do not hesitate to contact me.

eGrant Management System

Printed Copy of Application

Applicant: PROSPECT HEIGHTS SD 23

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: PROSPECT HEIGHTS SD 23

Date Generated: 5/2/2019 12:00:01 PM

Generated By: azaher

Overview

PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	<i>Every child in each public school system in the State of Illinois deserves to attend a system wherein:</i> <ul style="list-style-type: none">* All kindergartners are assessed for readiness.* Ninety percent or more of third-grade students are reading at or above grade level.* Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.* Ninety percent or more of ninth-grade students are on track to graduate with their cohort.* Ninety percent or more of students graduate from high school ready for college and career.* All students are supported by highly prepared and effective teachers and school leaders.* Every school offers a safe and healthy learning environment for all students.
FY2020 INCLUDED PROGRAMS:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003(a) Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Education Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
LEGISLATION:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act
DUE DATE:	District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.
DURATION:	The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
INSTRUCTIONS:	Instructions in PDF format
COMMON ABBREVIATIONS:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Zaher"/>	<input type="text" value="Amy"/>	<input type="text" value="M"/>
Phone*	Email*	
<input type="text" value="847"/> <input type="text" value="870"/> <input type="text" value="5551"/>	<input type="text" value="Azaher@d23.org"/>	

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 characters used)

District 23 has a policy in place to provide Equal Educational Opportunities for students. 7:10 Equal Educational Opportunities Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260, Uniform Grievance Procedure. Sex Equity No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8). Administrative Implementation The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

3. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used)

[This is the initial submission for the fiscal year 2020.]

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [1]

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

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

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

District 23 has worked collaboratively to coordinate across offices and increase the communication on the prioritizing of goals and how those are funded. We started this effort through our strategic planning process where we identify the goals we want to accomplish within each school year. We reach out to various stakeholders to get feedback and guidance on that plan. We then work with the various district departments on how we can work together to identify the appropriate funding source to address these goals.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

List and describe other instruments and/or processes that were used in the needs assessment.

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

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

A. Title I, Part A - Improving Basic Programs

District 23's well-rounded program of instruction for students in grades K-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting, Mathematics, Science, Social Studies, Health Physical Education, Art, and Music. Additionally, in grades 6-8, students participate in the following courses: Applied Technology, Family and Consumer Science, and Spanish. Students in grade 4-8 may also participate in our vocal and instrumental music courses: Chorus, Band and Orchestra. Further, students are instructed in Social and Emotional Learning experiences through our school-wide positive behavioral expectations lessons and reteaching. A wide range of interscholastic and intramural clubs and activities also provides exposure to experiences that nurture a students' well rounded development. Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and EL do not perform at the levels of other subgroups, namely those students identified as general education. This data, along with teacher survey results, indicate a need for professional development opportunities in the identification and implementation of pedagogical approaches suitable to the needs of these students. Our needs assessment and data collected indicate the need for the following: 1: Professional development in the area of improving ELA and Math as well as other goals listed in our strategic plan 2: Differentiated Instruction strategies (process, product, and content) for gen ed, EL, SPED and gifted students in all content areas 3: MTSS review and procedures 4: Virtual Summer School opportunities for students who are in need of extra support. 5: Extra support in the classrooms for struggling students through the use of Title I tutors.

B. Title I, Part A - School Improvement Part 1003(a)**C. Title I, Part D - Delinquent****D. Title I, Part A - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and EL do not perform at the levels of other subgroups, namely those students identified as general education. This data, along with teacher survey results, indicate a need for professional development opportunities in the identification and implementation of pedagogical approaches suitable to the needs of these students. Professional development will span the following: 1) use of WIDA and Can-Do descriptors to target instruction for ELs, 2) embedded biliteracy models in self-contained bilingual classrooms, 3) Differentiated Instruction strategies (process, product, and content) for EL and SPED students in all content areas, 4) MTSS review and procedures, 5) PBIS Tier 1 training through Midwest PBIS Network, and 5) job specific workshops hosted by our special ed cooperative, specifically for special education staff.

G. Title III - LIEP

Student achievement data in literacy and math indicate that an achievement gap exists between subgroups of students. Specifically, students identified as special education and EL do not perform at the levels of other subgroups, namely those students identified as general education. Funds will be used to provide instructional assistants at two schools, to provide professional development on ELL education, and to fund parent involvement activities.

H. Title III - Immigrant Education Program**I. Title IV, Part A - Student Support and Academic Enrichment**

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

Title IV funding will assist with an initiative to bring Positive Behavior Intervention Supports (PBIS) more fully into each of the four schools. The leadership team, comprised of central office administrators and building administrators, has participated in two workshops during the 17-18 school year in order to plan for implementation with staff and students during the 18-19 school year. Each school has identified a school team to be trained in Foundations Training through our Special Education Cooperative. NSSEO The school teams will work to develop the PBIS/MTSS system, to build capacity in the rest of their building staff, and facilitate implementation of the system within their school.

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [1]**

NSSEO conducts an annual parent and staff needs assessment to assist us in developing our programs, services, and this grant. In conjunction with local data and input, this needs assessment guides the prioritization of the use of grant funds. Providing targeted support, direct instruction, and professional development have all been identified as goals for us to continue to address. The funds will be used for two purposes: 1) Pay 20% of tuition payments for students attending program at the NSSEO cooperative, and 2) Pay the salaries of two district occupational therapists and a portion of one physical therapist's salary.

L. IDEA, Part B - Preschool

The NSSEO parent and staff needs assessment has identified that early childhood programming continues to be a need for our community. Additional support is a necessity for our preschool program to provide early childhood instruction and support interventions. Our funds will be used to pay a portion of the salary for an assistant in the preschool program.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner ready facilities that maximize student learning.

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

Check all that apply.

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

Stakeholders were invited to a meeting on Friday, May 3, 2019 at the Prospect Heights School District 23 administrative offices. An agenda was posted and shared that included the following items: Overview of the "Child Find Process", "At-Risk" identification process, "EL" identification process Overview of Title I, Title III and IDEA Grant process Identification and allocation of proportionate share Opportunities for collaboration and assessment of need for services Resolution of disagreements Review of Title I Compact, Proposed Services, Targeted Funding and Title I Plan

Response from the FY19 Title I District Plan.

Stakeholders were invited to a meeting on Tuesday, May 22, 2018 at the Prospect Heights School District 23 administrative offices. An agenda was posted and shared that included the following items: Overview of the "Child Find Process", "At-Risk" identification process, "EL" identification process Overview of Title I, Title III and IDEA Grant process Identification and allocation of proportionate share Opportunities for collaboration and assessment of need for services Resolution of disagreements Review of Title I Compact, Proposed Services, Targeted Funding and Title I Plan

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

A stakeholder meeting was posted in the local newspaper and on the District 23 website to invite parents, teachers, community agencies and other educational institutions to join District administration in reviewing this Title I plan, our Parent Compact, and proposed Title I grant funded services. This meeting was held on Friday, May 3, 2019 at the District 23 offices. Annually, Title I services are presented at a public meeting of the Board of Education and subsequently presented at public meetings of our Parent teacher Associations. This provides an opportunity for public input and review of the use of funds and services provided. On alternate years, District 23 administers a survey to all parents, faculty, and administration in the District to gather input into the needs, strengths, and opportunities for future growth of our District and schools as we serve the needs of our students and families. Prospect Heights SD#23 Board Policy 6:170 outlines provisions for the development and implementation of a District and School Title I compact: Title I Parent and Family Engagement The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parent and Family Engagement Compact The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent and Family Engagement Compact Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each

Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Further, Prospect Heights SD#23 Board Policy 8:95 (Parental Involvement) articulates methods of maintaining high levels of engagement with our parents: In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall: 1. Keep parents/guardians thoroughly informed about their child's school and education. 2. Encourage parents/guardians to be involved in their child's school and education. 3. Establish effective two-way communication between parents/guardians and the District. 4. Seek input from parents/guardians on significant school-related issues. 5. Inform parents/guardians on how they can assist their children's learning. The Superintendent shall periodically report to the Board of Education on the implementation of this policy.

Response from the FY19 Title I District Plan.

A stakeholder meeting was posted in the local newspaper and on the District 23 website to invite parents, teachers, community agencies and other educational institutions to join District administration in reviewing this Title I plan, our Parent Compact, and proposed Title I grant funded services. This meeting was held on Tuesday, May 22, 2018 at the District 23 offices. Annually, Title I services are presented at a public meeting of the Board of Education and subsequently presented at public meetings of our Parent Teacher Associations. This provides an opportunity for public input and review of the use of funds and services provided. On alternate years, District 23 administers a survey to all parents, faculty, and administration in the District to gather input into the needs, strengths, and opportunities for future growth of our District and schools as we serve the needs of our students and families. Prospect Heights SD#23 Board Policy 6:170 outlines provisions for the development and implementation of a District and School Title I compact: Title I Parent and Family Engagement. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts: District-Level Parent and Family Engagement Compact. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent and Family Engagement Compact. Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. Further, Prospect Heights SD#23 Board Policy 8:95 (Parental Involvement) articulates methods of maintaining high levels of engagement with our parents: In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall: 1. Keep parents/guardians thoroughly informed about their child's school and education. 2. Encourage parents/guardians to be involved in their child's school and education. 3. Establish effective two-way communication between parents/guardians and the District. 4. Seek input from parents/guardians on significant school-related issues. 5. Inform parents/guardians on how they can assist their children's learning. The Superintendent shall periodically report to the Board of Education on the implementation of this policy.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. [3]**

NOTE: This is a new field for FY2020. There is nothing to re-display.

([count] of 7500 maximum characters used)

District 23 includes parent input in several ways. We have many events that parents and community members can attend such as the Superintendent Advisory Council, Parent Teacher Organization Meetings as well as BPAC meetings. District 23 also sends out Parent surveys so that we can plan for parent programming for Title I services. We are planning to organizing a group to review and revise the Parent Compact. District 23 has a very strong partnership with parents and families in the community.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

The application has been locked. No more updates will be saved for the application.

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload NOTE: READ BEFORE IMPORTING link** below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Nonpublic School Consultation Form](#)

no file selected

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

[IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template](#)

no file selected

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner ready facilities that maximize student learning.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

([count] of 7500 maximum characters used)

Prospect Heights School District 23 provides services to pre-K students through our Special Education classes and a partnership with ECDEC. Student screening are offered throughout the year to identify those at-risk for school failure and those with potential disabilities. Services are matched to student needs as identified through the screen and evaluation processes. These include goals for transition to our Kindergarten program with continued supports or services. District 23 does not currently support Early Childhood services with Title I funds.

Response from the FY19 Title I District Plan.

Prospect Heights School District 23 provides services to pre-K students through our Special Education classes and a partnership with ECDEC. Student screening are offered throughout the year to identify those at-risk for school failure and those with potential disabilities. Services are matched to student needs as identified through the screen and evaluation processes. These include goals for transition to our Kindergarten program with continued supports or services. District 23 does not currently support Early Childhood services with Title I funds.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner ready facilities that maximize student learning.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teachers from each grade level with all of our student groups represented (General Education, Special Education, English Learners and Gifted) to create this curriculum as well as the performance-based common assessments associated with it.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The FAST assessment system is one of the measures used as a universal screener for our MTSS system. This identification process helps us to determine the extra supports our students will receive for EL, special education, as well as gifted. This assessment system will also help us to progress monitor the students receiving Tier 2 and 3 supports.

Response from the FY19 Title I District Plan.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.* [3]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The District uses several resources to help our students meet the challenging State academic standards to students who are in need of extra assistance. During the school year the Tier 2 and 3 students have support from Readings Specialists and Title I Tutors who work a small portion of their day with our learners who are struggling. Computer based programs help to provide additional educational assistance to some of our struggling students. These programs help students at their level and assist with bringing them up to working at grade level. We also provide extended day programming in for some of our English Learners in reading and math for students who are struggling in those areas. In addition to what we provide during the school year, we also provide summer school for our Special Education students (ESY) and Summer Reading in the Park for our English Learners.

Response from the FY19 Title I District Plan.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.* [4]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

District 23 strives to develop a rigorous common curriculum that has been adopted by the Board of Education and is taught across the district in all subject areas. The district has used teachers from each grade level with all of our student groups represented (General Education, Special Education, English Learners and Gifted) to create this curriculum as well as the performance-based common assessments associated with it. The District has developed an MTSS process we will use to help our students meet the challenging State academic standards and language supports for students who are in need of extra assistance.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

One of the four focus areas in our district is Student Success - Ensuring that ALL students are well rounded and emotionally and academically prepared for success in high school. Our staff has on-going professional development so that we are prepared to address the needs of our low-income and culturally diverse population. Our Performance Evaluation System for teachers which is aligned to the Danielson Framework is also an area that we use to ensure the effectiveness of our staff. We analyze test scores (PARCC, IAR, ACCESS, and our district common assessments) in general as well as based on our subgroups so that we get an accurate picture as to any disparities with our subgroups. With this data, we disaggregate and examine programming to insure equal opportunity for all demographics to be involved in all programs. We also have a year long Mentoring program with a focus on attracting and retaining high quality candidates in teaching low income and minority students.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

District 23 has assembled a committee to review and begin updating the Library Media Curriculum. This will be a continuous improvement process as the standards, technologies, materials, faculty, and students are always variables in the equation. This curriculum document, however, is a starting point for curriculum planning, collaborative lesson development, and for the articulation of the changing roles and function of the library within each of our school buildings. The committee discussed the process of creating a vision and making that vision a reality. The "Future Ready Library" serves a very different purpose, with very different tools, to an ever-changing clientele, and is not a distant, futuristic model of service. It is HERE and the time is NOW! This committee of professionals is to be commended for their time and dedication to reflecting, creating, and working toward an enhanced LMC for the students, parents, and faculty of District 23.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

((count) of 7500 maximum characters used)

The FAST assessment system is one of the measures used as a universal screener for our MTSS system. This identification process helps us to determine the extra supports our students will receive for EL, special education, as well as gifted. This assessment system will also help us to progress monitor the students receiving Tier 2 and 3 supports. To support our students who have been identified through this process we have several options for differentiation as well as acceleration. In this process, we work with parents to establish the best supports to provide opportunities for our students who would fall into the gifted and talented category.

Response from the FY19 Title I District Plan.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner ready facilities that maximize student learning.

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

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

MacArthur Middle School faculty and administration articulate with representatives from District 214, Wheeling and Hersey High Schools regarding class placement supporting effective transitions to high school. Middle School staff provide placement recommendations for all eighth grade students. High School staff review these recommendations in light of placement test data and students' classroom based grades. Additionally, MacArthur staff articulate with appropriate high school staff about students with academic, health, and or behavioral supportive services to ensure transition of care.

Response from the FY19 Title I District Plan.

MacArthur Middle School faculty and administration articulate with representatives from District 214, Wheeling and Hersey High Schools regarding class placement supporting effective transitions to high school. Middle School staff provide placement recommendations for all eighth grade students. High School staff review these recommendations in light of placement test data and students' classroom based grades. Additionally, MacArthur staff articulate with appropriate high school staff about students with academic, health, and or behavioral supportive services to ensure transition of care.

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

([count] of 7500 maximum characters used)

Academic and career and technical education content is taught throughout all grades, but specifically and in a targeted way during grade 6-8. These topics are embedded in our Advisory curriculum as well as units of study in Family and Consumer Science, Applied Technologies, and Health. We do not currently offer any work based learning opportunities.

Response from the FY19 Title I District Plan.

(a) Academic and career and technical education content is taught throughout all grades, but specifically and in a targeted way during grade 6-8. These topics are embedded in our Advisory curriculum as well as units of study in Family and Consumer Science, Applied Technologies, and Health. (b) We do not currently offer any work based learning opportunities.

Legislative References:

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

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

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

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner ready facilities that maximize student learning.

For each program for which funding is anticipated for the 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

District 23 will provide opportunities for teachers to work together on curriculum writing projects that will enhance the educational program for students. We will also provide mentoring opportunities for our new staff members in order to attract and retain high quality teachers. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences that are related to our District's Strategic Plan.

B. Title I, Part A - School Improvement Part 1003(a)

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

District 23 will provide opportunities for professional development for our teachers and administrators through a tuition reimbursement program. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences that are related to our District's Strategic Plan.

G. Title III - LIEP

Registration fees for teachers and administrators to attend professional development workshops and conferences that are related to our District's Strategic Plan. Additionally, registration fees for teachers and administrators to attend professional development workshops and conferences that are related to the academic and linguistic improvement for our English Learners

H. Title III - Immigrant Education

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

Professional development in Title IV includes providing professional development as part of PBIS implementation for all four schools.

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

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

NOT PROVIDING - Professional development will be provided through our partnership with our Special Education Cooperative, NSSEO

L. IDEA, Part B - Preschool

NOT PROVIDING - Professional development will be provided through our partnership with our Special Education Cooperative, NSSEO

Legislative Requirement:

- [1] Title III, Section 3115(c)(2)
- [2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner ready facilities that maximize student learning.

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

i. reduce incidences of bullying and harassment

ii. reduce the overuse of discipline practices that remove students from the classroom [1]

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

One of the goals of District 23's Strategic plan is that every school offers a safe and healthy learning environment for all students. To accomplish this goal we have developed several strategies. All of the teachers and staff in our district attend a mandated training to identify warning signs of bullying and harassment. In addition, we have formed a District PBIS Committee to plan for a positive safe learning environment for our students. This committee plans and shares professional development with the entire staff. This committee as well as our District Improvement Team looks at data of our discipline practices to inform any changes that need to take place.

Response from the FY19 Title I District Plan.

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

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

District 23 will provide a supportive student environment to our homeless students. We will provide the same rigorous standards-based curriculum and support that we would with any other students. In addition, District 23 will provide transportation services; school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and rights of families in transition will also continue to be provided.

Response from the FY19 Title I District Plan.

Title I Requirement:

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

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - MACARTHUR MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/13/2018
2001 - DWIGHT D EISENHOWER ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/13/2018
2004 - BETSY ROSS ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/13/2018
2005 - ANNE SULLIVAN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/13/2018

Describe anticipated Reorganizations:

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

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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

Our goals in District 23 have a direct connection to the selected ISBE Goals. We have four goal areas in the district and they are: Student Success - Ensure all students are well rounded and emotionally and academically prepared for success in high school. Teaching, Learning and Innovation - Encourage a learning environment that emphasizes excellence and retains high-quality staff. Family and Community Partnership - Actively engage and communicate with all families to foster collaborative relationships that benefit student learning and understanding of district priorities. Sustainable Resources - Advance effective use of resources to support safe, learner ready facilities that maximize student learning.

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

(Section 1112(b)(3))

Section 1111(d)

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

In the event that PHSD #23 were to have student identified as needing comprehensive support or targeted support and improvement, the district would develop a plan based on the following: 1) data review and assessment (academic, social emotional), 2) gap analysis review of programs (core instruction, intervention instruction), program implementation (time spent in program, fidelity of program components, etc.), professional development, curriculum materials, instructional supplies, etc.

Re-display of the approved response from the FY19 Title I District Plan.

In the event that PHSD #23 were to have student identified as needing comprehensive support or targeted support and improvement, the district would develop a plan based on the following: 1) data review and assessment (academic, social emotional), 2) gap analysis review of programs (core instruction, intervention instruction), program implementation (time spent in program, fidelity of program components, etc.), professional development, curriculum materials, instructional supplies, etc.

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

Yes

No

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

Measures of Poverty from 1113(5)(A) and (B)

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

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

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

Direct Certification

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

Section 1114 and 1115

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

As of May 4, 2018 Each school in Prospect Heights School District 23 was approved and met the poverty level requirements to be considered schoolwide programs. Our Schoolwide programs will center on providing reading and math support for students in need, with a goal of moving all students towards and past proficiency on local and state assessments. Each school will utilize their comprehensive needs assessment to specifically identify the action steps they will need to take towards that goal. District 23 does not currently serve students living in local institutions or community day programs for neglected or delinquent children.

Re-display of the approved response from the FY19 Title I District Plan.

Each of Prospect Heights School District 23 attendance centers meets the poverty level requirements to move to schoolwide programming. Each school has submitted the required waiver for approval. During FY17-18, as Targeted Assistance attendance centers, each school has worked to provide additional instruction and support to at-risk students through "tutors" under the direction of intervention staff. Tutors provide support instruction to targeted students throughout the instructional day, and after school. Intervention blocks are built into the instructional day and the services are provided by staff trained in the various programs. The district uses a variety of instructional software programs that allow staff to design instruction around students' needs. Some of the programs include Study Island, Reading Eggs, Exact Path, Lexia, and Read Naturally. Materials, technology, software and other supplies were provided to enhance the teachers' ability to provide rigorous instruction and supportive interventions. Lastly, professional development services are targeted for teachers of at-risk students to embed improved instructional practices and research based strategies in classrooms. Also during FY17-18, each attendance center's School Improvement Team has worked towards conducting a comprehensive needs assessment towards the goal of writing a schoolwide plan once that status is approved by ISBE. Schoolwide programs will center on providing reading and math support for students in need, with a goal of moving all students towards and past proficiency on local and state assessments. Each school will utilize their comprehensive needs assessment to specifically identify the action steps they will need to take towards that goal. District 23 does not currently serve students living in local institutions or community day programs for neglected or delinquent children.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

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

([count] of 7500 maximum characters used)

All schools operate under Schoolwide Programming.

Re-display of the approved response from the FY19 Title I District Plan.

All schools operate under Schoolwide Programming.

Title I Requirement:

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

*Required Field

Overview

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

PROGRAM: Foster Care Transportation Plan

PURPOSE: To comply with ESSA requirements for educational stability for students in foster care

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

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

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Zaher	Amy	Assistant Superintendent	Azaher@d23.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
DeBartolo	Micheal	Assistant Superintendent of Finance and Operations	MDebartolo@d23.org

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

*Required field

Best Interest Determination

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

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

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

District 23 will provide a supportive student environment to our students in Foster Care.. We will provide the same rigorous standards-based curriculum and support that we would with any other students. In addition, District 23 will provide transportation services; school supplies, and any materials needed for access to the District 23 curriculum and programming. Training for school staff regarding legal issues and rights of families in transition will also continue to be provided. District personnel involved in the best interest determination would be the Assistant Superintendent of Curriculum and Instruction, Chief School Business Official in charge of Transportation, the school principal, the school social worker, and teachers.

Response from the approved FY19 Foster Care Transportation Plan.

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

See IDEA legislation hereSee Section 504 here

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

District 23 will provide a supportive student environment to our students in Foster Care students. We will take extra precaution to these students who have disabilities and 504 plans.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

District 23 will provide a supportive student environment to our students in Foster Care students. We will take extra precaution to these students who are English Learners.

Response from the approved FY19 Foster Care Transportation Plan.

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The Assistant Superintendent of Curriculum and Instruction will form a meeting with the school administration and caregivers to discuss the best interest determination of our students who are in Foster Care. Extra precaution will be considered to ensure students remain in the school of origin and be provided with a supportive learning environment.

Response from the approved FY19 Foster Care Transportation Plan.

*Required field

Transportation Plan Development

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

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

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The Assistant Superintendent of Curriculum and Instruction, The Chief School Business Official in charge of transportation, the school administration and legal guardians will meet to provide a plan for any student placed in Foster Care. This is to ensure the best interest determination in terms of transportation for the child to and from the Foster Care home and school. We aim to have the least disruptive process to the student.

Response from the approved FY19 Foster Care Transportation Plan.

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

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

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

h. Other - describe

i. Other - describe

j. Other - describe

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The team would coordinate with the Chief School Business official to coordinate the funding for the child's transportation plan.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

We would do our very best to come to an agreement based on the best interest of a child in Foster Care. If in the rare event that there would be a dispute, we would hire an outside mediator.

Response from the approved FY19 Foster Care Transportation Plan.

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

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

We would continue to provide or arrange the current transportation arrangement while the disputes are being resolved. If we are considered the School Of Origin [SOO], we would be responsible for the transportation while all disputes are being resolved.

Response from the approved FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

When the receive word that students are eligible for services, we will communicate this to the necessary parties involved.

Response from the approved FY19 Foster Care Transportation Plan.

*Required field

- By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

PROJECT

- The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
- Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
- All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
- The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

GENERAL CERTIFICATIONS AND ASSURANCES

- The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (20 U.S.C. 6101 et seq.), and 34 CFR part 110, Title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
- The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
- The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
- The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
- If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
- The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
- The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
- Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
- The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
- The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

- Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
- The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - Properly post all expenditures made on behalf of the project;
 - Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

- This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- Publishing a statement:
 - Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - Specifying the actions that will be taken against employees for violations of such prohibition.
- Notifying the employee that, as a condition of employment on such contract or grant, the
 - Abide by the terms of the statement; and
 - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- Establishing a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace;
 - The grantees or contractors policy of maintaining a drug-free workplace;

- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.1.2018)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Se](#)

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

[Lock Application](#) [Unlock Application](#)

Application was created on:	2/21/2019
Assurances	
Consistency Check was run on:	5/2/2019
District Data Entry	
Business Manager	
District Administrator	
ISBE Program Admin 1	
ISBE Program Admin 2	
ISBE Program Admin 3	
ISBE Program Admin 4	

Status Change	UserId	Action Date
Consistency Check	azahe	05-02-2019 11:00 AM

Expand All

Consolidated District Plan	Page Status	Open Page for editing
Consolidated District Plan		
Contact Information	OPEN	<input type="checkbox"/>
Coordinated Funding	OPEN	<input type="checkbox"/>
Plan Specifics		
Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>
Title I Specific Pages		
Title I Specific	OPEN	<input type="checkbox"/>
Title I Specific Part Two	OPEN	<input type="checkbox"/>
Foster Care Transportation		
Foster Care Transportation Plan Contacts	OPEN	<input type="checkbox"/>
Best Interest Determination	OPEN	<input type="checkbox"/>
Foster Care Transportation Plan Development	OPEN	<input type="checkbox"/>
Assurance Pages		
Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>
Assurances	OPEN	<input type="checkbox"/>

Save

Selectable Application Print

The application has been locked. No more updates will be saved for the application.

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by azaher on 5/2/2019](#)

[Requested by azaher on 5/2/2019](#)

Completed Print Jobs

**RESOLUTION FOR APPROVAL TO POST FY19 AMENDED BUDGET, POST
NOTICE IN NEWSPAPER and SCHEDULE PUBLIC HEARING**

WHEREAS, the Board of Education has considered amending the Fiscal Year 2019 Budget prepared by the Superintendent or designee; and

WHEREAS, the Board of Education is required to make the Fiscal Year 2019 AMENDED Budget available to public inspection and to hold at least one public hearing thereon prior to final action thereon by Section 17-1 of the School Code (105 ILCS 5/17-1);

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 23, COUNTY OF COOK, STATE OF ILLINOIS, as follows:

1. That a public hearing shall be held on the 12th of June, 2019 at the District Administrative Office at Grodsky District Administration office, 700 North Schoenbeck Road, Prospect Heights, Illinois 7:00 p.m. on the Fiscal Year 2018-19 Amended Budget.
2. That a copy of the Amended Budget be made conveniently available for public inspection at the Office of the Board of Education, 700 North Schoenbeck Road, Prospect Heights Illinois, Illinois on or before May 10th, 2019.
3. That the Secretary of this Board be directed to publish notice of hearing on the Budget and Appropriation Ordinance in the "Daily Herald", a newspaper of general circulation published in the school district.
4. This Resolution shall be in full force and effect upon its adoption.

ADOPTED this 8th day of May 2019 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: _____
ABSTAIN: _____
ABSENT: _____

**BOARD OF EDUCATION OF
PROSPECT HEIGHTS SCHOOL,
DISTRICT NO. 23, COOK COUNTY, ILLINOIS**

By: _____
President, Board of Education

ATTEST: _____
Secretary

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN by the Board of Education of Prospect Heights School District 23, in the County of Cook, State of Illinois, that the Amended Budget for said School District for the fiscal year beginning July 1, 2018 will be on file and conveniently available for public inspection in the Grodsky District Administration Office located at 700 N. Schoenbeck Road, Prospect Heights, Illinois between the hours of 8:30 a.m. and 3:00 p.m. beginning on or before May 10, 2019.

NOTICE IS FURTHER HEREBY GIVEN that a public hearing on said Amended Budget will be held at 7:00 p.m. on the 12th day of June 2019 at the Board of Education Offices, located at 700 N. Schoenbeck Road, in the City of Prospect Heights, Illinois.

Dated this 8th day of May, 2019.

Board of Education
Prospect Heights School District 23, Cook County, Illinois
Mari-Lynn Peters, Secretary, Board of Education

General Personnel

5:112 Service Recognition Policy

The Board of Education wishes to recognize long-term dedicated service to the school district. To that end, the Board will award service recognition gifts to employees who complete the following years of service: Those with 10, 20, 25, 30, and 35 years of service will choose a gift from the District 23 Service Award Catalogue.

Post Retirement Service Recognition

The Board of Education wishes to recognize long-term dedicated service to the School District. To that end, for those employees with 15 or more years of service, who retire giving notification to the Board of Education by February 1 of the year they retire, will receive a stipend equal to \$125 for each year of service to District 23. In the event the Board of Education offers any other monetary retirement incentive this stipend will not be awarded.

Determination of Years of Service

The years of service are defined as the total accumulation of all full years of regular employment in School District 23 in any capacity whether full or part-time.

Employees who are unable to complete a full year of service due to illness may be awarded service credit at the discretion of the Board.

Employees who fail to complete a full year of service as a result of a Board approved leave will not receive a year of service for purposes of determining eligibility for a service recognition stipend.

Distribution of Awards

The service recognition gifts will be awarded annually to employees who achieve the steps listed above.

As required by law, the district must report the service recognition retirement stipend as earnings. The amount of the stipend is subject to taxes and retirement system employee contribution requirements. This amount will also serve to increase the total annual earnings reported to the retirement system of which the employee is a member.

ADOPTED: May 10, 2017

Prospect Heights School District 23

Gregory J. Bird
Direct Dial: (312) 327-1390
E-Mail: gbird@skcounsel.com

150 South Wacker Dr.
Suite 2900
Chicago, IL 60606
312.327.1050 phone
312.327.1051 fax
skcounsel.com

April 16, 2019

Via U.S. First Class Mail and Email

Mr. Michael DeBartolo
FOIA Officer
Prospect Heights District 23
700 North Schoenbeck Road
Prospect Heights, Illinois 60070
mdebartolo@d23.org

Re: Illinois Freedom of Information Act Request

Dear Mr. DeBartolo:

Under the Illinois Freedom of Information Act, 5 ILCS 140, I am requesting an opportunity to inspect or obtain copies of public records of School District 23's records regarding the HVAC project identified by School District 23 in its lawsuit 2019 L 001663 in the Circuit Court of Cook County, a copy of which is enclosed for your reference.

I understand that the Act permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction and not including the costs of any search or review of the records. 5 ILCS 140/6.

I look forward to hearing from you in writing within five business days, as required by the Act 5 ILCS 140(3). Thank you for considering and responding to this request.

Very truly yours,


Gregory J. Bird

GJB/jfd

Enclosure

12-Person Jury

FILED
2/14/2019 2:36 PM
DOROTHY BROWN
CIRCUIT CLERK
COOK COUNTY, IL

IN THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS
COUNTY DEPARTMENT, LAW DIVISION

The Board of Education of Prospect Heights)	
School District No. 23, an Illinois Public)	
School District,)	
)	
Plaintiff,)	
)	Case No.
v.)	
)	
Studio GC, Inc., an Illinois Corporation,)	
)	
Defendant.)	

2019L001663

COMPLAINT AT LAW

Plaintiff, the Board of Education of Prospect Heights School District No. 23, by and through its attorneys Robbins, Schwartz, Nicholas, Lifton, & Taylor, Ltd., for its Complaint at Law against Studio GC, Inc., states as follows:

The Parties

1. Plaintiff, the Board of Education of Prospect Heights School District No. 23 (the "School District"), is a body politic and corporate, organized and existing under the Illinois School Code, 105 ILCS 5/1, *et seq.*

2. Defendant, Studio GC, Inc. ("Studio GC"), is an Illinois corporation with its principal place of business in Chicago, Illinois, and at all relevant times conducted business as an architect in Cook County, Illinois.

Jurisdiction and Venue

3. Studio GC is subject to the jurisdiction of the courts of this state because the School District's cause of action arises from the transaction of business within this state and the making and performance of the contract between the School District and Studio GC is substantially connected with this state. 735 ILCS 5/2-209(a)(1) and (7).

4. Venue is proper in Cook County because the contractual transaction between the School District and Studio GC occurred in Cook County. 735 ILCS 5/2-101.

Construction of the HVAC Projects

5. On or around November 11, 2010, the School District and Studio GC entered into a written contract (the “Architect Contract”) whereby Studio GC would provide professional architecture services to the School District for the design of HVAC systems at each of the School District’s middle and elementary schools (the “Project”). (A true and correct copy of the Architect Contract is attached hereto as **Exhibit A**).

6. The Project consisted of Studio GC designing the HVAC systems for the School District’s four middle and elementary schools, Ross Elementary, Sullivan Elementary, Eisenhower Elementary, and MacArthur Middle School (collectively the “Schools”).

7. Construction at the Schools included FE Moran and C. Acitelli Heating & Piping Contractor, Inc. as the School District’s general contractors, with the District also directly engaging Earth City Distributing as its HVAC contractor.

8. Studio GC directly contracted with CM Engineering, Inc. (“CME”) as a sub-consultant to design the HVAC systems for the Schools. CME contracted with 2010 Engineering (“2010”) as a sub-consultant.

9. Pursuant to the Architect Contract, Studio GC agreed to provide the School District with its professional architectural services to design the HVAC systems for the Schools. (See *Id.* at Article 2).

10. The Architect Contract required Studio GC to provide:
- a. Selection of materials, building systems and equipment, and methods of project delivery;

- b. Schematic design documents consisting of drawings illustrating the scale and relationship of the Project's components;
- c. Design development documents for the School District's review and approval;
- d. Construction documents consisting of drawings and specifications setting forth the requirements for construction of the Project;
- e. Review and approval of contractor's submittals of shop drawings, product data, and samples for the purpose of checking for conformance with the design concept expressed in the contract documents; and
- f. Professional skill and care to ensure the orderly progress of the Project's work.

(See *Id.* at Articles 1 and 2.)

11. The Architect Contract also called for the School District to compensate Studio GC for its work on the Project in an amount equal to Studio GC's "7.0% of the construction cost" for Basic Service and at various stipulated rates as stated in the Architect Contract for Additional Services. (*Id.* at Articles 4 and 11.)

12. The School District performed all of its obligations under the Architect Contract, including making all payments due to Studio GC in full when said payments were due.

Humidity Problems at the Schools

13. After project was completed, the School District began to occupy and use the Schools. However, the School District staff began to observe humidity problems in the classrooms at the Schools. The School District Staff described the classroom as "ice rinks" as the floors were wet due to the high humidity.

14. The School District, together with a consultant it retained, began to collect data regarding humidity levels in the School's classrooms. The collected data indicated that the classrooms could be cooled with the current system, but that humidity levels would remain at unacceptably high levels, thereby resulting in an uncomfortable learning environment, potentially unsafe conditions, mold, and additional problems relating to the excessive humidity.

15. Upon observing the problems and defects, the School District notified Studio GC, and Studio GC advised the School District that it would to identify and correct the humidity problems.

16. For reasons unknown to the School District, Studio GC specified the units without a "hot gas reheat" or other dehumidification components, which are industry-standard and critical components needed to control humidity at a specific level in each air-conditioned classrooms.

17. The School District-retained consultant designed a "retrofit" to include a hot gas reheat feature (dehumidification) for the HVAC systems.

18. In November 2017, three classrooms at Eisenhower Elementary were selected to test the retrofit' added gas reheat feature. Subsequent temperature and humidity data collection in the affected classrooms indicated that the retrofitted units solved the problem by maintaining appropriate temperature and humidity levels.

19. The Schools contain different types of HVAC systems. Upon consultation with the School District-retained consultant determined that the School District could not retrofit the rooftop units but instead the School District had to replace these units. The School District could retrofit the other remaining defectively designed units.

20. As of the date of this Complaint, the School District is experiencing unacceptable levels of humidity in the School's classrooms and has yet to receive fully-commissioned HVAC systems at any of the Schools.

COUNT I
Breach of Contract – Against Studio GC

21. The School District incorporates by reference into this Count I the allegations in Paragraph 1-20 of this Complaint at Law.

22. Under the Architect Contract, Studio GC had a duty to provide:

- a. Selection of materials, building systems and equipment, and methods of project delivery;
- b. Schematic design documents consisting of drawings illustrating the scale and relationship of the Project's components;
- c. Design development documents for the School District's review and approval;
- d. Construction documents consisting of drawings and specifications setting forth the requirements for construction of the Project;
- e. Review and approval of contractor's submittals of shop drawings, product data, and samples for the purpose of checking for conformance with the design concept expressed in the contract documents; and
- f. Professional skill and care to ensure the orderly progress of the Project's work.

(See *Id.* at Articles 1 and 2.)

23. Studio GC had a duty to exercise the skill and care consistent with the expertise, experience, and qualifications of professional architects when performing its duties associated with the design, development, and construction of the HVAC systems.

24. The collected data indicated that the classrooms could be cooled with the current system, but that humidity levels would remain at unacceptably high levels, thereby

resulting in an uncomfortable learning environment, unsafe conditions, mold, and additional problems relating to the excessive humidity.

25. Studio GC materially breached its Architect Contract with the School District in the following ways:

- a. Failing or neglecting to use the professional care and skill required to design and provide specifications for the Project free of design errors and defects which resulted in (i) unacceptable humidity levels in classrooms at the Schools, (ii) unsafe conditions, (iii) mold, and/or (iv) additional problems relating to the excessive humidity;
- b. Failing or neglecting to use the professional care and skill required when it investigated the School District's humidity issues, and when it attempted to design repairs for said defects;
- c. Otherwise failing to use the professional care and skill required to perform Studio GC's work on the Project as required under the Architect Contract.

26. As a direct and proximate result of Studio GC's continued material breaches of the Architect Contract, the School District has suffered and incurred significant damages, including, but not limited to the cost of repairing and/or replacing other personal and real property damages as a result of the excessive humidity issues.

27. As a direct and proximate result of Studio GC's material breaches of the Architect Contract, the School District has incurred and suffered damages as stipulated above in an amount exceeding \$3,000,000.00.

WHEREFORE, Plaintiff, the Board of Education of Prospect Heights School District No. 23, respectfully requests that this Honorable Court enter judgment in favor of the School District and against Defendant, Studio GC Inc., in an amount exceeding \$3,000,000.00, along with attorney fees and any other money damages to which the

School District is entitled, and that the Court further grant the School District any other legal and/or equitable relief to which it is entitled.

Respectfully Submitted,

THE BOARD OF EDUCATION OF PROSPECT
HEIGHTS SCHOOL DISTRICT No. 23

By: 

One of Its Attorneys

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2/14/2019 2:36 PM
DOROTHY BROWN
CIRCUIT CLERK
COOK COUNTY, IL

EXHIBIT A

2019L001663

FILED DATE: 2/14/2019 2:36 PM 2019L001663

AIA[®] Document G802[™] – 2007

Amendment to the Professional Services Agreement

Amendment Number: 001

TO: Luann Mathis
(Owner or Owner's Representative)

In accordance with the Agreement dated: November 11, 2010

BETWEEN the Owner:
(Name and address)
Prospect Heights School District 23
700 North Schoenbeck Road
Prospect Heights, IL 60070

and the Architect:
(Name and address)
StudioGC architecture + BIM
1600 Golf Road
Suite 1000
Rolling Meadows, IL 60008

for the Project:
(Name and address)
Prospect Heights School District 23
2011 Life Safety Work

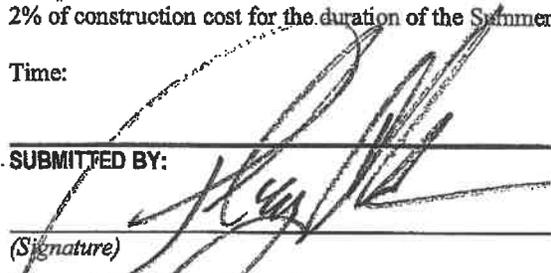
Authorization is requested
 to proceed with Additional Services.
 to incur additional Reimbursable Expenses.

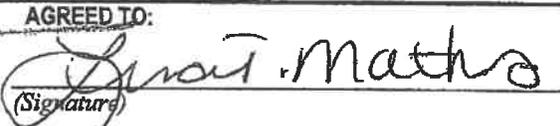
As follows:
Administer multiple prime contracts for Summer 2011 including, but not limited to, Civil, Electrical, Plumbing, Mechanical, and General Trades packages.

The following adjustments shall be made to compensation and time.
(Insert provisions in accordance with the Agreement, or as otherwise agreed by the parties.)

Compensation:
2% of construction cost for the duration of the Summer 2011 work only.

Time:

SUBMITTED BY: 
(Signature)
Patrick J. Callahan, Principal
(Printed name and title)
DEC. 15, 2010
(Date)

AGREED TO: 
(Signature)
Luann Mathis, Business Manager
(Printed name and title)
5/12/2011
(Date)

AIA[®] Document B101[™] – 2007

Standard Form of Agreement Between Owner and Architect

AGREEMENT made as of the Eleventh day of November in the year Two Thousand Ten
(In words, indicate day, month and year.)

BETWEEN the Architect's client identified as the Owner:
(Name, legal status, address and other information)

Prospect Heights School District 23
700 North Schoenbeck Road
Prospect Heights, IL 60070
Telephone Number: 847-870-3850
Fax Number: 847-870-3896

and the Architect:
(Name, legal status, address and other information)

StudioGC architecture + BIM
1600 Golf Road
Suite 1000
Rolling Meadows, IL 60008
Telephone Number: 847-952-0545
Fax Number: 847-952-0575

for the following Project:
(Name, location and detailed description)

Prospect Heights SD 23
Architect of Record

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

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- 11 COMPENSATION
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EXHIBIT A INITIAL INFORMATION

ARTICLE 1 INITIAL INFORMATION

§ 1.1 This Agreement is based on the Initial Information set forth in this Article 1 and in optional Exhibit A, Initial Information:

(Complete Exhibit A, Initial Information, and incorporate it into the Agreement at Section 13.2, or state below Initial Information such as details of the Project's site and program, Owner's contractors and consultants, Architect's consultants, Owner's budget for the Cost of the Work, authorized representatives, anticipated procurement method, and other information relevant to the Project.)

§ 1.2 The Owner's anticipated dates for commencement of construction and Substantial Completion of the Work are set forth below:

- .1 Commencement of construction date:

Per specific Proposal letter

- .2 Substantial Completion date:

Per specific Proposal letter

§ 1.3 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services and the Architect's compensation.

ARTICLE 2 ARCHITECT'S RESPONSIBILITIES

§ 2.1 The Architect shall provide the professional services as set forth in this Agreement.

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§ 2.2 The Architect shall perform its services consistent with the professional skill and care ordinarily provided by architects practicing in the same or similar locality under the same or similar circumstances. The Architect shall perform its services as expeditiously as is consistent with such professional skill and care and the orderly progress of the Project.

§ 2.3 The Architect shall identify a representative authorized to act on behalf of the Architect with respect to the Project.

§ 2.4 Except with the Owner's knowledge and consent, the Architect shall not engage in any activity, or accept any employment, interest or contribution that would reasonably appear to compromise the Architect's professional judgment with respect to this Project.

§ 2.5 The Architect shall maintain the following insurance for the duration of this Agreement. If any of the requirements set forth below exceed the types and limits the Architect normally maintains, the Owner shall reimburse the Architect for any additional cost:
(Identify types and limits of insurance coverage, and other insurance requirements applicable to the Agreement, if any.)

- .1 General Liability
Per attached Certificate of Insurance
- .2 Automobile Liability
Per attached Certificate of Insurance
- .3 Workers' Compensation
Per attached Certificate of Insurance
- .4 Professional Liability
Per attached Certificate of Insurance

ARTICLE 3 SCOPE OF ARCHITECT'S BASIC SERVICES

§ 3.1 The Architect's Basic Services consist of those described in Article 3 and include usual and customary structural, mechanical, and electrical engineering services. Services not set forth in this Article 3 are Additional Services.

§ 3.1.1 The Architect shall manage the Architect's services, consult with the Owner, research applicable design criteria, attend Project meetings, communicate with members of the Project team and report progress to the Owner.

§ 3.1.2 The Architect shall coordinate its services with those services provided by the Owner and the Owner's consultants. The Architect shall be entitled to rely on the accuracy and completeness of services and information furnished by the Owner and the Owner's consultants. The Architect shall provide prompt written notice to the Owner if the Architect becomes aware of any error, omission or inconsistency in such services or information.

§ 3.1.3 As soon as practicable after the date of this Agreement, the Architect shall submit for the Owner's approval a schedule for the performance of the Architect's services. The schedule initially shall include anticipated dates for the commencement of construction and for Substantial Completion of the Work as set forth in the Initial Information. The schedule shall include allowances for periods of time required for the Owner's review, for the performance of the Owner's consultants, and for approval of submissions by authorities having jurisdiction over the Project. Once approved by the Owner, time limits established by the schedule shall not, except for reasonable cause, be exceeded by the Architect or Owner. With the Owner's approval, the Architect shall adjust the schedule, if necessary as the Project proceeds until the commencement of construction.

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§ 3.1.4 The Architect shall not be responsible for an Owner's directive or substitution made without the Architect's approval.

§ 3.1.5 The Architect shall, at appropriate times, contact the governmental authorities required to approve the Construction Documents and the entities providing utility services to the Project. In designing the Project, the Architect shall respond to applicable design requirements imposed by such governmental authorities and by such entities providing utility services.

§ 3.1.6 The Architect shall assist the Owner in connection with the Owner's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

§ 3.2 SCHEMATIC DESIGN PHASE SERVICES

§ 3.2.1 The Architect shall review the program and other information furnished by the Owner, and shall review laws, codes, and regulations applicable to the Architect's services.

§ 3.2.2 The Architect shall prepare a preliminary evaluation of the Owner's program, schedule, budget for the Cost of the Work, Project site, and the proposed procurement or delivery method and other Initial Information, each in terms of the other, to ascertain the requirements of the Project. The Architect shall notify the Owner of (1) any inconsistencies discovered in the information, and (2) other information or consulting services that may be reasonably needed for the Project.

§ 3.2.3 The Architect shall present its preliminary evaluation to the Owner and shall discuss with the Owner alternative approaches to design and construction of the Project, including the feasibility of incorporating environmentally responsible design approaches. The Architect shall reach an understanding with the Owner regarding the requirements of the Project.

§ 3.2.4 Based on the Project's requirements agreed upon with the Owner, the Architect shall prepare and present for the Owner's approval a preliminary design illustrating the scale and relationship of the Project components.

§ 3.2.5 Based on the Owner's approval of the preliminary design, the Architect shall prepare Schematic Design Documents for the Owner's approval. The Schematic Design Documents shall consist of drawings and other documents including a site plan, if appropriate, and preliminary building plans, sections and elevations; and may include some combination of study models, perspective sketches, or digital modeling. Preliminary selections of major building systems and construction materials shall be noted on the drawings or described in writing.

§ 3.2.5.1 The Architect shall consider environmentally responsible design alternatives, such as material choices and building orientation, together with other considerations based on program and aesthetics, in developing a design that is consistent with the Owner's program, schedule and budget for the Cost of the Work. The Owner may obtain other environmentally responsible design services under Article 4.

§ 3.2.5.2 The Architect shall consider the value of alternative materials, building systems and equipment, together with other considerations based on program and aesthetics, in developing a design for the Project that is consistent with the Owner's program, schedule and budget for the Cost of the Work.

§ 3.2.6 The Architect shall submit to the Owner an estimate of the Cost of the Work prepared in accordance with Section 6.3.

§ 3.2.7 The Architect shall submit the Schematic Design Documents to the Owner, and request the Owner's approval.

§ 3.3 DESIGN DEVELOPMENT PHASE SERVICES

§ 3.3.1 Based on the Owner's approval of the Schematic Design Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Design Development Documents for the Owner's approval. The Design Development Documents shall illustrate and describe the development of the approved Schematic Design Documents and shall consist of drawings and other documents including plans, sections, elevations, typical construction details, and diagrammatic layouts of building systems to fix and describe the size and character of the Project as to architectural, structural, mechanical and

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electrical systems, and such other elements as may be appropriate. The Design Development Documents shall also include outline specifications that identify major materials and systems and establish in general their quality levels.

§ 3.3.2 The Architect shall update the estimate of the Cost of the Work.

§ 3.3.3 The Architect shall submit the Design Development documents to the Owner, advise the Owner of any adjustments to the estimate of the Cost of the Work, and request the Owner's approval.

§ 3.4 CONSTRUCTION DOCUMENTS PHASE SERVICES

§ 3.4.1 Based on the Owner's approval of the Design Development Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Construction Documents for the Owner's approval. The Construction Documents shall illustrate and describe the further development of the approved Design Development Documents and shall consist of Drawings and Specifications setting forth in detail the quality levels of materials and systems and other requirements for the construction of the Work. The Owner and Architect acknowledge that in order to construct the Work the Contractor will provide additional information, including Shop Drawings, Product Data, Samples and other similar submittals, which the Architect shall review in accordance with Section 3.6.4.

§ 3.4.2 The Architect shall incorporate into the Construction Documents the design requirements of governmental authorities having jurisdiction over the Project.

§ 3.4.3 During the development of the Construction Documents, the Architect shall assist the Owner in the development and preparation of (1) bidding and procurement information that describes the time, place and conditions of bidding, including bidding or proposal forms; (2) the form of agreement between the Owner and Contractor; and (3) the Conditions of the Contract for Construction (General, Supplementary and other Conditions). The Architect shall also compile a project manual that includes the Conditions of the Contract for Construction and Specifications and may include bidding requirements and sample forms.

§ 3.4.4 The Architect shall update the estimate for the Cost of the Work.

§ 3.4.5 The Architect shall submit the Construction Documents to the Owner, advise the Owner of any adjustments to the estimate of the Cost of the Work, take any action required under Section 6.5, and request the Owner's approval.

§ 3.5 BIDDING OR NEGOTIATION PHASE SERVICES

§ 3.5.1 GENERAL

The Architect shall assist the Owner in establishing a list of prospective contractors. Following the Owner's approval of the Construction Documents, the Architect shall assist the Owner in (1) obtaining either competitive bids or negotiated proposals; (2) confirming responsiveness of bids or proposals; (3) determining the successful bid or proposal, if any; and, (4) awarding and preparing contracts for construction.

§ 3.5.2 COMPETITIVE BIDDING

§ 3.5.2.1 Bidding Documents shall consist of bidding requirements and proposed Contract Documents.

§ 3.5.2.2 The Architect shall assist the Owner in bidding the Project by

- .1 procuring the reproduction of Bidding Documents for distribution to prospective bidders;
- .2 distributing the Bidding Documents to prospective bidders, requesting their return upon completion of the bidding process, and maintaining a log of distribution and retrieval and of the amounts of deposits, if any, received from and returned to prospective bidders;
- .3 organizing and conducting a pre-bid conference for prospective bidders;
- .4 preparing responses to questions from prospective bidders and providing clarifications and interpretations of the Bidding Documents to all prospective bidders in the form of addenda; and
- .5 organizing and conducting the opening of the bids, and subsequently documenting and distributing the bidding results, as directed by the Owner.

§ 3.5.2.3 The Architect shall consider requests for substitutions, if the Bidding Documents permit substitutions, and shall prepare and distribute addenda identifying approved substitutions to all prospective bidders.

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§ 3.5.3 NEGOTIATED PROPOSALS

§ 3.5.3.1 Proposal Documents shall consist of proposal requirements and proposed Contract Documents.

§ 3.5.3.2 The Architect shall assist the Owner in obtaining proposals by

- .1 procuring the reproduction of Proposal Documents for distribution to prospective contractors, and requesting their return upon completion of the negotiation process;
- .2 organizing and participating in selection interviews with prospective contractors; and
- .3 participating in negotiations with prospective contractors, and subsequently preparing a summary report of the negotiation results, as directed by the Owner.

§ 3.5.3.3 The Architect shall consider requests for substitutions, if the Proposal Documents permit substitutions, and shall prepare and distribute addenda identifying approved substitutions to all prospective contractors.

§ 3.6 CONSTRUCTION PHASE SERVICES**§ 3.6.1 GENERAL**

§ 3.6.1.1 The Architect shall provide administration of the Contract between the Owner and the Contractor as set forth below and in AIA Document A201™-2007, General Conditions of the Contract for Construction. If the Owner and Contractor modify AIA Document A201-2007, those modifications shall not affect the Architect's services under this Agreement unless the Owner and the Architect amend this Agreement.

§ 3.6.1.2 The Architect shall advise and consult with the Owner during the Construction Phase Services. The Architect shall have authority to act on behalf of the Owner only to the extent provided in this Agreement. The Architect shall not have control over, charge of, or responsibility for the construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, nor shall the Architect be responsible for the Contractor's failure to perform the Work in accordance with the requirements of the Contract Documents. The Architect shall be responsible for the Architect's negligent acts or omissions, but shall not have control over or charge of, and shall not be responsible for, acts or omissions of the Contractor or of any other persons or entities performing portions of the Work.

§ 3.6.1.3 Subject to Section 4.3, the Architect's responsibility to provide Construction Phase Services commences with the award of the Contract for Construction and terminates on the date the Architect issues the final Certificate for Payment.

§ 3.6.2 EVALUATIONS OF THE WORK

§ 3.6.2.1 The Architect shall visit the site at intervals appropriate to the stage of construction, or as otherwise required in Section 4.3.3, to become generally familiar with the progress and quality of the portion of the Work completed, and to determine, in general, if the Work observed is being performed in a manner indicating that the Work, when fully completed, will be in accordance with the Contract Documents. However, the Architect shall not be required to make exhaustive or continuous on-site inspections to check the quality or quantity of the Work. On the basis of the site visits, the Architect shall keep the Owner reasonably informed about the progress and quality of the portion of the Work completed, and report to the Owner (1) known deviations from the Contract Documents and from the most recent construction schedule submitted by the Contractor, and (2) defects and deficiencies observed in the Work.

§ 3.6.2.2 The Architect has the authority to reject Work that does not conform to the Contract Documents. Whenever the Architect considers it necessary or advisable, the Architect shall have the authority to require inspection or testing of the Work in accordance with the provisions of the Contract Documents, whether or not such Work is fabricated, installed or completed. However, neither this authority of the Architect nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Architect to the Contractor, Subcontractors, material and equipment suppliers, their agents or employees or other persons or entities performing portions of the Work.

§ 3.6.2.3 The Architect shall interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect's response to such requests shall be made in writing within any time limits agreed upon or otherwise with reasonable promptness.

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§ 3.6.2.4 Interpretations and decisions of the Architect shall be consistent with the intent of and reasonably inferable from the Contract Documents and shall be in writing or in the form of drawings. When making such interpretations and decisions, the Architect shall endeavor to secure faithful performance by both Owner and Contractor, shall not show partiality to either, and shall not be liable for results of interpretations or decisions rendered in good faith. The Architect's decisions on matters relating to aesthetic effect shall be final if consistent with the intent expressed in the Contract Documents.

§ 3.6.2.5 Unless the Owner and Contractor designate another person to serve as an Initial Decision Maker, as that term is defined in AIA Document A201-2007, the Architect shall render initial decisions on Claims between the Owner and Contractor as provided in the Contract Documents.

§ 3.6.3 CERTIFICATES FOR PAYMENT TO CONTRACTOR

§ 3.6.3.1 The Architect shall review and certify the amounts due the Contractor and shall issue certificates in such amounts. The Architect's certification for payment shall constitute a representation to the Owner, based on the Architect's evaluation of the Work as provided in Section 3.6.2 and on the data comprising the Contractor's Application for Payment, that, to the best of the Architect's knowledge, information and belief, the Work has progressed to the point indicated and that the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject (1) to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, (2) to results of subsequent tests and inspections, (3) to correction of minor deviations from the Contract Documents prior to completion, and (4) to specific qualifications expressed by the Architect.

§ 3.6.3.2 The issuance of a Certificate for Payment shall not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work, (2) reviewed construction means, methods, techniques, sequences or procedures, (3) reviewed copies of requisitions received from Subcontractors and material suppliers and other data requested by the Owner to substantiate the Contractor's right to payment, or (4) ascertained how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

§ 3.6.3.3 The Architect shall maintain a record of the Applications and Certificates for Payment.

§ 3.6.4 SUBMITTALS

§ 3.6.4.1 The Architect shall review the Contractor's submittal schedule and shall not unreasonably delay or withhold approval. The Architect's action in reviewing submittals shall be taken in accordance with the approved submittal schedule or, in the absence of an approved submittal schedule, with reasonable promptness while allowing sufficient time in the Architect's professional judgment to permit adequate review.

§ 3.6.4.2 In accordance with the Architect-approved submittal schedule, the Architect shall review and approve or take other appropriate action upon the Contractor's submittals such as Shop Drawings, Product Data and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. Review of such submittals is not for the purpose of determining the accuracy and completeness of other information such as dimensions, quantities, and installation or performance of equipment or systems, which are the Contractor's responsibility. The Architect's review shall not constitute approval of safety precautions or, unless otherwise specifically stated by the Architect, of any construction means, methods, techniques, sequences or procedures. The Architect's approval of a specific item shall not indicate approval of an assembly of which the item is a component.

§ 3.6.4.3 If the Contract Documents specifically require the Contractor to provide professional design services or certifications by a design professional related to systems, materials or equipment, the Architect shall specify the appropriate performance and design criteria that such services must satisfy. The Architect shall review Shop Drawings and other submittals related to the Work designed or certified by the design professional retained by the Contractor that bear such professional's seal and signature when submitted to the Architect. The Architect shall be entitled to rely upon the adequacy, accuracy and completeness of the services, certifications and approvals performed or provided by such design professionals.

§ 3.6.4.4 Subject to the provisions of Section 4.3, the Architect shall review and respond to requests for information about the Contract Documents. The Architect shall set forth in the Contract Documents the requirements for requests

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for information. Requests for information shall include, at a minimum, a detailed written statement that indicates the specific Drawings or Specifications in need of clarification and the nature of the clarification requested. The Architect's response to such requests shall be made in writing within any time limits agreed upon, or otherwise with reasonable promptness. If appropriate, the Architect shall prepare and issue supplemental Drawings and Specifications in response to requests for information.

§ 3.6.4.5 The Architect shall maintain a record of submittals and copies of submittals supplied by the Contractor in accordance with the requirements of the Contract Documents.

§ 3.6.5 CHANGES IN THE WORK

§ 3.6.5.1 The Architect may authorize minor changes in the Work that are consistent with the intent of the Contract Documents and do not involve an adjustment in the Contract Sum or an extension of the Contract Time. Subject to the provisions of Section 4.3, the Architect shall prepare Change Orders and Construction Change Directives for the Owner's approval and execution in accordance with the Contract Documents.

§ 3.6.5.2 The Architect shall maintain records relative to changes in the Work.

§ 3.6.6 PROJECT COMPLETION

§ 3.6.6.1 The Architect shall conduct inspections to determine the date or dates of Substantial Completion and the date of final completion; issue Certificates of Substantial Completion; receive from the Contractor and forward to the Owner, for the Owner's review and records, written warranties and related documents required by the Contract Documents and assembled by the Contractor; and issue a final Certificate for Payment based upon a final inspection indicating the Work complies with the requirements of the Contract Documents.

§ 3.6.6.2 The Architect's inspections shall be conducted with the Owner to check conformance of the Work with the requirements of the Contract Documents and to verify the accuracy and completeness of the list submitted by the Contractor of Work to be completed or corrected.

§ 3.6.6.3 When the Work is found to be substantially complete, the Architect shall inform the Owner about the balance of the Contract Sum remaining to be paid the Contractor, including the amount to be retained from the Contract Sum, if any, for final completion or correction of the Work.

§ 3.6.6.4 The Architect shall forward to the Owner the following information received from the Contractor: (1) consent of surety or sureties, if any, to reduction in or partial release of retainage or the making of final payment; (2) affidavits, receipts, releases and waivers of liens or bonds indemnifying the Owner against liens; and (3) any other documentation required of the Contractor under the Contract Documents.

§ 3.6.6.5 Upon request of the Owner, and prior to the expiration of one year from the date of Substantial Completion, the Architect shall, without additional compensation, conduct a meeting with the Owner to review the facility operations and performance.

ARTICLE 4 ADDITIONAL SERVICES

§ 4.1 Additional Services listed below are not included in Basic Services but may be required for the Project. The Architect shall provide the listed Additional Services only if specifically designated in the table below as the Architect's responsibility, and the Owner shall compensate the Architect as provided in Section 11.2.

(Designate the Additional Services the Architect shall provide in the second column of the table below. In the third column indicate whether the service description is located in Section 4.2 or in an attached exhibit. If in an exhibit, identify the exhibit.)

Additional Services	Responsibility (Architect, Owner or Not Provided)	Location of Service Description (Section 4.2 below or in an exhibit attached to this document and identified below)
§ 4.1.1 Programming	Architect	Included in Basic Services
§ 4.1.2 Multiple preliminary designs	Not Provided	
§ 4.1.3 Measured drawings	Not Provided	
§ 4.1.4 Existing facilities surveys	Architect	See Fixed Fee Listing

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§ 4.1.5	Site Evaluation and Planning (B203™-2007)	Not Provided	
§ 4.1.6	Building information modeling	Architect	Included in Basic Services
§ 4.1.7	Civil engineering	Not Provided	
§ 4.1.8	Landscape design	Not Provided	
§ 4.1.9	Architectural Interior Design (B252™-2007)	Not Provided	
§ 4.1.10	Value Analysis (B204™-2007)	Not Provided	
§ 4.1.11	Detailed cost estimating	Not Provided	
§ 4.1.12	On-site project representation	Not Provided	
§ 4.1.13	Conformed construction documents	Not Provided	
§ 4.1.14	As-Designed Record drawings	Not Provided	
§ 4.1.15	As-Constructed Record drawings	Not Provided	
§ 4.1.16	Post occupancy evaluation	Not Provided	
§ 4.1.17	Facility Support Services (B210™-2007)	Not Provided	
§ 4.1.18	Tenant-related services	Not Provided	
§ 4.1.19	Coordination of Owner's consultants	Not Provided	
§ 4.1.20	Telecommunications/data design	Not Provided	
§ 4.1.21	Security Evaluation and Planning (B206™-2007)	Not Provided	
§ 4.1.22	Commissioning (B211™-2007)	Not Provided	
§ 4.1.23	Extensive environmentally responsible design	Not Provided	
§ 4.1.24	LEED® Certification (B214™-2007)	Not Provided	
§ 4.1.25	Fast-track design services	Not Provided	
§ 4.1.26	Historic Preservation (B205™-2007)	Not Provided	
§ 4.1.27	Furniture, Furnishings, and Equipment Design (B253™-2007)	Not Provided	

§ 4.2 Insert a description of each Additional Service designated in Section 4.1 as the Architect's responsibility, if not further described in an exhibit attached to this document.

As Additional Services are requested, a separate proposal will be provided.

§ 4.3 Additional Services may be provided after execution of this Agreement, without invalidating the Agreement. Except for services required due to the fault of the Architect, any Additional Services provided in accordance with this Section 4.3 shall entitle the Architect to compensation pursuant to Section 11.3 and an appropriate adjustment in the Architect's schedule.

§ 4.3.1 Upon recognizing the need to perform the following Additional Services, the Architect shall notify the Owner with reasonable promptness and explain the facts and circumstances giving rise to the need. The Architect shall not proceed to provide the following services until the Architect receives the Owner's written authorization:

- .1 Services necessitated by a change in the Initial Information, previous instructions or approvals given by the Owner, or a material change in the Project including, but not limited to, size, quality, complexity, the Owner's schedule or budget for Cost of the Work, or procurement or delivery method;
- .2 Services necessitated by the Owner's request for extensive environmentally responsible design alternatives, such as unique system designs, in-depth material research, energy modeling, or LEED® certification;
- .3 Changing or editing previously prepared Instruments of Service necessitated by the enactment or revision of codes, laws or regulations or official interpretations;
- .4 Services necessitated by decisions of the Owner not rendered in a timely manner or any other failure of performance on the part of the Owner or the Owner's consultants or contractors;
- .5 Preparing digital data for transmission to the Owner's consultants and contractors, or to other Owner authorized recipients;
- .6 Preparation of design and documentation for alternate bid or proposal requests proposed by the Owner;
- .7 Preparation for, and attendance at, a public presentation, meeting or hearing;

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- .8 Preparation for, and attendance at a dispute resolution proceeding or legal proceeding, except where the Architect is party thereto;
- .9 Evaluation of the qualifications of bidders or persons providing proposals;
- .10 Consultation concerning replacement of Work resulting from fire or other cause during construction; or
- .11 Assistance to the Initial Decision Maker, if other than the Architect.

§ 4.3.2 To avoid delay in the Construction Phase, the Architect shall provide the following Additional Services, notify the Owner with reasonable promptness, and explain the facts and circumstances giving rise to the need. If the Owner subsequently determines that all or parts of those services are not required, the Owner shall give prompt written notice to the Architect, and the Owner shall have no further obligation to compensate the Architect for those services:

- .1 Reviewing a Contractor's submittal out of sequence from the submittal schedule agreed to by the Architect;
- .2 Responding to the Contractor's requests for information that are not prepared in accordance with the Contract Documents or where such information is available to the Contractor from a careful study and comparison of the Contract Documents, field conditions, other Owner-provided information, Contractor-prepared coordination drawings, or prior Project correspondence or documentation;
- .3 Preparing Change Orders and Construction Change Directives that require evaluation of Contractor's proposals and supporting data, or the preparation or revision of Instruments of Service;
- .4 Evaluating an extensive number of Claims as the Initial Decision Maker;
- .5 Evaluating substitutions proposed by the Owner or Contractor and making subsequent revisions to Instruments of Service resulting therefrom; or
- .6 To the extent the Architect's Basic Services are affected, providing Construction Phase Services 60 days after (1) the date of Substantial Completion of the Work or (2) the anticipated date of Substantial Completion identified in Initial Information, whichever is earlier.

§ 4.3.3 The Architect shall provide Construction Phase Services exceeding the limits set forth below as Additional Services. When the limits below are reached, the Architect shall notify the Owner:

- .1 Two (2) reviews of each Shop Drawing, Product Data item, sample and similar submittal of the Contractor
- .2 Weekly visits to the site by the Architect over the duration of the Project during construction
- .3 One (1) inspection for any portion of the Work to determine whether such portion of the Work is substantially complete in accordance with the requirements of the Contract Documents
- .4 One (1) inspection for any portion of the Work to determine final completion

§ 4.3.4 If the services covered by this Agreement have not been completed within twenty-four (24) months of the date of this Agreement, through no fault of the Architect, extension of the Architect's services beyond that time shall be compensated as Additional Services.

ARTICLE 5 OWNER'S RESPONSIBILITIES

§ 5.1 Unless otherwise provided for under this Agreement, the Owner shall provide information in a timely manner regarding requirements for and limitations on the Project, including a written program which shall set forth the Owner's objectives, schedule, constraints and criteria, including space requirements and relationships, flexibility, expandability, special equipment, systems and site requirements. Within 15 days after receipt of a written request from the Architect, the Owner shall furnish the requested information as necessary and relevant for the Architect to evaluate, give notice of or enforce lien rights.

§ 5.2 The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Section 6.1; (2) the Owner's other costs; and, (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Architect. The Owner and the Architect shall thereafter agree to a corresponding change in the Project's scope and quality.

§ 5.3 The Owner shall identify a representative authorized to act on the Owner's behalf with respect to the Project. The Owner shall render decisions and approve the Architect's submittals in a timely manner in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

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§ 5.4 The Owner shall furnish surveys to describe physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wetlands; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and necessary data with respect to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade, including inverts and depths. All the information on the survey shall be referenced to a Project benchmark.

§ 5.5 The Owner shall furnish services of geotechnical engineers, which may include but are not limited to test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

§ 5.6 The Owner shall coordinate the services of its own consultants with those services provided by the Architect. Upon the Architect's request, the Owner shall furnish copies of the scope of services in the contracts between the Owner and the Owner's consultants. The Owner shall furnish the services of consultants other than those designated in this Agreement, or authorize the Architect to furnish them as an Additional Service, when the Architect requests such services and demonstrates that they are reasonably required by the scope of the Project. The Owner shall require that its consultants maintain professional liability insurance as appropriate to the services provided.

§ 5.7 The Owner shall furnish tests, inspections and reports required by law or the Contract Documents, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 5.8 The Owner shall furnish all legal, insurance and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

§ 5.9 The Owner shall provide prompt written notice to the Architect if the Owner becomes aware of any fault or defect in the Project, including errors, omissions or inconsistencies in the Architect's Instruments of Service.

§ 5.10 Except as otherwise provided in this Agreement, or when direct communications have been specially authorized, the Owner shall endeavor to communicate with the Contractor and the Architect's consultants through the Architect about matters arising out of or relating to the Contract Documents. The Owner shall promptly notify the Architect of any direct communications that may affect the Architect's services.

§ 5.11 Before executing the Contract for Construction, the Owner shall coordinate the Architect's duties and responsibilities set forth in the Contract for Construction with the Architect's services set forth in this Agreement. The Owner shall provide the Architect a copy of the executed agreement between the Owner and Contractor, including the General Conditions of the Contract for Construction.

§ 5.12 The Owner shall provide the Architect access to the Project site prior to commencement of the Work and shall obligate the Contractor to provide the Architect access to the Work wherever it is in preparation or progress.

ARTICLE 6 COST OF THE WORK

§ 6.1 For purposes of this Agreement, the Cost of the Work shall be the total cost to the Owner to construct all elements of the Project designed or specified by the Architect and shall include contractors' general conditions costs, overhead and profit. The Cost of the Work does not include the compensation of the Architect, the costs of the land, rights-of-way, financing, contingencies for changes in the Work or other costs that are the responsibility of the Owner.

§ 6.2 The Owner's budget for the Cost of the Work is provided in Initial Information, and may be adjusted throughout the Project as required under Sections 5.2, 6.4 and 6.5. Evaluations of the Owner's budget for the Cost of the Work, the preliminary estimate of the Cost of the Work and updated estimates of the Cost of the Work prepared by the Architect, represent the Architect's judgment as a design professional. It is recognized, however, that neither the Architect nor the Owner has control over the cost of labor, materials or equipment; the Contractor's methods of determining bid prices; or competitive bidding, market or negotiating conditions. Accordingly, the Architect cannot

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and does not warrant or represent that bids or negotiated prices will not vary from the Owner's budget for the Cost of the Work or from any estimate of the Cost of the Work or evaluation prepared or agreed to by the Architect.

§ 6.3 In preparing estimates of the Cost of Work, the Architect shall be permitted to include contingencies for design, bidding and price escalation; to determine what materials, equipment, component systems and types of construction are to be included in the Contract Documents; to make reasonable adjustments in the program and scope of the Project; and to include in the Contract Documents alternate bids as may be necessary to adjust the estimated Cost of the Work to meet the Owner's budget for the Cost of the Work. The Architect's estimate of the Cost of the Work shall be based on current area, volume or similar conceptual estimating techniques. If the Owner requests detailed cost estimating services, the Architect shall provide such services as an Additional Service under Article 4.

§ 6.4 If the Bidding or Negotiation Phase has not commenced within 90 days after the Architect submits the Construction Documents to the Owner, through no fault of the Architect, the Owner's budget for the Cost of the Work shall be adjusted to reflect changes in the general level of prices in the applicable construction market.

§ 6.5 If at any time the Architect's estimate of the Cost of the Work exceeds the Owner's budget for the Cost of the Work, the Architect shall make appropriate recommendations to the Owner to adjust the Project's size, quality or budget for the Cost of the Work, and the Owner shall cooperate with the Architect in making such adjustments.

§ 6.6 If the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services is exceeded by the lowest bona fide bid or negotiated proposal, the Owner shall

- .1 give written approval of an increase in the budget for the Cost of the Work;
- .2 authorize rebidding or renegotiating of the Project within a reasonable time;
- .3 terminate in accordance with Section 9.5;
- .4 in consultation with the Architect, revise the Project program, scope, or quality as required to reduce the Cost of the Work; or
- .5 implement any other mutually acceptable alternative.

§ 6.7 If the Owner chooses to proceed under Section 6.6.4, the Architect, without additional compensation, shall modify the Construction Documents as necessary to comply with the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services, or the budget as adjusted under Section 6.6.1. The Architect's modification of the Construction Documents shall be the limit of the Architect's responsibility under this Article 6.

ARTICLE 7 COPYRIGHTS AND LICENSES

§ 7.1 The Architect and the Owner warrant that in transmitting Instruments of Service, or any other information, the transmitting party is the copyright owner of such information or has permission from the copyright owner to transmit such information for its use on the Project. If the Owner and Architect intend to transmit Instruments of Service or any other information or documentation in digital form, they shall endeavor to establish necessary protocols governing such transmissions.

§ 7.2 The Architect and the Architect's consultants shall be deemed the authors and owners of their respective Instruments of Service, including the Drawings and Specifications, and shall retain all common law, statutory and other reserved rights, including copyrights. Submission or distribution of Instruments of Service to meet official regulatory requirements or for similar purposes in connection with the Project is not to be construed as publication in derogation of the reserved rights of the Architect and the Architect's consultants.

§ 7.3 Upon execution of this Agreement, the Architect grants to the Owner a nonexclusive license to use the Architect's Instruments of Service solely and exclusively for purposes of constructing, using, maintaining, altering and adding to the Project, provided that the Owner substantially performs its obligations, including prompt payment of all sums when due, under this Agreement. The Architect shall obtain similar nonexclusive licenses from the Architect's consultants consistent with this Agreement. The license granted under this section permits the Owner to authorize the Contractor, Subcontractors, Sub-subcontractors, and material or equipment suppliers, as well as the Owner's consultants and separate contractors, to reproduce applicable portions of the Instruments of Service solely and exclusively for use in performing services or construction for the Project. If the Architect rightfully terminates this Agreement for cause as provided in Section 9.4, the license granted in this Section 7.3 shall terminate.

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§ 7.3.1 In the event the Owner uses the Instruments of Service without retaining the author of the Instruments of Service, the Owner releases the Architect and Architect's consultant(s) from all claims and causes of action arising from such uses. The Owner, to the extent permitted by law, further agrees to indemnify and hold harmless the Architect and its consultants from all costs and expenses, including the cost of defense, related to claims and causes of action asserted by any third person or entity to the extent such costs and expenses arise from the Owner's use of the Instruments of Service under this Section 7.3.1. The terms of this Section 7.3.1 shall not apply if the Owner rightfully terminates this Agreement for cause under Section 9.4.

§ 7.4 Except for the licenses granted in this Article 7, no other license or right shall be deemed granted or implied under this Agreement. The Owner shall not assign, delegate, sublicense, pledge or otherwise transfer any license granted herein to another party without the prior written agreement of the Architect. Any unauthorized use of the Instruments of Service shall be at the Owner's sole risk and without liability to the Architect and the Architect's consultants.

ARTICLE 8 CLAIMS AND DISPUTES

§ 8.1 GENERAL

§ 8.1.1 The Owner and Architect shall commence all claims and causes of action, whether in contract, tort, or otherwise, against the other arising out of or related to this Agreement in accordance with the requirements of the method of binding dispute resolution selected in this Agreement within the period specified by applicable law, but in any case not more than 10 years after the date of Substantial Completion of the Work. The Owner and Architect waive all claims and causes of action not commenced in accordance with this Section 8.1.1.

§ 8.1.2 To the extent damages are covered by property insurance, the Owner and Architect waive all rights against each other and against the contractors, consultants, agents and employees of the other for damages, except such rights as they may have to the proceeds of such insurance as set forth in AIA Document A201-2007, General Conditions of the Contract for Construction. The Owner or the Architect, as appropriate, shall require of the contractors, consultants, agents and employees of any of them similar waivers in favor of the other parties enumerated herein.

§ 8.1.3 The Architect and Owner waive consequential damages for claims, disputes or other matters in question arising out of or relating to this Agreement. This mutual waiver is applicable, without limitation, to all consequential damages due to either party's termination of this Agreement, except as specifically provided in Section 9.7.

§ 8.2 MEDIATION

§ 8.2.1 Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to binding dispute resolution. If such matter relates to or is the subject of a lien arising out of the Architect's services, the Architect may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or by binding dispute resolution.

§ 8.2.2 The Owner and Architect shall endeavor to resolve claims, disputes and other matters in question between them by mediation which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Mediation Procedures in effect on the date of the Agreement. A request for mediation shall be made in writing, delivered to the other party to the Agreement, and filed with the person or entity administering the mediation. The request may be made concurrently with the filing of a complaint or other appropriate demand for binding dispute resolution but, in such event, mediation shall proceed in advance of binding dispute resolution proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. If an arbitration proceeding is stayed pursuant to this section, the parties may nonetheless proceed to the selection of the arbitrator(s) and agree upon a schedule for later proceedings.

§ 8.2.3 The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in the place where the Project is located, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

§ 8.2.4 If the parties do not resolve a dispute through mediation pursuant to this Section 8.2, the method of binding dispute resolution shall be the following:

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(Check the appropriate box. If the Owner and Architect do not select a method of binding dispute resolution below, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, the dispute will be resolved in a court of competent jurisdiction.)

- Arbitration pursuant to Section 8.3 of this Agreement
- Litigation in a court of competent jurisdiction
- Other (Specify)

§ 8.3 ARBITRATION

§ 8.3.1 If the parties have selected arbitration as the method for binding dispute resolution in this Agreement, any claim, dispute or other matter in question arising out of or related to this Agreement subject to, but not resolved by, mediation shall be subject to arbitration which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Arbitration Rules in effect on the date of this Agreement. A demand for arbitration shall be made in writing, delivered to the other party to this Agreement, and filed with the person or entity administering the arbitration.

§ 8.3.1.1 A demand for arbitration shall be made no earlier than concurrently with the filing of a request for mediation, but in no event shall it be made after the date when the institution of legal or equitable proceedings based on the claim, dispute or other matter in question would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim, dispute or other matter in question.

§ 8.3.2 The foregoing agreement to arbitrate and other agreements to arbitrate with an additional person or entity duly consented to by parties to this Agreement shall be specifically enforceable in accordance with applicable law in any court having jurisdiction thereof.

§ 8.3.3 The award rendered by the arbitrator(s) shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.

§ 8.3.4 CONSOLIDATION OR JOINDER

§ 8.3.4.1 Either party, at its sole discretion, may consolidate an arbitration conducted under this Agreement with any other arbitration to which it is a party provided that (1) the arbitration agreement governing the other arbitration permits consolidation; (2) the arbitrations to be consolidated substantially involve common questions of law or fact; and (3) the arbitrations employ materially similar procedural rules and methods for selecting arbitrator(s).

§ 8.3.4.2 Either party, at its sole discretion, may include by joinder persons or entities substantially involved in a common question of law or fact whose presence is required if complete relief is to be accorded in arbitration, provided that the party sought to be joined consents in writing to such joinder. Consent to arbitration involving an additional person or entity shall not constitute consent to arbitration of any claim, dispute or other matter in question not described in the written consent.

§ 8.3.4.3 The Owner and Architect grant to any person or entity made a party to an arbitration conducted under this Section 8.3, whether by joinder or consolidation, the same rights of joinder and consolidation as the Owner and Architect under this Agreement.

ARTICLE 9 TERMINATION OR SUSPENSION

§ 9.1 If the Owner fails to make payments to the Architect in accordance with this Agreement, such failure shall be considered substantial nonperformance and cause for termination or, at the Architect's option, cause for suspension of performance of services under this Agreement. If the Architect elects to suspend services, the Architect shall give seven days' written notice to the Owner before suspending services. In the event of a suspension of services, the Architect shall have no liability to the Owner for delay or damage caused the Owner because of such suspension of services. Before resuming services, the Architect shall be paid all sums due prior to suspension and any expenses

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incurred in the interruption and resumption of the Architect's services. The Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

§ 9.2 If the Owner suspends the Project, the Architect shall be compensated for services performed prior to notice of such suspension. When the Project is resumed, the Architect shall be compensated for expenses incurred in the interruption and resumption of the Architect's services. The Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

§ 9.3 If the Owner suspends the Project for more than 90 cumulative days for reasons other than the fault of the Architect, the Architect may terminate this Agreement by giving not less than seven days' written notice.

§ 9.4 Either party may terminate this Agreement upon not less than seven days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.

§ 9.5 The Owner may terminate this Agreement upon not less than seven days' written notice to the Architect for the Owner's convenience and without cause.

§ 9.6 In the event of termination not the fault of the Architect, the Architect shall be compensated for services performed prior to termination, together with Reimbursable Expenses then due and all Termination Expenses as defined in Section 9.7.

§ 9.7 Termination Expenses are in addition to compensation for the Architect's services and include expenses directly attributable to termination for which the Architect is not otherwise compensated, plus an amount for the Architect's anticipated profit on the value of the services not performed by the Architect.

§ 9.8 The Owner's rights to use the Architect's Instruments of Service in the event of a termination of this Agreement are set forth in Article 7 and Section 11.9.

ARTICLE 10 MISCELLANEOUS PROVISIONS

§ 10.1 This Agreement shall be governed by the law of the place where the Project is located, except that if the parties have selected arbitration as the method of binding dispute resolution, the Federal Arbitration Act shall govern Section 8.3.

§ 10.2 Terms in this Agreement shall have the same meaning as those in AIA Document A201-2007, General Conditions of the Contract for Construction.

§ 10.3 The Owner and Architect, respectively, bind themselves, their agents, successors, assigns and legal representatives to this Agreement. Neither the Owner nor the Architect shall assign this Agreement without the written consent of the other, except that the Owner may assign this Agreement to a lender providing financing for the Project if the lender agrees to assume the Owner's rights and obligations under this Agreement.

§ 10.4 If the Owner requests the Architect to execute certificates, the proposed language of such certificates shall be submitted to the Architect for review at least 14 days prior to the requested dates of execution. If the Owner requests the Architect to execute consents reasonably required to facilitate assignment to a lender, the Architect shall execute all such consents that are consistent with this Agreement, provided the proposed consent is submitted to the Architect for review at least 14 days prior to execution. The Architect shall not be required to execute certificates or consents that would require knowledge, services or responsibilities beyond the scope of this Agreement.

§ 10.5 Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the Owner or Architect.

§ 10.6 Unless otherwise required in this Agreement, the Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to, hazardous materials or toxic substances in any form at the Project site.

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§ 10.7 The Architect shall have the right to include photographic or artistic representations of the design of the Project among the Architect's promotional and professional materials. The Architect shall be given reasonable access to the completed Project to make such representations. However, the Architect's materials shall not include the Owner's confidential or proprietary information if the Owner has previously advised the Architect in writing of the specific information considered by the Owner to be confidential or proprietary. The Owner shall provide professional credit for the Architect in the Owner's promotional materials for the Project.

§ 10.8 If the Architect or Owner receives information specifically designated by the other party as "confidential" or "business proprietary," the receiving party shall keep such information strictly confidential and shall not disclose it to any other person except to (1) its employees, (2) those who need to know the content of such information in order to perform services or construction solely and exclusively for the Project, or (3) its consultants and contractors whose contracts include similar restrictions on the use of confidential information.

ARTICLE 11 COMPENSATION

§ 11.1 For the Architect's Basic Services described under Article 3, the Owner shall compensate the Architect as follows:

(Insert amount of, or basis for, compensation.)

7.0% of the construction cost

§ 11.2 For Additional Services designated in Section 4.1, the Owner shall compensate the Architect as follows:

(Insert amount of, or basis for, compensation. If necessary, list specific services to which particular methods of compensation apply.)

Per current Hourly Rate Schedule

§ 11.3 For Additional Services that may arise during the course of the Project, including those under Section 4.3, the Owner shall compensate the Architect as follows:

(Insert amount of, or basis for, compensation.)

Per current Hourly Rate Schedule

§ 11.4 Compensation for Additional Services of the Architect's consultants when not included in Section 11.2 or 11.3, shall be the amount invoiced to the Architect plus one and one-quarter percent (1.25 %), or as otherwise stated below:

§ 11.5 Where compensation for Basic Services is based on a stipulated sum or percentage of the Cost of the Work, the compensation for each phase of services shall be as follows:

Schematic Design Phase	fifteen	percent (15	%)
Design Development Phase	twenty-five	percent (25	%)
Construction Documents Phase	thirty-five	percent (35	%)
Bidding or Negotiation Phase	five	percent (5	%)
Construction Phase	twenty	percent (20	%)
Total Basic Compensation	one hundred	percent (100	%)

§ 11.6 When compensation is based on a percentage of the Cost of the Work and any portions of the Project are deleted or otherwise not constructed, compensation for those portions of the Project shall be payable to the extent services are performed on those portions, in accordance with the schedule set forth in Section 11.5 based on (1) the lowest bona fide bid or negotiated proposal, or (2) if no such bid or proposal is received, the most recent estimate of the Cost of the Work for such portions of the Project. The Architect shall be entitled to compensation in accordance with this Agreement for all services performed whether or not the Construction Phase is commenced.

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User Notes:

§ 11.7 The hourly billing rates for services of the Architect and the Architect's consultants, if any, are set forth below. The rates shall be adjusted in accordance with the Architect's and Architect's consultants' normal review practices.

(If applicable, attach an exhibit of hourly billing rates or insert them below.)

2010 HOURLY RATE SCHEDULE*

Principal	\$ 242.00
Associate Principal	\$ 160.00
Associate Senior Manager	\$ 134.00
Architect III	\$ 113.00
Architect II	\$ 98.00
Architect I	\$ 87.00
Intern	\$ 59.00
Administrative Support Services	\$ 54.00

Employee or Category	Rate
----------------------	------

§ 11.8 COMPENSATION FOR REIMBURSABLE EXPENSES

§ 11.8.1 Reimbursable Expenses are in addition to compensation for Basic and Additional Services and include expenses incurred by the Architect and the Architect's consultants directly related to the Project, as follows:

- .1 Transportation and authorized out-of-town travel and subsistence;
- .2 Long distance services, dedicated data and communication services, teleconferences, Project Web sites, and extranets;
- .3 Fees paid for securing approval of authorities having jurisdiction over the Project;
- .4 Printing, reproductions, plots, standard form documents;
- .5 Postage, handling and delivery;
- .6 Expense of overtime work requiring higher than regular rates, if authorized in advance by the Owner;
- .7 Renderings, models, mock-ups, professional photography, and presentation materials requested by the Owner;
- .8 Architect's Consultant's expense of professional liability insurance dedicated exclusively to this Project, or the expense of additional insurance coverage or limits if the Owner requests such insurance in excess of that normally carried by the Architect's consultants;
- .9 All taxes levied on professional services and on reimbursable expenses;
- .10 Site office expenses; and
- .11 Other similar Project-related expenditures.

§ 11.8.2 For Reimbursable Expenses the compensation shall be the expenses incurred by the Architect and the Architect's consultants plus one and one-tenth percent (1.10 %) of the expenses incurred.

§ 11.9 COMPENSATION FOR USE OF ARCHITECT'S INSTRUMENTS OF SERVICE

If the Owner terminates the Architect for its convenience under Section 9.5, or the Architect terminates this Agreement under Section 9.3, the Owner shall pay a licensing fee as compensation for the Owner's continued use of the Architect's Instruments of Service solely for purposes of completing, using and maintaining the Project as follows:

§ 11.10 PAYMENTS TO THE ARCHITECT

§ 11.10.1 An initial payment of zero dollars (\$ 0.00) shall be made upon execution of this Agreement and is the minimum payment under this Agreement. It shall be credited to the Owner's account in the final invoice.

§ 11.10.2 Unless otherwise agreed, payments for services shall be made monthly in proportion to services performed. Payments are due and payable upon presentation of the Architect's invoice. Amounts unpaid sixty (60) days after

Init.

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User Notes:

the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate prevailing from time to time at the principal place of business of the Architect.
(Insert rate of monthly or annual interest agreed upon.)

0.00 % per annum

§ 11.10.3 The Owner shall not withhold amounts from the Architect's compensation to impose a penalty or liquidated damages on the Architect, or to offset sums requested by or paid to contractors for the cost of changes in the Work unless the Architect agrees or has been found liable for the amounts in a binding dispute resolution proceeding.

§ 11.10.4 Records of Reimbursable Expenses, expenses pertaining to Additional Services, and services performed on the basis of hourly rates shall be available to the Owner at mutually convenient times.

ARTICLE 12 SPECIAL TERMS AND CONDITIONS

Special terms and conditions that modify this Agreement are as follows:

ARTICLE 13 SCOPE OF THE AGREEMENT

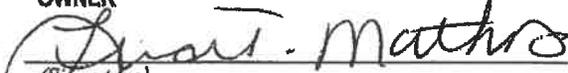
§ 13.1 This Agreement represents the entire and integrated agreement between the Owner and the Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Architect.

§ 13.2 This Agreement is comprised of the following documents listed below:

- .1 AIA Document B101™-2007, Standard Form Agreement Between Owner and Architect
- .2 AIA Document E201™-2007, Digital Data Protocol Exhibit, if completed, or the following:
- .3 Other documents:
(List other documents, if any, including Exhibit A, Initial Information, and additional scopes of service, if any, forming part of the Agreement.)

This Agreement entered into as of the day and year first written above.

OWNER


 (Signature)
 Luann Mathis, Business Manager
 (Printed name and title)

ARCHITECT


 (Signature)
 Patrick J. Cahahan, Principal
 (Printed name and title)

Int.

ACORD™ CERTIFICATE OF LIABILITY INSURANCE		DATE (MM/DD/YYYY) 10/15/2010
PRODUCER Willis of Illinois, Inc. 233 South Wacker Drive Suite 2000 Chicago IL 60606	THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.	
INSURED StudioGC, Inc. 1600 Golf Road Ste 1000 Rolling Meadows IL 60008	INSURERS AFFORDING COVERAGE	NAIC #
	INSURER A: Everest National Insurance Co	10120
	INSURER B: Travelers Indemnity Company of	25666
	INSURER C: The Phoenix Insurance Company	25623
	INSURER D: Travelers Casualty Ins Co of	19046
	INSURER E:	

COVERAGES						
THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
REV. LABEL	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS	
C	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY <input type="checkbox"/> PRO. <input type="checkbox"/> LOC	6805409L419PHX10	10/15/2010	10/15/2011	EACH OCCURRENCE DAMAGE TO RENTALS PREMIUMS (EA occurrence) MED EXP. (Any one person) PERSONS & ADV INJURY GENERAL AGGREGATE PRODUCTS-COMPO/REG	\$1,000,000 \$1,000,000 \$10,000 \$1,000,000 \$2,000,000 \$2,000,000
C	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS GARAGE LIABILITY <input type="checkbox"/> ANY AUTO	6805409L419PHX10	10/15/2010	10/15/2011	COMBINED SINGLE LIMIT (EA accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) AUTO ONLY - EA ACCIDENT OTHER THAN AUTO ONLY: EA ACC \$, AGG \$	\$ \$ \$ \$ \$
B	EXCESS/UMBRELLA LIABILITY <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$10,000	SPCUP7365Y618IND10	10/15/2010	10/15/2011	EACH OCCURRENCE AGGREGATE	\$4,000,000 \$4,000,000 \$ \$
D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below	KSUB5951Y04610	10/15/2010	10/15/2011	<input checked="" type="checkbox"/> WORK STATE / <input type="checkbox"/> OTHER EL, EACH ACCIDENT EL, DISEASE - EA EMPLOYEE EL, DISEASE - POLICY LIMIT	\$1,000,000 \$1,000,000 \$1,000,000
A	OTHER Professional Liability	79AE000127101	10/15/2010	10/15/2011	\$2,000,000 \$2,000,000	Per Claim Aggregate
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS *Except for Non-Payment, 10 Days.						

CERTIFICATE HOLDER	CANCELLATION:
For Insurance Verification Purposes Only	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30* DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.
	AUTHORIZED REPRESENTATIVE <i>Thomas C. Lio</i>

1910 - No Fee Paid
1919 - Fee Paid
Jury Demand

FILED
2/14/2019 2:36 PM
DOROTHY BROWN

(Rev. 12/31/15) CCG N067

IN THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS
COUNTY _____ DEPARTMENT/LAW _____ DIVISION _____

CIRCUIT CLERK
COOK COUNTY, IL
2019L001663

FILED DATE: 2/14/2019 2:36 PM 2019L001663

The Board of Education of Prospect Heights School District No. 23, an Illinois Public School District

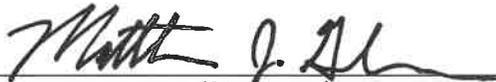
v.

Studio GC, Inc., an Illinois Corporation

No. _____

JURY DEMAND

The undersigned demands a jury trial.



(Signature)

Atty. No.: 91219
Name: Matthew J. Gardner
Atty. for: Plaintiff
Address: 55 W Monroe St, Ste 800
City/State/Zip: Chicago, IL 60610
Telephone: (312) 332-7760
Primary Email: mgardner@robbins-schwartz.com
Secondary Email: kflorey@robbins-schwartz.com
Tertiary Email: jknox@robbins-schwartz.com

Dated: February 14, 2019



Prospect Heights School District 23

700 N. SCHOENBECK ROAD, PROSPECT HEIGHTS, ILLINOIS 60070

DISTRICT OFFICE

Phone (847) 870-3850
Phone (847) 870-3879
Fax: (847) 870-3896

EISENHOWER SCHOOL
MACARTHUR MIDDLE SCHOOL

Phone (847) 870-3875
Fax: (847) 870-3898

BETSY ROSS SCHOOL

Phone (847) 870-3868
Fax: (847) 870-8113

ANNE SULLIVAN SCHOOL

Phone (847) 870-3865
Fax: (847) 870-3881

April 22, 2019

SENT VIA EMAIL

Gregory Bird, Esq.
Scott & Kraus LLC
150 South Wacker Dr., Suite 2900
Chicago, IL 60606
gbird@skcounsel.com

RE: April 16, 2019 Freedom of Information Act Request

Dear Mr. Bird:

Prospect Heights School District 23 (the "District") is in receipt of your April 16, 2019 FOIA request. This letter serves as the District's extension to your April 16, 2019 request for the following records:

"I am requesting an opportunity to inspect or obtain copies of public records of School District's 23 records regarding the HVAC project identified by School District 23 in its lawsuit 2019 L 001663 in the Circuit Court of Cook County, a copy of which is enclosed for your reference."

The District is extending the time to respond by an additional five (5) business days to May 1, 2019 (the District's offices were closed for Good Friday on April 19) pursuant to FOIA Sections 3(e)(v) and (vi). 5 ILCS 140/3(e)(v) and (vi).

Sincerely,

Michael A. DeBartolo
Assistant Superintendent for Finance & Operations
District Freedom of Information Officer

Cc: Ken Florey, Esq.; Jessica Knox Esq.

Please contact us if you would like this communication translated into your native language.
Por favor, póngase en contacto con nosotros si desea que esta comunicación traducido a su idioma nativo.
Prosimy o kontakt, jeżeli chcą Państwo by wiadomość ta została przetłumaczona na Państwa język ojczysty.



Prospect Heights School District 23

700 N. SCHOENBECK ROAD, PROSPECT HEIGHTS, ILLINOIS 60070

DISTRICT OFFICE
Phone (847) 870-3850
Fax: (847) 870-3896

EISENHOWER SCHOOL
Phone (847) 870-3875
Fax: (847) 870-3877

BETSY ROSS SCHOOL
Phone (847) 870-3868
Fax: (847) 870-3898

ANNE SULLIVAN SCHOOL
Phone (847) 870-3865
Fax: (847) 870-8113

MACARTHUR MIDDLE SCHOOL
Phone (847) 870-3879
Fax: (847) 870-3881

SENT VIA EMAIL

May 1, 2019

Gregory Bird, Esq.
150 South Wacker Drive - Suite 2900
Chicago, IL 60606
gbird@skcounsel.com

RE: April 16 Freedom of Information Act Request

Dear Mr. Bird:

Prospect Heights School District 23 (the "District") is in receipt of your April 16, 2019 FOIA request. Pursuant to an extension of time, this letter serves as the District's response to your April 16, 2019 request for the following records:

"I am requesting an opportunity to inspect or obtain copies of public records of School District's 23 records regarding the HVAC project identified by School District 23 in its lawsuit 2019 L 001663 in the Circuit Court of Cook County, a copy of which is enclosed for your reference."

As phrased, your request is categorical in nature and does not contain any limiting language or timeframe. In an effort to determine whether complying with your categorical request spanning an undefined time would unduly burden the operations of the District, the District conducted an initial investigation and preliminary search for responsive records using terms from your request and the above referenced lawsuit. In addition, in an attempt to focus the number of potential responses, the District searched for potential responsive records from 2011 through the present date. The District's search yielded over 475,000 potentially responsive records. Based upon the number of potentially responsive records, the search efforts alone associated with your request as now phrased would unduly burden District operations.

Please contact us if you would like this communication translated into your native language.
Por favor, póngase en contacto con nosotros si desea que esta comunicación traducido a su idioma nativo.
Prosimy o kontakt, jeżeli chcą Państwo by wiadomość ta została przetłumaczona na Państwa język ojczysty.

Gregory Bird, Esq.
May 1, 2019
Page 2

In addition to the extensive search efforts, the District would also have to examine and evaluate each and every record and attachment to determine whether part or all of each record is exempt from disclosure under FOIA Sections 7 or 7.5. Because your request seeks records involving the District's Administration and could potentially include members of the District's Board of Education, this review could only be conducted by each person and likely in conjunction with the District's legal counsel, as they would be the only individuals who have the necessary competence and discretion to determine what FOIA exemptions may apply, and it is reasonable to anticipate that the responsive records contain exempt content. The District estimates that it could take many weeks to several months to conduct a review of the responsive records and to redact exempt content. Such a review conducted by these administrators and Board members would gravely disrupt the work of the District which is contrary to the intent of FOIA. The involvement of the District's legal counsel, which is anticipated given the scope of the request and the likelihood of exempt content, would result in the District incurring significant legal fees to be paid from public funds.

Given the above, the District believes your first request would be unduly burdensome for the District to comply with, and the burden on the District outweighs any public interest in the information, *see, e.g., National Ass'n of Criminal Defense Lawyers v. Chicago Police Department*, 399 Ill. App. 3d 1, 17 (1st Dist. 2010) ("A request that is overly broad and requires the public body to locate, review, redact and arrange for inspection a vast quantity of material that is largely unnecessary to the [requester's] purpose constitute an undue burden.").

In accordance with FOIA, the District is extending you an opportunity to narrow your request to a manageable proportion, as determined by the District. If you do not reduce your categorical requests to a manageable scale, the District will exercise its right under Section 3(g) of FOIA to deny your records request.

Sincerely,

Micheal A DeBartolo

Micheal A. DeBartolo
Assistant Superintendent for Finance & Operations
District Freedom of Information Act Officer



Micheal DeBartolo <mdebartolo@d23.org>

SmartProcure FOIA Request to Prospect Heights School District 23 for PO/Vendor Information

Bethany Simpson <bsimpson@smartprocure.com>

Fri, Apr 26, 2019 at 12:30 PM

To: mdebartolo@d23.org

Cc: l Ellison@d23.org

Good afternoon,

SmartProcure is submitting a commercial FOIA request to the Prospect Heights School District 23 for any and all purchasing records from 11-15-2018 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

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

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

Please email the information or use the following web link. There is no file size limitation:

<http://upload.smartprocure.com/?st=IL&org=ProspectHeightsSchoolDistrict23>

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

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

Regards,

Bethany Simpson

Data Acquisition Specialist

SmartProcure

Email: bsimpson@smartprocure.com

Direct Line: 954-420-9900 ext: 684



Micheal DeBartolo <mdebartolo@d23.org>

SmartProcure Public Records Request Fulfilled Confirmation

Bethany Simpson <bsimpson@smartprocure.com>
To: mdebartolo@d23.org

Tue, Apr 30, 2019 at 3:43 PM

Good afternoon,

I appreciate you taking the time to upload the requested information, hope you have a great day.

This email serves as confirmation that we have received records from Prospect Heights School District 23. SmartProcure thanks you for taking the time to answer our request. We will begin the process of combining your records with thousands of other government agencies' records nationwide. Should we have further questions we will be in contact with you soon.

Government purchasing agents use the records to save research time, negotiate better pricing with vendors, get quotes, or simply to find new vendors.

Again, we appreciate your assistance.

Best regards,

Bethany Simpson
Data Acquisition Specialist
SmartProcure
Email: bsimpson@smartprocure.com
Direct Line: [954-420-9900](tel:954-420-9900) ext: 684



Micheal DeBartolo <mdebartolo@d23.org>

SmartProcure FOIA Request to Prospect Heights School District 23 for PO/Vendor Information

Lorrie Ellison <lellison@d23.org>

Fri, May 3, 2019 at 12:50 PM

To: Bethany Simpson <bsimpson@smartprocure.com>

Cc: Micheal DeBartolo <mdebartolo@d23.org>, Angelaccio Don <dangelaccio@d23.org>, Board of Education <boe@d23.org>

Dear Ms. Simpson:

On April 26, 2019, Prospect Heights School District 23 ("School District") received from you a request pursuant to the Illinois Freedom of Information Act for the disclosure of

"...an electronic record (without scanning or printing) of purchase orders dated November 15, 2018 to current.

The information requested is:

1. Purchase order number or equivalent;
2. Purchase order date;
3. Line item details;
4. Line item quantity;
5. Line item price;
6. Vendor ID number, name, address, contact person and email address"

You also acknowledge that the request is commercial in nature. Accordingly, this response is provided to you pursuant to 5 ILCS 140/3.1.

To the extent the records disclosed to you lack any of the above seven categories of information, it is because the responsive purchase orders possessed by the District lack that information.

Documents responsive to your request are provided to you via upload to the website you provided in your request. No fees are being assessed for this disclosure.

Sincerely,

Sent by Lorrie Ellison on Behalf of

Micheal DeBartolo

Business Manager

FOIA Officer

Cc: Dr. Don Angelaccio, Superintendent

D23 Board of Education

Lorrie Ellison | Business Services Specialist
Prospect Heights School District 23 | www.d23.org
P: 847-870-5559 | F: 847-870-3896 | lellison@d23.org
700 N. Schoenbeck Rd., Prospect Heights, IL 60070

[Quoted text hidden]



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

Date: May 8, 2019

Subject: HVAC Litigation Status Update -- CONFIDENTIAL

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

As you are aware, on February 13th, at the meeting of the Board of Education, action was taken authorizing the District's attorneys, Robbins Schwartz, to file a lawsuit against Studio GC for the failure to properly design and install an HVAC system in the District's 4 schools. On Thursday, February 14th, the attorneys for the District filed the complaint against Studio GC. The defendant, Studio GC, accepted service without the need for formal action by the Sheriff's Department. On March 5th, Studio GC filed its appearance in the case. On April 5, 2019, Studio GC filed its Answer and Affirmative Defenses. In addition to answering the complaint and filing affirmative defenses, Studio GC filed a third-party complaint against CM Engineering. It is presumed that CM Engineering will now file a complaint against 2010 Engineering so that all parties involved in the design of the system are officially named in the lawsuit.

An initial status appearance was scheduled for April 11, 2019. However, Studio GC filed for a substitution of judges. This is a right afforded to litigants. The case has been reassigned, to Judge Kubasiak. A status date will be set now that the case has been reassigned. That date is presumed to be sometime in May or June.

In the meantime, the District's attorneys are in the process of retaining an expert for trial. Ken Florey has identified an individual with excellent credentials and experience testifying in court. The District needs an expert for the purpose of preparing a report, identifying the issues with the system design and testifying to the solution being proposed by the District.

One final item, on April 16, 2019, the attorneys for CM Engineering filed a Freedom of Information request seeking all documents relating to the litigation. This is a method by which the attorneys are seeking to circumvent the discovery process. The District has engaged the assistance of its attorneys in trying to protect its rights. A copy of the response is in the BOE packet.

The Board President has asked that in addition to a monthly status on litigation, the administration will provide a summary of costs for the month. This month's summary covers costs to date relevant to drafting and filing the complaint as well as other costs associated with the lawsuit since the law firm was authorized to begin drafting the complaint:

Filing fees	\$483.07
Electronic Research Fees	\$4.53
Other Costs	\$40.60
Hourly Fees	\$3,176.25
TOTAL COSTS	\$3,704.45