# Community Consolidated School District 15 

## BOARD OF EDUCATION MEETING

Walter R. Sundling Junior High School
1100 North Smith Street, Palatine, Illinois
Wednesday, October 3, 2018
7 p.m.

## AGENDA

## I. Roll Call

II. Mission Statement

The mission of District 15 is to produce world class learners by building a connected learning community.
III. Pledge of Allegiance-Plum Grove Junior High School (Kerry Wilson)
IV. Superintendent's Reports

18-1000 Recognition—PTA/PTSA Presidents (Stephanie Boucher)
18-1001 Presentation—Harper Referendum (Michelé Smith/Ron Ally/Kim Pohl)
18-1002 Student Assignment Plan (Matthew Barbini)
18-1003 Superintendent's Report (Scott Thompson)

- Planning Commission Report
- BWP and Associates Consultants Update
- School Safety
V. Reading and Acceptance of Minutes

September 12, $2018 \quad$ Board of Education Finance Committee Meeting
September 12, 2018 Regular Board of Education Meeting and Executive Session
VI. Board Discussion and Reports

18-1010 ED-RED Council/Legislation
18-1011 one-five FOUNDATION
18-1012 Finance Committee
18-1013 Equity Committee
18-1014 Review of Illinois Association of School Boards (IASB)
2018 Resolutions Committee Report
18-1015 Superintendent's Communication Committee
VII. Citizens Address the Board
VIII. Action Items

18-1020 Personnel Report

1. Certified
a. Recommendation to Hire
b. Recommendation for Leave of Absence
2. Non-Certified
a. Recommendation to Hire
b. Recommendation for Change of Status
c. Recommendation for Leave of Absence
d. Recommendation for Resignations
e. Recommendation for Termination

18-1021 Amendment to the Purchase Agreement that Extends the Due Diligence Period by Thirty Days
18-1022 Bid Award—Custodial Cleaning Supplies (19-005)
18-1023 Bid Award—Rock Salt and Triple Melt (19-006)
18-1030 Consent Calendar (10 items)
(All items under this heading are considered routine and are adopted by one motion unless any board member or the superintendent requests that one or more be removed from the Consent Calendar. The item/s may then be discussed and voted upon separately.)
A. September 2018 Investment Report
B. August and September 2018 Treasurer's Report
C. September 2018 Report of Payroll Vouchers and Invoices
D. July and August 2018 Activities Fund Report
E. August and September 2018 Budget Report
F. Disposals
G. Purchase Request-School Studio MacBook Pro Equipment
H. STR Partners Proposal—Summer 2019 Life Safety Improvements
I. Nonpublic Facility Placement Contract-Camelot Therapeutic, Mt. Prospect
J. Title I Schoolwide Plans
K. Destruction of Executive Session Audio Recordings—November 2016

## IX. Correspondence

- Freedom of Information Act Requests/Responses and/or Impact Fees
X. Adjournment

| November 14, 2018 <br> Board of Education Regular <br> Meeting - 7 p.m. | Introduction of New Administrators |
| :---: | :--- |
|  | Recognition-Those Who Excel |
|  | Five-Year Financial Projections |
|  | FY 2018 Final Audit |
|  | Presentation-Proposed 2019 Tax Levy |



# Plum Grove Junior High School Students to Lead the Pledge of Allegiance 

Board of Education Meeting Date:
Meeting Location:
Student Group:
Presenter:

October 3, 20187 p.m.
Walter R. Sundling Jr. High School
Plum Grove Junior High School
Kerry Wilson

## Recognition

Nate S.
Brian T .
Thomas B. Hailey D.
Gwenyth G.
Sophia B.
Gwenyth H.
Arman K.
Yui F.
Kana M.

The above students were chosen for their dedication, perseverance and teamwork to school. They are amazing students!!

Kerry Wilson,
Principal, Plum Grove Junior High School

Community Consolidated School District 15

DATE:
October 3, 2018

## TO: Board of Education

FROM: Scott Thompson
RE: Board Agenda Item No. 18-1000: PTA/PTSA PRESIDENTS RECOGNITION

The Board of Education annually invites the PTA presidents from each school to its October meeting to personally thank them for their efforts and partnerships in making our children's (and their parents') educational experience a more positive one.

PTA presidents are positively influence children and families! They focus on the needs of parents and their children. Their leadership motivates volunteers and persuades local decision makers. They communicate with teachers and administrators, collaborate with community partners and associations, raise funds and awareness, provide much-needed programs for students and families, encourage reading and the arts, and much, much more. Because of these PTA presidents, the children and schools in our community are more successful.

Board members will want to shake the hands of all the PTA presidents who are able to join us.

# Northwest 

Suburban Council
PT/A
ever $\gamma$ child. one voice. ${ }^{\text {. }}$

## CCSD 15 PTA/PTSA 2018-19 Officers

| Co-President | Stefanie Boucher |
| :--- | :--- |
| Co-President | Betsy Gharagozlou |
| 1st VP |  |
| 2nd VP | Jeanette Harris |
| Secretary | Tricia Eckels |
| Treasurer | Rachel Jordan |


| Central Road | Gena Lewis |  |
| :--- | :--- | :--- |
| Frank C. Whiteley | Tracey Bobitz |  |
| Gray M. Sanborn | Melanie Santostefano | Renee True |
| Hunting Ridge | Laura Barnett |  |
| Jane Addams | Jennifer Krieg |  |
| Kimball Hill | Katie Rozanski |  |
| Lake Louise | Vicki Filipponio |  |
| Lincoln | Amy Stojkovich |  |
| Marion Jordan | Kelly Lapetina |  |
| Pleasant Hill | Valerie Lucas |  |
| Stuart R. Paddock | Maria Tambellini |  |
| Thomas Jefferson | Amy Westphal |  |
| Virginia Lake | Karolina Hamerski |  |
| Willow Bend | Mary Catherine Ritterbusch |  |
| Winston Campus Elementary | Karen Steffler | Sherre Auge |
| Conyers Learning Academy | Stefanie Boucher | Michelle Chavez |
| Carl Sandburg Junior High | Jodi Roos |  |
| Plum Grove Junior High | Michelle Velmont |  |
| Walter R. Sundling Junior High | Chrissy Trilling-Raices |  |
| Winston Campus Junior High |  |  |

Community Consolidated School District 15

## MEMORANDUM

DATE: October 3, 2018
TO: Board of Education


FROM: Scott Thompson
RE: Board Agenda Item 18-1001: Harper College Referendum Presentation
Representatives from the college will make a presentation outlining the November 6th referendum question. Below is a synopsis of the college's rationale:

## Preparing Our Community for the Future

As Harper celebrated its 50th anniversary in 2017-2018, the leaders were already looking forward. Through surveys, meetings and presentations, thousands of community members identified opportunities to fund three campus master plan priorities without raising taxes. Community members shared that Harper is critical in providing affordable education to keep the communities and local businesses competitive in a rapidly changing environment. They also helped identify the following three priorities:

Priority 1: Drive Economic Opportunity in Our Community ( $\$ 28.5$ million)

- New building to facilitate collaboration and innovation:
- A hub for regional economic development.
- A home for the University Center partnerships which provide four-year degrees in high-demand fields.
- A center to help residents keep skills current for today's workplace.

Priority 2: Educate for Today's High-Tech Jobs ( $\$ 88.7$ million)

- Modernize facilities \& curriculum.
- Renovate facilities for academic programs.
- Expand and improve health careers and manufacturing facilities.

Priority 3: Maintain and Improve Campus Infrastructure ( $\$ 62.8$ million)

- Maintain and replace infrastructure.
- Invest in technologies to increase efficiency and support state-of-the-art educational technologies.

Acting on the community's advice, Harper's Board of Trustees voted to place a $\$ 180$ million bond proposal on the November 6, 2018, ballot to fund these priorities.
Harper's continued fiscal stewardship provides a unique opportunity to invest in our future without raising taxes.

Existing bonds from the year 2000 are due to be paid off in 2020. At that time, property taxes would decrease by approximately $\$ 23$ for a $\$ 250,000$ house. If voters approve this new bond issue, the College could replace those bonds and taxes would stay the same. Thus, Harper can raise an estimated $\$ 180$ million without raising taxes.

## Preparing Our Community for the Future



Harper College 2018-2028

4 Harper College.

## Harper Has Helped Shape Our Region

- Harper's district includes more than 520,000 people in 23 communities.
- Serving approximately 35,000 students each year.
- Nearly 90,000 degrees and certificates have been conferred in Harper's history.



## Partnering for Regional Success

- High Schools

- Students can earn early college credit and start pathways to careers in healthcare and other in-demand industries.
- Four-year Universities
- Ensure affordable, local access to a bachelor's degree.
- High Schools and Employers
- The Promise Scholarship Program, which provides every high school student from our sender districts the opportunity to earn a tuition-free college education.
- Businesses and Employers
- Registered Apprenticeship Program, providing students opportunities to earn, learn and advance in a vibrant career.
- Leading-edge manufacturing and healthcare education and training.


## Keeping College Affordable



- Improved from the 34th to 19 th most affordable tuition rate among Illinois community colleges from 2013 to 2018.
- Awarded more than $\$ 24$ million in scholarships, grants, tuition waivers and aid annually.
- Launched the Promise Scholarship Program.


## Planning for the Future

- As Harper celebrated its 50th anniversary last year, we were already looking forward:
- Developed a community-driven plan for the College's future.
- Identified opportunities to fund three plan priorities without
 raising taxes.


## Priority 1: Drive Economic Opportunity in Our Community



Approximately two-thirds of all jobs will require postsecondary education and training beyond high school by the year 2020.

## Addressing Priority 1: Drive Economic Opportunity in Our Community

- A new building to facilitate collaboration and innovation:
- A hub for regional economic development by establishing a business resource center.
- A home for the University Center partnerships which provide four-year degrees in highdemand fields.
- A center to help residents keep skills current for today's workplace.


## Priority 2: Educate for Today’s High Tech Jobs



Today's jobs have evolved, so to properly prepare the workforce Harper must also evolve in order to serve current needs.

## Addressing Priority 2: Educate for Today's High Tech Jobs

- Modernize facilities \& curriculum to better train skilled workers \& support innovation.
- Renovate facilities for academic programs:
- Accounting
- Business
- Education
- Expand and improve health careers and manufacturing facilities to provide more opportunities in these high-demand fields.


# Priority 3: Maintain and Improve Campus Infrastructure 



To continue to be careful stewards of our resources, we must maintain our infrastructure and protect that investment.

## Addressing Priority 3: Maintain and Improve Campus Infrastructure

- Maintain and replace infrastructure
- Roofs
- Electrical
- Plumbing
- Other aging facility needs
- Invest in technologies to increase efficiency and support state-of-the-art educational technologies.


## Funding the Community’s Priorities

- Harper's fiscal responsibility provides a unique opportunity to invest in Harper without raising taxes through renewal of an existing bond issue.
- Existing bonds from the year 2000 are due to be paid off in 2020. At that time, property taxes would decrease by approximately $\$ 23$ for the owner of a $\$ 250,000$ house.
- If voters approve this new bond issue, those taxes would
 stay at the same level and the college would be able to raise an estimated $\$ 180$ million without raising taxes.


## Fiscal Stewardship



- Harper respects the community's tax dollars.
- Harper's tax levy ranks in the lowest half of all Illinois community college tax rates.
- Harper is one of only 4 community colleges in Illinois with a Aaa bond rating.


## Community's Priorities

- Priority \#1 - Drive Economic Opportunity - $\$ 28.5$ million
- A new building to facilitate collaboration and innovation:
- A hub for regional economic development.
- A home for the University Center partnerships which provide four-year degrees in high-demand fields.
- A center to help residents keep skills current for today's workplace.
- Priority \#2 - Educate for Today's High-Tech Jobs - $\$ 88.7$ million
- Modernize facilities \& curriculum.
- Renovate facilities for academic programs.
- Expand and improve health careers and manufacturing facilities.


## Community's Priorities

- Priority \#3 - Maintain and Improve Campus Infrastructure - $\$ 62.8$ million
- Maintain and replace infrastructure.
- Invest in technologies to increase efficiency and support state-of-the-art educational technologies.
- Total: \$180 million


## Next Step: The Community will Decide

- The final decision on Harper's future will be made by the voters this November.
- The Harper Board of Trustees has placed a referendum on November's ballot so voters will have the final say in approving the plan they developed for the future of their college.



## Learn More



- More information about Harper's community-driven plan for the future can be found at harpercollege.edu/strongfuture.
- Thank you!

DATE: October 3, 2018
TO: Board of Education


## FROM: Matt Barbini Ed.D., Deputy Superintendent

RE: $\quad$ Agenda Item No. 18-1002 Student Assignment Plan, October 2018
Enclosed is the Student Assignment Plan for the 2018-2019 school year. The Student Assignment Plan provides information about how resources (certified staff) are allocated to meet the needs of the students enrolled in Community Consolidated School District 15.

As of September 14, 2018, Community Consolidated School District 15 had:

- 11,779 students enrolled in kindergarten through eighth grade (K-8);
- 172 preschool students enrolled in special education classes at Conyers Learning Academy (CLA);
- 403 preschool students served through our partnership with Early Childhood Development Enrichment Center (ECDEC);
- 12,354 student enrollment in preschool through 8th grade.

Resources are allocated to meet the needs of students through class-size targets established by the Board of Education as well as through statutory requirements for students eligible for special education and English Language Learner (ELL) services.

Information specific to each school (e.g., enrollment, number of sections/classrooms, class-size, caseloads, etc.) is included at the end of this memo.

## Fall Housing Data Community Consolidated School District 15

Each year, school districts are required to submit enrollment data at of the end of September to the Illinois State Board of Education (ISBE). This is known as the Fall Housing Report. The tables below provide ten years of fall housing data for Community Consolidated School District 15. This information is available to the public on ISBE's website at the following link: https://www.isbe.net/Pages/Fall-Enrollment-Counts.aspx

A ten-year review of fall housing data for the district is located below. Enrollment as of September 14, 2018 for the current school year is included in grayscale.

Kindergarten Through Eighth Grade (K-8)

| $2008-2009$ | $2009-2010$ | $2010-2011$ | $2011-2012$ | $2012-2013$ | $2013-2014$ | $2014-2015$ | $2015-2016$ | $2016-2017$ | $2017-2018$ | $2018-2019$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11994 | 11924 | 12078 | 12094 | 12336 | 12249 | 12162 | 12018 | 11865 | 11817 | 11779 |

Preschool Through Eighth Grade (PreK-8)

| $2008-2009$ | $2009-2010$ | $2010-2011$ | $2011-2012$ | $2012-2013$ | $2013-2014$ | $2014-2015$ | $2015-2016$ | $2016-2017$ | $2017-2018$ | $2018-2019$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 12443 | 12214 | 12604 | 12180 | 12937 | 12698 | 12729 | 12644 | 12539 | 12372 | 12354 |

A graph representing this information is located below.

## District Enrollment Totals Over Time



The included tables and graph indicate that Community Consolidated School District 15 is experiencing a decline in enrollment over the course of the last five years. Over the past five years, the median decline has been 85 students.

## Historical Enrollment by School

Enrollment data below is from the Fall Housing Report with the exception of 2018-19 which was taken as of September 14, 2018.

| SCHOOL NAME | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Enrollment Change 2014-15 to 2018-19 (N) | Enrollment Change 2014-15 to 2018-19 \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Carl Sandburg Junior High | 544 | 507 | 490 | 496 | 529 | -15 | -2.8\% |
| Central Road Elementary | 569 | 565 | 565 | 546 | 513 | -56 | -9.8\% |
| Kimball Hill Elementary | 581 | 582 | 592 | 562 | 537 | -44 | -7.6\% |
| Thomas Jefferson Elementary | 481 | 462 | 438 | 452 | 447 | -34 | -7.1\% |
| Willow Bend Elementary | 564 | 616 | 648 | 630 | 635 | 71 | 12.6\% |
| Plum Grove Junior High | 775 | 764 | 806 | 858 | 815 | 40 | 5.2\% |
| Frank C.Whiteley Elementary | 578 | 571 | 573 | 588 | 596 | 18 | 3.1\% |
| Hunting Ridge Elementary | 608 | 662 | 657 | 693 | 719 | 111 | 18.3\% |
| Pleasant Hill Elementary | 564 | 562 | 592 | 625 | 648 | 84 | 14.9\% |
| Stuart R. Paddock Elementary | 732 | 710 | 697 | 703 | 704 | -28 | -3.8\% |
| Winston Campus Junior High | 774 | 785 | 748 | 731 | 766 | -8 | -1.0\% |
| Jane Addams Elementary | 677 | 633 | 623 | 582 | 579 | -98 | -14.5\% |
| Lake Louise Elementary | 751 | 699 | 675 | 650 | 632 | -119 | -15.8\% |
| Virginia Lake Elementary | 822 | 793 | 756 | 745 | 744 | -78 | -9.5\% |
| Winston Campus Elementary | 521 | 522 | 491 | 454 | 446 | -75 | -14.4\% |
| Walter R. Sundling Junior High | 682 | 664 | 634 | 668 | 651 | -31 | -4.5\% |
| Gray M. Sanborn Elementary | 584 | 586 | 552 | 565 | 559 | -25 | -4.3\% |
| Lincoln Elementary | 852 | 848 | 829 | 776 | 748 | -104 | -12.2\% |
| Marion Jordan Elementary | 478 | 456 | 473 | 465 | 479 | 1 | 0.2\% |
| John G. Conyers Learning Academy | 25 | 31 | 26 | 28 | 32 | 7 | 28.0\% |
| TOTALS (K-8) | 12162 | 12018 | 11865 | 11817 | 11779 | -383 | -3.1\% |

## Board of Education Class-size Targets Summary

| Kindergarten | 20 |
| :--- | :--- |
| Primary (1st-3rd) | 24 |
| Intermediate (4th-6th) | 26 |
| Junior High (7th-8th) | 28 |

General Education Class Size Averages for 2017-2018 (As of September 14, 2018)

| Grade | Sections | Average Class Size | Average Difference Above (+) or Below (-) Target |
| :---: | :---: | :---: | :---: |
| Kindergarten | 41 | 19.4 | -0.6 |
| First | 39 | 21.7 | -2.3 |
| Second | 41 | 22.0 | -2.0 |
| Third | 40 | 22.8 | -1.2 |
| Fourth | 48 | 24.9 | -1.1 |
| Fifth | 53 | 24.0 | -2.0 |
| Sixth | 51 | 25.1 | -0.9 |
| Seventh* | 432 | 25.2 | -2.8 |
| Eighth* | 448 | 25.1 | -2.9 |

* Includes core classes (e.g., ELA, Math, Science, History, and P.E.) and electives (e.g., foreign language, STEM, etc.)

District General Education Class Size Averages
(As of September 14, 2018)

|  | Average Class <br> Size | Above (+) OR Below (-) Board <br> Target |
| :--- | :---: | :---: |
| District Kindergarten Average | 19.4 | -0.6 |
| District Primary (1st-3rd) Average | 22.2 | -1.8 |
| District Intermediate (4th-6th) <br> Average | 24.6 | -1.4 |
| District Junior High (7th-8th) Average | 25.2 | -2.8 |

# District General Education Class Sizes Below, On, or Above Board of Education Targets (As of September 14, 2018) 

Sections Below, On, or Above BOE Class Size Targets

|  | Below target | On target | Above target |
| :--- | :---: | :---: | :---: |
| Kindergarten | 18 | 5 | 18 |
|  | $(44 \%)$ | $(12 \%)$ | $(44 \%)$ |
| Primary | 89 | 6 | 33 |
|  | $(70 \%)$ | $(5 \%)$ | $(26 \%)$ |
| Intermediate | 99 | 15 | 38 |
|  | $(65 \%)$ | $(10 \%)$ | $(25 \%)$ |

## District General Education Class Sizes <br> Below, On, or Above Board of Education Targets <br> By Grade Level <br> (As of September 14, 2018)



## Variance Over/Under Board of Education Targets <br> (As of September 14, 2018)

Kindergarten


## Variance Over/Under Board of Education Targets <br> (As of September 14, 2018)

Primary (Grades 1-3)

Number of Students Below or Above BOE Class Size Targets by Level: Grades 1, 1/2, 2, and 3


## Variance Over/Under Board of Education Targets <br> (As of September 14, 2018)



Elementary Classes at or over 30 (thirty) students.

As of September 14, 2018, there are no elementary school classes at or over thirty students.
When schools are confronted with class sizes that are above targets established by the Board of Education at any grade level, the building principal works in conjunction with his/her staff to provide additional assistance to those classrooms utilizing existing building resources. This assistance frequently comes in the form of additional program assistant time being allocated into those classrooms.

## Grant Funded Positions in 2018-19

Per the table below, the District uses grant funding to pay for 29.0 Full Time Equivalent (FTE). These positions (e.g., reading specialists, instructional coaches, bilingual kindergarten teachers, etc.) would otherwise be paid for out of local dollars.

Additionally, grant funded positions were increased by 7.5 FTE for the 2018-19 school year.

| Grant Type | FTE | New FTE to Grants in 2018-19 |
| :--- | :---: | :---: |
| Second Language (State) | 10.0 FTE | 2.5 FTE |
| Title I (Federal) | 19.0 FTE | 5.0 FTE |
| Total | $\mathbf{2 9 . 0 ~ F T E ~}$ | $\mathbf{7 . 5}$ FTE |

## Certified Staffing Levels

The 2018-2019 Student Assignment Plan allocated 881.653 Full Time Equivalent (FTE) certified staff members to meet the needs of students in K-8 as well as preschool students at CLA who receive special education services. This represents a 4.12 FTE or . $4 \%$ increase in staffing over the 2017-2018 school year. This increase in staffing is completely offset by grant dollars.

Without the addition of 7.5 FTE staff paid for out of grant dollars, the 2018-19 Student Assignment Plan would have been 3.38 FTE less than what was presented in 2017-18.

| CTC Positions 16-17 | CTC Positions 17-18 | CTC Positions 18-19 | Difference (+l-) |
| :---: | :---: | :---: | ---: |
| 880.035 FTE | 877.533 FTE | 881.653 FTE | +4.12 FTE |

## October 3, 2018

## Board of Education

Student Assignment Plan

Matt Barbini, Ed.D. Susan Gehring Cheryl Wolfel, Ed.D.

## Overview

- Fall Housing Enrollment Trends
- Student Assignment Information
- Certified Staffing Levels
- Q/A


## Enrollment Trends



## Student Assignment: General Education

## Board of Education Class-Size Targets

| Grade Level | Target |
| :--- | :--- |
| Kindergarten | 20 |
| Grades 1-3 | 24 |
| Grades 4-6 | 26 |
| Grades 7-8 | 28 |

## Student Assignment: General Education Class-Size Averages

| Grade | Sections | Average Class <br> Size | Average Difference Above ( + ) or <br> Below ( - Target |
| :---: | :---: | :---: | :---: |
| Kindergarten | 41 | 19.4 | -0.6 |
| First | 39 | 21.7 | -2.3 |
| Second | 41 | 22.0 | -2.0 |
| Third | 40 | 22.8 | -1.2 |
| Fourth | 48 | 24.9 | -1.1 |
| Fifth | 53 | 24.0 | -2.0 |
| Sixth | 51 | 25.1 | -0.9 |
| Seventh $^{\star}$ | 432 | 25.2 | -2.8 |
| Eighth | 448 | 25.1 | -2.9 |

* Includes core classes (e.g., ELA, Math, Science, History, and P.E.) and electives (e.g., foreign language, STEM, etc.)


## Student Assignment: <br> General Education Classes and Board Targets

| Sections Below, On, or Above BOE Class Size <br> Targets <br>  <br>  <br>  <br> Below target |  |  | On target |
| :--- | :---: | :---: | :---: | Above target

## Student Assignment: General Education



Student Assignment:

## Kindergarten General Education Classes and Board Targets



Student Assignment:

## Primary (1-3) General Education Classes and Board Targets

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Student Assignment: Intermediate (4-6) General Education Classes and Board Targets


# Student Assignment: General Education 

- Considerations for 2018-2019:
- Available instructional space is a challenge at some schools.
- Hunting Ridge
- Pleasant Hill
- Willow Bend


# Student Assignment: General Education 

Looking ahead to 2019-2020:

- Space for additional classrooms may require:
- Programs being relocated to other schools;
- Art or music on a cart;
- Other


## Student Assignment: <br> English Language Learners (EL)



Fall ELL TOTAL

- Jan ELL TOTAL
- Access Exits


## Student Assignment: English Language Learners (EL)

- Considerations for 2018-2019:
- Assigned teachers with multiple certifications into general education classes to flexibly serve a range of student needs while also saving on FTE.
- Successfully recruited and hired Korean and Tamil teachers.


# Student Assignment: English Language Learners (EL) 

- Considerations for 2018-2019:
- Professional development continues!
- Successfully opened 5 Dual Language kindergarten classrooms
- Winston Campus Elementary School
- Jane Addams Elementary School


# Student Assignment: English Language Learners (EL) 

- Looking ahead to 2019-2020:
- Continuing to address recruitment and selection challenges.
- Expansion to Dual Language 1st grade at Jane Addams and Winston Campus Elementary School.


# Student Assignment: English Language Learners (EL) 

- Looking ahead to 2019-2020:
- We continue to monitor students eligible for EL services at select schools that may require additional staff certified in the following languages: Hindi, Spanish, Japanese, and Urdu.


## Student Assignment: Special Education and ECDEC

Special Education considerations for 2018-2019:

- Monitor student needs, caseloads, and class size requirements.
- Reallocation of existing staff to address needs.


## Student Assignment: Special Education and ECDEC

- Special Education considerations for 2018-2019:
- Social/Emotional/Behavioral Supports
- Special Education Facilitator
- Board Certified Behavior Analyst (Contracted)
- Additional primary self-contained classroom

■ New student enrollments into ACES, SEAL, private therapeutic day school

## Student Assignment: Special Education and ECDEC

- Looking ahead to 2019-2020:
- Growing need for intensive emotional/behavioral supports may result in reallocation of existing resources, increased staffing needs, and/or revision of program models.


## Grant Funded Positions

| Grant Type | FTE | New FTE to Grants in <br> $2018-19$ |
| :--- | :---: | :---: |
| Second Language (State) | 10.0 FTE | 2.5 FTE |
| Title I (Federal) | 19.0 FTE | 5.0 FTE |
| Total | 29.0 FTE | $\mathbf{7 . 5}$ FTE |

## Staffing Implications

| CTC Positions 16-17 | CTC Positions 17-18 | CTC Positions 18-19 | Difference $(+/-$ ) |
| :---: | :---: | :---: | :---: |
| 880.035 FTE | 877.533 FTE | 881.653 FTE | +4.12 FTE |

Without the addition of 7.5 FTE staff paid for out of grant dollars, the 2018-19 Student Assignment Plan would have been 3.38 FTE less than what was presented in 2017-18.

## Questions?

CENTRAL ROAD



| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 7 | 2 | 3 | 4 | 4 | 2 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 11.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 23 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 5 | 1 | 5 | 5 | 1 | 7 | 6 | 2 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18-18/19 |  | 0 |  |  |  |
| AVG Caseload | 15.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 30 |  |  |  |  |  |  |  |  |




| CENTRAL ROAD |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 5 | 8 | 5 | 15 | 0 | 1 | 2 | 1 |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | 36.0 |  |  |  |  |  |  |  |
| Total Enrollment | 36 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 3 | 5 | 7 | 5 | 15 | 0 | 2 | 1 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload | 37.0 |  |  |  |  |  |  |  |
| Total Enrollment | 37 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: | 1.0 FTE to 30 | students |  |  |  |  |  |  |


| CENTRAL ROAD |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 2 | 4 | 2 | 5 | 24 | 13 | 5 | 2 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | 27.5 |  |  |  |  |  |  |  |
| Total Enrollment | 55 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 3 | 1 | 3 | 2 | 15 | 22 | 11 | 2 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/1 |  | 0 |  |  |
| AVG Caseload | 28.5 |  |  |  |  |  |  |  |
| Total Enrollment | 57 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| CENTRAL ROAD |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| CENTRAL ROAD |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| CENTRAL ROAD |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual SelfContained 17-18 |  | FDK |  |  | K |  | 1st Grade Enrollment | 2nd Grade Enrollment |  | 1st/2nd |  |  | 3rd |  |  |
|  |  |  |  |  |  |  |  |  | 16 |  | 15 | 22 |  |  |  |
| Enrollment |  | 0 |  |  | 0 |  | 19 | 13 |  | 31 |  |  | 22 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FTE |  | 0 |  |  | 0 |  |  |  |  | 2 |  |  | 1 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary |  | 17.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Sections |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment |  | 53 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bilingual 18-19 Self-Contained |  | FDK |  |  | K |  | 1st Grade Enrollment | 2nd Grade Enrollment |  | 1st/2nd |  |  | 3/4 | Enrollment Update |  |
|  | 20 |  |  |  |  |  |  |  | 24 |  |  | 23 |  | KH BL SC K to go to CR for 18-19 |  |
| Enrollment |  | 20 |  |  | 0 |  |  |  |  | 24 |  |  | 23 | 7/17/18 MB via SIS |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8/10/18 MB via SIS |  |
| FTE |  | 1 |  |  | 0 |  |  |  |  | 1 |  |  | 1 | 9/14/18 MB via SIS |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  | Net Ch | hange $F$ | TE 17/18 to 18 | 8/19 | 0 |  |  |  |  |  |  |
| AVG Primary |  | 23.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Sections |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment |  | 67 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELL reviewed 2/26 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



| WHITELEY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gen Ed 17-18 | EDK/FDK |  | K |  |  | 1st |  |  | 2nd |  |  | 3rd |  |  | 4th |  |  | 5th |  |  | 6th |  |  |
|  |  | 19 |  | 19 | 24 |  | 26 | 23 |  | 24 | 24 |  | 25 | 26 |  | 26 | 26 |  | 26 | 26 |  | 26 | 17-18 as of 9/29/17 |
| Enrollment | 0 |  | 56 |  |  | 75 |  |  | 69 |  |  | 75 |  |  | 78 |  |  | 78 |  |  | 79 |  |  |
|  |  |  |  | 18 |  |  | 25 |  |  | 22 |  |  | 26 |  |  | 26 |  |  | 26 |  |  | 27 |  |
| FTE | 0 |  | 1.5 |  |  | 3 |  |  | 3 |  |  | 3 |  |  | 3 |  |  | 3 |  |  | 3 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary | 24.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Primary Sections | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Intermediate | 26.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Intermediate Sections | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE | 19.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment | 510 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gen Ed 18-19 | EDK/FDK |  | K |  |  | 1st |  |  | 2nd |  |  | 3rd |  |  | 4th |  |  | 5th |  |  | 6th |  | Enrollment section update: |
|  |  | 17 |  | 17 | 19 |  | 20 | 25 |  | 26 | 22 |  | 24 | 27 |  | 24 | 25 |  | 25 | 26 |  | 26 | 1/31/18 BH |
| Enrollment | 0 |  | 72 |  |  | 59 |  |  | 76 |  |  | 68 |  |  | 78 |  |  | 75 |  |  | 80 |  | 6/12/18 BH |
|  |  | 20 |  | 18 |  |  | 20 |  |  | 25 |  |  | 22 |  |  | 27 |  |  | 25 |  |  | 28 | 6/14/18 MB via SIS |
| FTE | 0 |  | 2 |  |  | 3 |  |  | 3 |  |  | 3 |  |  | 3 |  |  | 3 |  |  | 3 |  | 7/16/18 MB via SIS |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7/25/18 MB via SIS |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8/4/18 MB via SIS |
| 19.5 FTE to Allocate in 18-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8/10/18 MB via SIS |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 9/14/18 MB via SIS |
| Totals |  | Net Ch | hange F | 17/1 | to 18 | 8/19 | 0.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary | 22.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Primary Sections | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Intermediate | 25.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Intermediate Sections | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE | 20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment | 508 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



| WHITELEY |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 1 | 1 | 5 | 1 | 4 | 7 | 1.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 12.7 |  |  |  |  |  |  |  |  |
| Total Enrollment | 19 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 1 | 1 | 3 | 8 | 3 | 8 | 2 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0.5 |  |  |  |
| AVG Caseload | 12.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 25 |  |  |  |  |  |  |  |  |




| WHITELEY |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 8 | 12 | 16 | 8 | 6 | 4 | 0 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 54.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 54 |  |  |  |  |  |  |  |  |
| ESL Resource18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 9 | 10 | 5 | 10 | 4 | 4 | 2 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 44.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 44 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: | . 0 FTE to 30 | students |  |  |  |  |  |  |  |


| WHITELEY |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/1 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| WHITELEY |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 5 | 12 | 8 | 16 | 5 | 10 | 7 | 3 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 21.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 63 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 7 | 4 | 11 | 10 | 11 | 4 | 10 | 2 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | -1 |  |  |  |
| AVG Caseload | 28.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 57 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| WHITELEY |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Korean) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 6 | 7 | 0 | 2 | 2 | 0 | 3 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 6.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 18 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Korean) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 0 | 6 | 7 | 1 | 1 | 2 | 2 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | -1 |  |  |  |
| AVG Caseload | 11.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 23 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| WHITELEY |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/1 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |



## WHITELELY TOTALS





| SANBORN |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 0 | 2 | 2 | 5 | 5 | 1 | 2 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 8 |  |  |  |  |  |  |  |  |
| Total Enrollment | 16 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 4 | 1 | 2 | 3 | 3 | 5 | 2 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 10.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 21 |  |  |  |  |  |  |  |  |




| SANBORN |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 11 | 4 | 4 | 9 | 3 | 2 | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 39 |  |  |  |  |  |  |  |  |
| Total Enrollment | 39 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 9 | 9 | 6 | 5 | 5 | 1 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change | 17/18 to 1 |  | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 38 |  |  |  |  |  |  |  |  |
| Total Enrollment | 38 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: | 1.0 FTE to 30 | students |  |  |  |  |  |  |  |


| SANBORN |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 7 | 2 | 28 | 35 | 15 | 9 | 3 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 32.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 96 |  |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 0 | 8 | 3 | 28 | 29 | 8 | 3 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0 |  |  |  |
| AVG Caseload | 27.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 82 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| SANBORN |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| SANBORN |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |



## SANBORN TOTALS





| HUNTING RIDGE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 3 | 2 | 2 | 4 | 5 | 7 | 2.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 9.2 |  |  |  |  |  |  |  |  |
| Total Enrollment | 23 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 1 | 4 | 2 | 4 | 5 | 5 | 2.5 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE $17 / 18$ to 18/ |  | 0 |  |  |  |
| AVG Caseload | 8.8 |  |  |  |  |  |  |  |  |
| Total Enrollment | 22 |  |  |  |  |  |  |  |  |




| HUNTING RIDGE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 31 | 11 | 13 | 8 | 7 | 7 | 2 | 2 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | 39.5 |  |  |  |  |  |  |  |
| Total Enrollment | 79 |  |  |  |  |  |  |  |
| ESL Resource18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 9 | 29 | 13 | 14 | 8 | 6 | 8 |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
|  |  |  |  |  |  |  |  |  |
| AVG Caseload | 43.5 |  |  |  |  |  |  |  |
| Total Enrollment | 87 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: | . 0 FTE to 30 | students |  |  |  |  |  |  |


| HUNTING RIDGE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 |  |  |  |  |  |  | 0 |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE $17 / 18$ to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| HUNTING RIDGE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| HUNTING RIDGE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |




| JANE ADDAMS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gen Ed 17-18 | EDK/FDK |  | K |  |  | 1st |  |  | 2nd |  |  | 3rd |  |  | 4th |  |  | 5th |  |  | 6th |  |  |
|  |  | 17 |  | 15 | 23 |  | 21 | 18 |  | 18 | 15 |  | 20 | 25 |  | 25 | 22 |  | 21 | 23 |  | 21 | 17-18 as of 9/29/17 |
| Enrollment | 0 |  | 32 |  |  | 44 |  |  | 36 |  |  | 74 |  |  | 98 | 25 |  | 85 |  |  | 86 |  |  |
|  |  |  |  |  |  |  |  |  |  |  | 17 |  | 22 |  |  | 23 | 21 |  | 21 | 21 |  | 21 |  |
| FTE | 0 |  | 1 |  |  | 2 |  |  | 2 |  |  | 4 |  |  | 4 |  |  | 4 |  |  | 4 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary | 19.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Primary Sections | 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Intermediate | 22.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Intermediate Sections | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE | 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment | 455 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gen Ed 18-19 | EDK/FDK |  | K |  |  | 1st |  |  | 2nd |  |  | 3rd |  |  | 4th |  |  | 5th |  |  | 6th |  | Enrollment Section Update: |
|  |  |  |  | 15 | 15 |  | 17 | 20 |  | 22 | 18 |  | 19 | 27 |  | 25 | 25 |  | 25 | 22 |  | 21 | 1/31/18 AM |
| Enrollment | 0 |  | 15 |  |  | 32 |  |  | 42 |  |  | 37 |  |  | 52 |  |  | 99 |  |  | 86 |  | 6/13/18 AM |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 23 |  | 26 | 21 |  | 22 | 6/14/18 MB per SIS |
| FTE | 0 |  | 0.5 |  |  | 2 |  |  | 2 |  |  | 2 |  |  | 2 |  |  | 4 |  |  | 4 |  | 7/16/18 MB per SIS |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7/25/18 MB per SIS |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8/4/18 MB per SIS |
| 17.5 FTE to allocate in 18-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8/10/18 MB per SIS |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 9/14/18 MB per SIS |
| Totals |  | Net Cha | hange F | $17 / 1$ | to 18 | 8/19 | -4.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary | 18.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Primary Sections | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Intermediate | 23.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Intermediate Sections | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE | 16.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment | 363 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



| JANE ADDAMS |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 3 | 2 | 4 | 7 | 3 | 5 | 2 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 14 |  |  |  |  |  |  |  |  |
| Total Enrollment | 28 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 2 | 2 | 3 | 5 | 3 | 4 | 2 | 9/7/18 |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE $17 / 18$ to 18 |  | 0 |  |  |  |
| AVG Caseload | 11 |  |  |  |  |  |  |  |  |
| Total Enrollment | 22 |  |  |  |  |  |  |  |  |




| JANE ADDAMS |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 7 | 8 | 6 | 11 | 3 | 0 | 1 | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 36.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 36 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 7 | 7 | 8 | 5 | 9 | 2 | 1 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 39.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 39 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideli | 1.0 FTE to 30 | students |  |  |  |  |  |  |  |


| JANE ADDAMS |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 8 | 5 | 35 | 53 | 33 | 20 | 4 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 39.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 158 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 4 | 8 | 4 | 16 | 39 | 28 | 4 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E $17 / 18$ to 18 |  | 0 |  |  |  |
| AVG Caseload | 24.8 |  |  |  |  |  |  |  |  |
| Total Enrollment | 99 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| Jane Adams |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| JANE ADDAMS |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |






| KIMBALL HILL |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 3 | 2 | 1 | 5 | 3 | 6 | 2.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 8 |  |  |  |  |  |  |  |  |
| Total Enrollment | 20 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 0 | 2 | 1 | 2 | 4 | 3 | 1.5 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | -1 |  |  |  |
| AVG Caseload | 8.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 12 |  |  |  |  |  |  |  |  |





| KIMBALL HILL |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 4 | 6 | 33 | 35 | 15 | 18 | 3 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 37.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 111 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 3 | 3 | 5 | 34 | 31 | 17 | 3 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 31.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 94 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| KIMBALL HILL |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual <br> Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| KIMBALL HILL |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |






| LAKE LOUISE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 2 | 2 | 4 | 6 | 6 | 7 | 2.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 10.8 |  |  |  |  |  |  |  |  |
| Total Enrollment | 27 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE | 9/7/18 SG |
|  | 2 | 4 | 4 | 2 | 3 | 9 | 6 | 2.5 |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/19 |  | 0 |  |  |  |
| AVG Caseload | 12.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 30 |  |  |  |  |  |  |  |  |




| LAKE LOUISE |  |  |  |  |  |  |  |  |  |
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| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 11 | 8 | 8 | 7 | 5 | 1 | 2 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 42 |  |  |  |  |  |  |  |  |
| Total Enrollment | 42 |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 16 | 11 | 10 | 5 | 5 | 3 | 0 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 50.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 50 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline | .0 FTE to 30 | students |  |  |  |  |  |  |  |


| LAKE LOUISE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 2 | 3 | 5 | 35 | 32 | 28 | 17 | 3 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 40.7 |  |  |  |  |  |  |  |  |
| Total Enrollment | 122 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 3 | 3 | 2 | 13 | 19 | 27 | 2 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | -1 |  |  |  |
| AVG Caseload | 35.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 71 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| LAKE LOUISE |  |  |  |  |  |  |  |  |
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| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE $17 / 18$ to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| LAKE LOUISE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| LAKE LOUISE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual 17-18 |  | FDK |  |  | K |  | 1st Grade Enrollment | 2nd Grade Enrollment |  | 1st/2nd |  |  | 3rd |  |  |  |  |  |  |  |  |  |  |  |
|  | 17 |  | 16 |  |  |  |  |  | 22 |  | 22 |  |  |  | 17-18 Up | Updated 9 | 9/29/17 |  |  |  |  |  |  |  |
| Enrollment |  | 33 |  |  | 0 |  | 26 | 18 |  | 44 |  |  | 0 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FTE |  | 2 |  |  | 0 |  |  |  |  | 2 |  |  | 0 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary |  | 22.0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Sections |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment |  | 77 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bilingual 18-19 |  | FDK |  |  | K |  | 1st Grade Enrollment | 2nd Grade Enrollment |  | 1st/2nd |  |  | 3rd |  |  | 4th |  | Enrollment Update |  |  |  |  |  |  |
|  | 23 |  | 21 |  |  |  |  |  | 17 |  | 18 | 25 |  |  | 20 |  |  | 7/17/18 MB via SIS |  |  |  |  |  |  |
| Enrollment |  | 44 |  |  | 0 |  | 31 | 22 |  | 53 |  |  | 25 |  |  | 20 |  | 8/10/18 MB via SIS |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | 18 |  |  |  |  |  |  | 9/14/18 CW via SIS |  |  |  |  |  |  |
| FTE |  | 2 |  |  | 0 |  |  |  |  | 3 |  |  | 1 |  |  | 1 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  | Net Ch | nange F | FTE $17 / 18$ to 18 | 8/19 | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary |  | 19.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE |  | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Sections |  | 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment |  | 122 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## LAKE LOUISE TOTALS





| LINCOLN |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 2 | 2 | 3 | 5 | 9 | 9 | 3.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 8.9 |  |  |  |  |  |  |  |  |
| Total Enrollment | 31 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 4 | 4 | 3 | 5 | 6 | 11 | 3.5 | 9/8/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0 |  |  |  |
| AVG Caseload | 11.1 |  |  |  |  |  |  |  |  |
| Total Enrollment | 39 |  |  |  |  |  |  |  |  |




| LINCOLN |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 5 | 11 | 7 | 4 | 1 | 0 | 0 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |  |
| Total Enrollment | 34 |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 7 | 7 | 5 | 7 | 6 | 3 | 1 | 0 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change | 17/18 to 18/ |  | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |  |
| Total Enrollment | 36 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: | 1.0 FTE to 30 | students |  |  |  |  |  |  |  |


| LINCOLN |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 2 | 3 | 3 | 11 | 25 | 16 | 10 | 3 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 23.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 70 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 3 | 5 | 3 | 32 | 27 | 15 | 3 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18 |  | 0 |  |  |  |
| AVG Caseload | 29.7 |  |  |  |  |  |  |  |  |
| Total Enrollment | 89 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| LINCOLN |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 4 | 3 | 5 | 2 | 0 | 0 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 15.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 15 |  |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 1 | 3 | 4 | 2 | 1 | 1 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 13.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 13 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| LINCOLN |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
| LINCOLN |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |






| MARION JORDAN |  | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment |  |  |  |  |  |  |  |  |
|  | 0 | 1 | 1 | 1 | 3 | 1 | 4 | 1.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 7.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 11 |  |  |  |  |  |  |  |  |
| SPED Resource18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE | 9/7/18 SG |
|  | 1 | 2 | 1 | 5 | 3 | 4 | 1 | 1.5 |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |  |
| AVG Caseload | 11.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 17 |  |  |  |  |  |  |  |  |




| MARION JORDAN |  | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment |  |  |  |  |  |  |  |
|  | 10 | 9 | 9 | 6 | 6 | 1 | 0 | 1 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | 41 |  |  |  |  |  |  |  |
| Total Enrollment | 41 |  |  |  |  |  |  |  |
| ESL Resource18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 6 | 16 | 7 | 9 | 5 | 4 | 1 | 1 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |
|  |  |  |  |  |  |  |  |  |
| AVG Caseload | 48 |  |  |  |  |  |  |  |
| Total Enrollment | 48 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| MARION JORDA |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual <br> Resource 17-18 <br> (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


|  |  | MARION JORDAN |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| MARION JORDA |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |



MARION JORDAN TOTALS




| PLEASANT HILL |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 3 | 5 | 4 | 2 | 3 | 3 | 2 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 10.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 21 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 1 | 3 | 5 | 5 | 3 | 4 | 2 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 11.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 22 |  |  |  |  |  |  |  |  |




| PLEASANT HILL |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 12 | 9 | 6 | 5 | 1 | 1 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 40 |  |  |  |  |  |  |  |  |
| Total Enrollment | 40 |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 9 | 8 | 7 | 4 | 1 | 0 | 0 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/1 |  | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 29.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 29 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| PLEASANT HILL |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/1 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| PLEASANT HILL |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| PLEASANT HILL |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 4 | 1 | 1 | 5 | 1 | 3 | 0.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 30 |  |  |  |  |  |  |  |  |
| Total Enrollment | 15 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 1 | 6 | 1 | 1 | 6 | 3 | 0.5 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0 |  |  |  |
| AVG Caseload | 44 |  |  |  |  |  |  |  |  |
| Total Enrollment | 22 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |



| PLEASANT HILL TOTALS |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENROLLMENT 16-17 |  | ENROLLMENT 17-18 |  |  |  |  |  |
| Total Regular Kindergarten | 64 | Total Regular Kindergarten | 64 |  |  |  |  |
| Total Extended Day Kindergarten | 0 | Total Extended Day Kindergarten | 0 | 0 |  |  |  |
| Total Bilingual Kindergarten | 0 | Total Bilingual Kindergarten | 0 |  |  |  |  |
| Total Bilingual Full-Day Kindergarten | 0 | Total Bilingual Full-Day Kindergarten | 0 |  |  |  |  |
| Total Bilingual Primary (1st-3rd) | 0 | Total Bilingual Primary (1st-3rd) | 0 |  |  |  |  |
| Total Gen Ed Primary (1st-3rd) | 267 | Total Gen Ed Primary (1st-3rd) | 270 |  |  |  |  |
| Total ESL Resource | 40 | Total ESL Resource | 29 |  |  |  |  |
| Total Bilingual Resource (Spanish) | 0 | Total Bilingual Resource (Spanish) | 0 | 0 |  |  |  |
| Total Bilingual Resource (Polish) | 0 | Total Bilingual Resource (Polish) | 0 | 0 |  |  |  |
| Total Bilingual Resource (Japanese) | 15 | Total Bilingual Resource (Japanese) | 22 |  |  |  |  |
| Total Gen Ed Intermediate (4th-6th) | 245 | Total Gen Ed Intermediate (4th-6th) | 263 |  |  |  |  |
| Total Special Education Resource (K-6) | 21 | Total Special Education Resource (K-6) | 22 |  |  |  |  |
| Total Special Education Self-Contained (K-6) | 0 | Total Special Education Self-Contained (K-6) | 0 | 0 |  |  |  |
| Total Gifted | 47 | Total Gifted | 48 |  |  |  |  |
| Total Building Enrollment* | 623 | Total Building Enrollment* | 645 |  |  |  |  |
| Total Noon Hour Enrollment** | 559 | Total Noon Hour Enrollment** | 581 |  |  |  |  |
| Total Noon Hour Supervision Allocation*** | 9.3 | Total Noon Hour Superivision Allocation | 9.7 |  |  |  |  |
| Primary Sections -- Gen education only | 10.0 | Primary Sections -- Gen education only | 10.0 |  |  |  |  |
| Primary Average -- Gen education only | 26.7 | Primary Average -- Gen education only | 27.0 |  |  |  |  |
| Intermediate Sections -- Gen education only | 10.0 | Intermediate Sections -- Gen education only | 10.0 |  |  |  |  |
| Intermediate Average -- Gen education only | 24.5 | Intermediate Average -- Gen education only | 26.3 |  |  |  |  |
| Total FTE (All Programs not including specials) | 27.0 | Total FTE (All Programs not including specials) | 27.0 |  |  |  |  |
|  |  | Net Change in FTE | 0.00 |  |  |  |  |
|  |  |  |  |  |  |  |  |
| *Resource (ESL, Bilingual, and Special Education) and Extended Day K students are removed from this calculation otherwise each student receiving this service would be counted twice. |  |  |  |  |  |  |  |
| **The following sections are not included in this calculation: regular kindergarten sections, bi-lingual kindergarten, resource, and special education self-contained. |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |




| PADDOCK |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 3 | 7 | 6 | 3 | 3 | 4 | 3 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 9.7 |  |  |  |  |  |  |  |  |
| Total Enrollment | 29 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 6 | 4 | 4 | 6 | 6 | 2 | 3 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 0 |  |  |  |
| AVG Caseload | 10.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 31 |  |  |  |  |  |  |  |  |




| PADDOCK |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 7 | 6 | 8 | 8 | 4 | 1 | 3 | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 37 |  |  |  |  |  |  |  |  |
| Total Enrollment | 37 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 7 | 8 | 9 | 8 | 3 | 1 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change | 17/18 to 1 |  | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 42.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 42 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline | 1.0 FTE to 30 | students |  |  |  |  |  |  |  |


| PADDOCK |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 6 | 5 | 29 | 24 | 26 | 10 | 2.5 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 41.2 |  |  |  |  |  |  |  |  |
| Total Enrollment | 103 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 3 | 6 | 4 | 25 | 18 | 18 | 2.5 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 30.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 75 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| PADDOCK |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| PADDOCK |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| PADDOCK |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual 17-18 |  | FDK |  |  | K |  | 1st Grade Enrollment | 2nd Grade Enrollment |  | 1st/2nd |  |  | 3rd |  |  |  |  |  |  |  |  |  |  |  |
|  | 15 |  | 14 |  |  |  |  |  | 22 |  | 22 |  |  |  | 17-18 as of 9/29/17 |  |  |  |  |  |  |  |  |  |
| Enrollment |  | 29 |  |  | 0 |  | 19 | 25 |  | 44 |  |  | 0 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FTE |  | 2 |  |  | 0 |  |  |  |  | 2 |  |  | 0 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary |  | 22.0 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Sections |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment |  | 73 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bilingual 18-19 |  | FDK |  |  | K |  | 1st Grade Enrollment | 2nd Grade Enrollment |  | 1st/2nd |  |  | 3rd |  | Enrollment Update |  |  |  |  |  |  |  |  |  |
|  | 21 |  |  |  |  |  |  |  | 15 |  | 14 | 24 |  |  | 7/17/18 MB via SIS |  |  |  |  |  |  |  |  |  |
| Enrollment |  | 21 |  |  | 0 |  | 26 | 17 |  | 43 |  |  | 24 |  | 8/10/18 MB via SIS |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | 14 |  |  |  |  |  | 9/14/18 CW via SIS |  |  |  |  |  |  |  |  |  |
| FTE |  | 1 |  |  | 0 |  |  |  |  | 3 |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  | Net Ch | hange F | FTE $17 / 18$ to 18 | 18/19 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| AVG Primary |  | 16.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total FTE |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Sections |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Enrollment |  | 88 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## PADDOCK TOTALS





| THOMAS JEFFERSON |  | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment |  |  |  |  |  |  |  |
|  | 2 | 1 | 4 | 2 | 4 | 6 | 3 | 2 |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | 11.0 |  |  |  |  |  |  |  |
| Total Enrollment | 22 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 1 | 1 | 1 | 6 | 2 | 2 | 8 | 2 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |
| AVG Caseload | 10.5 |  |  |  |  |  |  |  |
| Total Enrollment | 21 |  |  |  |  |  |  |  |




| THOMAS JEFFERSON |  | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment |  |  |  |  |  |  |  |  |
|  | 4 | 1 | 5 | 2 | 4 | 1 | 0 | 0 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |  |
| Total Enrollment | 17 |  |  |  |  |  |  |  |  |
| ESL Resource18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE | 9/14/18 CW via SIS |
|  | 3 | 4 | 3 | 6 | 3 | 3 | 1 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |  |
| Total Enrollment | 23 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| THOMAS JEFFE | SON |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 1 | 2 | 20 | 25 | 22 | 12 | 3 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 27.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 82 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 2 | 1 | 2 | 17 | 19 | 17 | 3 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18 |  | 0 |  |  |  |
| AVG Caseload | 19.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 58 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| THOMAS JEFFERSON |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| THOMAS JEFFERSON |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change FTE 17/18 to 18/19 |  |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |






| VIRGINIA LAKE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 3 | 6 | 5 | 3 | 3 | 5 | 3 | 2 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | 14.0 |  |  |  |  |  |  |  |
| Total Enrollment | 28 |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 3 | 8 | 6 | 3 | 3 | 6 | 3 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18 |  | 1 |  |  |
| AVG Caseload | 9.7 |  |  |  |  |  |  |  |
| Total Enrollment | 29 |  |  |  |  |  |  |  |




| VIRGINIA LAKE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 6 | 6 | 6 | 4 | 7 | 3 | 4 | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 36 |  |  |  |  |  |  |  |  |
| Total Enrollment | 36 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 6 | 6 | 8 | 7 | 3 | 5 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change | 17/18 to 18/ |  | 0 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 38 |  |  |  |  |  |  |  |  |
| Total Enrollment | 38 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: | 1.0 FTE to 30 | students |  |  |  |  |  |  |  |


| VIRGINIA LAKE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 7 | 10 | 13 | 57 | 66 | 44 | 17 | 7 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 30.6 |  |  |  |  |  |  |  |  |
| Total Enrollment | 214 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 10 | 6 | 11 | 2 | 46 | 50 | 32 | 5 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18 |  | -2 |  |  |  |
| AVG Caseload | 31.4 |  |  |  |  |  |  |  |  |
| Total Enrollment | 157 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| VIRGINIA LAKE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 <br> (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |



| VIRGINIA LAKE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18 |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |





| WILLOW BEND |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 1 | 1 | 1 | 2 | 2 | 5 | 0 | 1.5 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 8.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 12 |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 3 | 2 | 6 | 1 | 2 | 6 | 2 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0.5 |  |  |  |
| AVG Caseload | 11.5 |  |  |  |  |  |  |  |  |
| Total Enrollment | 23 |  |  |  |  |  |  |  |  |




| WILLOW BEND |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 16 | 16 | 26 | 14 | 10 | 7 | 6 | 3 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 31.7 |  |  |  |  |  |  |  |  |
| Total Enrollment | 95 |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 22 | 17 | 10 | 18 | 12 | 7 | 5 | 3 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change | 17/18 to 1 |  | 0 |  |  |  |
| AVG Caseload | 30.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 91 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline | 1.0 FTE to 30 | students |  |  |  |  |  |  |  |


| WILLOW BEND |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Bulgarian) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 2 | 6 | 3 | 5 | 1 | 0 | 0 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |  |
| Total Enrollment | 17 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Bulgarian) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 3 | 5 | 1 | 3 | 2 | 0 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | 16/17 to 17/ |  | 0 |  |  |  |
| AVG Caseload | 18 |  |  |  |  |  |  |  |  |
| Total Enrollment | 18 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| WILLOW BEND |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 5 | 2 | 9 | 5 | 6 | 2 | 0 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 29 |  |  |  |  |  |  |  |  |
| Total Enrollment | 29 |  |  |  |  |  |  |  |  |
| Bilingual <br> Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 6 | 0 | 8 | 5 | 2 | 1 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 26 |  |  |  |  |  |  |  |  |
| Total Enrollment | 26 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| WILLOW BEND |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual <br> Resource 17-18 <br> (Telugu) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 8 | 8 | 6 | 12 | 3 | 0 | 0 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 37 |  |  |  |  |  |  |  |  |
| Total Enrollment | 37 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Telugu) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 14 | 9 | 7 | 8 | 6 | 3 | 0 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 47 |  |  |  |  |  |  |  |  |
| Total Enrollment | 47 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Telugu |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| WILLOW BEND |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Telugu) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 3 | 5 | 3 | 2 | 2 | 0 | 0 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 15 |  |  |  |  |  |  |  |  |
| Total Enrollment | 15 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Telugu) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 8 | 8 | 5 | 4 | 2 | 0 | 1 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |  |
| AVG Caseload | 28 |  |  |  |  |  |  |  |  |
| Total Enrollment | 28 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Telugu |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |



## WILLOW BEND TOTALS





| WCE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SPED Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 3 | 1 | 1 | 1 | 3 | 2 | 1 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 11.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 11 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| SPED Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 2 | 3 | 0 | 1 | 2 | 3 | 1.5 | 9/7/18 SG |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0.5 |  |  |  |
| AVG Caseload | 10.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 15 |  |  |  |  |  |  |  |  |




| WCE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL Resource 17-18 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 7 | 5 | 3 | 2 | 1 | 3 | 1 |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 25 |  |  |  |  |  |  |  |  |
| Total Enrollment | 25 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| ESL Resource 18-19 | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 4 | 6 | 6 | 2 | 0 | 0 | 0 |  | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change | 17/18 to 18 |  | -1 |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |  |
| Total Enrollment | 18 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline | 1.0 FTE to 30 | students |  |  |  |  |  |  |  |


| WCE |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 2 | 8 | 8 | 3 | 31 | 12 | 15 | 3 |  |
| Totals |  |  |  |  |  |  |  |  |  |
| AVG Caseload | 26.3 |  |  |  |  |  |  |  |  |
| Total Enrollment | 79 |  |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Spanish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |  |
|  | 0 | 3 | 7 | 21 | 18 | 26 | 12 | 1 | 9/14/18 CW via SIS |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | -2 |  |  |  |
| AVG Caseload | 87.0 |  |  |  |  |  |  |  |  |
| Total Enrollment | 87 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Spanish |  |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |  |


| WCE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Polish) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Polish |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |


| WCE |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Bilingual Resource 17-18 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
| Bilingual Resource 18-19 (Japanese) | Kindergarten Enrollment | 1st Grade Enrollment | 2nd Grade Enrollment | 3rd Grade Enrollment | 4th Grade Enrollment | 5th Grade Enrollment | 6th Grade Enrollment | FTE |
|  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | E 17/18 to 18/ |  | 0 |  |  |
| AVG Caseload |  |  |  |  |  |  |  |  |
| Total Enrollment | 0 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| 20 or more total eligible students at a school with L1 of Japanese |  |  |  |  |  |  |  |  |
| Staffing Guideline: 1.0 FTE to 30 students |  |  |  |  |  |  |  |  |




| 17/18 Allocation | Sandburg |  |  |
| :---: | :---: | :---: | :---: |
| Total Enrollment | Suggested General Ed FTE | Actual General Ed FTE |  |
| 496 | 23.6 | 24.3 | As of 9/29/17 |
| 18/19 Allocation | Sandburg |  |  |
| Total Enrollment | Suggested General Ed FTE | Actual General Ed FTE |  |
| 545 | 26.0 | 26.0 |  |
| Difference 17-18 to $\mathbf{1 8 - 1 9}$ | 1.8 | Allocate additional 2.0 FTE in 18-19 |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |







| 17/18 Allocation | Plum Grove |  |  |  |  |
| ---: | :--- | ---: | ---: | ---: | ---: |
| Total Enrollment | Suggested General <br> Ed FTE | Actual General Ed <br> FTE |  |  |  |
| 859 |  | 40.9 |  | 39.1 |  |
| 18/19 Allocation | Plum Grove |  |  |  |  |
| Total Enrollment | Suggested General <br> Ed FTE | Actual General Ed <br> FTE |  |  |  |
| 810 |  | 38.6 |  | 39.1 |  |
|  |  |  |  |  |  |
| Difference 17-18 |  |  |  |  |  |
| to 18-19 |  |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |











| Walter R. Sundling |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESL RS 17-18 |  | 7th Grade Enrollment | 8th Grade Enrollment | FTE |  |  |  |  |
|  |  | 7 | 5 | 0.0 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  |  |  |  |  |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |
| Total Enrollment | 12 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ESL RS 18-19 |  | 7th Grade Enrollment | 8th Grade Enrollment | FTE |  |  |  |  |
|  |  | 0 | 7 | 0.0 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Totals |  |  | Net Change F | TE 17/18 to 18/ |  | 0.0 |  |  |
| AVG Caseload | \#DIV/0! |  |  |  |  |  |  |  |
| Total Enrollment | 7 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Less than 20 eligible students at a school with L1 other than English or Spanish |  |  |  |  |  |  |  |  |
| Staffing Guideline | 0 FTE to 30 | students |  |  |  |  |  |  |



| 17/18 Allocation | WCJH |  |  |  |  |
| ---: | :--- | ---: | ---: | ---: | ---: |
| Total Enrollment | Suggested General <br> Ed FTE | Actual General Ed <br> FTE |  |  |  |
| 731 |  | 34.8 |  | 35.9 |  |
| 17/18 Allocation | WCJH |  |  |  |  |
| Total Enrollment | Suggested General <br> Ed FTE | Actual General Ed <br> FTE |  |  |  |
| 770 |  | 36.7 |  | 36.9 |  |
|  |  |  |  |  |  |
| Difference 17-18 |  |  |  |  |  |
| to 18-19 |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |



| WCJH |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| SPED Self- <br> Contained AIME <br> $\mathbf{1 7 - 1 8}$ |  | 6th Grade <br> Enrollment | 7th Grade <br> Enrollment | 8th Grade <br> Enrollment | FTE |$|$|  |
| :--- |





|  | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 | Period 8 | Period 9 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \# of Vacancies | 2 | 4 | 5 | 3 | 2 | 4 | 3 | 3 | 5 |
|  | reed | reed | reed | reed | reed |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
|  |  | Jones 3rd or 9th is fine if someone wants to take the other period. |  |  |  |  |  |  |  |
|  |  | Suarez - If somebody else wants 1 st period, feel free to take it. |  |  |  |  |  |  |  |
|  |  | Scott - 8th if nothing is put on the agenda for team - right now there is nothing on the agenda |  |  |  |  |  |  |  |

## MEMORANDUM

DATE: October 3, 2018
TO: Board of Education


FROM: Scott Thompson
RE: Board Agenda Item 18-1003: Superintendent's Report
There were two more school improvement plan reports scheduled for our October meeting; Plum Grove and Walter R. Sundling J unior Highs. We are putting them on hold in light of a couple issues: the passing of J ason Deitz's father and aligning the reports with school report card info that will be released on Oct. 31st. We are also looking to make them a bit more engaging than the first couple of dry runs last month. Morgan and Tom Edgar will be working with the principals to enhance their presentations next month.

I will also discuss the outcome of the Village of Palatine Planning Commission Meeting on October 2nd. The commission will be hearing our petition to obtain special usage for the retail space previously known as Home Goods on Rand Road.

I will provide the BOE with an accounting of the Boundaries Task Force meeting on September 27th. A group of $30+$ individuals from across the district met to begin the work of examining our current boundaries and proposing possible solutions for the future.

MINUTES of the Special Meeting of the Board of Education Finance Committee of Community Consolidated School District 15, Palatine, Cook County, Illinois, held on September 12, 2018.

A special meeting of the Board of Education Finance Committee of Community Consolidated School District 15, Palatine, Cook County, Illinois, was held on Wednesday, September 12, 2018, at the Joseph M. Kiszka Educational Service Center, 580 North $1^{\text {st }}$ Bank Drive, Palatine, Illinois.

## ROLL CALL

The special meeting of the Finance Committee was called to order at 5:00 p.m.
Committee members physically present:
David Border Anthony Wang
Committee member(s) physically absent:
None
Also present were Scott B. Thompson, Ed.D., superintendent of schools; Michael Adamczyk, chief school business official; Corey Bultemeier, director of fiscal services/assistant chief school business official; and Craig Phillips, manager, environmental services.

## AGENDA ITEMS

1. Review Remaining Life Safety Priority B Items

Mr. Phillips reviewed the 2015 Life Safety Study (\$151 million) created by STR Partners. It was noted that all of the 'A' items have been completed. Approximately $\$ 105.689$ million of ' $B$ ' items remain to be completed, which is inclusive of $15 \%$ escalation, $10 \%$ contingency, and $7.5 \%$ A\&E fees. The committee agreed that a full analysis of all remaining work should occur and a long-range plan be created to accomplish them in the near future.
2. Proposed Summer 2019 Construction Projects

Mr. Phillips and Mr. Adamczyk provided a list of the most pressing capital projects (all from the B list) needing attention in the immediate future. Four projects were determined for proposed work during the summer of 2019: The roof at Walter R. Sundling Junior High School; the univents at Lincoln Elementary School; and the roof and mechanicals at Central Road Elementary School.
3. Review of 5-Year Forecasts

Mr. Adamczyk shared the current 5-year forecast, which showed deficits in FY2018-20 due to large capital projects at buildings throughout the district. Moreover, the forecast for FY2021 and FY2022 show increases in fund balances of $\$ 10$ million.
Mike shared three other 5-year forecasts, each looking a little differently at possible scenarios. All of the scenarios show the district in a strong financial position regardless of some significant possible expenditures (full day kindergarten, purchasing 1311 Rand Road, etc.).
The district is experiencing slightly better results than anticipated based upon the expectation of CTC salaries increasing by less than $1 \%$ average annually for each of the 10 years of the contract. This represents a large portion of the budget, and the CTC contract significantly contributes to the overall positive long-term financial position of the district.
4. Old Business

Mr. Adamczyk showed the results of real estate tax collection rates for the last 10 years, as well as the refunds the district paid as a result of PTAB decisions. While collection rates have been 95-99\% (1-5\% of taxes not paid by owners), refunds have fluctuated between $\$ 2.3$ to $\$ 5.1$ million, with no apparent reason for the differences. It is hard to accurately calculate this figure moving forward.

## ADJOURNMENT

There being no further business to come before this meeting, the meeting adjourned at 6:13 p.m.

Anthony Wang
Board of Education Finance Committee

David Border
Board of Education Finance Committee

MINUTES of the Regular Meeting of the Board of Education of Community Consolidated School District 15, Palatine, Cook County, Illinois, held on September 12, 2018.

A regular meeting of the Board of Education of Community Consolidated School District 15, Palatine, Cook County, Illinois, was held on September 12, 2018, at Walter R. Sundling Junior High School, 1100 N. Smith Street, Palatine, Illinois. Board members were notified by bulletin sent electronically on September 7, 2018.
ROLL CALL
President Szczupaj called the regular meeting to order at 7:00 p.m.
Board members physically present:

| Frank J. Annerino | David Border |
| :--- | :--- |
| Barbara A. Kain | Zubair Khan |
| Michael Smolka | Lisa Beth Szczupaj |

Anthony Wang
Board member(s) physically absent: None
Also present were Scott B. Thompson, Ed.D., superintendent of schools; Matthew J. Barbini, Ed.D., deputy superintendent of schools; Michael Adamczyk, SFO, chief school business official; Meg Schnoor, Ed.D., assistant superintendent for teaching and learning; Susan Gehring, assistant superintendent for student services; Lisa Nuss, assistant superintendent for personnel and human services; Morgan Delack, chief communication officer; June Becker, recording secretary; members of the administrative staff, members of the press, and others.

## PLEDGE OF ALLEGIANCE-LAKE LOUISE ELEMENTARY SCHOOL

Jennifer Seoane, principal, Lake Louise Elementary School and students led the Board of Education in reciting the Pledge of Allegiance. The students selected to lead the pledge were also recognized for their outstanding efforts as part of the Lake Louise Student Council. In addition, two students who are members of "The Respectables" were recognized for their leadership contributions to the school as well.
Mrs. Szczupaj communicated the tragic loss of one of the District's fine educators, kindergarten teacher, Carol Barry. She had been at Stuart R. Paddock Elementary School for 18 years. She previously taught at Will Bend and Central Road Elementary Schools. She will be missed tremendously by the entire district.

## STUDENT ENROLLMENT UPDATE

Dr. Barbini provided an update on student enrollment in the district. According to the most current data presented to the board, District 15's enrollment continues to decline in the 2018-19 school year. Over the last five years, the district has lost about 80 students per year. As of September 4, 2018, the District had 11,767 students enrolled in grades kindergarten through eighth grade, and 12,316 students in grades PreK-8.
He noted that enrollment would likely fluctuate from this point in time until the district submits enrollment data at the end of September to the Illinois State Board of Education (ISBE) to fulfill its annual yearly requirement. Although enrollment is declining district-wide, there are several schools where enrollment continues to rise each year: Plum Grove, Hunting Ridge, Willow Bend, and Pleasant Hill, putting these buildings at or above capacity. This is a situation that continues to be monitored.
It was noted that the enrollment update, in its entirety, is available for viewing on the District's website.

## EQUITY COMMITTEE ACHIEVEMENT REPORT

Dr. Schnoor, Laura Swanlund, Ph.D., assistant director, research and systems/psychologist coordinator; Thomas Edgar, Ph.D., executive director, assessment, accountability, and programs; Colleen Mullins, district literacy coordinator; and Cheryl Wolfel, Ed.D., executive director, second language programs, presented an achievement report in coordination with the Equity Committee.
This report outlined the achievement gap that exists in District 15, and how the Department of Instruction plans to address it. The Department of Instruction defined the achievement gap as students who are in the lowest achieving 25 percentile in second grade nationally on the English Measures of Academic Progress (MAP) exam, and stay in this bottom quartile through eighth grade. This definition is a non-traditional way of looking at achievement gap. The department did not want to make assumptions regarding specific subgroups, but instead wanted to see how the district impacts students districtwide. The study included a nine-year span of student data who stayed in District 15 from grades 2-8.
The study revealed that there was no correlation between race, school of attendance, or native language when identifying students who fall in the achievement gap. Instead, factors that contributed included low oral language proficiency, longterm English language learners (ELLs), and poverty.
Moving forward, the Department of Instruction has a variety of interventions and strategies that are already in place or will soon be implemented:

- Ensuring a guaranteed and viable curriculum across all schools in the district. This is the assurance that specific content is taught in all courses and grade levels, regardless of classroom or school in District 15.
- Increasing access and opportunity for students in things like accelerated math, multi-tiered systems of support (MTSS), instructional coaching, and culturally \& linguistically responsive teaching methods.
- Increasing oral language proficiency through new curriculum and teaching strategies.

The Department of Instruction plans to monitor student data and the progress of these initiatives each year, and will continue to provide board updates on the topic in the future.

## SUPERINTENDENT'S REPORT

- BWP \& Associates Consultants: Superintendent Search Update

Philip Ehrhardt and Joseph Porto of the search firm BWP \& Associates, provided on overview of the superintendent search process. The community was invited to provide input on the search for the next District 15 Superintendent of Schools through an online survey and public forum. The firm is leading the Board of Education in the progression to replace current Superintendent Dr. Scott Thompson as he approaches retirement June 30, 2019.
A community survey will be posted on the District 15 website from September 17, through September 26, 2018. The survey is open to all District 15 community members, and will ask questions regarding strengths and areas of growth for the district and traits an individual seeks in the next leader. In addition to the survey, there will be a stakeholder input meeting on September 25, 2018, at 6:30 p.m. at Winston Campus Junior High which will be facilitated by BWP \& Associates. No RSVP is necessary. All are welcome to attend.
The Board of Education plans to announce the next Superintendent of Schools in December 2018. He or she will begin work July 1, 2019.

- School Improvement Plan Presentations

Dr. Thompson introduced Larry Sasso, Ed.D., principal, Thomas Jefferson, and David Morris, Ed.D., principal, Pleasant Hill Elementary Schools, who provided the board with an update to their School Improvement Plans. All District 15 schools have been working through a process called "Data Wise," which was developed by the Harvard Graduate School of Education. Data Wise supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students.
After examining school data, both Thomas Jefferson and Pleasant Hill determined the focus for improvement this year is reading. More specifically, improving students' ability to understand the reading beyond the text comprehension questions. The schools developed a five-step action plan to address the issue, including adjusting instructional practices and enhancing professional development opportunities.
Complete School Improvement Plan presentations can be viewed on the District's website under agenda attachments.

- Boundaries Task Force

Dr. Thompson shared that more than 220 community members applied to be part of the newly formed District 15 Boundaries Task Force. Applications were open from August 31, 2018, through September 10, 2018. He noted that community co-chairs Sid Amman and Nipesh Patel would be reviewing the applicants and determining the best mix of $15-20$ people to represent the community on this topic. Those selected will be contacted directly.
This group will be given the very important job of examining the district's current school boundaries and overall enrollment trends, and providing the Board of Education with multiple options for potential changes to meet the future needs of the district. Interested community members who are not selected to serve on the committee would still have opportunities to review options and recommendations and provide feedback before they are presented to the Board of Education. It was noted that the group's first meeting would occur on September 27, 2018.

- Park Place Progress

Dr. Thompson noted that the District is in the process of doing its due diligence (ends November 6) regarding the Park Place property by seeking a special use permit for the grounds. Area residents would be notified by letter, and a hearing would be scheduled shortly thereafter, tentatively mid-October 2018. Upon village council approval it would be up to the board to move forward or not. If needed, an extension on the due diligence would be requested to accommodate the November 14, 2018, Board of Education meeting.
Dr. Thompson took a moment and introduced Michael Scaletta, the new principal at Frank C. Whiteley Elementary School, and welcomed him to his new position.

## CITIZENS ADDRESS THE BOARD

Keli Swierczek, resident of Palatine, addressed the Board regarding the Tier 2 math program at Winston Campus.

## READING AND ACCEPTANCE OF MINUTES

Mr. Border made a motion, seconded by Mr. Smolka that the minutes from the following meeting of the Board of Education be approved and placed on file:

- August 15, 2018 Regular Board of Education Meeting, as presented.

A roll call was held with the following results:
AYE: Annerino, Border, Kain, Khan, Smolka, Szczupaj, Wang
NAY: None
The motion carried.

## PERSONNEL REPORT

Mrs. Kain made a motion, seconded by Mr. Khan, to approve the September 12, 2018, Personnel Report, as presented.
A roll call was held with the following results:
AYE: Border, Kain, Khan, Smolka, Szczupaj, Wang, Annerino
NAY: None
The motion carried. A copy of the Personnel Report is contained in the Official Minutes.

## ED-RED COUNCIL/LEGISLATION

Mr. Annerino reported that Governor Bruce Rauner had vetoed the salary bill that would have set a statewide minimum teacher salary of $\$ 40,000$ by the 2022-23 school year, and would have affected other districts, but not our own. The PE requirement bill was also vetoed, that would have established a 150 minute per week standard for Physical Education. Lastly the governor had approved and signed off on the Lunch Bill, allowing students, regardless of ability to pay, to accumulate a minimum school lunch debt of $\$ 500$. Schools would now have to go through a state reimbursement and withholding process to attempt to recoup the money owed.

## one-five FOUNDATION

Mrs. Kain noted there was nothing to report at this time.

## FINANCE COMMITTEE

Mr. Wong and Mr. Border reported that the group met earlier in the day and the agenda included discussion of the following items:

1. Review of Life Safety Priority B Items
2. Proposed Summer 2019 Construction Projects (uninvent replacement at Lincoln Elementary School, roof replacements at Walter Sundling Junior High School and Central Road Elementary School, combined into mechanicals as well)
3. Review of 5 -Year Forecasts
4. Old Business—Results of tax collection rates and refunds paid (PTAB decisions)

## EQUITY COMMITTEE

Mr. Khan noted there was nothing further to report at this time.

## SUPERINTENDENT'S COMMUNICATION COMMITTEE

Dr. Thompson noted that the minutes of the August 28, 2018, Superintendent's Communication Committee meeting were enclosed in the packet, noting both the accomplishments and the goals of Mrs. Delack. Additionally, she would be instrumental in the Boundary Task Force, the Superintendent Search, and new logos for each of the district's schools.

## ADOPTION OF THE 2018-19 BUDGET

Mr. Smolka made a motion, seconded by Mr. Wang, to approve the Adoption of the 2018-19 Budget, as presented.
The budget presented to the board for review in June provided for expenditures in excess of revenues by $\$ 4,799,465$. This was due to building infrastructure project spending of $\$ 8.84$ million dollars. The budget, once approved, provides for expenditures in excess of revenues of $\$ 3,896,995$, with a revised building infrastructure projects budget of $\$ 7.39$ million.
It was noted that the long term board goal and facilities plan, need to be looked at and continued to be monitored regarding the remaining Life Safety items and any other necessary repairs that come along. Ideally not creating deferred maintenance, thus minimizing the amount needed to be expended.
It was noted that the budget presentation, in its entirety, is available for viewing on the District's website.
A roll call was held with the following results:

AYE: Kain, Khan, Smolka, Szczupaj, Wang, Annerino, Border<br>NAY: None

The motion carried. A copy of the 2018-19 Budget is on file in the Business Office.

## RESOLUTION AUTHORIZING COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 CONVEYANCE TO THE CITY OF ROLLING MEADOWS

Mr. Khan made a motion, seconded by Mr. Annerino, to approve the Resolution Authorizing Community Consolidated School District 15 Conveyance to City of Rolling Meadows, (authorizing the transfer of real property), as presented.
Dr. Thompson noted that this resolution formalizes the transfer of real property (endowed $1 / 10$ acre), enabling the City of Rolling Meadows to apply for grant monies associated with the repair/replacement of the bridge.
A roll call was held with the following results:
AYE: Khan, Smolka, Szczupaj, Wang, Annerino, Border, Kain
NAY: None
The motion carried. A copy of the resolution is contained in the Official Minutes.

## RENEWAL OF TELECOMMUNICATIONS MAINTENANCE AGREEMENT

Mrs. Kain made a motion, seconded by Mr. Border, to approve the Renewal of the Annual Telecommunications Maintenance Agreement with Telcom Innovations Group, Itasca, IL, at a cost of $\$ 26,457.00$, (the same amount as previous years), as presented. The agreement will cover the District's Mitel 3300 Telecommunications System from September 9, 2018, through September 9, 2019.
A roll call was held with the following results:
AYE: Smolka, Szczupaj, Wang, Annerino, Border, Kain, Khan
NAY: None
The motion carried. A copy of the agreement/invoice is on file in the Department of Business and Auxiliary Services

## BID AWARD—ELECTRONIC COMMUNICATIONS AND CLOCK NETWORK (19-003)

Mr. Border made a motion, seconded by Mr. Annerino, to award the contract for Electronic Communications and Clock Network Bid (19-003), to ITR, Downers Grove, IL, in the amount of $\$ 44,290.00$, as recommended. The recommendation was based on the lowest vendor meeting bid specifications.
Information provided noted that this would include the purchase of new audio-visual equipment for the board room, replacing the system that has been in place for nearly 20 years. The new equipment would not only provide higher quality audio and high-definition video, but will also allow the district to live stream all board meetings to its YouTube page. The new system should be in place by the November 14, 2018, Board of Education meeting.
A roll call was held with the following results:
AYE: Szczupaj, Wang, Annerino, Border, Kain, Khan, Smolka
NAY: None
The motion carried. A copy of the bid summary is on file in the Department of Business and Auxiliary Services.

## REQUEST FOR PURCHASE-AUDIO AND VISUAL EQUIPMENT AND INSTALLATION (19-004)

Mr. Wang made a motion, seconded by Mr. Smolka, to award the contract for the Audio and Visual Equipment and Installation Bid (19-004), to VSA, Inc., Buffalo Grove, IL, in the amount of \$35,457.00, to include hardware, installation, and training. The award was based on quality of products and lowest vendor meeting specifications.?
A roll call was held with the following results:
AYE: Wang, Annerino, Border, Kain, Khan, Smolka, Szczupaj
NAY: None
The motion carried. A copy of the purchase invoice is on file in the Department of Business and Auxiliary Services.
SEMI-ANNUAL REVIEW OF CLOSED SESSION MINUTES (JULY 2017 - DECEMBER 2017)
Mr. Smolka made a motion, seconded by Mrs. Kain, to approve Administration's recommendation for the release of the closed session minutes, as presented.
The following closed sessions minutes will be approved for release: November 4, 2017 (Special Meeting); November 8, 2017 (Special Meeting); October 11, 2017 (Regular Meeting); September 13, 2017 (Regular Meeting); and the December 12, 2017 (Special Meeting).
A roll call was held with the following results:
AYE: Annerino, Border, Kain, Khan, Smolka, Szczupaj, Wang
NAY: None
The motion carried.

## CONSENT CALENDAR

Mrs. Szczupaj presented the consent calendar and asked if any Board member wished to have any items removed for separate consideration and vote. No items were removed.
Mr. Annerino made a motion, seconded by Mr. Khan, for approval of the consent calendar, as presented.
A roll call was held with the following results:

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AYE: Border, Kain, Khan, Smolka, Szczupaj, Wang, Annerino
NAY: None
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The motion carried.
Copies of consent calendar Items A-E are contained in the Official Minutes. Items F and K are on file in the Human Resources Department. Item G is on file in the Department of Business and Auxiliary Services. Item I is on file in the Department of Technology Services. Items J, L, and M are on file in the Department of Instruction.
A. August 2018 Investment Report
B. July 2018 Treasurer's Report
C. August 2018 Report of Payroll Vouchers and Invoices
D. June 2018 Activities Fund Report
E. July 2018 Budget Report
F. Administrator and Teacher Salary and Benefits Report
G. Donation-Early Childhood Developmental Enrichment Center (ECDEC) Donating Playground Equipment and Installation to Gray M. Sanborn Elementary School
H. Board Policy—Second Reading

4:140 Waiver of Student Fees
6:120 Education of Children with Disabilities
6:230 Library Media Program
6:240 Field Trips
6:250 Community Resource Persons and Volunteers
I. Additional 1:1 Chromebook Purchase
J. Purchase Requisition-Okapi Educational Publishing (Okapi Despegando Materials)
K. Application for Recognition of Public Schools 2018-19
L. Request for Purchase-Heinemann Publishing (Benchmark Assessment kits)
M. Request for Purchase-Heinemann Publishing (Fountas and Pinnell Classroom materials)
N. Destruction of Executive Session Audio Recordings-October 2016

## CORRESPONDENCE

Dr. Thompson reported on two (2) Freedom of Information Act requests that were responded to last month.

## ADJOURNMENT

There being no further business to come before this meeting, Mr. Smolka made a motion, seconded by Mrs. Kain, for adjournment of the meeting.
The motion carried unanimously, and the meeting adjourned at 9:06 p.m.

Anthony Wang, Secretary
Board of Education

Via Email - September 21, 2018

## Recently Added Decisions

## Duty to Respond to FOIA Requests

Public Access Opinion 18-011
A village police department (Department) violated FOIA by failing to comply with, deny in whole or in part, or otherwise appropriately respond to a FOIA request. On May 17, 2018, the Requestor submitted a FOIA request to the Department seeking electronic copies of reports generated concerning three named individuals and one specific address. On May 30, 2018, the Requestor submitted a Request for Review PAC alleging the Department had not responded to her $\operatorname{FOI} A$ request, even though she had sent them two follow-up emails and made three followup phone calls. The PAC's own correspondence to the Department went unanswered, so an Assistant Attorney General (AAG) with the PAC telephoned the Department. A Department employee answered the phone and stated the police chief had been out of the office for weeks and the secretary was also out. The AAG left a message but no one from the Department returned the AAG's call. As of the opinion's date, the Department had not responded to the PAC. The PAC held that the Department's failure to respond to the Requestor violated Section 3(d) of FOIA and it ordered the Department to immediately provide the Requestor with all responsive records, subject only to any permissible redactions under Section 7.

This opinion is binding only to the parties involved and may be appealed pursuant to State law.

## Settlement Agreement Provisions Not Exempt from FOI A

Public Access Opinion 18-010
A public school district (District) violated FOI A by improperly using Section 7(1)(c) to redact portions of a settlement agreement with a former employee. On April 13, 2018, the Requestor submitted a FOIA request to the District seeking copies of records pertaining to a settlement agreement between the District and a former school principal. Three days later, the District provided the Requestor with a redacted copy of the settlement agreement but did not specify the exemption in Section 7 of FOIA that it claimed to authorize the redactions. The Requestor emailed the District to ask why the redacted information was not disclosed, and the District responded that the information was not disclosed because it would have constituted a clearly unwarranted invasion of personal privacy under FOIA Section 7(1)(c). The Requestor sought review by the PAC, alleging the District failed to timely assert the exemption it used and that the District did not assert a genuine basis for the unwarranted invasion of personal privacy exemption.

After reviewing an unredacted copy of the settlement agreement, the PAC determined that the redacted portions - which very generally addressed the nature of the former school principal's potential claims against the District - were so general that they were not highly personal, and so their disclosure would not be objectionable to a reasonable person. Further, the PAC found that the nature of the claims bear on the public duties of a public employee, which it had previously held "shall not be considered an invasion of personal privacy." PAC 15-004. For these reasons, the PAC held that the redacted information was not exempt from disclosure under the plain language of Section $7(1)(\mathrm{c})$ and ordered the District to provide the Requestor an unredacted copy of the settlement agreement.

This opinion is binding only to the parties involved and may be appealed pursuant to State law.

## Restrictions on Public Comment During Board Meetings Did Not Violate Free Speech

Vega v. Chicago Board of Education, 2018 WL 3819113 (N.D. II. 2018)

In July 2014 Rosemary Vega (Vega) was removed from a public meeting of the Chicago Board of Education (Board) for "disruptive behavior," and she was subsequently prohibited from attending any Board meetings until March 2017. Vega sued the Board, alleging her removal and prohibition from attending meetings violated her First Amendment Free Speech rights.

Reviewing the facts, the Court discovered that over a fourth month period, Vega had demonstrated "a persistent and escalating willingness to cause disturbances during Board meetings." In March 2014, Vega exceeded her allotted two-minute speaking time and had to be ushered from the podium. In May 2014, Vega stated she would "get kicked out of the Board meeting every month for two minutes for the next how many years you got of life." In July 2014, Vega violated the Board's Public Participation Guidelines by rushing up the dais, yelling at a Board member, shaking her fist, and interrupting another speaker. Vega's actions were perceived as threatening by security officers and she refused to leave when asked to.

The Court found that the Board's enforcement of its Guidelines did not violate the First Amendment because they were content-neutral, and were not speaker- or content-based. The Court also found that the Board's 2.5 year ban on Vega attending Board meetings was proper because it was narrowly tailored - it "did not burden more of Vega's speech than necessary to maintain order during Board meetings or to ensure that members of the public who wished to address the Board in accordance with the Guidelines had that opportunity." Finally, the Court found that even when Vega was prohibited from attending Board meetings, she had ample alternative channels of communication left, including meeting individually with Board members during their office hours and the ability to submit written testimony to the Board.

## Alliance Legislative Report 100-76

Distributed via Email: September 28, 2018

## PUSH ON VETO OF SALARY BI LL

There will be a strong push in the fall Veto Session to override the governor's veto of the bill that would provide a mandatory increase in teacher salaries across the state. SB 2892 (Manar, DBunker Hill) would set a statewide minimum teacher salary of \$40,000 by the 2022-2023 school year. It would take effect in the 2019-2020 school year by requiring beginning teacher salaries to be at least $\$ 32,000$ per year, then increasing salaries incrementally over four school years. Each year thereafter, the minimum teacher salary would increase yearly by the rate of the Consumer Price Index (CPI).

It is estimated that nearly two-thirds of the school districts in the state would be affected by such a new salary requirement. Any gains in funding due to the new Evidence-Based Funding Formula would be totally consumed by the new salary mandate in many school districts. Under such a law, the net result could actually hurt classroom teachers as school districts would be forced to reduce the teaching force in order to pay the higher salaries.

The Alliance strongly opposes the bill and all school board members and administrators are urged to contact their Senator and encourage a "No Vote" on a veto override motion. The Alliance letter of opposition to the governor can be reviewed here.

Other points to consider:

- Over $80 \%$ of school expenditures are for personnel costs. Parents, community members, and taxpayers should know that a mandated increase in teacher salaries without specific State funding to pay for those increases will result in cuts to other areas of the school district budget and fewer needed services to students. School district faculty and staff salary and benefits must be determined at the local level.
- "One size fits all" mandates do not work well given the diversity of our state.
- Of the 1,400 unfilled positions in Illinois schools last year, $90 \%$ were in school districts funded below the statutory adequacy level. These districts will disproportionately be affected by this mandate.


## I SBE TEACH ILLI NOIS:

## STRONG TEACHERS, STRONG CLASSROOMS REPORT RELEASED

The Illinois State Board of Education (ISBE) has released the "Teach Illinois" report after a yearlong study investigating the teacher shortage in Illinois. ISBE is requesting feedback from all stakeholders regarding the report and its recommendations. The full report can be viewed at the ISBE website. Please provide public comment by October 2, 2018 at Teachlllinois@isbe.net.

## SCHOOL SAFETY SEMI NARS OFFERED

Two new opportunities are available for school board members, administrators, and staff to learn about important school safety procedures and training. Both concentrate on the preventative measures school districts can take before school safety is jeopardized in schools. The first one, presented by the Illinois Law Enforcement Training and Standards Board, addresses threat assessments and targeted violence. It is scheduled for October 9-10 in Fairview Heights.
Click here to view the brochure.

The second one ventures into digital threat assessments and how school board members and administrators can gain a stronger understanding of the current social media world and proactively identify student safety concerns. It is scheduled for October 4th in Wheaton. Here is more information.

School officials are also encouraged to join the Illinois State Police School Safety Information Program. Click here to learn more about this valuable tool or email Mia Langheim at: Maria_Langheim@isp.state.il.us.

This legislative report was written and edited by the lobbyists of the Illinois Association of School Boards to provide information to the members of the organizations that comprise the Statewide School Management Alliance.

## Agenda Item No. 18-1011

## one-five Foundation

(No Enclosure)

## Agenda Item No. 18-1012

## Finance Committee

(No Enclosure)

## Agenda Item No. 18-1013

## Equity Committee

(No Enclosure)

TO: Board of Education

FROM: Scott Thompson

RE: Agenda Item 18-1014: Review of Illinois Association of School Boards 2017 Resolutions Committee Report

Each year, the IASB forms a committee to draft resolutions for consideration by its members. The paper report (delivered to you at the BOE meeting) is from the committee, and it includes four resolutions, a reaffirmation of existing positions, a new belief statement and two amended belief statements. Typically, District 15 Board members nominate one of its colleagues to represent the District at the Delegate Assembly at the annual convention in Chicago. The D15 representative casts votes on behalf of the entire BOE.

If the Board desires to continue this process, individual members should review the recommendations and return page 4 to the D15 delegate to tabulate the desire of the Board regarding each, providing him/her direction on how to vote at the assembly.

Lighting The Way To Excellence
In School Governance

# 2018 Resolutions Committee Report 

For the 2018 Delegate Assembly meeting on November 17, 2018, Chicago

September 2018

For further information please contact Ben Schwarm at 217/528-9688, ext. 1132

| 2921 Baker Drive | One Imperial Place |
| :--- | :--- |
| Springfield, IL 62703 | 1 East 22nd Street, Suite 20 |
| $217 / 528-9688 \cdot$ Fax 217/528-2831 | Lombard, IL 60148-6120 |
|  | $630 / 629-3776 \cdot$ Fax 630/629-3940 |

TO: Board Members and Administrators
FROM: Tom Neeley, Resolutions Committee
DATE: September, 2018
SUBJECT: 2018 Resolutions Committee Report

Thank you for your interest in the 2018 Resolutions Committee Report to the Membership. Proposals set forth in this Report will be acted upon at the Annual Meeting of the IASB Delegate Assembly which convenes at 10:30 a.m. on Saturday, November 17, 2018, at the Hyatt Regency Chicago, Regency A/B West Tower.

The Delegate Assembly is one of the most important functions held at the IASB Annual Conference. It gives member districts ownership in the Association and the opportunity to establish the direction of the Association and its major policies. Every member district has a delegate, a vote, and a voice.

Participation in the resolutions process is of vital importance. Submitting new resolutions, discussing the resolutions at your local board meeting, sharing your insight with other boards at division meetings and sending a well-informed delegate to the assembly all are key actions for you to take.

This booklet is provided in the fall and is intended to allow your board more time to discuss the resolutions. We hope that this will increase participation and enthusiasm from member districts.

We will again prepare a packet of information for distribution at the Delegate Assembly meeting. This packet will provide any information needed by delegates that was not available in the Resolutions Committee Report. Advanced registration for delegates is not necessary. Upon arriving at the conference in November your districts' delegate should check in at the "Delegate Registration" desk across the hallway from the main conference registration desk. Once registered, delegates will receive credentials which will allow them entry into the Delegate Assembly.

If you have materials that need to be distributed on the assembly floor, 500 copies must be provided to the staff at least one week in advance. This should expedite matters at the Delegate Assembly and provide for a more organized meeting.

On behalf of the Resolutions Committee, thank you for your interest in the resolutions process. I look forward to seeing you in November.

## Service of the following school board members on the 2018 Resolutions Committee is acknowledged with sincere appreciation.

| as.............................................. Mort |  |  |
| :---: | :---: | :---: |
| Abe Lincoln $\qquad$ Reynolds, Amy $\qquad$ Rochester |  |  |
| aawk............................................ Wagner, Julie ..........................................Illinois City |  |  |
| Central IL Valley............................... Walther, Daniel............................................... Peoria |  |  |
| Corn Belt............................................Myzia, Jennifer ............................................... Dwight |  |  |
| DuPage ................................................Fielden, Terry............................................Naperville |  |  |
| Egyptian.............................................Irvin, Lisa............................................ Belle Rive |  |  |
| Illini...............................................Uhlott, Saundra........................................... Rantoul |  |  |
| ......... Kistler, Kent......................................... |  |  |
| Kishwaukee........................................ Nelson, Stephen............................................Sycamore |  |  |
| Lake .................................................. Armstrong, John .........................................Wauconda |  |  |
| North Cook......................................Klimkowicz, Anna .................................... Schaumburg |  |  |
| Northwest .............................................Snider, Steve..................................................Lanark |  |  |
| Shawnee................................................DeNeal, Tom ............................................Harrisburg |  |  |
| South Cook ........................................Jordan, Juanita......................................... Hazel Crest |  |  |
| Southwestern .................................Schwemmer, Gabrielle ....................................... Smithton |  |  |
| Starved Rock....................................... Conner, David ...............................................Streator |  |  |
| Three Rivers ........................................Campbell, Liz..........................................Bolingbrook |  |  |
| Two Rivers ............................................Reif, Rodney.............................................Carrollton |  |  |
| Wabash Valley.....................................Ruffner, Carol .................................................Mason |  |  |
| West Cook.........................................Williams, Dianne ..........................................Maywood |  |  |
| Western ............................................... Vogler, Scott............................................Colchester |  |  |

## DELEGATE ASSEMBLY AGENDA

## 1. Call to Order

2. Report of the Credentials Committee
3. Approval of Delegate Assembly Business Rules
4. President's Report, Joanne Osmond
5. Executive Director's Report, Dr. Thomas Bertrand
6. Financial Report, Linda Eades
7. Election of Officers
A. Nominating Committee Report, Phil Pritzker, Nominating Committee Chair
8. Resolutions Committee Report, Thomas Neeley
A. New Resolutions
B. Reaffirmation of Existing Positions
9. Belief Statements
A. New Belief Statements
B. Amended Belief Statments
10. Adjournment

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## My Board's Recommendation

Support Oppose

## NEW RESOLUTIONS

## Board Operations and Duties

$\square$

- 1. Student Safety \& Protection
- 2. Student Safety \& Protection
$\square$ 3. Student Safety
Financing Public Education-Other
- 4. Energy Savings Funding \& Borrowing

REAFFIRMATION OF EXISTING POSITIONS
Financing Public Education-State
$\square$

- 5. Position Statement 2.27 Charter School Funding

NEW BELIEF STATEMENT

- 6. Local Authority in Safety Practices

AMENDED BELIEF STATEMENTS

- 7. Belief Statement 5 - Mental Health Services
$\square$
- 

8. Belief Statement 2 - Student Voter Registration

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## DELEGATE ASSEMBLY BUSINESS RULES

1. Business Procedures - Robert's Rules of Order Newly Revised shall govern.
2. Credentials - Delegates shall be registered with the Credentials Committee.
3. Delegate Seating - Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. Recognition by Chair - Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
5. Debate on the Floor - No delegate shall speak in debate more than twice on the same question and no longer than five minutes at one time. No delegate shall speak a second time on the same question until all persons have had an opportunity to speak at least once.
6. Calls for the Question - A delegate may "call for the question" to end debate on a motion. The delegate may not make such a motion if, immediately preceding the motion, he or she has engaged in discussion of the motion or otherwise participated in the debate. A motion, a second, and a $2 / 3$ majority vote is required to end debate.
7. Consent Agenda - Use of a Consent Agenda to expedite the proceedings is authorized. Proposed resolutions which have been recommended "Do Adopt" by the Resolutions Committee may appear on a Consent Agenda.
8. Appeals - Those delegates wishing to appeal a "Do Not Adopt" recommendation of the Resolutions Committee, and have met the notice provisions required by Article IX, Section 5 of the IASB Constitution, shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly. Appeals shall only be accepted from the submitter of the proposed resolution that has received the negative recommendation of its proposal. Those proposed resolutions that have received a "Do Not Adopt" recommendation from the Resolutions Committee, and of which the Committee has not received a timely written appeal of the negative recommendation from the submitting entity, will not be considered by the Delegate Assembly.
9. Reaffirmation of Existing Position Statements - The Delegate Assembly has the authority to reaffirm existing Position Statements. Proposals to reaffirm an existing position may be initiated by member school boards or the Resolutions Committee. All such proposals shall be submitted through the same procedure as all other resolutions and shall meet all criteria and constitutional timelines applicable to all resolutions.
10. Other Recognition - Members of the Resolutions Committee and IASB staff shall be given the privilege of the floor at the discretion of the presiding officer.
11. Voting - The indications to signify voting shall be specified by the presiding officer.
12. Nomination - The consent of any nominee from the floor during the election of officers must be secured in writing prior to presentation to the Delegate Assembly, as required in Article IV, Section 1, of the IASB Constitution.

## RESOLUTIONS PROCEDURES

1. Types of Resolutions - (Article IX, Section 1) Resolutions may be either in the form of a position statement or a belief statement. Position statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts. Belief statements express significant values commonly held by local boards of education; they may or may not call for action to be taken by the Association.
2. Proposals - (Article IX, Section 2) Resolutions for proposed position statements or belief statements may be proposed by any Active Member, Association Division, the Association's Board of Directors, or the Resolutions Committee. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly.
3. Presentation of Resolutions - (Article IX, Section 3) The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which resolutions are to be presented to the Delegate Assembly; and whether they are presented as position statements or belief statements. However, all resolutions that are timely submitted to the Resolutions Committee according to Section 2 above, must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly.
4. Annual Review - (Article IX, Section 4) The Resolutions Committee shall annually review currently in force position statements and belief statements to determine whether they are consistent with the current positions or beliefs of Association members. The Resolutions Committee shall recommend that the Delegate Assembly amend or rescind any position statement or belief statement that is not consistent with the current positions or beliefs of Association members. All position statements and belief statements currently in force will be published annually and distributed to Active Members prior to the Annual Meeting of the Delegate Assembly.
5. Appeals - (Article IX, Section 5) Any Active Member, Association Division, or Association Board of Directors, that has submitted a proposal that has received a negative recommendation from the Resolutions Committee, shall have the right to appeal the decisions of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. The committee must be in receipt of the written appeal no later than the close of business 8 calendar days before the Annual Meeting of the Delegate Assembly. A majority of the delegates present and voting at the Annual Meeting of the Delegate Assembly is required for consideration of appeals.
6. Amendments to Resolutions - (Article IX, Section 6) Any proposed amendment to a resolution that does not meet the time requirements as set in Section 3 above shall be immediately remanded to the Resolutions Committee for consideration.
7. Late Resolutions - (Article IX, Section 7), Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure: Such resolutions may be proposed by an Active Member, Association Division, Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventyfive (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.
8. Order of Resolutions - Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local State Federal Relations, and District Organization and Elections. Reaffirmation or deletion of existing positions will be done with a single motion unless a delegate wishes a particular position or positions to be considered separately.

# NOMINATING COMMITTEE REPORT 

AUGUST 2018
The 2018 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30 a.m., Saturday, November 17, 2018, Regency A/B West Tower, Hyatt Regency Chicago:

President-Joanne Osmond
Lake Villa CCSD 41
Vice President Tom Neeley
Morton CUSD 709

## 2018 NOMINATING COMMITTEE MEMBERSHIP

Phil Pritzker, Chairman, Immediate Past President<br>Bill Alexander New Berlin CUSD 16<br>Ann Dingman<br>Grayslake CHSD 127<br>Simon Kampwerth, Jr.<br>Peru ESD 124<br>Sue McCance<br>CUSD 3 Fulton Co<br>Carla Joiner-Herrod, Alternate<br>Lindop SD 92<br>Mary Stith, Alternate<br>Geneva CUSD 304

## BOARD OPERATIONS \& DUTIES

1. Student Safety and Protection

Submitted by: Red Hill CUSD 10 (Sponsor)
Bement CUSD 5 (Co-sponsor)
DeLand-Weldon (Co-sponsor)
Edwards County CUSD 1 (Co-sponsor)
United Community School District 304 Co-sponsor)
Gallatin County Community Unit District 7 (Co-sponsor)
Mount Vernon City Schools
Wilmington CUSD 209U
Kewanee School District 229
Norris City-Omaha-Enfield CUSD 3
Prairieview-Ogden CCSD 197
BE IT RESOLVED THAT the Illinois Association of School Boards shall support and advocate legislation which provides local school boards the option of developing Student Safety and Protection Plans which may include administrators, faculty, and/or other staff who have successfully completed a training course approved by the school board and who have also passed the multiple background checks and qualifications for and have a current Illinois concealed carry license or a carry license issued under the Law Enforcement Officers Safety Act to be an active and armed part of the Student Safety and Protection Plan, upon being granted board approval. We also present this resolution to our state representative and state senator in the Illinois General Assembly and urge them to support such legislation.
District Rationale: The safety and protection of our students and school personnel is one of the most important and top priorities.
There are many schools that do not have the financial resources to employ full time security on school property to insure the safety and protection of their students and school personnel.
Some schools have grants which provide financial aid for the presence of a school resource officer on school property during certain hours, this is usually one officer at any given time.
Many schools in Illinois are located in areas where it may take up to thirty or more minutes before an effective law enforcement team can arrive on scene in the case of a lifethreatening event.
In three states which border Illinois - Indiana, Kentucky, and Missouri - and in many other states, local school boards have authority provided by state law and are entrusted to develop Student Safety and Protection Plans which implement board-approved armed and trained administrators, staff and faculty who could provide for the safety and protection of students and personnel until an effective law enforcement team can respond to a threat to the safety and protection of students and personnel.

This resolution does not compel or require any particular school board to develop or implement such a plan but leaves the decision to each local district board to decide what is best for their schools and students.
Resolutions Committee Rationale: This resolution calls for the Association to support and advocate for local options for schools, including for armed district personnel subject to training, background checks, licensure and board approval. It is, generally, the same as Resolutions \#2 and \#3.
Since these three proposals were essentially the same, the Committee worked with the sponsoring districts, which agreed to combine all of them into Resolution \#2.
The Resolutions Committee RECOMMENDS DO NOT ADOPT.

## 2. Student Safety and Protection

Submitted by: Mercer County CUSD 404
BE IT RESOLVED THAT the Illinois Association of School Boards shall: support and advocate for legislation which provides local school boards the option of developing Student Safety and Protection Plans which may include administrators, faculty, and/or other staff who have completed a state approved training course above and beyond concealed carry training, who have passed the multiple background checks and qualifications required for a concealed carry license, or have a current concealed carry license issued under the Law Enforcement Officers Safety Act. Only staff who fulfill all requirements listed would be eligible as an active and armed part of the Student Safety and Protection Plan, upon being granted board approval.
Statement of Rationale: Every year concern for student safety grows with more tragic events inour nation's schools. The safety and protection of our students and school staff is one of the top priorities ineach district. Districts are looking for newways to keep those who enter our buildingssafe. One proposal is to allow local school districts the option to have armed staff in their buildings.
The Gun-Free School Zones Act of 1990, sponsored by thenSenator Joe Biden and signed into law by then-President George H.W.Bush, makes it illegal for anyone "to knowingly possess a firearm" within 1,000 feet of a school zone. The Gun-Free School Zones Act has exceptions. A teacher can bring a gun to school "as part of a program approved by a school in the school zone." As of February, there are at least 18 states which allow armed adults on school property with relatively minor conditions, such as superintendent, school board, or administrator/school trustee/ governing officer approval.
Illinois state law currently does not allow for local control of school boards in determining if they want to include an option for trained and armed staff to protect their students and fellow staff members in an emergency situation until
law enforcement arrives. Our neighbors Missouri, Indiana, and Kentucky allow districts to decide what is best for their communities. Other states that allow armed adults on school grounds with certain limitations include California, New York, Connecticut, Iowa, Massachusetts, New Jersey, Montana, New Hampshire, Texas, Wyoming, and 5 more.
Ideal school security plans include SRO's (school resource officers) present at each building students attend. However, some schools are unable to employ full time security due to a lack of financial resources. SRO's are often only on site for a few hours per day and one officer at a time. In our district for example, our SRO is only on site at the high school, with a set number of hours per day. He is within a short driving distance to two other buildings in the same town. Two of our remaining buildings have no SRO coverage and are not close enough to the high school to be within a short response time.

Another problem, mainly found inrural areas, is the distance school buildings are from local law enforcement teams. Mercer County School District has five buildings in three towns. Our square miles makes us the 5th largest school district in Ilinois based on area. Three buildings sit in a town with its own police force that is also a county seat and home of the Sheriff's department. Our fourth building is in another town 10 minutes away. Our fifth building, an elementary school, is in a town 21 minutes away. The town has one officer and is backed up by the sheriff's department with anapproximately 20 minute response time to get there. We are certain that our district is not in the worst response time situation in Illinois.

The most misunderstood part of discussion on this topic is that this resolution is about LOCAL CONTROL, one of IASB's top priorities. This resolution, if adopted, would not compel or require any school district or school board to develop or implement any such trained and armed staff plan. Our state is not homogenous north to south, east to west. Our communities and districts differ greatly. Some communities are perfectly comfortable with having their teachers and school staff trained and armed so they can protect the people in their buildings. Other communities are adamantly opposed to the idea. That is OK! The districts in our state should be allowed to determine what is best for them, rather than those in Springfield who do not know or understand communities outside theirown.
Resolutions Committee Rationale: Similar to other proposals, this resolution calls for the Association to support and advocate for local options for schools, including for armed district personnel subject to training, background checks, licensure and board approval. However, this resolution calls for locally approved training above and beyond that required for concealed carry.
The Firearm Concealed Carry Act (PA 98-63), effective July 9,2013 , prohibited any concealed carry in "any building, real property, and parking area under the control of a public or private elementary or secondary school."
During negotiations on the legislation before it passed the General Assembly, discussions included the possibility of each
individual school board having the authority to decide what the policy would be within its district. Both the proponents and the opponents of the legislation dismissed this idea. The concealed carry proponents wanted no regulation on school property and the opponents wanted a complete prohibition on school property.
School districts are also governed by the federal Gun-Free School Zones Act of 1990, which makes it unlawful for any unauthorized individual from possessing a firearm in a school zone. Exceptions include if an individual possessing a firearm is licensed to do so by the state in which the school zone is located. Individuals in Illinois would not have violated the federal Gun-Free School Zones Act if they carried a concealed weapon in a school zone, if State law had not prohibited it.
Many states have similar laws providing the change sought in this proposal. After the school shooting tragedy in Parkland, Florida in February of 2018, the Florida General Assembly passed a gun legislation package that included a local district option to arm school personnel.
Committee discussions largely centered on the acknowledgement that many rural school districts do not have the luxury of the fast response times of emergency responders in urban and suburban areas. Because of geography, resources, and other limitations, response times to emergencies in some rural districts can be as long as 20-30 minutes.
There were still concerns about having firearms in schools, the stress arming staff could put on teachers, and finding assurances that the proper training was in place. When the point was emphasized that this was absolutely permissive for each individual school board, and when the submitting districts agreed to amend the proposal to require a statewide training standard (instead of training approved by the school board), the Committee came to a consensus.
The Resolutions Committee RECOMMENDS DO ADOPT.

## 3. Student Safety

Submitted by: Galva CUSD 224
BE IT RESOLVED THAT the Illinois Association of School Boards shall: Support and advocate for legislation which provides local school boards the OPTION of developing Student Safety and Protection Plans which MAY include arming administrators, faculty, and/or other staff who have completed a school district approved training course, met qualifications required for a concealed carry license, and have a current concealed carry license issued under the Law Enforcement Officers Safety Act. Only staff who fulfill all requirements listed would be eligible as an active and armed part of the Student Safety and Protection Plan, upon granted board approval.
District Rationale: Illinois State Law does not allow for local control of school boards in determining if they want to include an option for trained and armed staff to protect their students, fellow staff members, and themselves, in an emergency situation until law enforcement arrives. In small
communities like ours, the sole officer on duty might be unavailable for immediate assistance. Other states allow districts to determine what is best for their community.
Resolutions Committee Rationale: This resolution calls for the Association to support and advocate for local options for schools, including for armed district personnel subject to training, background checks, licensure and board approval. It is, generally, the same as Resolutions \#1 and \#2.
Since these three proposals were essentially the same, the Committee worked with the sponsoring districts, which agreed to combine all of them into Resolution \#2.
The Resolutions Committee RECOMMENDS DO NOT ADOPT.

## FINANCING PUBLIC EDUCATION OTHER

## 4. Energy Savings Funding \& Borrowing <br> Submitted by: Community High School District 94

BE IT RESOLVED THAT the Illinois Association of School Boards shall recommend to the legislature that a bill be passed that allows districts to borrow or otherwise obtain money without referendum for the sole and specific purpose of purchasing and installing energy saving equipment relating to the utility usage (water, gas and electricity).
District Rationale: Much progress has been made recently in the development and cost reduction of energy saving technologies. Some local power companies are offering rebates, incentives, or grants to cover the partial purchase and installation costs of these products, but not fully covering the costs. It is well known that the utilization of these products reduce overall energy costs in the long run and contribute to an overall improvement in environmental stewardship. Some districts may be caught between the desire to improve their cost effective use of energy resources and the monetary resources to do that. Some businesses have started to provide "performance financing" programs, but while they allow districts to reduce energy cost, they
also siphon the savings from the districts as part of their business model. It is a shame that districts that wish to be environmentally prudent and responsible cannot keep the benefits in their districts to benefit the students and the community. A carefully crafted plan that would require very specific use of the money with reasonable ROI would benefit all involved, the districts, the utilities and the environment. The cost would be returned to the taxpayers many times over in savings. There is no reason that a business sector should profit off this opportunity by fronting money to taxing districts.
Resolutions Committee Rationale: The resolution calls for legislation that will allow school districts to borrow or obtain revenues, without referendum to purchase and install energy savings equipment.
The Committee agreed that school districts should have the ability to utilize school district revenues, whether obtained through existing funds or through referendum to carry out energy savings projects on their own. The Committee also discussed that schools would need to work with engineers and architects to carefully craft an effective energy savings project. By leaving the resolution broad in concept, the legislative process could be used to negotiate more specific provisions that would certainly be sought by lawmakers and interested parties to protect schools and taxpayers. However, schools would be able to realize the maximum savings sought by the energy related upgrades.
The School Energy Conservation and Saving Measures law ( 105 ILCS $5 / 19 \mathrm{~b}-1$ ) was enacted in 1993 to facilitate installation of energy conservation and savings projects that could help offset energy costs schools incurred due to antiquated or energy inefficient lighting, heating and air conditioning and inefficient energy systems. These contracts often allow the potential energy savings calculated by increasing efficiency to offset the cost of installation of new, more energy efficient, equipment.
This program does not require a referendum to obtain funds and allows for school districts to pursue borrowing so long as the projects can be funded with savings and available school district revenues.

The Resolutions Committee RECOMMENDS DO ADOPT.

## REAFFIRMATION OF EXISTING POSITIONS

## FINANCING PUBLIC EDUCATION - STATE

## 5. Position Statement 2.27 <br> Charter School Funding

Submitted by: Woodland Community Consolidated School District 50
BE IT RESOLVED THAT the Illinois Association of School Boards shall urge adoption of legislation which would create a new methodology for the funding of State Authorized Charter Schools which would not have a negative financial impact on the host district. With respect to State authorized
virtual charter schools, further limit the withholding of State funds from host school districts in proportion to the per pupil expenditure used for building maintenance, classroom supplies, transportation, safety and security, and other costs unique to "brick and mortar" schools. For all Stateauthorized charter schools, require that proof of continuing enrollment and attendance be submitted quarterly, with prorated refunds to the host school district upon withdrawal of students from the charter school.
District Rationale: Loss of students does not equate to a proportionate reduction in host district expenses. With
current method, the State Charter does not share in deductions or proration's in State funding. The charter school tuition increases as a host districts' State funding decreases. State currently assumes no financial responsibility for State Charter Schools that were approved over objections of the locally elected school board members. There is no locally elected responsibility by the communities that are required to support the State Chartered School; therefore the burden of financial support should be assumed by the State.
Resolutions Committee Rationale: The current position statement on State Authorized Charter Schools (SACS) was amended in 2014 to provide more flexibility and cleaner language that fits better into IASB's overall position
statements. Position Statement 2.27 was reaffirmed in 2015, 2016 and 2017.
State Authorized Charter Schools continue to be a major issue as "host" districts have to scramble to find a way to deal with fewer revenues from the State of Illinois while still providing a quality education to the students they serve.
Current law takes State funding from a local district and distributes it to a State authorized charter school. If the local school district looked to raise revenue and provide additional resources to students from local sources, the SACS would receive an even larger share of the local districts' State funding. The Resolutions Committee RECOMMENDS DO ADOPT.

# NEW BELIEF STATEMENT 

## 6. Local Authority in Safety Practices

Submitted by: Indian Prairie Community Unit School
District 204
The Illinois Association of School Boards believes that schools should provide a safe and secure environment for all students and staff. Decisions of school safety drills, plans, and procedures should be made at the local level, utilizing evidence-based practices that maximize resources and effectiveness, and by soliciting input from local emergency responders resulting in fewer physical, emotional, and psychological risks to students and staff.
District Rationale: Given recent tragic events have created a renewed sense of urgency to address school security measures, especially active shooter threats, providing guidance to our legislators that reflect thoughtful and researched based practices will be essential. The voice of the Illinois Association of School Boards should be a driving force behind any new legislative proposal to ensure laws do not cross the line of mandating security measures that may negatively impact the emotional and psychological wellbeing of students and staff.
An updated (April 2017) guidance document, Best practice considerations for schools in active shooter and other armed assailant drills, from the National Association of School Psychologists and the National Association of School Resource Officers provides schools critical guidance on armed assailant training. They also received input from Safe and Sound Schools: A Sandy Hook Initiative and the ALICE Training Institute before producing this document.
This overview is provided:
A. Responsetoarmedassailantshasfocusedonimplementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.
B. Armed assailant drills have both benefits and concerns associated with their implementation.
C. Armed assailants in schools account for only $1 \%$ of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
D. Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
E. Available research supports the effectiveness of lockdown drills implemented according to best practices, but research is still needed on the effectiveness of armed assailant drills.
The document further points out the importance of the developmental maturity of students.
It lists these developmental and mental health considerations:
A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
C. School-employed mental health professionals should be involved in every stage of preparation.
D. Prior to the drill, staff should be trained to recognize common trauma reactions.
E. Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
F. After completion, staff and students should have access to mental health support, if needed.
G. Participation should never be mandatory, and parental consent should be required for all students.
H. If staff choose to opt-out of intense drills, they should receive comparable, less intense instruction.
The authors point out that current available research suggests multiple practices increase the ability of staff to respond
appropriately during a crisis. However, they note a lack of available research regarding the effectiveness of school-based armed assailant drills.
"at present there is no empirical research regarding school-based armed assailant drills."
The authors stress the importance of local level decision making for disaster response procedures.
"The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement."

In summary, several organizations with expertise of school environments and school safety have advocated for balancing safety measures effectiveness with ample consideration of the emotional and psychological well-being of students and
staff. They also advise that local school leaders and experts will best determine this balance. Therefore, Indian Prairie School District 204 respectfully proposes that the Illinois Association of School Boards adopt a belief statement that is reflective of this guidance.
Resolutions Committee Rationale: This proposal was prompted by recently approved legislation requiring an active shooter safety drill with students present. The resolution states that the local school district should have the authority to determine which best practices and procedures best maximize the effectiveness of increased safety in its schools.
The Committee worked with the submitting district to place additional specificity to the proposal, and include verbiage that local law enforcement should be involved.
The Resolutions Committee RECOMMENDS DO ADOPT.

## AMENDED BELIEF STATEMENTS

## 7. Belief Statement 5 - Mental Health Services Submitted by: Lake Villa Community Consolidated School District 41

The Illinois Association of School Boards believes that schools should provide a safe and secure environment for all students. School board members and staff should try to protect students from the effects of bullying, discrimination, and violence, and offer appropriate instruction to improve intergroup relations and to promote peaceful resolution to conflict. Further, the Association urges the State of Illinois and the U.S. States Congress to invest in and support comprehensive, coordinated, and collaborative mental health resources to address these social-emotional issues leading to safe schools and the achievement of academic success."
District Rationale: Providing a safe school environment that ensures both the physical and emotional safety of students and staff creates the conditions necessary to foster academic achievement.

The loss of life is unacceptable and school shootings are a tragedy that affect the whole society.
The most effective approach to creating safe school environments requires a comprehensive, coordinated effort including school-wide, district-wise, community-wide and state-wide strategies where all institutions, organizations and individuals must accept responsibility for their critical roles and collaborate to establish a positive environment for teaching and learning.
Resolutions Committee Rationale: The proposal addresses mental health services, urging the State and Federal governments to invest in mental health resources that will assist school districts. This is clearly a vital concern, especially in the current social climate and increased attention to school violence.

The Resolutions Committee RECOMMENDS DO ADOPT.

## 8. Amending Belief Statement 2 - Student Voter Registration

Submitted by: Indian Prairie Community
Unit School District 204
The Illinois Association of School Boards believes school administrations and faculties should be composed of persons supporting the principles of constitutional government because schools should continue with vigor their programs for giving young citizens a clear understanding of the principles of the American way of life and a desire to make these principles prevail in their own lives and in the life of their country. Further, the Association believes in the value of student non-partisan civic responsibility, including the importance of student voter registration.
District Rationale: On August 21, 2015, Governor Rauner signed House Bill 4025 (Public Act 99-0434) into law, requiring that future Illinois high school students complete a stand-alone, semester-long civics course. This course requirement was approved to support a key public school objective to develop the next generations for participation in our democratic society. Reciting the pledge of allegiance and this recent civic course requirements are in place to education, inform, and inspire students for future engagement.
Federal public policy per Congress finds that:
A. the right of citizens of the United States to vote is a fundamental right;
B. It is the duty of the Federal, State, and local governments to promote the exercise of that right; and
C. Discriminatory and unfair registration laws and procedures can have a direct and damaging effect of voter participation in elections for Federal office and disproportionately harm voter participation by various group, including racial minorities.

The State of Illinois allows schools to be voter registration agencies. A county clerk can appoint persons as deputy registrars upon request, such as, a school principal situated within the election jurisdiction, or a qualified person designated by the principal. Given this, each local district has the flexibility to implement their own program as desired.

Given approximately $25 \%$ of eligible 18-24 year olds (vs. $21 \%$ of all eligible voters) are unregistered to vote, high school registration is an important step toward maintaining a healthy democracy and addresses a root of the high number of people who do not vote in elections. A strong democracy depends on informed and active participation by its citizenship.
Registration's importance to the voting process and the large number of individuals who remain unregistered have triggered several major reforms intended to increase voter registration. Most notably, the federal government's National Voter Registration Act of 1993 (NVRA) requires that states allow eligible citizens to register to vote when completing other transactions at state motor vehicle and social services agencies. Despite these efforts less than $20 \%$ of those unregistered to vote have been offered an opportunity to register at a motor vehicle or other government agency. Additionally, the unregistered were more likely to say they are not interested in registration because they dislike politics or believe voting will not make a difference.
Recent research suggests that voting is a habitual behavior. Young people who develop a habit of voting regularly are likely to remain frequent voters, while those who don't are likely to remain non-voters. Additionally, studies
show unregistered voters are less likely to understand government, are more pessimistic, less likely to participate in civic activities and volunteerism.

Community benefit, support for a healthy democracy, and empowered citizens are direct results of encouraging voter registration in the high schools. An IASB belief statement valuing high school voter registration will take an important step for young people to develop the knowledge, skills and dispositions that facilitate informed participation in public life.

Resolutions Committee Rationale: The resolution stresses the importance of student voter registration and non-partisan civic responsibility.
The submitting district's rationale cites several State and federal actions to encourage IASB's adoption of the proposal, including:

- Recent Illinois legislation emphasizing civics education
- Voting is a fundamental right and the duty of local governments to promote voting
- Schools are voter registration agencies in Illinois
- A strong democracy depends on participation by its citizens and that is declining
- Young people who vote regularly are likely to remain frequent voters and more likely to participate in civic activities and volunteerism
- Empowered citizens are a direct result of encouraging voter registration in high schools
The Resolutions Committee RECOMMENDS DO ADOPT.


## CURRENT POSITIONS

## EDUCATIONAL PROGRAMS

### 1.01 Educational Programs

The Illinois Association of School Boards urges its member districts to develop educational programs to maximize educational opportunities for students by fully utilizing teacher and staff potential, community resources and physical facilities. The goal of each district shall be to serve the interest, talents and needs of each child through an outstanding well-balanced program. The Association shall also encourage its members to increase their awareness of the Mental Health Code ( 405 ILCS $49 / 15$ ) which supports developments and implementation of a plan to incorporate social and emotional standards as part of the Illinois Learning Standards. (Adopted 1959; Amended 1988, 2009)

### 1.02 Curricular Material Determination

The Illinois Association of School Boards shall support the right and responsibility of each local school board to determine its curricular content including opposing any
mandated curriculum that comes from the Common Core Standards. (Adopted 1981; Amended 1983, 1988, 2001, 2013)

### 1.03 Physical Education

The Illinois Association of School Boards shall support modifications to existing state mandates which shall allow boards of education to establish time requirements and appropriate exemptions for physical education at the K-12 level. (Portions Adopted 1982, 1986; Reaffirmed 1984, 1987; Amended 1988, 1995, 2013)

### 1.04 P. E. Exemption For Show Choir

The Illinois Association of School Boards shall attempt to have legislation passed that would amend 105 ILCS 5/27-6 of the School Code of Illinois to grant an additional exemption for students, grades 9-12, enrolled in an ongoing Show Choir program for credit. (Adopted 2012)

### 1.05 Student Retention And High School Completion

The Illinois Association of School Boards shall urge Congress and the Illinois General Assembly to commit the appropriate
resources and develop programs that would reduce the dropout rate throughout the state of Illinois with specific emphasis on early intervention in the elementary level and continuous intervention at the secondary school level to facilitate graduation. (Adopted 1986; Amended 2003)

### 1.06 Preschool Programs

The Illinois Association of School Boards shall support full funding of early childhood programs operated by public schools as a priority with legislation providing new monies for both staffing and infrastructure costs associated with early childhood programs for preschool children, at-risk infants and toddlers and grants for parental training. (Adopted 1986; Amended 2001, 2006, 2007, 2016)

### 1.07 Discipline For Special Education Students

The Illinois Association of School Boards shall develop and implement a legislative agenda at the Federal and State levels which urges the adoption of legislation easing the legal restrictions imposed on local school boards for disciplining students enrolled in special education programs, including the suspension and expulsion of such students, and providing for a less restrictive access to records of transferees due to expulsion. (Adopted 1994; Amended 1995)

### 1.08 Standardized Test Procedures

The Illinois Association of School Boards shall urge the Illinois State Board of Education to contract with a national testing company to develop a state assessment test that will test the Illinois Learning Standards on a yearly basis in compliance with, and only testing those areas required by, the federal Every Student Succeeds Act. Further IASB shall support legislation to:

- require that the test be given no later than October of each year with results received by local school districts no later than December of that same year;
- provide that assessments include both an annual overall performance measure as well as a system of formative class-room-level assessments that are linked to desired standards;
- require that the test will remain the same for 10 years with only changes in the test items to maintain security;
- require that the cut scores be set before the test results are tabulated, leaving the score ranges the same from year to year and from grade to grade; and
- expedite and fully fund test development and implementation of an appropriate assessment instrument for English language learners. (Adopted 2002; Amended 2003, 2008, 2016; Reaffirmed 2011)


### 1.09 Student Assessment

The Illinois Association of School Boards shall support legislation that will modify required State student assessments so testing does not go beyond what is required by federal law, and that prohibits the Illinois State Board of Education from pursuing activities designed to expand student assessment without legislative approval. Further, the Association shall support efforts to modify the Illinois and federal student assessment processes so that they will:

- reduce costs to schools, the state and therefore taxpayers
- enhance student achievement;
- increase student instructional time;
- facilitate test score comparability within and across state lines;
- fairly test students who are English language learners so that their academic progress can be accurately assessed regardless of their fluency;
- return test results in a manner that will allow school districts to maximize student learning;
- comply with the federal accountability mandate tied to testing;
- maintain a needed emphasis on the Illinois Learning Standards; and
- develop a reporting process that reflects a school's progress beyond simply student assessment scores. (Adopted 2002; Amended 2008; Reaffirmed 2011)


### 1.10 Every Student Succeeds Act Military Recruitment

The Illinois Association of School Boards shall work with the National School Boards Association and other coalitions to urge Congress and the General Assembly of Illinois to, regarding the Every Student Succeeds Act, replace the optout burden on parents with an opt-in provision with regard to the requirement of secondary schools to disclose student information to military recruiters. (Adopted 2005; Amended 2016)

### 1.11 School Attendance Days

The Illinois Association of School Boards shall support a policy variance by the Illinois State Board of Education to allow Unit School Districts the option to stagger the start and end date of schools within their district based on developmental and educational appropriateness, without penalty to state aid appropriations, provided that all students in the district meet required student attendance requirements. (Adopted 2004)

### 1.12 Funding For Differentiated Instruction

The Illinois Association of School Boards shall seek administrative and legislative actions calling for the provision of separate and sufficient new monies to support programs of differentiated instruction for those students identified as having exceptional talents and abilities, permitting these students to reach their potential. Such student talents and abilities may be in areas that expand beyond the core curricula. To ensure efficiency and productivity in the implementation of these programs, school districts should be provided sufficient flexibility in the acquisition and expenditure of such State funds. (Adopted 2007)

### 1.13 Bilingual Education Options

The Illinois Association of School Boards shall request the Illinois State Legislature to pass legislation to amend the current Illinois School Code to make Transitional Bilingual Education optional and not mandatory. (Adopted 2008)

### 1.14 Student Academic Placement

The Illinois Association of School Boards shall support local school district and parent collaboration, evaluation and decision-making regarding the grade-level placement of students based upon their academic, social, and emotional maturity and readiness to advance. When parental advancement requests deviate from normal school advancement, school districts maintain the authority to evaluate and place students. (Adopted 2010; Reaffirmed 2011)

### 1.15 Virtual Charter Schools

The Illinois Association of School Boards shall encourage the Charter School Commission to develop regulations that ensures State-authorized virtual charter schools meet the full needs of Illinois students and follow the intent of current State laws prohibiting the use of public funds for profitdriven educational firms. Examples of such regulations might include, but not be limited to, the following:

- Assurance of student access to teachers, including information regarding teacher accessibility, teacher/student ratio, and amount of teacher/student contact time
- Evidence of the social-emotional well-being of students, such as information regarding opportunities for peer interaction and collaboration, adult advisory resources, and protocols to prevent bullying or other inappropriate online behavior
- Not-for-profit entities that sponsor virtual charter schools shall be in existence for at least one year before submitting a virtual charter school proposal and operate under the Open Meetings Act and the Freedom of Information Act once a charter school has been approved
- Entities proposing virtual charter schools are limited to submitting a proposal to only one school district per year
- Members of the not-for-profit board that proposes a virtual charter school must demonstrate a direct link to the community in which it is proposing a charter school, through either residency, employment, or education
- Funding for State authorized virtual charter schools shall be reduced proportionately to reflect annual State aid prorations, as well as per pupil expenditure used for building maintenance, classroom supplies, transportation, and other costs unique to the services provided by a "brick and mortar" school. (Adopted 2013)


### 1.16 Student Discipline Practices

The Illinois Association of School Boards shall oppose legislative and rulemaking initiatives that enact statewide student discipline policies. The IASB encourages school districts to consider policies and procedures that develop sound discipline practices which may:

- Ensure a safe, responsive, and effective instructional environment
- Strive to meet the social, emotional, and behavioral needs of all Illinois students
- Strive to expedite investigations in response to alleged student misconduct and communicate findings and determinations to parents/guardians. (Adopted 2014)


### 1.17 Data Equity

The Illinois Association of School Boards shall support legislation allowing non-unit districts to enter into agreements to share student data to the same extent and with the same ease as unit districts. (Adopted 2014)

### 1.18 Longitudinal Data Systems

The Illinois Association of School Boards shall support legislation allowing local districts to enter into the necessary student data sharing agreements to build, maintain, and utilize local longitudinal data systems in order to improve their student outcomes including college and career success. (Adopted 2014)

## FINANCING PUBLIC EDUCATION - STATE

### 2.01 Priority And Support

The Illinois Association of School Boards shall urge the Governor and General Assembly of Illinois to establish education as the number one priority of state government, to increase funding of education to such levels as would be necessary to implement the constitutional requirement that the state have primary responsibility for financing the system of public education, including the funding of educational reform, and to adjust the state aid formula to offset increased inflationary costs. (Portions Adopted 1973, 1977, and 1986; Amended 1988; Reaffirmed 2000, 2004, 2006, 2012, 2014)

### 2.02 Funding Sources

The Illinois Association of School Boards shall support the enactment of additional sources of state revenue if, after thorough examination of state funding priorities, it is determined that such additional taxes are necessary. (Adopted 1975; Reaffirmed 1987, 2014; Amended 1988)

### 2.03 Funding Mandated Programs

The Illinois Association of School Boards believes that legislation encroaching upon local and lay control of the public schools should be curtailed, and, therefore:

- shall oppose programs or services mandated by the Illinois General Assembly, the State Board of Education, or any other State agency, unless there is clear evidence of need for the mandate and the Illinois General Assembly provides non-local revenues to fully fund the additional costs of those programs;
- shall urge the members of the General Assembly to strictly comply with the State Mandates Act, including specifying and labeling in the descriptions of legislation containing unfunded mandates that such mandates occur, and to refrain from passing any legislation which contains an exemption from the Act, and urge the Governor to veto any such legislation that may reach the Governor's desk;
- shall urge State agencies and commissions that adopt regulations accompanying legislative mandates to specify required outcomes and criteria for determining compliance, and allow local districts to determine the specific methods
and procedures by which required outcomes will be accomplished. Required time lines for accomplishment should reflect consideration of the human and material resources and amount of deliberation and development necessary to accomplish the mandate;
- shall support legislation that causes all statutory and regulatory educational mandates to sunset if sufficient funding is not provided to implement such mandates and requirements. Local school districts may choose to continue to implement the mandated programs voluntarily until such time that the General Assembly appropriates the funding necessary to cover the costs of the required programs. (Adopted 1976; Amended 1988, 1989, 2001, 2005, 2013; Reaffirmed 1980, 1991, 1994, 1999, 2002, 2009, 2014)


### 2.04 Funding Special Education Programs

The Illinois Association of School Boards shall urge the Congress of the United States to adequately fund Public Law 94-142 (Individuals with Disabilities Education Act) commensurate with the mandates required by the Act:

- shall strongly encourage the State of Illinois to totally fund with new monies, in a timely manner, the extra costs of educating children with special needs including transportation and accessibility costs;
- shall seek changes in current practice to fund local districts for special education professional personnel at $51 \%$ of the prior year's average salary for such professionals; and
- shall continue to oppose any requirement that local public school districts pay room and board costs for any handicapped child placed in private facilities. (Portions adopted 1977, 1980, 1986; Portions Reaffirmed 1985, 1986, 2002; Amended 1988, 2000, 2001)


### 2.05 Corporate Personal Property Replacement Tax

 The Illinois Association of School Boards shall oppose any attempt to reduce the Corporate Personal Property Replacement Tax revenues provided by the current Act. (Adopted 1981)
### 2.06 Impact Aid (Student Housing)

The Illinois Association of School Boards shall support legislation reinstating Impact Aid to school districts where there are students residing in housing provided on state property from which no property taxes are received. The Impact Aid shall be based on the number of students generated from the state property. (Adopted 1986)

### 2.07 Contracting Driver's Education

The Illinois Association of School Boards shall support legislation authorizing school districts to provide a comprehensive driver education program through contract. Such contracts shall be made with properly authorized persons or agencies and may include provisions calling for the use of school property. (Adopted 1982)

### 2.08 Tax Assessment Schedules

The Illinois Association of School Boards shall seek and support legislation to promote the beneficial realignment
of tax assessment dates and school levy deadlines. (Adopted 1988; Reaffirmed 1998)

### 2.09 Permissive Rate Equalization

The Illinois Association of School Boards shall urge the Illinois General Assembly to equalize taxing authority without referendum of dual and unit districts in all funds so that the unit districts' authority would be equal to the sum of the dual districts' tax rate. (Adopted 1981; Amended 1986; Reaffirmed 1988)

### 2.10 Residential Placement Costs

The Illinois Association of School Boards shall inform the General Assembly and Governor's Office that children who are wards of the State create a significant impact on local school district budgets when they are placed in temporary shelters and foster homes. Further, the State shall provide $100 \%$ of the cost of these placements. The Association:

- shall work to increase the financial incentives to those local school districts which provide alternatives to residential placement for those students;
- shall initiate and support legislation that will require the Department of Children and Family Services to involve local school districts in any plans for group placements of children in those districts and that funds for educating the placed youngsters must be earmarked (appropriated, planned for) in the agency's budget prior to finalizing any plan; and
- shall seek and support legislation for the State of Illinois to provide funds to local school districts for purchasing or constructing additional classrooms that are required to provide instruction for students who reside in state facilities located within the district. (Adopted 1991; Amended 2001)


### 2.11 State Aid Payments

The Illinois Association of School Boards shall support legislation that requires the State of Illinois to make general state aid payments to school districts, on a monthly basis, during the entitlement year in which they are appropriated. Furthermore, the Illinois Association of School Boards shall support legislation that requires the State of Illinois to pay interest at the current legal rate on any payments which are late. (Adopted 1991; Reaffirmed 2000, 2014; Amended 2011)

### 2.12 Capital Funding For School Construction

The Illinois Association of School Boards shall actively work with the Illinois General Assembly and the Illinois State Board of Education to increase capital funding for public school infrastructure improvement and development. The IASB shall advocate that the General Assembly study and consider additional forms of financial revenue for school construction needs, including but not limited to, sales tax revenue. Any new revenue shall supplement current school construction funds, not supplant them. (Adopted 1994; Amended 1998, 2006; Reaffirmed 2007, 2014)

### 2.13 Heat Days Funding

The Illinois Association of School Boards shall strongly support legislation to totally fund "heat" days for our schools. (Adopted 1996)

### 2.14 Summer School Funding

The Illinois Association of School Boards shall support legislation to provide adequate funding to school districts to provide summer school "at risk" academic programs. (Adopted 1996)

### 2.15 Local Tax Collection And Distribution

The Illinois Association of School Boards shall seek legislation to amend the tax code, or other prescriptive procedures, to minimize the punitive effects of delinquent collection and disbursement to districts of tax moneys raised by local levy. In the event tax monies are not collected or disbursed as required by State law, it shall be the county's obligation to reimburse the taxing district for any loss incurred. (Adopted 1996; Amended 1999)

### 2.16 Tax Levy Amendments

The Illinois Association of School Boards shall seek legislation to provide that a duly constituted Board of Education may submit an amended tax levy to avail itself of potential additional revenue through a change and increase in district EAV (Equalized Assessed Valuation), provided the original levy was properly filed on time, based upon the best information available at the time of filing, and the change in EAV has occurred since the filing of the original levy. (Adopted 1996)

### 2.17 Alternative Schools

The Illinois Association of School Boards shall support adequate State funding for regional alternative schooling programs. (Adopted 1997)

### 2.18 Tort Immunity Fund

The Illinois Association of School Boards shall oppose legislation that seeks to limit a school district's legitimate use of the tort immunity fund. This includes amendments to the Local Government and Governmental Employees Tort Immunity Act that would prohibit the issuance of bonds or the levying of taxes by a school board to fund the costs of complying with equitable remedies or relief, or with an injunction agreed to by the school board or ordered by any court. (Adopted 1998)

### 2.19 School Funding And Taxation Reform

The Illinois Association of School Boards shall actively support the general concepts regarding school funding reform, property tax relief and tax reform identified in the legislative outline prepared by the Center for Tax and Budget Accountability in June of 2004. Legislation resulting from that legislative outline shall be supported by the Illinois Association of School Boards provided that: the State guarantees the payment of property tax relief grants will be made in a timely fashion with no loss of funds to the school district: school districts have continued access to local property tax revenues through levies and referenda the legislation meets the criteria outlined in the IASB Position Statement 2.37 - School Finance Reform. (Adopted 2004; Amended 2005; Reaffirmed 2014)

### 2.20 School Construction Grant Program

The Illinois Association of School Boards shall continue to support the current School Construction Grant Program and its provisions for grant applications, grant entitlements, grant awards, and local school district authority to select architects, engineers, contractors, and laborers. All school districts with an approved school construction grant entitlement shall be paid the amount of the entitlement in its entirety before a new school construction program can be implemented. School districts shall receive a priority ranking within 90 days of the end of the current year's application cycle. The Illinois State Board of Education shall priority rank, by grant year, all school districts that have been waiting for longer than 90 days for school construction grant funds. (Adopted 2006, Amended 2014, Reaffirmed 2015)

### 2.21 School Construction Grant Index

The Illinois Association of School Boards shall support legislation that would amend Section 5-5 of 105 ILCS 230 to calculate the grant index in the school construction program for each of those school districts that consolidate or join for a cooperative high school after July 1, 2006 and utilize whichever grant index is highest for the newly consolidated district or cooperative high school rather than a composite index of all districts involved. (Adopted 2006)

### 2.22 Constitutional Amendment On School Funding

The Illinois Association of School Boards shall support passage of an amendment to the Illinois Constitution that would make education a fundamental right, would make it a paramount duty for the State to provide a thorough and efficient system of public education, and that would provide that the State has the preponderant financial responsibility for financing the system of public education. (Adopted 2006; Reaffirmed 2007, 2014)

### 2.23 Non-Resident Student Tuition

The Illinois Association of School Boards shall support legislation to allow legally enrolled students who have become non-residents of the district to attend the school as a non-resident student, tuition-free, only until the end of the grading period in which the student was determined to be a non-resident. The legislation should allow students who are seniors in high school, and legally enrolled on the first day of school to continue in the district, tuition free, only until the end of that school year. (Adopted 2007; Reaffirmed 2008)

### 2.24 ISBE Oversight Agreement

The Illinois Association of School Boards shall work to modify state statutes governing Illinois State Board of Education (ISBE) school district oversight panels or finance authorities. Statutory changes should include, but not be limited to, the following:

- Unless called for by the local school district, an oversight panel or finance authority shall not be imposed without a rigorous set of criteria proving the school district will not or cannot serve the needs of its students, staff and community;
- Clear benchmarks and goals shall be included in the establishment of an oversight panel or finance authority and once substantially met, the oversight panel or finance authority shall be dissolved;
- Bonding authority and issuance must remain the responsibility of the elected school board so that the duration of the oversight can be minimal;
- Progress toward benchmarks and goals must be reviewed and shared with the school district under oversight on a regular basis including any reasons or criteria for inability to make progress. Review should also recommend any modifications needed to achieve success;
- Due process and review by the Attorney General must be afforded school districts when appropriate; and
- ISBE authority to establish oversight panels or finance authorities shall not be broadened to facilitate imposition of a panel or authority or to expand their oversight once put in place. (Adopted 2009; Amended 2010)


### 2.25 Multi County School District GSA Offset

The Illinois Association of School Boards shall support legislation to modify the GSA (General State Aid) Formula calculation for multi-county PTELL (Property Tax Extension Limitation Law) school districts which have lost GSA for current and prior years due to an estimate of Equalized Assessed Value (EAV) utilized by the county providing the limiting rate to the Illinois State Board of Education (ISBE) for use in calculating a District's GSA. (Adopted 2010)

### 2.26 Categorical Reductions Prospective Only

The Illinois Association of School Boards shall support legislation requiring that any reductions in line item funds for categorical payments which are subject to reimbursement by the State (e.g. transportation or special education) shall be prospective only and shall not affect such line item costs incurred by a school district prior to such reduction but not yet claimed or approved for reimbursement. (Adopted 2011)

### 2.27 State Authorized Charter School Funding

The Illinois Association of School Boards shall urge adoption of legislation which would create a new methodology for the funding of State Authorized Charter Schools which would not have a negative financial impact on the host district. With respect to State authorized virtual charter schools, further limit the withholding of State funds from host school districts in proportion to the per pupil expenditure used for building maintenance, classroom supplies, transportation, safety and security, and other costs unique to "brick and mortar" schools. For all State-authorized charter schools, require that proof of continuing enrollment and attendance be submitted quarterly, with prorated refunds to the host school district upon withdrawal of students from the charter school. (Adopted 2012; Amended 2013, 2014; Reaffirmed 2016, 2017)

### 2.28 Special Education Student Transportation Cost

The Illinois Association of School Boards shall support legislative, administrative, or legal remedies to limit and equalize cost for Special Education Student Transportation. (Adopted 2014)

### 2.29 Clock Hours Vs. Minutes

The Illinois Association of School boards shall research the impact and viability of moving from a methodology of required days of student instruction to minutes of student instruction as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, flood, extreme weather conditions, evacuations, or other events beyond the control of the school district. (Adopted 2016)

## FINANCING PUBLIC EDUCATION LOCAL

### 2.30 Property Tax Assessment And Collection

The Illinois Association of School Boards shall oppose the assessment and collection of property taxes at the statewide level. (Adopted 1987)

### 2.31 Property Tax Base

The Illinois Association of School Boards shall oppose any reduction in a district's access to local property tax revenue and shall oppose legislation that would erode the property tax base to educate children in the state of Illinois. (Adopted 1987; Amended 1988, 2001; Reaffirmed 2005, 2006, 2016)

### 2.32 Standing On Tax Appeals

The Illinois Association of School Boards shall support legislative action to enable public school districts, in Cook County specifically, to (1) receive notices of assessment appeals in excess of $\$ 100,000$; (2) become participants in assessment reduction proceedings at the administrative and judicial levels; and (3) allow the refund to be credited toward future property tax payments. Further, IASB urges that the necessary resources be made available in order to facilitate the timely processing of property tax appeal proceedings. (Adopted 1975; Amended 1988, 2000, 2005, 2006; Reaffirmed 1985)

### 2.33 Tax Increment Financing

The Illinois Association of School Boards shall support changes in the current Tax Increment Financing statute that will model adoption procedures after those established for Enterprise Zones, continue to provide definitions for terms such as "blighted" used in the statute, develop procedures for disbanding TIF areas that do not produce anticipated growth, remove the requirement that all taxing bodies participate equally, to be monitored by the TIF Joint Review Board at each of its scheduled meetings, reduce the financial impact of the TIF area so that the percentage loss of Equalized Assessed Valuation (EAV) involved in the TIF will not exceed twice the
average loss of EAV to each taxing body, limit its use in new residential development, and make the recommendation of the Joint Review Board binding. (Adopted 1986; Amended 1990, 1997; Reaffirmed 2006, 2016)

### 2.34 Site Development

The Illinois Association of School Boards supports requiring builders and subdividers to dedicate land for school purposes or to make cash payments in lieu of such dedications and to allow cash payments to be used for operational expenses. (Adopted 1971; Amended 2004)

### 2.35 Property Tax Cap

The Illinois Association of School Boards shall oppose any limitation which would require school boards to have to go to referendum to gain authorization to extend taxes to limits previously authorized by the voters. The Association shall support legislation designed to:

- exempt the districts in counties under the Property Tax Extension Limitation Law (PTELL) from the restrictions of the tax cap in their Fire and Life Safety, IMRF, Social Security and Tort Immunity funds
- base the property tax cap on the Employment Cost Index (ECI) rather than the Consumer Price Index;
- base any such index (CPI or ECI) on a method for calculating average over time to lessen the unpredictability of tax capped local resources; and
- to establish a "floor" to PTELL to ensure that the allowable percentage increase in
- the extension cannot be less than the allowable percentage increase in the 1998 levy year. (Adopted 1990; Amended 2001, 2002, 2006, 2009; Reaffirmed 1991)


### 2.36 Property Tax Cap - GSA Calculation

The Illinois Association of School Boards shall support legislation to modify the General State Aid Formula calculation for school districts subject to PTELL (Property Tax Extension Limitation Law) such as that they are not penalized when successfully passing an operating fund rate increase referendum. (Adopted 2008)

### 2.37 Property Tax Classification

The Illinois Association of School Boards shall oppose any reduction in real estate assessment for residential property which is not offset on a one-to-one ratio. (Adopted 1991; Reaffirmed 2016))

### 2.38 School Finance Reform

The Illinois Association of School Boards believes that adequate funding must be provided for each student in order to guarantee the opportunity for an appropriate public education. Education funding should take into account the cost associated with delivering quality, research-based programming, geographic conditions, and student needs. Fully funding districts would ensure adequate funding for districts to locally determine and deliver appropriate and effective educational experiences to every student.

IASB supports the need for transparency and dissemination of information, regarding the impact of proposed education funding reforms as they are developed, formally proposed, considered, and enacted. Additionally, IASB will utilize the following criteria to evaluate proposals for school finance reform:

1) The state's funding of public education should provide for a stable, reliable, and predictable commitment of revenue.
2) State funding levels for public education should be a function of the actual cost of providing an appropriate education based on research, data, and current best practices.
3) Adequate funding should be sought through the addition of new state revenues for public education.
4) Any funding formula developed by the General Assembly shall place high priority upon achieving the goal of equity in providing financial resources to local school districts.
5) Increased state funding for public education should not reduce the access of school districts to the local property tax base.
6) In the distribution of state funds to local school districts:
a) funding differentials for various levels of schooling are appropriate only if based on verified costs;
b) consideration should be given to regional differences in the cost of providing an appropriate education;
c) the method of calculating the number of students coming from disadvantaged backgrounds should be based on current, verifiable data;
d) size of school district is important only to the extent that a district provides an appropriate education.
7) A specified local tax effort should be required to qualify for state aid.
8) Authority for changing a district's aggregate tax levy should be retained by the local board of education.
9) Taxing authority without referendum for unit districts in all funds should be equal to the sum of the taxing authority in dual districts.
10) Funding should not be tied to mandated training of local Boards of Education.
In order to obtain substantial new state revenues for funding an appropriate education, the following considerations should have an impact on any proposal for school finance reform:
A. A legitimate level and type of accountability will be needed.
B. The physical plant needs of Illinois' school districts should be addressed.
C. Taxpayer equity and relief, including uniform tax assessment and procedures as well as tax relief for limited fixed income and disabled citizens, should be provided. (Adopted 1990; Amended 1996, 2008, 2014, 2016; Reaffirmed 2001, 2012)

### 2.39 Changes In School Accounting Practices

The Illinois Association of School Boards shall oppose legislation or rulemaking proposing cosmetic and costly changes in the school accounting practices or fiscal year, including but not limited to, mandatory accrual basis accounting, major program determination, depreciation allocation, and management's discussion and analysis. (Adopted 1992; Amended 2003)

### 2.40 Tax Law And Assessment Practices

The Illinois Association of School Boards shall support legislation to create uniformity and equality in Illinois property tax laws regarding assessment practices. (Adopted 1993; Reaffirmed 2002)

### 2.41 Impact Fees For Residential Development

The Illinois Association of School Boards shall participate in the development and passage of statewide enabling legislation allowing local boards of education to impose residential development impact fees with the option of local municipal control through intergovernmental cooperation. (Adopted 1994; Reaffirmed 1996, 1998)

### 2.42 Bond And Interest Levy

The Illinois Association of School Boards shall attempt to have legislation passed that would permit a school district to increase the bond and interest levy to recover taxes lost from an adverse Property Tax Appeal Board Decision, that caused the district to expend operating funds to amortize debt. (Adopted 1994)

### 2.43 Local Taxes On School Districts

The Illinois Association of School Boards shall support legislation that would exempt public schools from all taxes imposed by state, federal, and units of local government. They shall not seek to deprive or deplete public schools of their funds. Each public school district shall be issued its own district's State and Federal Tax Exemption Identification Number for such exemption. It shall be the responsibility of the taxing body to notify the agency collecting the tax of its exemption and assure its implementation. (Adopted 1996; Reaffirmed 2001, 2008; Amended 2004)

### 2.44 Property Tax Rate Increases

The Illinois Association of School Boards shall support legislation that would require that new property tax rates levied immediately following successful passage of tax rate increases be used as the calculating rate and extended as required under the School Code (105 ILCS 5/17-3.2). (Adopted 2002)

### 2.45 Property Tax Cap Expiration

The Illinois Association of School Boards shall support a change in State law to create a four-year sunset on the implementation of the Property Tax Extension Limitation Law (PTELL) in each county in which PTELL has been enacted. The four-year sunset would also apply to the enactment of PTELL in any county approving PTELL after the effective date of the legislation. Any desire to extend PTELL beyond the four years would require the County Board to again place the question on the ballot and receive
a positive majority of votes in the next general election. (Adopted 2004; Reaffirmed 2006, 2007)

### 2.46 Truth In Taxation

The Illinois Association of School Boards shall seek a modification in the Truth in Taxation Notice that reflects the natural economic appreciation effect of changes in property values when reporting the percentage increase or decrease over the previous year's tax levy. (Adopted 2006)

### 2.47 Sales Tax For School Districts

The Illinois Association of School Boards shall advocate that the General Assembly study and consider legislation allowing school districts access to additional forms of financial revenue, both state and local sources, including but not limited to, sales tax revenue. Further, any form of additional revenue for schools must provide that school districts determine the fund(s) in which to place the additional revenue. (Adopted 2006)

### 2.48 Abatements For Home Builders

The Illinois Association of School Boards shall support legislation to amend the Illinois Property Code ( 35 ILCS 200/18-165, et seq.) to enable Boards of Education to develop criteria for awarding abatements of school property tax to individual homebuilders. Said legislation shall provide rural school boards that are struggling with declining enrollments and loss of assessed valuation with a tool to stimulate the growth of both tax base and population base of their districts. (Adopted 2008)

### 2.49 PTELL - Debt Service Extension Base

The Illinois Association of School Boards shall support legislation (currently House Bill 1341) to modify the Debt Service Extension Base (DSEB) formula established by the Property Tax Extension Limitation Law (PTELL) to allow the limited number of school districts that do not have DSEB to have one established for them creating more equity among districts affected by the PTELL and equal opportunity in school funding. (Adopted 2011)

### 2.50 PTELL No Penalty For Under Levy

The Illinois Association of School Boards shall support legislation that allows school districts to levy an amount less than the Property Tax Extension Limitation Law (PTELL) formula would allow without penalty in future years. This would require that when a district "under" levies, that the full allowable extension amount be tracked and made accessible in future years. (Adopted 2012)

### 2.51 EAV Adjustments - Timely Notification

The Illinois Association of School Boards shall support legislation to require timely notification between county assessors of substantial adjustments to assessed values for a taxing district that has assessed property in multiple counties. (Adopted 2011; Amended 2017)

### 2.52 Pension-Normal Cost Shift

The Illinois Association of School Boards recognizes that legislation to sensibly resolve Illinois' current pension crisis must be fully compliant with prevailing actuarial scientific
standards in order to achieve fully-funded and sustainable pension funds. The Illinois Association of School Boards therefore shall not support a "cost-shift" to local districts as a true sensible solution to the pension burden. (Adopted 2013)

### 2.53 School Facility Occupation Tax

The Illinois Association of School Boards shall support an amendment to State Statute 55 ILCS 5/5-1006.7 School Facility Occupation Tax, to include the purpose to purchase or lease technology to aid instruction, education, or efficiency of the school district. (Adopted 2014)

### 2.54 Tax Increment Financing

The Illinois Association of School Boards shall support changes to the Tax Increment Financing statute to include the following: a municipality cannot reset a TIF district, which would extend the life of the TIF beyond the 23 years. (Adopted 2014; Reaffirmed 2016)

## FINANCING PUBLIC EDUCATION FEDERAL

### 2.55 State And Local Federal Tax Deduction

The Illinois Association of School Boards shall work with the National School Boards Association and other coalitions to defeat any legislation or regulation that would eliminate the federal income tax deduction for state and local taxes. (Adopted 1985)

### 2.56 E-Rate Discount Program

The Illinois Association of School Boards shall urge Congress and the Federal Communications Commission to continue to support discount programs, including but not limited to the "E-Rate" program created in the Telecommunications Act of 1996, to provide affordable Internet access, distancelearning, and other educational programs for school districts and libraries. (Adopted 1998)

## FINANCING PUBLIC EDUCATION OTHER

### 2.57 Non-Public School Funding

The Illinois Association of School Boards opposes payment of state funds directly or indirectly to non-public elementary and secondary schools. Specifically, the Association is opposed to the use of any form of "Educational Voucher", "Tax Deduction" and "Tax Credit" plan at the state or national level. (Portions Adopted 1970, 1975, 1982; Amended 1988; Reaffirmed 2006, 2012)

### 2.58 Non-Public Student Reporting

The Illinois Association of School Boards shall support legislation to require that non-public schools receiving the benefit of public funds or services, submit to the Illinois State Board of Education an annual report including the names, ages and addresses of all students enrolled in their schools. (Adopted 1980)
2.59 Transportation For Private School Students

The Illinois Association of School Boards shall pursue and support legislation amending 105 ILCS 5/29-4 of the Illinois Compiled Statutes (School Code) to require schools other than public to conform to public school attendance dates and times as needed to minimize busing costs, or pay the additional costs as a result of scheduling differences in busing students attending those schools. (Adopted 1995)

### 2.60 Tax Exempt Bond Use

The Illinois Association of School Boards shall oppose any reduction by the Federal Government in the amount of tax exempt bonds which can be issued. In addition to this continuing opposition, IASB shall explore alternatives available should such limitation be forthcoming at the Federal level. This would include but not be limited to income tax credits for individuals, commercial bonds property casualty companies, etc., to provide incentives within the State of Illinois for the purchase of said bonds. (Adopted 1989)

### 2.61 Life Safety Fund Use

The Illinois Association of School Boards shall support legislation that allows the State Board of Education to approve the use of monies generated from the health/life safety tax levy or the sale of health/life safety bonds for building projects that, while not specifically listed as a State Board approved project, will directly result in the improved safety of the students and/or community. Specifically, such funds shall be eligible to cover the costs for the following purposes: 1) repair or replacement of property such as school sidewalks, driveways, parking lots and playground equipment, in instances when a specific safety hazard is demonstrated by a licensed architect or engineer; 2) mandated alterations to facilities and school property pursuant to requirements of the Federal Americans with Disabilities Act; and 3) to provide air conditioning and climate control in the classrooms, and to provide for the lease and/or purchase of air-conditioning equipment under the tax for leasing (including lease purchase and installment purchase) of educational facilities. (Adopted 1989; Reaffirmed 1991; Amended 1993, 2006)

### 2.62 State And Federal Grant Carryover

The Illinois Association of School Boards shall encourage the state and federal governments to remove restrictions on grant programs which currently require local school districts to return grant fund balances back to the state. (Adopted 1991)

## LEGISLATIVE ACTIVITY

### 3.01 Board Member Involvement

The Illinois Association of School Boards shall continue its legislative involvement and encourage increased legislative activity by local school board members at the district, division, and state levels while providing leadership in guiding those board members in their efforts to seek public support of legislation essential to good school government. (Portions Adopted 1974, 1981; Amended 1988; Reaffirmed 2006)

### 3.02 Candidate Support

The Illinois Association of School Boards shall actively encourage and assist school board members to effectively evaluate positions of legislative candidates relative to public education and to support those candidates who have demonstrated understanding and support for the principles of school management to ensure the best education for public school students in Illinois. (Adopted 1975; Reaffirmed 1986; Amended 2006)

### 3.03 Limited Bill Introductions

The Illinois Association of School Boards shall encourage the Illinois General Assembly to limit the quantity of legislation introduced in each two-year period to allow time for each bill to be researched, debated, and thoroughly investigated before action by the General Assembly. (Adopted 1987; Reaffirmed 2012)

### 3.04 General Assembly Rules

The Illinois Association of School Boards shall support changes in the operating procedures of the Illinois General Assembly which would promote maximum exchange of information between legislators and interested citizens and ensure enlightened debate on the merits of all proposed bills and take the action necessary to prevent legislation from being changed by amendments which are not germane to the original purpose of the bill, or establish a time limit for such amendments sufficient to avoid last minute changes in the final weeks of a legislative session. (Portions Adopted 1980, 1984; Amended 1988; Reaffirmed 2012)

### 3.05 Effective Date And State Board Rules \& Regulations

The Illinois Association of School Boards shall encourage the Illinois General Assembly to allow a minimum of one-year lead time for implementation of any regulation or legislation increasing costs in public schools. Any such changes to existing educational programs should not be implemented until the final regulations have been adopted by the State Board of Education. (Adopted 1981; Amended 1993; Reaffirmed 2012)

### 3.06 Data Utilization

The Illinois Association of School Boards shall support legislation requiring the State Board of Education and the State Superintendent to base rules, regulations, and recommendations regarding legislation affecting public schools on empirical research, which shall be made available to the Illinois General Assembly and the interested public. (Adopted 1987)

### 3.07 Local Legislative Visits

The Illinois Association of School Boards shall support and encourage each local Board of Education throughout the State of Illinois to make a "good faith" effort to initiate, undertake, and make an in-person visit with their local legislators in order to discuss specific issues and proposed legislation affecting local school districts. Further resolve that conducting any such visits will be part of any Awards Program adopted by IASB that recognizes outstanding leadership and development activities by local Boards of Education. (Adopted 1995; Reaffirmed 2006)

### 3.08 Elected State Board Of Education

The Illinois Association of School Boards shall support legislation or other appropriate action requiring that the members of the Illinois State Board of Education be elected on a regional basis. (Adopted 2002)

### 3.09 Budget Stability For School Districts

The Illinois Association of School Boards shall support legislation requiring the Illinois General Assembly to determine the amount of funding for educational entitlements and General State Aid no later than March 31 ( 3 months prior to the start of the budget year) and enact a biennial budgetary cycle. Once the amount of funding for educational entitlements is determined, the General Assembly shall be required to vote on the funding in a stand-alone piece of legislation. (Adopted 2010; Reaffirmed 2011; Amended 2012, 2016)

## BOARD OPERATIONS AND DUTIES

### 4.01 Attention Deficit Disorder

The Illinois Association of School Boards shall encourage the Illinois State Board of Education (ISBE) to continue to study Attention Deficit Hyperactivity Disorder and methods to accurately identify and meet the educational needs of children with this disorder. Further, IASB shall seek clarification of state policies and categories of special education to provide for consistency in special education placement and disseminate relevant information from the ISBE to local school districts. (Adopted 1992)

### 4.02 Self-Insure Risk

The Illinois Association of School Boards shall propose legislation which would allow school districts, by board resolution, to self-insure the risk previously covered by surety bonds. (Adopted 1993)

### 4.03 Board Member - Travel Reimbursement

The Illinois Association of School Boards shall support legislation which will allow members of Boards of Education to be reimbursed for mileage for school board meetings held in compliance with the Illinois Open Meetings Act and for events regarding school district staff. Mileage reimbursement would be paid at the federally allowable travel reimbursement rate. (Adopted 2008)

### 4.04 School Board Member Training

The Illinois Association of School Boards shall oppose any legislation that includes a provision for mandatory training of school board members. The IASB encourages local boards of education to model continuous improvement by pursuing all professional development and training opportunities. The IASB, with its unique combination of expertise and resources, is uniquely in the position to be the primary agency responsible for school board member training and professional development as recognized by Article 23 of the Illinois School code, and any such legislation requiring school board member training shall specifically list IASB as a training provider. (Adopted 2008; Amended 2012)

### 4.05 Statement Of Affairs

The Illinois Association of School Boards shall support legislation that allows a school district to publish any notice, agenda, record, or other information or material required by law electronically instead of in a newspaper. (Adopted 2016)

## BOARD - EMPLOYEE RELATIONS

### 5.01 Board Rights

The Illinois Association of School Boards supports local boards of education's rights to determine and control, as duly elected representatives of the community, the employment, dismissal and staff reduction of certificated and noncertificated employees. To this end, the Association shall support statutory, rules and regulations changes that will:
(a) enable the initial placement of employees on the salary schedule without regard to years of experience or graduate credit;
(b) allow for greater flexibility in staffing patterns to improve efficiency and effectiveness of programs;
(c) maintain the tenure rights of teachers in cooperatives in a single district but not in multiple districts; and
(d) allow school districts to take action on reductions in force up to sixty calendar days following the date elementary and secondary appropriations bills become law. (Portions adopted 1976, 1979, 1980, 1983, 1984, 1988; Amended 1988, 1996, 2006, 2012; Reaffirmed 1992, 2011)

### 5.02 Teacher Salaries (Length Of Contract)

The Illinois Association of School Boards believes that teacher salaries should be determined at the local level; if teacher salary increases are legislatively mandated, they should be linked to an increase in the length of the teacher contract year for purposes to be determined locally. (Adopted 1985; Reaffirmed 2012)

### 5.03 Collective Bargaining

The Illinois Association of School Boards shall strongly oppose legislation that diminishes the local school board's ability to collectively bargain with employees and shall encourage the General Assembly, the Illinois State Board of Education, and the State Superintendent to refrain from passing legislation that tips the balance of the bargaining process in favor of employee bargaining units. The Association shall continue to oppose any change in the collective bargaining law which fails to protect the rights of students, employees, taxpayers and boards of education and their administrative staffs. (Adopted 1981; Amended 1985, 2001; Reaffirmed 2012)

### 5.04 Unemployment Compensation (Substitute Teachers)

The Illinois Association of School Boards shall support legislation which would exempt substitute teachers from being eligible for unemployment compensation. (Adopted 1986; Reaffirmed 2012)

### 5.05 Prevailing Wage Act

The Illinois Association of School Boards shall work to repeal legislation that regulates wages of laborers, mechanics and other workers employed by school districts and those under contract for work being done in school districts, or amend the Prevailing Wage Act to exempt school districts from its scope. (Amended 1982, 1990, 2011; Reaffirmed 1985, 1988, 1996, 2009, 2012, 2013, 2016)

### 5.06 ESP Progressive Disciplinary Procedures

The Illinois Association of School Boards shall support legislation that allows local school boards to determine locally all contractual arrangements for education support personnel. (Adopted 1990)

### 5.07 Illinois Educational Labor Relations Act

The Illinois Association of School Boards shall support the proposed amendment to the Illinois Educational Labor Relations Act, Section 10, which provides that an employer's duty to bargain over specified matters does not include a duty to bargain over a decision to reduce the number of employees and the impact of a reduction of employees. (Adopted 1993; Reaffirmed 2012)

### 5.08 Workers' Compensation Law

The Illinois Association of School Boards shall actively support legislation to reduce the costs of Workers' Compensation. (Adopted 1993; Reaffirmed 2012)

### 5.09 IMRF Qualification

The Illinois Association of School Boards shall support legislation that would amend the Illinois Municipal Retirement Fund (IMRF) laws for non-certified school staff to change, at each local district's option, the number of minimum hours an employee would work to qualify for IMRF from the current 600 -hour standard to a 1,000 hour standard. This change would only be for new employees after the effective date of the legislation. (Adopted 1994)

### 5.10 Tenure Repeal

The Illinois Association of School Boards shall seek reform of the School Code to eliminate contractual continued service for teachers as currently provided by 105 ILCS 5/24-11. (Adopted 1995; Reaffirmed 2012)

### 5.11 School Employee Strikes

The Illinois Association of School Boards shall strongly seek and support legislation forbidding public school employees from striking. The Association shall also work with legislators, the Illinois State Board of Education, and the teachers' unions to develop alternatives to striking, including mediation and binding arbitration. (Adopted 1996; Amended 2009; Reaffirmed 2012)

### 5.12 Third Party Contracting

The Illinois Association of School Boards shall strongly oppose legislation or rulemaking that regulates and restricts the ability of school boards to contract with third-parties for the provision of non-instructional services. The Illinois Association of School Boards shall seek to repeal or amend the provisions of the School Code which unreasonably
restrict the ability of school boards to enter into contracts with third-parties for the provision of non-instruction services. (Adopted 2012)

## LOCAL - STATE - FEDERAL RELATIONS

### 6.01 Local Control

The Illinois Association of School Boards shall take all appropriate action to encourage members of the U.S. Congress, the Illinois General Assembly, related administrative agencies, and state and federal courts to refrain from introducing, supporting or promulgating rules, regulations and legislation which deprive local school districts of decision-making powers on matters in which there is not a clear and compelling state or national interest. In the event any such rule, regulation, or legislation is promulgated or adopted, the Association shall take all appropriate actions calling for amendment (s) to return the decision making powers back to the local school district. (Adopted 1976; Amended 2014; Reaffirmed 2006, 2012, 2014, 2016)

### 6.02 Periodic Review Of State And Federal Mandates

The Illinois Association of School Boards shall support at the state and national level periodic review of all mandates, rules, and regulations affecting local districts. Such mandates, rules and regulations should be broad in scope providing great flexibility in implementation, eased or reduced during periods when state supporting funds are unavailable or reduced, and eliminated if not of benefit to educational opportunities and outcomes. (Adopted 1981; Reaffirmed 1985; Amended 1988)

### 6.03 Educational Labor Relations Board Procedures

The Illinois Association of School Boards shall work with the Illinois Educational Labor Relations Board to increase their sensitivity to the need for timely decisions and establish criteria to identify matters in need of expedited attention. Further, the Association shall utilize the legislative process to remove statutory barriers to timely and expedited decisions and support legislation to enhance the decision making process. (Adopted 1989)

### 6.04 State Board Communication

The Illinois Association of School Boards shall continue to work with the Illinois State Board of Education to provide opportunities throughout the state each fiscal year to render local boards of education the time to express their concerns as well as to discuss their position on various pertinent educational issues. (Adopted 1982; Amended 1988)

### 6.05 State Board Of Education Membership

The Illinois Association of School Boards shall participate in the development of legislation amending Section 105 ILCS 5/1A with a goal of insuring fair representation on the State Board of Education from all geographic areas of Illinois. (Adopted 1999)

### 6.06 Zoning Hearing Participation

The Illinois Association of School Boards supports requiring planning commissions, zoning boards, and the governing bodies of the jurisdiction in which real estate developments or zoning changes are proposed to notify the school district affected about such proposals and hearings about them and, if any, about the effect of the proposed changes and developments before completing any action to approve or adopt such a change or development. (Adopted 1973; Reaffirmed 2006)

### 6.07 Railroad Crossings

The Illinois Association of School Boards urges the Illinois General Assembly, the Congress of the United States, state and federal commerce commissions, and railroad industries to continue working toward the installation of adequate warning devices at all railroad crossings maintained for public use in Illinois. (Adopted 1976; Reaffirmed 2006)

### 6.08 ISBE Rules And Regulations Review

The Illinois Association of School Boards shall encourage the Illinois State Board of Education to include school board members, administrators, and other practitioners on committees to review proposed rules and regulations. (Adopted 1990)

### 6.09 Students On Public Aid

The Illinois Association of School Boards shall seek and support legislation to mandate that students of families receiving State/Federal financial assistance (e.g. welfare, AFDC) maintain "regular" attendance as a stipulation for receipt of same. (Adopted 1995)

### 6.10 School Holidays-Local Option

The Illinois Association of School Boards shall support legislation that would allow local school districts the authority to decide whether to observe legal holidays as a day of nonattendance for students. (Adopted 1996)

### 6.11 Home Schooling Policy

The Illinois Association of School Boards shall support legislation to enact appropriate laws and policies to demonstrate that the education received by home-taught students is of sufficient quality to ensure appropriate transfer to schools that have current certification and recognition status from the Illinois State Board of Education. (Adopted 1996; Amended 1998; Reaffirmed 2000)

### 6.12 Design Profession Selection

The Illinois Association of School Boards shall support legislation in the Illinois General Assembly amending or repealing the Local Government Professional Services Selection Act, or any other applicable laws, rules or regulations, to the extent necessary to permit Illinois school boards to solicit, and to permit licensed architects, engineers and land surveyors to submit cost proposals for these professional services as part of a school board's design professional selection process. (Adopted 1997)

### 6.13 Support Services To Private Schools

The Illinois Association of School Boards shall support modifications in the Illinois Intergovernmental Agreement Act to allow public school districts to work together in a time and cost efficient manner to provide support services to private schools as required by the U.S. Supreme Court rendered in the case of Agostini v. Felton, 65 U.S.L.W. 4526. (U.S. June 23, 1997). (Adopted 1997)

### 6.14 Statutory Job Descriptions

The Illinois Association of School Boards shall oppose legislation which allows job descriptions for employees of school district to be placed into state law. (Adopted 1997)

### 6.15 Administrative Caps

The Illinois Association of School Boards shall not support recent Illinois State legislation concerning Administrative Caps and Superintendent's Contracts as this legislation takes away local control from duly elected Boards of Education. Be it further resolved that IASB calls for the repeal of these provisions of PA 90-548 so that these provisions are again placed in the hands of local school boards. (Adopted 1998)

### 6.16 Bilingual Education

The Illinois Association of School Boards shall promote legislative action calling for the Illinois State Board of Education, the U.S. Department of Education and school districts to study the alignment of, and full financial support of, the implementation of second language, native language, and bilingual education programs. (Adopted 2004)

### 6.17 Fair Labor Standards Act

The Illinois Association of School Boards shall support legislation at both the Federal and State levels to exempt school district employees from overtime and salary regulations as described in the Fair Labor Standards Act. (Adopted 2005)

### 6.18 Constitutional Convention Support

The Illinois Association of School Boards shall actively participate in promoting a Constitutional Convention for the State of Illinois when the question is submitted to the voters in 2008 (or earlier, if submitted before) and shall begin planning strategy and marshalling resources for the promotion of a vote in favor of conducting the Constitutional Convention. (Adopted 2005; Reaffirmed 2006, 2007)

### 6.19 Bidding Contracts-Local Bidders

The Illinois Association of School Boards shall support legislation that allows the local Board of Education to award a contract, under certain circumstances, to a qualified bidder that may not be the lowest responsible bidder. The bid must not be more than $2 \%$ over the lowest responsible bid and the bidder must be considered a local contractor by the local Board of Education. (Adopted 2006)

### 6.20 Freedom of Information Act Changes

The Illinois Association of School Boards shall support legislation to modify the Freedom of Information Act (FOIA) to facilitate school districts' compliance with the Act and to remove unnecessary burdens on units of local government. The legislative changes should:

- Increase allowable FOIA response time from five business days to 10 business days
- Exclude official school breaks in business day response time
- Allow denials for commercial purposes
- Allow denials for any request that is unduly burdensome
- Clarify language that would allow a request to be denied if it is unduly burdensome to the public body if the public body deems compliance with the request would result in excessive response costs
- Allow the imposition of reasonable fees regardless of the number of pages being provided
- Remove the balancing test between the public's interest and the employee's right to privacy in the privacy exception
- Expand the evaluation exemption to cover all school employees
- Exempt employment applications to protect the privacy of individuals that apply for high profile employment positions
- Delete provisions requiring public bodies to write a virtual legal opinion as to why they are claiming an exemption
- Delete provisions requiring public bodies to prepare a virtual legal pleading before being challenged for a denial
- Limit public bodies' liability by limiting a court's inquiry to violations of the FOIA Act and not the content of information provided
- Force the Public Access Counselor to defend its decisions before a court of law if a public body is sued
- Allow public bodies to seek review of a binding opinion of the Public Access Counselor in the county in which they are located rather than just Sangamon or Cook Counties. (Adopted 2010)


### 6.21 Homeless Student Transportation

The Illinois Association of School Boards shall support legislation conforming Illinois law with federal law, specifically related to 105 ILCS 45 and the requirement for school districts to transport homeless students beyond district boundaries. (Adopted 2012)

### 6.22 Mandate Cost \& Periodic Review

The Illinois Association of School Boards shall support modifications to the Illinois State Mandates Act (30 ILCS 805) that will strengthen the ability of the Illinois State Board of Education (ISBE) to accurately and sufficiently provide timely information on the costs of mandates including input from local elected boards of education. In addition, the mandates report required for other local governments shall be required of ISBE to provide timely, updated information on the impact of new mandates as they are enacted. (Adopted 2013; Reaffirmed 2014)

### 6.23 PARCC Testing Results

The Illinois Association of School Boards shall petition the Illinois State Board of Education to fairly report discrepancies in the scoring of state required standardized testing: 1) between paper and pencil versus electronic results AND 2) within the electronic testing method. Further, that such
discrepancies will be made public so that schools may provide said information to parents and media when the testing results are reported as required under state law. (Adopted 2017)

## DISTRICT ORGANIZATION AND ELECTIONS

### 7.01 District Reorganization

The Illinois Association of School Boards favors school district reorganization and consolidation intended to facilitate educational improvement rather than changes in district organization based only on enrollment or geographical location. Further, IASB shall oppose any future attempts by the Legislature, Governor, and/or State Board of Education to mandate, by statute or rules and regulations, the reorganization and consolidation of school districts. Reorganization and consolidation studies should be initiated by local citizens. In addition, IASB shall oppose legislation containing financial incentives based solely on district size or organizational pattern intended to force school district consolidation or reorganization. (Adopted 1962; Amended 1985; Reaffirmed 2006)

### 7.02 School District Reorganization Voting Requirements

TheIllinois Association ofSchoolBoardsshallseek, encourage, and support efforts for school district reorganization in all forms - to include a requirement that before such reorganization is deemed passed, a majority vote of voters in each of the affected districts is necessary. (Adopted 1987; Amended 1988, 2006)

### 7.03 Annexing District Requirements

The Illinois Association of School Boards shall seek an amendment to Article 7 of The School Code providing that neither a petition initiated by the citizens of one school district nor a petition initiated by a local school board of education seeking to annex their entire school district or a portion of the school district above and beyond one (1) home to another should be permitted without the affirmative vote of the citizens of each of the school districts affected. Specifically, 105 ILCS $5 / 7-1$ and $7-2$ shall be amended to include the following language: "When a petition is initiated by two-thirds ( $2 / 3$ rds) of the registered voters in one school district seeking to annex said district in its entirety to another school district or school districts and the board of education of such receiving school district or school districts has not adopted a resolution agreeing to such annexation, such annexation, if approved by the regional board of school trustees, shall not become effective until it is approved in an election called for the purpose of voting on the question of the voters in each school district affected." (Adopted 1988; Amended 1996, 2006; Reaffirmed 2000)

### 7.04 Detachment From Unit District

The Illinois Association of School Boards shall oppose any efforts to amend the Illinois School Code to allow for less restrictive procedures for school districts to detach and form a new district. (Adopted 2005; Amended 2006)

### 7.05 Public Question Voting Dates

The Illinois Association of School Boards shall support legislation to repeal the statute in the Election Code, amended by Public Act $84-739$, which became effective January 1, 1986, which restricts school districts from placing a public question on the ballot other than when voters are scheduled to cast votes for any candidates for nomination for, election to, or retention in public office. (Adopted 1986)

### 7.06 School Ballot Format

The Illinois Association of School Boards shall urge the State Legislature to review and revise the school ballot formats as established in section 9-12 of the School Code to more clearly identify for whom the voter is casting a ballot. (Adopted 2001)

### 7.07 Election Schedules

The Illinois Association of School Boards shall continue to support the non-partisan election of school board members at a non-partisan election. (Adopted 2003; Amended 2006)

### 7.08 Polling Places In Schools

The Illinois Association of School Boards shall support legislation that amends the Election Code to allow a school district to refuse to be used as a polling place during elections for student safety reasons. If a school building is used as a polling place, the safety of the children and staff should not be compromised, and voters must be physically separated from students when the school is in session. (Adopted 2007; Amended 2009)

### 7.09 School As Polling Place Reimbursement

The Illinois Association of School Boards shall support legislation that amends the Election Code and the School Code to mandate that the appropriate officer or board having responsibility for providing a polling place for the election reimburse the school district for any costs, included cost of security to ensure student safety, in acting as a polling place which estimated costs shall be provided to the appropriate officer or board in advance of any decision to use a particular public building in order to ensure the efficient use of public resources. (Adopted 2017)

### 7.10 Board Vacancy Filings

The Illinois Association of School Boards shall support legislation to increase the timeline to fill a school board vacancy from 45 days to 60 days to allow school boards more time to fill such vacancies. (Adopted 2014)

## CURRENT IASB BELIEF STATEMENTS

1. The Illinois Association of School Boards believes in improving the image of school boards and public education at the state and national levels
2. The Illinois Association of School Boards believes school administrations and faculties should be composed of persons supporting the principles of constitutional government because schools should continue with vigor their programs for giving young citizens a clear understanding of the principles of the American way of life and a desire to make these principles prevail in their own lives and in the life of their country.
3. The Illinois Association of School Boards believes that local boards of education should provide the necessary leadership for educational reform by sharing information and resources and collaborating with each other and the larger educational community.
4. The Illinois Association of School Boards believes that a comprehensive restructuring is needed in the way public schools are funded in Illinois and that IASB should be an active partner in responsible grassroots initiatives for school funding reform.
5. The Illinois Association of School Boards believes that schools should provide a safe and secure environment for all students. School board members and staff should try to protect students from the effects of bullying and offer appropriate instruction to improve intergroup relations and to promote peaceful resolution to conflict.
6. The Illinois Association of School Boards believes strongly in the non-partisan election of local school boards.
7. The Illinois Association of School Boards supports teacher salaries which are performance-based, marketsensitive, professionally competitive, and which are tied to an effective evaluation system.
8. The Illinois Association of School Boards believes in the vigorous support and the rigid enforcement of the laws pertaining to the sale, possession, and/or use of firearms.
9. The Illinois Association of School Boards believes that local boards of education should be prepared for possible public health crises (such as an Avian Flu pandemic) and other public safety concerns. The IASB should obtain the most recent and accurate information from the pertinent federal, state, and local agencies and disseminate such information to school districts throughout the State. School districts are encouraged to adopt proactive pandemic preparedness strategies. IASB also encourages school participation in the

National Fire Protection Association's campaign for fire escape planning and practice among our member families and citizens.
10. The Illinois Association of School Boards urges local boards of education to provide education programs on awareness of the advantages of wearing bicycle helmets when riding bicycles.
11. The Illinois Association of School Boards urges its member districts to limit career exploration activities to non-school attendance days or to school-run career days. In addition, the Association believes Take-Your-Daughter-toWork Day should be designated for a non-attendance day and should also consider working to make this day non-gender specific.
12. The Illinois Association of School Boards believes that the overall health of our students is of prime importance. Local boards of education and school district officials should have the authority and flexibility to access State and community health services as deemed appropriate. To that end, IASB: urges school districts to comply with the required notification provisions regarding vision screening for students, recommends that parents provide for regular and on-going comprehensive vision examinations for their children, and encourages school districts to consider adopting a policy requiring optometric vision examinations for all children entering kindergarten.
13. The Illinois Association of School Boards believes that the work of locally elected, volunteer school board members should be valued and that employers should be encouraged to allow employees to utilize vacation days or days off with pay to attend mandated school board member training and professional development opportunities offered by IASB or other approved training providers.
14. The Illinois Association of School Boards believes that effective local school board governance is vital to the success of our public schools and urges local boards of education to abide by IASB's Foundational Principals of Effective Governance, avoid real or perceived incidents of impropriety, and adopt policies or procedures to ensure that board members and elected board officers have no conflicts of interest.
15. The Illinois Association of School Boards believes school boards should employ competitive bidding practices for upgrades in technology and energy savings and should also provide energy savings contracting model policy and training opportunities for school districts.

## Agenda Item No. 18-1015

## Superintendent's Communication

## Committee

(No Enclosure)

## PERSONNEL REPORT WITHOUT SALARIES

The administration recommends the Board of Education's approval for the following:
1.a. CERTIFIED - RECOMMENDATION TO HIRE

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Carpenter, Allison | Music .26 FTE | LL/TJ/GMS | No | $09 / 10 / 2018$ | New due to student enrollment <br> within the 2018-2019 projection |
| Lascon, Loren | Kindergarten 1.0 | SRP | Yes | $10 / 09 / 2018$ | Replacing Carol Barry |

## 1.b. CERTIFIED - RECOMMENDATION FOR LEAVE OF ABSENCE

| Name | Position | School | Benefits Yes/No | Effective Date | Notes |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Anderson, Brittany | Grade 4 | LS | Yes | 10/06/2018-TBD | FMLA |
| Carney, Mary | Grade 3 | JA | Yes | 01/25/2019-TBD | FMLA |
| Garcia, Elisa | Bilingual 1/2 | GMS | Yes | 01/07/2019-TBD | FMLA |
| Gavin, Nicole | Grade 6 | FCW | Yes | 02/28/2019-TBD | FMLA |
| Globe, Traciann | Grade 2 | HR | Yes | 09/13/2018-TBD | FMLA |
| Halloran, Jazlynn | Facilitator | WCJH | Yes | 12/05/2018-TBD | FMLA |
| Hootman, Kathryn | Grade 3 | MJ | Yes | 11/26/2018-TBD | FMLA |
| Ives, Jeanne | Grade 5 | GMS | Yes | 09/07/2018-TBD | FMLA |
| Lopez-Pullman, Patricia | Social Worker | KH | Yes | 09/19/2018-TBD | FMLA |
| Mokakos, Kyle | Instructional Coach | SRP | Yes | 10/15/2018-TBD | FMLA |
| Muaremi, Shemka | Grade 2 | JA | Yes | 11/26/2018-TBD | FMLA |
| Rittner, Stefanie | ELA | CS | Yes | 11/26/2018-TBD | FMLA |
| Sorrentino, Rebecca | Art Teacher | KH | Yes | 12/02/2018-TBD | FMLA |
| Treutler, Kristy | Grade 3 | WCE | Yes | 10/26/2018-TBD | FMLA |
| Valdez, Mary | Art Teacher | JA | Yes | 01/25/2019-TBD | FMLA |

## 2.a. NON-CERTIFIED - RECOMMENDATION TO HIRE

| Name | Position | School | Benefits Yes/No | Effective Date | Notes |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Alvarado, Fatima | Bilingual Program Assistant | CSJH | Yes | 09/10/2018 | Replacing Christine Jarzcyk |
| Arizmendi, Silvia | Special Education Program Assistant with Personal Care | CLA | Yes | 09/24/2018 | Replacing Erin McHugh |
| Baig, Affaf | Special Education Program Assistant with Personal Care | CLA | Yes | 09/17/2018 | Replacing Lisa Dlugar |
| Brawley, Christine | Special Education Program Assistant with Personal Care | MJ | Yes | 09/06/2018 | New position due to student need. |
| Carvajal, Michelle | Special Education Program Assistant with Personal Care | CLA | Yes | 09/19/2018 | New position due to student need. |
| Colella, Jennifer | Bus Aide | Transportation | Yes | 08/28/2018 | Replacing Maureen DeVry |
| Colucci, JoAnne | Special Education Program Assistant | PG | Yes | 09/17/2018 | Replacing Suzanne Dowd |
| Estanislao, Norberto | Night Custodian | WRS | Yes | 09/20/2018 | Replacing Jeff Goodenough |
| Johnson, Toby | Bus Driver | TRANS | Yes | 09/11/2018 | Replacing Diane Konieczy |

## 2.a. NON CERTIFIED - RECOMMENDATION FOR HIRE cont.

| Name | Position | School | Benefits Yes/No | Effective Date | Notes |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Jones, Bethanie | Bus Driver | Transportation | Yes | 09/12/2018 | Replacing Robin Eldrege |
| Kabel, Melissa | General Education Program Assistant | JA | Yes | 10/01/2018 | Replacing Kendra Robinson |
| Lewis, Maribel | Bilingual Program Assistant | JA | Yes | 09/10/2018 | Replacing Eleni Boutsikakis |
| Ng, Kengsiew | Bus Aide | Transportation | Yes | 08/28/2008 | Replacing Dana Fielder |
| O'Malley, Maureen | Permanent Substitute | Nutrition Services | Yes | 09/11/2018 | New position. |
| Pezzella, Leticia | Special Education Program Assistant with Personal Care | TJ | Yes | 09/18/2018 | New due to student need. |
| Rajkumar, Vijayalakshmi | Special Education Program Assistant | PH | Yes | 09/19/2018 | Replacing Connie Baziotes |
| Rosales <br> Vilcatoma, Aury | Special Education Program Assistant | WRS | Yes | 09/24/2018 | Replacing Elizabeth Smith |

## 2.a. NON CERTIFIED - RECOMMENDATION FOR HIRE cont.

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Sabu, Thomas <br> Jessy | Special Education Program <br> Assistant w/ Personal Care | LS | Yes | $09 / 21 / 2018$ | Replacing Sampa Biswas |
| Soellner, Peter | Special Education Program <br> Assistant w/ Personal Care | GMS | Yes | $09 / 21 / 2018$ | Replacing Amy Sonderegger |
| Steinberg, Faith | Special Education Program <br> Assistant with Personal Care | WCJH | Yes | $09 / 05 / 2018$ | Replacing Ping Qi |
| Szyba, Aneta | General Education Program <br> Assistant | LL | Yes | 09/10/2018 | Replacing Claudia Mayer |
| Thomas, Binci | General Education Program <br> Assistant | PH | Yes | 09/10/2018 | New due to student need. |
| Valle, Raymond | Night Custodian | WRS | Yes | 09/10/2018 | Replacing Ralph Hettich |
| Weiner, Laurie | General Education Program <br> Assistant | WB | Yes | New due to student need. |  |
| Winter, Heather | Special Education Program <br> Assistant w/ Personal Care | CLA | Replacing Cynthia Coleman- <br> Davis |  |  |

## 2.b. NON-CERTIFIED - RECOMMENDATION FOR CHANGE OF STATUS

| Name | Position | School | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- |
| Osburn, Ashton | Technology Support <br> Specialist - Level 2 | Technology | $09 / 04 / 2018$ | From Level 1 Technology Support <br> Specialist to Level 2 Support <br> Specialist |
| Thomas, Binci | General Education Program <br> Assistant | PH | $09 / 12 / 2018$ | Voluntary reduction of hours from <br> 6.0 hrs. to 5.0 hrs. |

## 2.c. NON-CERTIFIED - RECOMMENDATION FOR LEAVE OF ABSENCE

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Cepuran, Kathleen | Program Assistant | WCE | Yes | Yes | 09/10/2018-TBD |
| Kini, Kimberly | Program Assistant | CS | Yes | 09/13/2018-TBD | FMLA |
| Laboda, Jacqueline | Program Assistant | CR | Yes | 09/13/2018-TBD | FMLA |
| Lindstrom, Margaret | Program Assistant | FCW | Yes | 09/04/2018-TBD | FMLA |
| McNamara-O'Leary, <br> Janine | Program Assistant | FCW | Yes | FMLA |  |
| Sawiris, Jacqueline | Building Clerical | WRS |  | FMLA |  |

## 2.d. NON-CERTIFIED - RECOMMENDATION FOR RESIGNATIONS

| Name | Position | School | Effective Date |
| :--- | :--- | :--- | :--- |
| Caro, Vanessa | Secretary for DOI | ESC | $10 / 05 / 2018$ |
| Colletti-Migut, Judith | Special Education Program <br> Assistant | HR | $08 / 30 / 2018$ |
| Gastelum (Cervantes), Tania | Nurse | LL | Transportation |
| Hamilton, Harold | Bus Driver | Reading Intervention Program <br> Assistant | LL |
| McDougall, MaryClare | Building Clerical | PGJH | $09 / 14 / 2018$ |
| Nelson, Lorianne | General Education Program | GMS | $09 / 10 / 2018$ |
| VanGrondelle, Karen | Assistant | $09 / 07 / 2018$ |  |

## 2.e. NON-CERTIFIED - RECOMMENDATION FOR TERMINATION

| Name | Position | School | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- |
| Gunger, Becky | Bus Driver | Transportation | $10 / 03 / 2018$ |  |
| Mercado, Jessica | Office Clerical | VL | $10 / 03 / 2018$ |  |

# FIRST AMENDMENT TO THE REAL ESTATE PURCHASE AGREEMENT DATED JUNE 6, 2018 BETWEEN THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15, AND JT PARK PLACE, LLC 

This First Amendment is entered this 3rd day of October, 2018, by and between the Board of Education of Community Consolidated School District No. 15, Cook County ("Purchaser"), and JT Park Place, LLC ("Seller") (collectively referred to as the "Parties").

WHEREAS, the Seller and the Purchaser entered into a Real Estate Purchase Agreement, dated June 6, 2018, for the sale and purchase of the parcel of real estate located at 1311 N. Rand Road, Palatine, Illinois, 60074, Cook County and further identified as a portion of P.I.N. 02-12-101-045-0000 ("Agreement"); and

WHEREAS, the Parties desire to amend the terms of the Agreement in accordance with this First Amendment.

NOW, THEREFORE, in consideration of the terms and conditions contained in this First Amendment and other good and valuable consideration, the Parties agree as follows:

1. Incorporation of Recitals. The recitals set forth above are hereby incorporated into and made a part hereof as if fully stated herein.
2. Common Maintenance. Delete the first paragraph of Section 5 of the Agreement.
3. Due Diligence. Delete the first sentence of Section 12(B) of the Agreement and insert the following in lieu thereof:
"Anything in this Agreement to the contrary notwithstanding, the Purchaser shall have until 5:00 p.m. CST on December 5, 2018 (the "Due Diligence Period") to conduct such reasonable tests, studies and examinations as it may deem necessary or appropriate to determine, in its sole and absolute judgment, the acceptability of the Real Estate for purchase by the Purchaser, and to obtain the approval of the all applicable governmental bodies, including zoning approvals, for Purchaser's intended use of the Real Estate (the "Due Diligence")."
4. Remaining Terms. All of the terms of the Agreement that have not been revised herein shall remain in full force and effect as originally drafted.
5. Representation of Authority. Each of the persons executing this Amendment represents and warrants to the other that he/she has the proper authority and power to execute this Amendment on behalf of his/her respective entity and to bind such entity to the terms and conditions hereof.
6. Counterparts and Facsimile Signatures. This Amendment may be executed in counterparts each of which shall be an original and all of which shall constitute but one and the same instrument. Facsimile signatures shall be considered as original signatures.

IN WITNESS WHEREOF, the parties to this First Amendment have entered into this First Amendment on the date set forth above.

## PURCHASER:

BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15, COOK COUNTY

By:
Name: $\qquad$
Its:

ATTEST:
By: $\qquad$
Name:
Its: Secretary

534763_1

## SELLER:

JT PARK PLACE, LLC

By:
Name:
Its: $\qquad$

DATE: October 3, 2018
TO: Board of Education


FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Bid \#19-005 Custodial Cleaning Supplies

## Background

Bid specifications for Custodial Cleaning Supplies were published in the Daily Herald Newspaper and posted on the District website on September 12, 2018. Bid instructions were emailed to 20 vendors and we received 9 responses. The purchase is for cleaning supplies to be used at all District facilities.

## Results

Items listed in Category 1 were awarded by line item. Items listed in Categories 2 through 6 were awarded as a group. The group items are awarded together to ensure continuity for required specified training.

| Vendor | Total Bid Award |
| :--- | ---: |
| All American Poly <br> Piscatatway, NJ | $\$ 7,270.00$ |
| Boelter Companies <br> Chicago, IL | $\$ 19,052.20$ |
| Central Poly Bag Corp. <br> Chicago, IL | $\$ 7,350.00$ |
| Chemcraft <br> Linden, NJ | $\$ 18,955.50$ |
| Supply Works <br> Lombard, IL | $\$ 181,333.10$ |
| Warehouse Direct <br> Des Plaines, IL | $\$ 54,342.20$ |
| TOTAL SPEND 2018 - 2019 | $\mathbf{\$ 2 8 8 , 3 0 3 . 0 0}$ |

## Recommendation

Item No. 22, Microfiber Rubbermaid \#FG767700, has been discontinued. This item has been removed from the bid.

It is recommended that the Board of Education award the custodial cleaning supplies bid to six companies in the amounts listed on the previous page. The total expenditure for Custodial Cleaning Supplies in 2018-2019 is $\$ 288,303.00$. Recommendations are based on low bid vendors meeting bid specifications. The expenditure is budgeted in the 2018-2019 Operations and Maintenance Fund budget.

Bid documents are on file in the business office for review.

Category 1

| COMPANY | Black Can Liner, Large 48 Gallon 100/Box, Flat Bottom Sealed | Black Can Liner, Small 26 Gallon 100/Box, Flat Bottom Sealed | Superior "No <br> Trax" 4'x8' <br> Floor Mat <br> Carpet <br> Runners | Superior <br> "No Trax" <br> 3'x6' Floor <br> Mat Carpet <br> Runners | PDI ${ }^{\circledR}$ Sani- <br> Cloth ${ }^{\circledR}$ Plus <br> Disinfectant <br> Wipes <br> Q10584 | Acid (9\%or more) Bowl Cleaner | Non-Acid <br> Bowl <br>  <br> Disinfectant <br> 12 Qts/CS | Spartan Consume (or Equal) Odor Enzyme 12 Qts/CS | Ecosoft <br> Universal <br> Bath Tissue \#54000, white | Vacuum Cleaner Bags \#86000460 Windsor VS14 \& VS18 10/pkg |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit Measure | Box | Box | Each | Each | Each | Case | Case | Case | Case | Package |
| Item \# | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
| QUANTITY | 500 | 1000 | 150 | 50 | 1000 | 25 | 200 | 100 | 1000 | 400 |
| All American <br> Poly <br> Piscataway NJ | $\begin{array}{lr} \$ & 15.31 \\ \$ & 7,655.00 \end{array}$ | $\begin{aligned} & \$ .27 \\ & \$ 7,270.00 \end{aligned}$ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid |
| Boelter Companies Chicago IL | $\begin{array}{lr} \$ & 15.60 \\ \$ & 7,800.00 \end{array}$ | $\begin{array}{lr} \$ & 8.22 \\ \$ & 8,220.00 \end{array}$ | no bid | no bid | no bid | no bid | no bid | no bid | $\begin{array}{lr} \$ & 34.30 \\ \$ & 34,300.00 \end{array}$ | no bid |
| CCP Industries <br> Richmond Hts OH | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid |
| Central Poly Bag Corp. <br> Linden NJ | $\begin{array}{lr} \$ & 14.70 \\ \$ & 7,350.00 \end{array}$ | $\begin{array}{lr} \$ & 7.90 \\ \$ & 7,900.00 \end{array}$ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid |
| Chemcraft <br> Chicago IL | $\begin{array}{rr} \$ & 17.73 \\ \$ & 8,865.00 \end{array}$ | $\$$ 9.22 <br> $\$$ $9,220.00$ | $\begin{array}{\|lr\|} \hline \$ & 68.10 \\ \$ & 10,215.00 \end{array}$ | $\begin{array}{lr} \hline \$ & 39.59 \\ \$ & 1,979.50 \end{array}$ | $\begin{array}{\|lr} \hline \$ & 6.32 \\ \$ & 6,320.00 \end{array}$ |  17.64 <br> $\$$ 441.00 | no bid | $\begin{array}{lr} \hline \$ & 29.00 \\ \$ & 2,900.00 \end{array}$ | no bid | no bid |
| Dispose N' Save <br> Monroe NY | $\begin{array}{lr} \$ & 17.24 \\ \$ & 8,620.00 \end{array}$ | $\begin{array}{lr} \$ & 8.68 \\ \$ & 8,680.00 \end{array}$ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid |
| Interboro <br> Packaging <br> Montgomery <br> NY | $\begin{array}{lr} \$ & 15.82 \\ \$ & 7,910.00 \end{array}$ | $\begin{array}{lr} \$ & 7.84 \\ \$ & 7,840.00 \end{array}$ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid |
| Supplyworks <br> Lombard IL | $\begin{array}{lr} \hline \$ & 18.30 \\ \$ & 9,150.00 \\ \hline \end{array}$ | $\begin{array}{\|lr} \hline \$ & 9.75 \\ \$ & 9,750.00 \\ \hline \end{array}$ | $\begin{array}{\|lr} \hline \$ & 69.90 \\ \$ & 10,485.00 \end{array}$ | $\begin{array}{lr} \hline \$ & 41.40 \\ \$ & 2,070.00 \end{array}$ | $\begin{array}{\|lr} \hline \$ & 7.45 \\ \$ & 7,450.00 \end{array}$ | no bid | $\begin{array}{\|lr\|} \hline \$ & 16.95 \\ \$ & 3,390.00 \end{array}$ | $\begin{array}{\|lr\|} \hline \$ & 18.95 \\ \$ & 1,895.00 \\ \hline \end{array}$ | no bid | $\begin{array}{\|lr} \hline \$ & 11.95 \\ \$ & 4,780.00 \end{array}$ |
| Warehouse Direct <br> Des Plaines IL | no bid | no bid | no bid | no bid | no bid | $\begin{array}{ll} \$ & 17.73 \\ \$ & 443.25 \end{array}$ | $\begin{array}{lr} \$ & 16.41 \\ \$ & 3,282.00 \end{array}$ | no bid | $\begin{array}{lr} \$ & 32.60 \\ \$ & 32,600.00 \end{array}$ | $\begin{array}{cc} \$ & * * 9.50 \\ \$ & 3,800.00 \end{array}$ |

[^0]| COMPANY | Rubbermaid \#1835528 <br> Hygen Pulse Microfiber Mop Kit | Rubbermaid \#FGQ9660 Pulse Caddy | Rubbermaid \#FG9C0400 30"-42" Lambswool Duster with Telescoping Plastic Handle | Microfiber Rubbermaid \#FGQ82000B LOO 11" Damp Mops | Microfiber <br> Rubbermaid \#FGQ82000BLO O 18" Damp Mops | Rubbermaid <br> \#FGD11306 <br> WHOO Super <br> Stitched <br> Cotton <br> Looped-End <br> Wet Mop, 5" <br> head band, <br> size Large, <br> 6/pack | Rubbermaid <br> \#1924816 <br> RED <br> Maximizer <br> Microfiber <br> Wet Mop, $5^{\prime \prime}$ <br> head band, <br> size Large, <br> 6/pack | Rubbermaid \#1924816 GREEN Maximizer Microfiber Wet Mop, 5 head band, size Large, 6/pack | Microfiber Rubbermaid \#FG757888 GREEN WaveBrake Mop System Down-Press Combo | Microfiber Rubbermaid \#FG757888 blue WaveBrake Mop System Down-Press Combo | Microfiber Rubbermaid \#FG767700 YELLOW WaveBrake Mop System Dual-Water Down-Press Combo | Microfiber Rubbermaid \#FGQ76500 yL00 4'x8' Quick Connect Extension Pole | Rubbermaid \#FG354600 BEIG Untouchable Container 22 gal. | Rubbermaid \#FG2956000 BEIG Wastebasket $281 / 8$ qt. | Rubbermaid \#1820583 MicroQuick Microfiber Towel for glass. BLUE 16" x 16" | Rubbermaid \#1820582 MicroQuick ${ }^{\oplus}$ Microfiber Towel for glass. GREEN 16 " $\times 16$ " | Rubbermaid \#1825081 MicroQuick ${ }^{\text {® }}$ Microfiber Towel for glass. RED 16" x 16 " | $\begin{array}{\|c} \hline \text { CATEGORY } \\ 2 \\ \text { TOTALS } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit Measure | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each | Each |  |
| Item \# | 11. | 12. | 13. | 14. | 15. | 17. | 18. | 19. | 20. | 21. | 22. | 23. | 24. | 25. | 38. | 39. | 40. |  |
| QUANTITY | 36 | 36 | 36 | 120 | 180 | 360 | 60 | 60 | 24 | 8 | 12 | 24 | 60 | 80 | 300 | 480 | 480 |  |
| All American Poly <br> Piscataway NJ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ |
| Boelter Companies Chicago IL | $\begin{array}{\|rr} \$ & 85.20 \\ \$ & 3,067.20 \\ \hline \end{array}$ | $\begin{array}{\|rr\|} \$ & 32.07 \\ \$ & 1,154.52 \\ \hline \end{array}$ | $\left\|\begin{array}{rr} \$ & 7.99 \\ \$ & 287.64 \end{array}\right\|$ | $\begin{array}{\|rr\|} \$ & 5.89 \\ \$ & 706.80 \\ \hline \end{array}$ | $\begin{array}{rr} \$ & 5.89 \\ \$ & 1,060.20 \end{array}$ | $\left\|\begin{array}{rr} \$ & 6.27 \\ \$ & 2,257.20 \end{array}\right\|$ | $\begin{array}{rr} \$ & 14.92 \\ \$ & 895.20 \end{array}$ | $\begin{array}{rr} \$ & 14.92 \\ \$ & 895.20 \\ \hline \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 107.67 \\ \$ & 2,584.08 \\ \hline \end{array}$ | $\begin{array}{\|ll} \$ & 107.67 \\ \$ & 861.36 \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 102.20 \\ \$ & 1,226.40 \\ \hline \end{array}$ | $\begin{array}{rr} \$ & 42.50 \\ \$ & 1,020.00 \end{array}$ | $\begin{array}{rr} \$ & 50.05 \\ \$ & 3,003.00 \end{array}$ | $\begin{array}{rr} \$ & 5.51 \\ \$ & 440.80 \end{array}$ | $\begin{array}{rr} \$ & 0.65 \\ \$ & 195.00 \end{array}$ | $\begin{array}{\|rr\|} \$ & 0.65 \\ \$ & 312.00 \\ \hline \end{array}$ | $\begin{array}{lr} \$ & 0.65 \\ \$ & 312.00 \\ \hline \end{array}$ | \$ 19,052.20 |
| CCP Industries <br> Richmond Hts OH | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ - |
| Central Poly <br> Bag Corp. <br> Linden NJ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ - |
| Chemcraft Chicago IL | \$ 112.78 <br> \$ 4,060.08 | $\begin{array}{\|rr\|} \hline \$ & 33.78 \\ \$ & 1,216.08 \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 55.10 \\ \$ & 1,983.60 \end{array}$ | $\begin{array}{\|rr} \hline \$ & 8.54 \\ \$ & 1,024.80 \\ \hline \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 8.54 \\ \$ & 1,537.20 \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 7.32 \\ \$ & 2,635.20 \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 15.48 \\ \$ & 928.80 \end{array}$ | $\begin{array}{\|lr\|} \hline \$ & 15.65 \\ \$ & 939.00 \\ \hline \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 123.35 \\ \$ & 2,960.40 \end{array}$ | $\begin{array}{ll} \hline \$ & 123.35 \\ \$ & 986.80 \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 162.20 \\ \$ & 1,946.40 \end{array}$ | $\begin{array}{rr} \hline \$ & 51.50 \\ \$ & 1,236.00 \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 52.00 \\ \$ & 3,120.00 \end{array}$ | $\begin{array}{\|lr\|} \hline \$ & 5.66 \\ \$ & 452.80 \end{array}$ | $\begin{array}{rr\|} \hline \$ & 1.01 \\ \$ & 303.00 \end{array}$ |  1.01 <br> $\$$ 484.80 | $\begin{array}{\|rr} \hline \$ & 1.01 \\ \$ & 484.80 \end{array}$ | \$ 24,353.36 |
| Dispose $\mathrm{N}^{\prime}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Save |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Monroe NY | no bid | no bid | no bid | bid | bid | no bid | no bid | o bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ - |
| Interboro <br> Packaging <br> Montgomery NY | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ . |
| Supplyworks | 95.50 | 33.00 | 5.50 | 7.40 | 5.50 | 7.10 | \$ 15.75 | 15.75 | 90.75 | 90.75 | 149.00 | 49.00 | 45.50 | 4.75 | 0.95 | 0.95 | \$ 0.95 |  |
| Lombard IL | \$ 3,438.00 | \$ 1,188.00 | 198.00 | \$ 888.00 | 990.00 | \$ 2,556.00 | 945.00 | 945.00 | 2,178.00 | \$ 726.00 | 1,788.00 | \$ 1,176.00 | \$ 2,730.00 | 380.00 | \$ 285.00 | \$ 456.00 | \$ 456.00 | 19,535.00 |
| Warehouse |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Direct | \$ 115.32 | \$ 33.86 | 9.20 | 8.66 | 8.66 | 7.37 | \$ 15.76 | 15.76 | \$ 116.26 | \$ 116.26 | 164.84 | \$ 52.67 | 52.67 | \$ 5.71 |  |  |  |  |
| Des Plaines IL | \$ 4,151.52 | \$ 1,218.96 | 331.20 | \$ 1,039.20 | 1,558.80 | 2,653.20 | 945.60 | 945.60 | 2,790.24 | 930.08 | 1,978.08 | 1,264.08 | \$ 3,160.20 | 456.80 | no bid | no bid | no bid | 21,445.48 |

Category 3: 3M Products

| COMPANY | 3M Easy <br> Shine Wax <br> Applicator <br> Kit \#55433 | 3M Easy <br> Shine Wax <br> Fill Station <br> \#59175 | 3M Easy <br> Shine Wax <br> Applicator <br> Pad \#55434 <br> 10 ea/case | 3M Easy <br> Shine Reuseable Wax Applicator Pouch \#55440 5 pouches/ case | 3M \#63 White Light Duty Scrub Sponge | 14" x 20" <br> 3M Maroon <br> SPP Surface <br> Prep Pad 10 <br> /case | $\begin{aligned} & 14 " \times 28 " 3 M \\ & \text { Maroon SPP } \\ & \text { Surface Prep } \\ & \text { Pad } 10 / \text { case } \end{aligned}$ | $\begin{array}{\|c\|} \hline 20 " 3 \mathrm{M} \\ 7200 \text { Black } \\ \text { Floor } \\ \text { Stripping } \\ \text { Pad 5/case } \end{array}$ | 20" 3M 4100 White Super Polish Pad 5 /case | $\begin{gathered} \text { CATEGORY } \\ 3 \\ \text { TOTALS } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit Measure | Each | Each | Each | Case | Each | Case | Case | Case | Case |  |
| Item \# | 26. | 27. | 28. | 29. | 30. | 31. | 32. | 33. | 34. |  |
| QUANTITY | 10 | 10 | 20 | 20 | 2400 | 50 | 100 | 40 | 20 |  |
| All American Poly <br> Piscataway NJ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ |
| Boelter <br> Companies Chicago IL | $\begin{array}{lr} \$ & 296.50 \\ \$ & 2,965.00 \\ \hline \end{array}$ | $\begin{array}{cc} \$ & 64.30 \\ \$ & 643.00 \\ \hline \end{array}$ | $\begin{array}{\|lr} \hline \$ & 86.71 \\ \$ & 1,734.20 \\ \hline \end{array}$ | $\begin{array}{\|lr} \hline \$ & 54.60 \\ \$ & 1,092.00 \\ \hline \end{array}$ | $\begin{array}{\|lr} \hline \$ & 1.70 \\ \$ & 4,080.00 \\ \hline \end{array}$ | $\begin{array}{lr} \$ & 66.52 \\ \$ 3,326.00 \end{array}$ | $\begin{array}{lr} \$ & 71.55 \\ \$ & 7,155.00 \\ \hline \end{array}$ | $\begin{array}{lr} \$ & 28.16 \\ \$ 1,126.40 \end{array}$ | $\begin{array}{lr} \$ & 27.38 \\ \$ & 547.60 \\ \hline \end{array}$ | \$ 22,669.20 |
| CCP Industries Richmond Hts OH | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ |
| Central Poly Bag Corp. <br> Linden NJ | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ |
| Chemcraft <br> Chicago IL | $\begin{array}{\|cr\|} \hline \$ & 228.66 \\ \$ & 2,286.60 \\ \hline \end{array}$ | $\begin{array}{\|rr} \hline \$ & 63.00 \\ \$ & 630.00 \\ \hline \end{array}$ | $\begin{array}{\|rr} \hline \$ & 67.90 \\ \$ & 1,358.00 \\ \hline \end{array}$ | $\begin{array}{rr} \hline \$ & 41.92 \\ \$ & 838.40 \\ \hline \end{array}$ | $\begin{array}{\|lr} \hline \$ & 1.40 \\ \$ & 3,360.00 \\ \hline \end{array}$ | $\begin{array}{lr} \hline \$ & 102.80 \\ \$ & 5,140.00 \end{array}$ | $\begin{array}{lr} \hline \$ & 111.20 \\ \$ & 11,120.00 \\ \hline \end{array}$ | $\begin{array}{lr\|} \hline \$ & 22.75 \\ \$ & 910.00 \\ \hline \end{array}$ | $\begin{array}{lr} \hline \$ & 22.20 \\ \$ & 444.00 \\ \hline \end{array}$ | \$ 26,087.00 |
| Dispose N' Save Monroe NY | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ - |
| Interboro <br> Packaging <br> Montgomery <br> NY | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | no bid | \$ |
| Supplyworks Lombard IL | $\begin{array}{\|cr\|} \hline \$ & 225.00 \\ \$ & 2,250.00 \end{array}$ | $\$$ 55.00 <br> $\$$ 550.00 | $\begin{array}{\|rr\|} \hline \$ & 20.00 \\ \$ & 400.00 \end{array}$ | $\$$ 10.00 <br> $\$$ 200.00 | $\begin{array}{\|lr\|} \hline \$ & 1.55 \\ \$ & 3,720.00 \\ \hline \end{array}$ | $\begin{array}{lr} \hline \$ \quad 105.00 \\ \$ 5,250.00 \end{array}$ | $\begin{array}{lr} \hline \$ & 115.00 \\ \$ & 11,500.00 \end{array}$ | $\$$ 21.50 <br> $\$$ 860.00 | $\$$ 21.50 <br> $\$$ 430.00 | \$ 25,160.00 |
| Warehouse Direct <br> Des Plaines IL | $\begin{array}{lr} \$ & 231.57 \\ \$ & 2,315.70 \end{array}$ | $\begin{array}{rr} \$ & 68.05 \\ \$ & 680.50 \end{array}$ | $\begin{aligned} & \$ 9.74 \\ & \$ 1,394.80 \end{aligned}$ | $\begin{array}{lr} \$ & 43.05 \\ \$ & 861.00 \end{array}$ | $\begin{array}{lr} \$ & 0.71 \\ \$ 1,698.00 \end{array}$ | $\begin{array}{lr} \$ & 62.88 \\ \$ & 3,144.00 \end{array}$ | $\begin{array}{rr} \$ & 67.64 \\ \$ & 6,764.00 \end{array}$ | $\begin{array}{lr} \$ & 28.65 \\ \$ 1,146.00 \end{array}$ | $\begin{array}{lr} \$ & 22.81 \\ \$ & 456.20 \end{array}$ | \$ 18,460.20 |

Category 4: Georgia Pacific

| COMPANY | Georgia Pacific SofPull <br> Mechanical Hardwound Roll Towel Dispenser, Model 59489 | Georgia Pacific SofPull Hardwound Roll Paper Towel, white \#26470, 6 rolls/case | CATEGORY <br> 4 <br> TOTALS |
| :---: | :---: | :---: | :---: |
| Unit Measure | Each | Case |  |
| Item \# | 35. | 36. |  |
| QUANTITY | 500 | 2500 |  |
| All American Poly Piscataway NJ | no bid | no bid | \$ |
| Boelter Companies Chicago IL | $\begin{aligned} & \mathrm{N} / \mathrm{C} \\ & \mathrm{~N} / \mathrm{C} \end{aligned}$ | $\begin{array}{lr} \hline \$ & 41.13 \\ \$ & 102,825.00 \end{array}$ | \$ 102,825.00 |
| CCP Industries <br> Richmond Hts OH | no bid | no bid | \$ |
| Central Poly Bag Corp. Linden NJ | no bid | no bid | \$ |
| Chemcraft Chicago IL | no bid | no bid | \$ |
| Dispose N' Save Monroe NY | no bid | no bid | \$ |
| Interboro Packaging <br> Montgomery NY | no bid | no bid | \$ |
| Supplyworks Lombard IL | N/C | $\begin{array}{\|rr\|} \hline \$ & 39.50 \\ \$ & 98,750.00 \\ \hline \end{array}$ | \$ 98,750.00 |
| Warehouse Direct Des Plaines IL | no bid | no bid | \$ |


| Category 5: Sealed Air |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| COMPANY | Sealed Air <br> \#95032360 <br> Prostrip <br> Heavy Duty <br> Floor <br> Stripper, 5- <br> gal. box | Sealed Air \#2 Glance NA Glass Cleaner \#93361936 (2/case) RTD | Sealed Air <br> \#93063390 <br> Stride Low <br> Foam <br> Neutral <br> Floor <br> Cleaner <br> (5L/case) <br> RTD | Sealed Air <br> \#95892175 <br> Speedball <br> Power <br>  <br> Degreaser <br> (2/case) RTD | Sealed Air \#3062637 <br> Virex II 256 <br> Disinfectant <br> (2/case) RTD | $\begin{gathered} \text { CATEGORY } \\ 5 \\ \text { TOTALS } \end{gathered}$ |
| Unit Measure | Case | Case | Case | Case | Case |  |
| Item \# | 41. | 42. | 43. | 44. | 45. |  |
| QUANTITY | 100 | 40 | 60 | 40 | 80 |  |
| All American Poly Piscataway NJ | no bid | no bid | no bid | no bid | no bid | \$ |
| Boelter Companies Chicago IL | no bid | no bid | no bid | no bid | no bid | \$ |
| CCP Industries Richmond Hts OH | no bid | no bid | no bid | no bid | no bid | \$ |
| Central Poly Bag Corp. Linden NJ | no bid | no bid | no bid | no bid | no bid | \$ |
| Chemcraft Chicago IL | no bid | no bid | no bid | no bid | no bid | \$ |
| Dispose N' Save Monroe NY | no bid | no bid | no bid | no bid | no bid | \$ |
| Interboro Packaging <br> Montgomery NY | no bid | no bid | no bid | no bid | no bid | \$ |
| Supplyworks Lombard IL | $\begin{array}{lr} \hline \$ & 78.95 \\ \$ & 7,895.00 \\ \hline \end{array}$ | $\begin{array}{lr} \hline \$ & 43.76 \\ \$ & 1,750.40 \\ \hline \end{array}$ | $\begin{array}{\|rr} \hline \$ & 57.57 \\ \$ & 3,454.20 \\ \hline \end{array}$ | $\begin{array}{\|rr\|} \hline \$ & 63.75 \\ \$ & 2,550.00 \\ \hline \end{array}$ | $\begin{array}{\|lr} \hline \$ & 43.70 \\ \hline & 3,496.00 \\ \hline \end{array}$ | \$ 19,145.60 |
| Warehouse Direct Des Plaines IL | no bid | no bid | no bid | no bid | no bid | \$ |

Category 6: GoJo Products

| COMPANY | GoJo Purell® Advanced Green Certified Instant Hand Sanitizer Foam, \#GOJ8804-03- ADX 1200 ml Refill for Purell \#GOJ8820-06- ADX Dispenser 3/case | GoJo ${ }^{\circledR}$ Green Seal Foam Hand Soap, \#5165-03, 3/case Hand Soap \#5165-03 | GoJo ${ }^{\circledR}$ Soap Dispenser (black) \#515506, (6/case) | CATEGORY 6 TOTALS |
| :---: | :---: | :---: | :---: | :---: |
| Unit Measure | Case | Case | Each |  |
| Item \# | 46. | 47. | 48. |  |
| QUANTITY | 150 | 1600 | 200 |  |
| All American Poly Piscataway NJ | no bid | no bid | no bid | \$ |
| Boelter Companies Chicago IL | $\begin{array}{lr} \hline \$ & 55.69 \\ \$ & 8,353.50 \\ \hline \end{array}$ | $\begin{array}{lr} \hline \$ & 35.89 \\ \$ & 57,424.00 \\ \hline \end{array}$ | N/C | \$ 65,777.50 |
| CCP Industries <br> Richmond Hts OH | $\begin{array}{lr} \hline \$ & 56.59 \\ \$ & 8,488.50 \\ \hline \end{array}$ | $\begin{array}{lr} \$ & 36.49 \\ \$ & 58,384.00 \end{array}$ | N/C | \$ 66,872.50 |
| Central Poly Bag Corp. <br> Linden NJ | no bid | no bid | no bid | \$ |
| Chemcraft Chicago IL | $\begin{array}{lr} \hline \$ & 56.31 \\ \$ & 8,446.50 \\ \hline \end{array}$ | $\begin{array}{lr} \$ & 35.27 \\ \$ & 56,432.00 \end{array}$ | N/C | \$ 64,878.50 |
| Dispose N' Save <br> Monroe NY | no bid | no bid | no bid | \$ |
| Interboro Packaging <br> Montgomery NY | no bid | no bid | no bid | \$ |
| Supplyworks Lombard IL | $\begin{array}{lr} \hline \$ & 58.95 \\ \$ & 8,842.50 \\ \hline \end{array}$ | $\begin{array}{lr} \hline \$ & 29.95 \\ \$ & 47,920.00 \\ \hline \end{array}$ | N/C | \$ 56,762.50 |
| Warehouse Direct <br> Des Plaines IL | no bid | no bid | no bid | \$ |

DATE: October 3, 2018

## TO: Board of Education



FROM: Michael Adamczyk, CSBO Ivy Fleming, Budget \& Purchasing Coordinator

## RE: $\quad$ Action Item - Bid \#19-006 Rock Salt and Triple Melt

## Background

Bid specifications for bulk rock salt and triple melt were published in the Daily Herald, posted on the district website, and sent to nine vendors on September 12, 2018. Three bids were received back, including two no-bids.

Rock salt and triple melt are purchased on an annual basis for the winter season. Rock salt is used for deicing the parking lots and playgrounds. Bags of triple melt are used on school walkways.

## Results

| \#19-006 ROCK SALT AND TRIPLE MELT | CONSERV FS, WAUCONDA, IL |  | MORTON SALT, INC., CHICAGO, IL. |  | COMPASS MINERALS, OVERLAND PARK, KS |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | QTY | UNIT PRICE | EXTENDED PRICE | UNIT PRICE | EXTENDED PRICE | UNIT PRICE | EXTENDED PRICE |
| BULK PRE WETTED ROCK SALT (tons) | 330 | $\$ 113.00$ | $\$ 37,290.00$ | No Bid | No Bid | No Bid | No Bid |
| TRIPLE MELT (bags) | 1,700 | $\$ 9.10$ | $\$ 15,470.00$ | No Bid | No Bid | No Bid |  |

## Recommendation

It is recommended that the Board of Education award the bid for pre-wetted rock salt and triple melt to ConServ FS, Wauconda, IL in the amount of $\$ 52,760.00$. The expenditure is budgeted in the 2018/19 Operations and Maintenance Fund.

Bid documents are on file in the business office for review.

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 INVESTMENT SUMMARY <br> SEPTEMBER 2018

| INV\# | FUND | BANK | RATE | PURCHASE DATE | MATURITY DATE | COST | TYPE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FY1805 | Multiple | BMO Harris | 1.99\% | 2/23/2018 | 11/28/2018 | 5,000,000 | $C D$ |
| FY1806 | Multiple | BMO Harris | 2.02\% | 2/23/2018 | 12/19/2018 | 5,000,000 | CD |
| FY1807 | Multiple | BMO Harris | 2.02\% | 2/23/2018 | 1/11/2019 | 5,000,000 | CD |
| FY1808 | Multiple | BMO Harris | 2.05\% | 2/23/2018 | 1/29/2019 | 5,000,000 | CD |
| FY1809 | Multiple | BMO Harris | 2.05\% | 2/23/2018 | 2/13/2019 | 5,000,000 | $C D$ |
| FY1810 | Multiple | BMO Harris | 2.15\% | 2/23/2018 | 6/12/2019 | 5,000,000 | CD |
| FY1811 | Multiple | BMO Harris | 2.17\% | 2/23/2018 | 6/25/2019 | 5,000,000 | $C D$ |
| FY1812 | Multiple | PMA(Bank United NA) | 2.28\% | 3/26/2018 | 9/17/2019 | 500,000 | CD |
| FY1813 | Multiple | PMA(Morgan Stanley Pvt) | 2.30\% | 3/29/2018 | 9/30/2019 | 247,000 | DTC |
| FY1814 | Multiple | PMA(Flushing Bank) | 2.50\% | 3/29/2018 | 3/30/2020 | 249,000 | DTC |
| FY1815 | Multiple | PMA(Ally Bank) | 2.45\% | 3/29/2018 | 3/30/2020 | 246,000 | DTC |
| FY1816 | Multiple | PMA(Morgan Stanley NA) | 2.55\% | 3/29/2018 | 3/30/2020 | 246,000 | DTC |

## TREASURER'S REPORT

 AUGUST 2018| FUND | RECONCILED CASH* <br> BALANCE 7/31/2018 |  | AUGUST RECEIPTS |  | YTD RECEIPTS |  | AUGUST EXPENDITURES |  | YTDEXPENDITURES |  | $\begin{gathered} \text { CASH BALANCE } \\ 8 / 31 / 2018 \\ \text { (NOT RECONCILED) } \\ \hline \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EDUCATIONAL | \$ | 71,100,574.95 | \$ | 19,680,223.95 | \$ | 44,023,590.76 | \$ | 6,853,340.69 | \$ | 9,416,260.11 | \$ | 83,927,458.21 |
| OPERATIONS \& MAINT. |  | 5,548,429.77 |  | 7,062,415.64 |  | 10,518,322.34 |  | 7,343,961.76 |  | 7,984,998.44 |  | 5,266,883.65 |
| DEBT SERVICE FUND |  | 4,649,949.14 |  | 1,062,607.02 |  | 2,500,949.84 |  | - |  | - |  | 5,712,556.16 |
| TRANSPORTATION |  | 5,498,291.18 |  | 827,785.04 |  | 1,932,088.62 |  | 212,210.77 |  | 1,233,415.44 |  | 6,113,865.45 |
| IMRF |  | 1,090,349.97 |  | 404,953.94 |  | 953,701.80 |  | 183,538.25 |  | 360,662.28 |  | 1,311,765.66 |
| SOCIAL SECURITY |  | 3,028,875.49 |  | 550,606.37 |  | 1,295,320.46 |  | 136,504.33 |  | 267,149.06 |  | 3,442,977.53 |
| CAPITAL PROJECTS |  | $(2,789,869.03)$ |  | 6,200,000.00 |  | 6,200,000.00 |  | 2,886,790.34 |  | 2,907,945.59 |  | 523,340.63 |
| WORKING CASH |  | 113,037.09 |  | 110.18 |  | 156.77 |  | - |  | - |  | 113,147.27 |
| TORT IMMUNITY |  | 53,910.35 |  | 238,554.60 |  | 562,177.76 |  | 93,700.07 |  | 727,941.52 |  | 198,764.88 |
| FIRE PREVENTION, SAFETY |  | 18,079.77 |  | 497.77 |  | 1,577.54 |  | - |  | - |  | 18,577.54 |

TOTALS | $\$$ | $88,311,628.68$ | $\$$ | $36,027,754.51$ | $\$ 67,987,885.89$ | $\$ 17,710,046.21$ | $\$ 22,898,372.44$ | $\$$ | $106,629,336.98$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

RECONCILED BANK \& ACCOUNT TOTALS AS OF JULY 31, 2018

| ISDLAF/PMA | $\$$ | $174,079.62$ |
| :--- | ---: | ---: |
| ISDLAF/PMA CD'S |  | $1,488,000.00$ |
| ILLINOIS FUNDS | $793,424.60$ |  |
| IMPREST | $22,070.96$ |  |
| BMO HARRIS LOCKBOX |  | $59,842.47$ |
| BMO HARRIS WORK COMP | $47,963.09$ |  |
| BMO HARRIS GENERAL | $6,208,714.95$ |  |
| BMO HARRIS CD'S | $35,000,000.00$ |  |
| BANK OF BARRINGTON | $3,212,827.84$ |  |
| PMA | - |  |
| PMA (CITIBANK SDA) | $28,663,199.45$ |  |
| PMA (CIT Bank SDA) | - |  |
| PMA (Ozarks Bank SDA) | $10,725,828.04$ |  |
| PMA ('17 Bonds - CITIBANK) | $657,789.54$ |  |
| JP MORGAN CHASE | $1,253,611.87$ |  |
| PETTY CASH | $4,275.00$ |  |
| PMA | - |  |
| PMA(NEXBANK, SSB SDA) |  | 1.25 |
|  | $\$$ | $88,311,628.68$ |


| INTEREST EARNED THIS MONTH | $\$$ | $110,733.42$ |
| :--- | :--- | :--- |
|  |  |  |
| INTEREST EARNED YEAR-TO-DATE | $\$$ | $150,209.97$ |

DIFFERENCE
*Unaudited cash balance

| FUND | RECONCILED CASH* <br> BALANCE 8/31/2018 |  | SEPTEMBER RECEIPTS |  | YTD RECEIPTS |  | SEPTEMBER EXPENDITURES |  | YTDEXPENDITURES |  | $\begin{gathered} \text { CASH BALANCE } \\ 9 / 30 / 2018 \\ \text { (NOT RECONCILED) } \\ \hline \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EDUCATIONAL | \$ | 79,201,026.47 | \$ | 2,084,601.14 | \$ | 46,108,191.90 | \$ | 10,843,722.13 | \$ | 20,259,982.24 | \$ | 70,441,905.48 |
| OPERATIONS \& MAINT. |  | 5,162,448.25 |  | 11,105.88 |  | 10,529,428.22 |  | 891,495.90 |  | 8,876,494.34 |  | 4,282,058.23 |
| DEBT SERVICE FUND |  | 5,712,556.16 |  | 1,492.46 |  | 2,502,442.30 |  | 475.00 |  | 475.00 |  | 5,713,573.62 |
| TRANSPORTATION |  | 6,111,169.29 |  | 34,151.38 |  | 1,966,240.00 |  | 687,505.24 |  | 1,920,920.68 |  | 5,457,815.43 |
| IMRF |  | 1,311,892.01 |  | 394.39 |  | 954,096.19 |  | 218,396.84 |  | 579,059.12 |  | 1,093,889.56 |
| SOCIAL SECURITY |  | 3,364,744.98 |  | 569.01 |  | 1,295,889.47 |  | 243,717.04 |  | 510,866.10 |  | 3,121,596.95 |
| CAPITAL PROJECTS |  | 86,524.62 |  | 292,182.41 |  | 6,492,182.41 |  | 120,885.65 |  | 3,028,831.24 |  | 257,821.38 |
| WORKING CASH |  | 113,147.27 |  | - |  | 156.77 |  | - |  | - |  | 113,147.27 |
| TORT IMMUNITY |  | 195,245.60 |  | 299.69 |  | 562,477.45 |  | - |  | 722,418.56 |  | 195,545.29 |
| FIRE PREVENTION, SAFETY |  | 18,577.54 |  | - |  | 1,577.54 |  | - |  | - |  | 18,577.54 |

TOTALS |  | $\$ 101,277,332.19 ~ \$ ~ 2,424,796.36 ~$ | $\$ 70,412,682.25$ | $\$ 13,006,197.80$ | $\$$ | $35,899,047.28$ | $\$$ | $90,695,930.75$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

RECONCILED BANK \& ACCOUNT TOTALS AS OF AUGUST 31, 2018

| ISDLAF/PMA | \$ | $177,166.87$ |
| :--- | ---: | ---: |
| ISDLAF/PMA CD'S | $1,488,000.00$ |  |
| ILLINOIS FUNDS | $1,529,310.31$ |  |
| IMPREST | $22,114.38$ |  |
| BMO HARRIS LOCKBOX |  | $229,293.95$ |
| BMO HARRIS WORK COMP | $3,749.51$ |  |
| BMO HARRIS GENERAL | $5,498,980.29$ |  |
| BMO HARRIS CD'S | $35,000,000.00$ |  |
| BANK OF BARRINGTON | $3,218,709.31$ |  |
| PMA | - |  |
| PMA (CITIBANK SDA) | $29,487,202.67$ |  |
| PMA | - |  |
| PMA (Ozarks Bank SDA) | $23,363,980.48$ |  |
| PMA ('17 Bonds - CITIBANK) | 480.22 |  |
| JP MORGAN CHASE | $1,254,067.95$ |  |
| PETTY CASH | $4,275.00$ |  |
| PMA | - |  |
| PMA(NEXBANK, SSB SDA) |  | 1.25 |
|  | $\$ 101,277,332.19$ |  |


| INTEREST EARNED THIS MONTH | $\$$ | $84,721.59$ |
| :--- | :--- | :--- |
| INTEREST EARNED YEAR-TO-DATE | $\$$ | $234,931.56$ |

DIFFERENCE
*Unaudited cash balance

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

## AUTHORIZATION OF PAYROLL

|  |  |  |  |  |  |  | p-18 |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PAY DATE | EDUCATION FUND |  | TORT FUND | O\&M FUND |  | TRANSPORTATION FUND |  | IMRF FUND |  | SOCIAL SECURITY FUND |  | TEACHERS' RETIREMENT |  | THIS |  | TOTAL BY PAYPERIOD |  |
| 9/14/18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular Payroll | \$ | 3,965,883.76 |  | \$ | 202,172.12 | \$ | 260,512.66 | \$ | 113,031.88 | \$ | 124,905.69 | \$ | 19,216.72 | \$ | 29,166.11 | \$ | 4,714,888.94 |
| 9/28/18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular Payroll | \$ | 3,889,998.87 |  | \$ | 193,738.26 | \$ | 227,290.03 | \$ | 105,150.61 | \$ | 118,568.97 | \$ | 19,170.00 | \$ | 29,093.71 | \$ | 4,583,010.45 |
| TOTAL PAYROLL | \$ | 7,855,882.63 |  | \$ | 395,910.38 | \$ | 487,802.69 | \$ | 218,182.49 | \$ | 243,474.66 | \$ | 38,386.72 | \$ | 58,259.82 | \$ | 9,297,899.39 |

CERTIFICATION OF VOUCHERS
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15 COOK COUNTY, ILLINOIS 60067

TO: MICHAEL M. ADAMCZYK
SCHOOL DISTRICT 15 TREASURER

This is to certify that the expenditures listed in the accompanying report have been incurred and that the Board of Education has audited and approved the same, at a meeting held October 3, 2018 and you are requested to issue checks for the same.

| 10 EDUCATION FUND | $\$$ | $1,322,192.83$ |
| :--- | ---: | ---: |
| 20 OPERATIONS \& MAINTENANCE FUND | $\$$ | $312,273.72$ |
| 40 TRANSPORTATION FUND | $\$$ | $62,181.33$ |
| 60 CAPITAL PROJECTS FUND | $\$$ | $116,499.00$ |
| 80 TORT IMMUNITY/JUDGEMENT | $\$$ | - |
| 30 DEBT SERVICE FUND | $\$$ | 475.00 |
| 97 STUDENT ACTIVITY FUND | $\$$ | $6,112.61$ |
| TOTAL | $\$$ | $1,819,734.49$ |

## AP HARRIS BANK

| 294408 | 1ST AYD 000 1ST AYD CORPORATION | R 09/18/2018 |
| :---: | :---: | :---: |
| 294408 | 1ST AYD 000 1ST AYD CORPORATION | V 09/18/2018 |
| 294409 | AAIS 000 AAIS | R 09/18/2018 |
| 294410 | ACCO BRA000 ACCO BRANDS USA LLC | R 09/18/2018 |
| 294411 | ACCURATE000 ACCURATE DOCUMENT DESTRUC | R 09/18/2018 |
| 294412 | ADDED IN000 ADDED INCENTIVES INC | R 09/18/2018 |
| 294413 | AH VENDI000 AH VENDING AND FOOD SERVI | R 09/18/2018 |
| 294414 | AL WARRE000 AL WARREN OIL CO INC | R 09/18/2018 |
| 294415 | ALPHA BA000 ALPHA BAKING CO INC | R 09/18/2018 |
| 294416 | AMALGAMA000 AMALGAMATED BANK OF CHICA | R 09/18/2018 |
| 294417 | AMAZON W000 AMAZON WEB SERVICES | R 09/18/2018 |
| 294418 | AMBASSAD000 AMBASSADOR ATHLETIC APPAR | R 09/18/2018 |
| 294419 | AMERICAN012 AMERICAN READING COMPANY | R 09/18/2018 |
| 294420 | ANDALJUL000 ANDALON, JULIET | R 09/18/2018 |
| 294421 | ASSETGEN000 ASSETGENIE INC | R 09/18/2018 |
| 294422 | ASSURED 000 ASSURED HEALTHCARE | R 09/18/2018 |
| 294423 | AT\&T 000 AT\&T | R 09/18/2018 |
| 294424 | AT\&T LON000 AT\&T LONG DISTANCE | R 09/18/2018 |
| 294425 | B\&F CONS000 B\&F CONSTRUCTION CODE SVC | R 09/18/2018 |
| 294426 | BALLOELI000 BALLO, ELIZABETH | R 09/18/2018 |
| 294427 | BARTELS 000 BARTELS PLANTS INC | R 09/18/2018 |
| 294428 | BERGMJES000 BERGMAN, JESSICA | R 09/18/2018 |
| 294429 | BILL STA000 BILL STASEK CHEVROLET | R 09/18/20 |

294430 BILTMORE000 BILTMORE REFRIGERATION SE R 09/18/2018
294431 BRAKE AL000 BRAKE ALIGN PARTS \& SERVI R 09/18/2018
294432 BROCKKAR000 BROCK, KAREN R 09/18/2018
294433 BUS AIR 001 BUS AIR MANUFACTURING LLC R 09/18/2018
294434 CAIRS 000 CAIRS R 09/18/2018
294435 CASSANDR000 CASSANDRA STRINGS R 09/18/2018
294436 CDW GOVE001 CDW GOVERNMENT R 09/18/2018
294437 CENGAGE 000 CENGAGE LEARNING R 09/18/2018
294438 CENTRAL 010 CENTRAL ILLINOIS TRUCKS I R 09/18/2018
294439 CENTURY 000 CENTURY SPRINGS R 09/18/2018
294440 CHAMPION000 CHAMPION ENERGY LLC C 09/18/2018
294441 CHAMPION000 CHAMPION ENERGY LLC R 09/18/2018
294442 CHICAGO 009 CHICAGO OFFICE TECH GROUP R 09/18/2018 294443 CITY OF 000 CITY OF ROLLING MEADOWS R 09/18/2018 294444 CITY OF 003 CITY OF ROLLING MEADOWS R 09/18/2018 294445 COLFAX W000 COLFAX WELDING \& FABRICAT R 09/18/2018 294446 COMMERCIO00 COMMERCIAL FOOD SYSTEMS I R 09/18/2018 294447 COOPER M000 COOPER MIDDLE SCHOOL-ATTN R 09/18/2018 294448 COOPERHO000 COOPER, RHONDA R 09/18/2018 294449 COZZINI 000 COZZINI R 09/18/2018 294450 CROWN TR000 CROWN TROPHY R 09/18/2018 294451 CURRICUL000 CURRICULUM ASSOCIATES INC R 09/18/2018 294452 CXTEC IN001 CXTEC INC R 09/18/2018 294453 DELL MAR000 DELL MARKETING LP R 09/18/2018 294454 DELTA ED000 DELTA EDUCATION R 09/18/2018 294455 DREISILK001 DREISILKER ELECTRIC MOTOR R 09/18/2018 294456 EBS HEAL000 EBS HEALTHCARE R 09/18/2018 294457 EDWARD D001 EDWARD DON \& COMPANY LLC R 09/18/2018 294458 ELISCDON000 ELISCHER, DONNA R 09/18/2018
$\$ 384.42$ 09/18/2018 09/18/2018
\$-384.42 09/18/2018 09/18/2018
\$17,020.00 09/18/2018
\$1,534.40 09/18/2018
$\$ 609.27$ 09/18/2018
\$3,111.57 09/18/2018 \$164.20 09/18/2018
\$24,134.11 09/18/2018 \$509.00 09/18/2018 \$475.00 09/18/2018 \$187.33 09/18/2018
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\$4,784.00 09/18/2018 $\$ 35.90$ 09/18/2018
\$158.00 09/18/2018
\$4,601.73 09/18/2018 \$273.62 09/18/2018
\$244.38 09/18/2018
\$720.00 09/18/2018
\$18.05 09/18/2018
\$1,203.75 09/18/2018
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\$149.16 09/18/2018
\$1,561.85 09/18/2018 \$240.86 09/18/2018 \$11.15 09/18/2018
\$210. 89 09/18/2018
\$2,030.00 09/18/2018
\$1,330.11 09/18/2018
\$6,534.74 09/18/2018
\$9,017.40 09/18/2018
\$3,882.92 09/18/2018
\$166.50 09/18/2018
\$0.00 09/18/2018
\$128,198.60 09/18/2018 \$63.80 09/18/2018
\$9,555.79 09/18/2018
\$4,014.86 09/18/2018
\$1,960.26 09/18/2018
$\$ 737.75$ 09/18/2018
\$100.00 09/18/2018
\$30.55 09/18/2018
\$30.00 09/18/2018
\$2,082.89 09/18/2018
\$249.31 09/18/2018
\$1,444.20 09/18/2018
\$626.00 09/18/2018
\$23,743.41 09/18/2018 $\$ 575.48$ 09/18/2018
\$2,927.40 09/18/2018 \$12,499.50 09/18/2018 \$39.25 09/18/2018

EPS/SCH0001 EPS/SCHOOL SPECIALTY INTE R 09/18/2018 EQUIPMEN000 EQUIPMENT DEPOT OF ILLINO R 09/18/2018 ESSCOE L000 ESSCOE LLC R 09/18/2018 ETA HAND000 ETA HAND2MIND R 09/18/2018 EVEREST 000 EVEREST ENERGY \& CONTROL R 09/18/2018 FILTER S000 FILTER SERVICES INC. R 09/18/2018 FIX THIS000 FIX THIS! INSTRUMENT REPA R 09/18/2018 FORNAHEA000 FORNARELLI, HEATHER R 09/18/2018 FRANK CO000 FRANK COONEY CO INC R 09/18/2018 FRANKLIN000 FRANKLIN COVEY CLIENT SAL R 09/18/2018 FREEMWEN000 FREEMAN, WENDY R 09/18/2018 FREY SCI001 FREY SCIENTIFIC R 09/18/2018 FU GWO000 FU, GWOWEN R 09/18/2018 GABRITAB000 GABRIEL, TABITHA R 09/18/2018 GANASPAT000 GANAS, PATTY R 09/18/2018 GENERAL 006 GENERAL PARTS LLC R 09/18/2018 GENERAL 008 GENERAL MECHANICAL SERVIC R 09/18/2018 GEORGELO000 GEORGELO PIZZA-CHICAGO IN R 09/18/2018 GET FRES000 GET FRESH PRODUCE INC R 09/18/2018 GORDON F002 GORDON FOOD SERVICE R 09/18/2018 GRAINGER000 GRAINGER R 09/18/2018 GRAYBAR 000 GRAYBAR ELECTRIC R 09/18/2018 GW BERKH000 GW BERKHEIMER CO INC R 09/18/2018 HALAMTER000 HALAMAT, TERESA HALPEGEO000 HALPER, GEORGE HEINEMAN000 HEINEMANN HENRIIRE000 HENRIKSON, IRENE HERSHEY'001 HERSHEY'S ICE CREAM HOBART S000 HOBART SERVICE R 09/18/2018 HOH WATE000 HOH WATER TECHNOLOGY INC R 09/18/2018 HOLLIKAT000 HOLLIS, KATHERINE R 09/18/2018 HOME DEP000 HOME DEPOT CREDIT SERVICE C 09/18/2018 HOME DEP000 HOME DEPOT CREDIT SERVICE R 09/18/2018 IGSMA C/000 IGSMA C/O EDWARD JONES R 09/18/2018 ILLINOIS057 ILLINOIS PUBLIC HEALTH AS R 09/18/2018 INTEGRAT002 INTEGRATED SYSTEMS CORP R 09/18/2018 INTER-ST001 INTER-STATE STUDIO \& PUBL R 09/18/2018 INTERSTA001 INTERSTATE POWER SYSTEMS R 09/18/2018 ITOUCHBI000 ITOUCHBIOMETRICS LLC R 09/18/2018 ITR SYST000 ITR SYSTEMS R 09/18/2018
ITU ABSO000 ITU ABSORB TECH INC R 09/18/2018 JANE ADD001 JANE ADDAMS JR HS R 09/18/2018 JC LICHT000 JC LICHT LLC R 09/18/2018 JEFFREY 000 JEFFREY ELEVATOR COMPANY R 09/18/2018 JOHNSON 000 JOHNSON CONTROLS SECURITY R 09/18/2018 JOHNSON 002 JOHNSON CONTROLS INC R 09/18/2018 JOHNSON 004 JOHNSON CONTROLS FIRE PRO R 09/18/2018 JOSEPH D000 JOSEPH D FOREMAN \& CO INC R 09/18/2018 KARCHER 001 KARCHER NORTH AMERICA R 09/18/2018 KENT AUT000 KENT AUTOMOTIVE/LAWSON PR R 09/18/2018 KIM KOE000 KIM, KOEUN R 09/18/2018
\$13,720.39 09/18/2018 $\$ 307.00$ 09/18/2018 \$540.00 09/18/2018 $\$ 716.63$ 09/18/2018 \$18,887.00 09/18/2018 \$794.60 09/18/2018
\$3,438.25 09/18/2018 $\$ 29.78$ 09/18/2018
\$14,356.10 09/18/2018
\$300.18 09/18/2018 \$17.80 09/18/2018
\$6,199.76 09/18/2018 $\$ 11.90$ 09/18/2018 $\$ 19.30$ 09/18/2018 $\$ 10.30$ 09/18/2018
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\$1,295.30 09/18/2018
\$9,870.06 09/18/2018 \$512.72 09/18/2018
\$1,375.14 09/18/2018 \$470.72 09/18/2018 $\$ 23.80$ 09/18/2018 $\$ 10.90$ 09/18/2018
\$21,373.25 09/18/2018 $\$ 25.00$ 09/18/2018
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\$2,978.66 09/18/2018 $\$ 50.00$ 09/18/2018 \$0.00 09/18/2018
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\$390.00 09/18/2018 \$85.00 09/18/2018
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\$1,856.40 09/18/2018
\$2,501.10 09/18/2018
\$1,710.42 09/18/2018
\$250.00 09/18/2018
\$1,612.50 09/18/2018
\$3,200.00 09/18/2018
\$113.34 09/18/2018
\$11,451.80 09/18/2018
\$6,409.83 09/18/2018
\$1,278.00 09/18/2018 \$565.49 09/18/2018 \$397.76 09/18/2018 \$19.50 09/18/2018

| 294510 | KLACZDAV000 | KLACZEK, DAVID | R 09/18/201 |
| :---: | :---: | :---: | :---: |
| 294511 | KOHL WHOO00 | KOHL WHOLESALE | C 09/18/2018 |
| 294512 | KOHL WHOO00 | KOHL WHOLESALE | C 09/18/2018 |
| 294513 | KOHL WHO000 | KOHL WHOLESALE | R 09/18/2018 |
| 294514 | KRIEGJEN000 | KRIEG, JENNIFER | R 09/18/2018 |
| 294515 | L\&W SUPP001 | L\&W SUPPLY CORP - 774496 | R 09/18/2018 |
| 294516 | LAKE ZUR000 | LAKE ZURICH RADIATOR \& A/ | R 09/18/2018 |
| 294517 | LAND O'L000 | LAND O'LAKES, INC | R 09/18/2018 |
| 294518 | LAZO VIC000 | LAZO, VICENTE | R 09/18/2018 |
| 294519 | LEACH EN000 | LEACH ENTERPRISES INC | R 09/18/2018 |
| 294520 | LEARNING000 | LEARNING A-Z | R 09/18/2018 |
| 294521 | LECHNER 000 | LECHNER AND SONS INC | R 09/18/2018 |
| 294522 | LEE OKS000 | LEE, OKSOON | R 09/18/2018 |
| 294523 | LITERACY001 | LITERACY RESOURCES INC | R 09/18/2018 |
| 294524 | MARTIANG001 | MARTINEZ, ANGELA | R 09/18/2018 |
| 294525 | MARTIYEL000 | MARTINEZ, YELVIS | R 09/18/2018 |
| 294526 | MAUDEMAR000 | MAUDE, MARITA | R 09/18/2018 |
| 294527 | MAZURSAR000 | MAZUR KOLCZ, SARAH | R 09/18/2018 |
| 294528 | MCCANN I000 | MCCANN INDUSTRIES INC | R 09/18/2018 |
| 294529 | MCGRAW H001 | MCGRAW HILL SCHOOL EDUCAT | R 09/18/2018 |
| 294530 | MDM MECH000 | MDM MECHANICAL SVCS LLC | R 09/18/2018 |
| 294531 | MDR SERV000 | MDR SERVICES INC | R 09/18/2018 |
| 294532 | MENARDS 000 | MENARDS INC | R 09/18/2018 | 294533 METRO TA000 METRO TANK AND PUMP COMPA R 09/18/2018 294534 MEXILINK001 MEXILINK INC R 09/18/2018 294535 MIDWEST 004 MIDWEST ENVIRONMENTAL CON R 09/18/2018 294536 MIDWEST 008 MIDWEST PRINCIPALS CENTER R 09/18/2018 294537 MIDWEST 012 MIDWEST TRANSIT EQUIPMENT R 09/18/2018 294538 MONDO PU000 MONDO PUBLISHING R 09/18/2018 294539 MORE THA000 MORE THAN WORDS INTERPRET R 09/18/2018 294540 MUSIC \& 000 MUSIC \& ARTS CENTERS ATTN R 09/18/2018 294541 MUSIC IS000 MUSIC IS ELEMENTARY R 09/18/2018 294542 NAPA OF 000 NAPA OF PALATINE R 09/18/2018 294543 NASCO 000 NASCO R 09/18/2018 294544 NEUCO IN000 NEUCO INC R 09/18/2018 294545 NICOR EN001 NICOR ENERCHANGE LLC / SE R 09/18/2018 294546 NICOR GA002 NICOR GAS R 09/18/2018 294547 NORTH SH002 NORTH SHORE SIGN CO INC R 09/18/2018 294548 OSA INTE000 OSA INTEGRATED SOLUTIONS R 09/18/2018 294549 PALATINE000 PALATINE ACE HARDWARE STO C 09/18/2018 294550 PALATINE000 PALATINE ACE HARDWARE STO R 09/18/2018 294551 PARKLAND000 PARKLAND PREPARATORY ACAD R 09/18/2018 294552 PASHKOKS000 PASHKO, OKSANA I. R 09/18/2018 294553 PERFORMA002 PERFORMANCE FOODSERVICE-C C 09/18/2018 294554 PERFORMA002 PERFORMANCE FOODSERVICE-C C 09/18/2018 294555 PERFORMA002 PERFORMANCE FOODSERVICE-C C 09/18/2018 294556 PERFORMA002 PERFORMANCE FOODSERVICE-C C 09/18/2018 294557 PERFORMA002 PERFORMANCE FOODSERVICE-C C 09/18/2018 294558 PERFORMA002 PERFORMANCE FOODSERVICE-C C 09/18/2018 294559 PERFORMA002 PERFORMANCE FOODSERVICE-C R 09/18/2018 294560 POSS SAR000 POSS, SARA R 09/18/2018

\$1,870.00 09/18/2018
\$0. 00 09/18/2018
\$0.00 09/18/2018
\$51,248.25 09/18/2018
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\$1,657.37 09/18/2018
\$628.00 09/18/2018
\$6,591.14 09/18/2018 $\$ 35.00$ 09/18/2018
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\$410.14 09/18/2018
\$16.70 09/18/2018
$\$ 613.92$ 09/18/2018
\$4,387.50 09/18/2018
\$520.00 09/18/2018
\$25.45 09/18/2018
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\$288.94 09/18/2018
\$26,159.74 09/18/2018
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\$400.00 09/18/2018
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\$1,000.00 09/18/2018
$\$ 445.00$ 09/18/2018
\$2,833.71 09/18/2018
\$1,728.00 09/18/2018 \$364.78 09/18/2018 \$625.00 09/18/2018 \$587.50 09/18/2018 \$973. 20 09/18/2018
\$3,136.32 09/18/2018
\$1,198.72 09/18/2018
\$16,777.17 09/18/2018 $\$ 43.32$ 09/18/2018
$\$ 13,678.00$ 09/18/2018 $\$ 346.25$ 09/18/2018 $\$ 0.00$ 09/18/2018 \$903. 87 09/18/2018
\$4,872.14 09/18/2018 \$31.40 09/18/2018 \$0.00 09/18/2018 \$0.00 09/18/2018 09/18/2018 \$0.00 09/18/2018 09/18/2018 \$0.00 09/18/2018 09/18/2018 \$0.00 09/18/2018 09/18/2018 \$0.00 09/18/2018 09/18/2018

| PROWARE 000 PROWARE / AC DYNA-TITE | R 09/18/2018 |
| :--- | :--- |
| PYRAMID 001 PYRAMID SCHOOL PRODUCTS | R 09/18/2018 |
| QUINLAN 000 QUINLAN \& FABISH MUSIC | R 09/18/2018 |
| RAKERWEN000 RAKER, WENDI | $R ~ 09 / 18 / 2018$ |
| RED WING001 RED WING SHOES | $R ~ 09 / 18 / 2018$ |

RIVERSID003 RIVERSIDE TECHNOLOGIES IN R 09/18/2018 ROGNER'S001 ROGNER'S TOWING \& RECOVER R 09/18/2018 ROUTE 12000 ROUTE 12 RENTAL CO INC R 09/18/2018 RUSH TRU002 RUSH TRUCK CENTER GRAYSLA R 09/18/2018 S\&S WORL001 S\&S WORLDWIDE INC R 09/18/2018 SABATELL000 SABATELLO TREE CARE R 09/18/2018 SCHAFDAN000 SCHAFER, DANA R 09/18/2018 SCHOLAST004 SCHOLASTIC INC R 09/18/2018 SCHOOL S000 SCHOOL SPECIALTY INC R 09/18/2018 SHARP WE000 SHARP WEAR INC R 09/18/2018 SHERWIN 000 SHERWIN ACE HARDWARE R 09/18/2018 SHERWIN-000 SHERWIN-WILLIAMS R 09/18/2018

SHIFFLER000 SHIFFLER EQUIPMENT SALES R 09/18/2018 SLIWASUS000 SLIWA, SUSAN R 09/18/2018 SMITHERE000 SMITHEREEN EXTERMINATING C 09/18/2018 SMITHERE000 SMITHEREEN EXTERMINATING C 09/18/2018 SMITHERE000 SMITHEREEN EXTERMINATING R 09/18/2018 SOLARIS 000 SOLARIS ROOFING SOLUTIONS R 09/18/2018 SOLIANT 000 SOLIANT HEALTH R 09/18/2018 SOUTH SI000 SOUTH SIDE CONTROL SUPPL R 09/18/2018 STANDARD007 STANDARD PIPE \& SUPPLY IN R 09/18/2018 STERNO P001 STERNO PRODUCTS R 09/18/2018 STRING P001 STRING PROJECT R 09/18/2018 SUPPLYW0001 SUPPLYWORKS R 09/18/2018 SWIDEJOA000 SWIDERSKI-GRASSE, JOANN R 09/18/2018 TANNEAMY000 TANNER, AMY R 09/18/2018 TEACHER 003 TEACHER CREATED MATERIALS R 09/18/2018 TEAM REI000 TEAM REIL CONSTRUCTION R 09/18/2018 TECHNOLO003 TECHNOLOGY MANAGEMENT REV R 09/18/2018 TELCOM I000 TELCOM INNOVATIONS GROUP R 09/18/2018 TERRACE 000 TERRACE SUPPLY COMPANY R 09/18/2018 TEXTBOOK000 TEXTBOOK WAREHOUSE R 09/18/2018 THERMOSY000 THERMOSYSTEMS R 09/18/2018 TIME FOR000 TIME FOR KIDS R 09/18/2018 TOLEDO P000 TOLEDO PHYSICAL EDUCATION R 09/18/2018 TOSHIBA 000 TOSHIBA BUSINESS SOLUTION R 09/18/2018 TOSHIBA 003 TOSHIBA FINANCIAL SERVICE R 09/18/2018 TOWNSHIP000 TOWNSHIP HIGH SCHOOL DIST R 09/18/2018 TRANE US000 TRANE US INC R 09/18/2018 TSA CONS000 TSA CONSULTING GROUP INC R 09/18/2018 ULINE 000 ULINE R 09/18/2018 UNITY SC000 UNITY SCHOOL BUS PARTS R 09/18/2018 VALVOLIN001 VALVOLINE LLC R 09/18/2018 VERITIV 001 VERITIV OPERATING COMPANY R 09/18/2018 VERIZON 000 VERIZON WIRELESS R 09/18/2018
VILLAGE 000 VILLAGE OF HOFFMAN ESTATE R 09/18/2018
\$1,289.92 09/18/2018 $\$ 67.48$ 09/18/2018 $\$ 56.00$ 09/18/2018 $\$ 62.05$ 09/18/2018 $\$ 57.94$ 09/18/2018 \$916,400.00 09/18/2018 \$405.00 09/18/2018 \$804.34 09/18/2018
\$3,193.17 09/18/2018 \$116.92 09/18/2018
\$1,250.00 09/18/2018
$\$ 44.97$ 09/18/2018
\$2,047.50 09/18/2018
\$1,526.68 09/18/2018
\$130.63 09/18/2018
\$42.54 09/18/2018
$\$ 36.67$ 09/18/2018
\$275.19 09/18/2018
\$34.00 09/18/2018
\$0.00 09/18/2018
\$0.00 09/18/2018
\$735.00 09/18/2018
\$9,466.00 09/18/2018
\$1,326.00 09/18/2018
$\$ 979.89$ 09/18/2018
\$2,675.25 09/18/2018
\$2,477.29 09/18/2018 $\$ 787.32$ 09/18/2018 \$739. 25 09/18/2018 \$25.15 09/18/2018 \$19.05 09/18/2018
\$8,904.43 09/18/2018
\$118,788.60 09/18/2018
\$3,075.00 09/18/2018
\$26,457.00 09/18/2018 \$138.88 09/18/2018
\$1,130.00 09/18/2018
\$3,137.13 09/18/2018
\$9,591.48 09/18/2018
\$193.20 09/18/2018
\$1,607.51 09/18/2018
\$7,676.71 09/18/2018 $\$ 73.00$ 09/18/2018
\$472.04 09/18/2018
\$1,400.30 09/18/2018
\$373.17 09/18/2018
\$2,919.56 09/18/2018
\$1,729.66 09/18/2018
\$2,168.00 09/18/2018
\$5,166.09 09/18/2018
\$1,381.66 09/18/2018

09/18/2018
09/18/2018
Check \#

## AP

HARRIS BANK
***************Continued**************

| 294612 | VILLAGE 002 VILLAGE OF PALATINE | R 09/18/2018 | \$4,370.18 | 09/18/2018 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 294613 | VIRCO MF000 VIRCO MFG COMPANY | R 09/18/2018 | \$19,651.09 | 09/18/2018 |  |
| 294614 | WAGNEMAR000 WAGNER, MARY | R 09/18/2018 | \$11.30 | 09/18/2018 |  |
| 294615 | WALLACE 000 WALLACE PACKAGING LLC | R 09/18/2018 | \$3,175.00 | 09/18/2018 |  |
| 294616 | WARD'S S001 WARD'S SCIENCE | C 09/18/2018 | \$0.00 | 09/18/2018 | 09/18/2018 |
| 294617 | WARD'S S001 WARD'S SCIENCE | R 09/18/2018 | \$7,985.90 | 09/18/2018 |  |
| 294618 | WAREHOUS000 WAREHOUSE DIRECT | R 09/18/2018 | \$996.00 | 09/18/2018 |  |
| 294619 | WASHINGT003 WASHINGTON MUSIC CENTER | R 09/18/2018 | \$65.00 | 09/18/2018 |  |
| 294620 | WEST MUS000 WEST MUSIC CO | R 09/18/2018 | \$344.30 | 09/18/2018 |  |
| 294621 | WIEMECOL000 WIEMER, COLETTE | R 09/18/2018 | \$10.95 | 09/18/2018 |  |
| 294622 | WILKIJEN002 WILKIE, JENNY | R 09/18/2018 | \$46.50 | 09/18/2018 |  |
| 294623 | WISCONSI002 WISCONSIN GLACIER SPRINGS | R 09/18/2018 | \$442.09 | 09/18/2018 |  |
| 294624 | WURTH US000 WURTH USA INC | R 09/18/2018 | \$365.40 | 09/18/2018 |  |
| 294625 | XIAO SAN000 XIAO, SANDY | R 09/18/2018 | \$370.00 | 09/18/2018 |  |
| 294626 | ZEMBAANN000 ZEMBA, ANNIE | R 09/18/2018 | \$28.80 | 09/18/2018 |  |
| 294627 | ZEP SALE000 ZEP SALES AND SERVICES | R 09/18/2018 | \$367.07 | 09/18/2018 |  |
| 294628 | ZHU HEL000 ZHU, HELEN | R 09/18/2018 | \$39.10 | 09/18/2018 |  |
|  | Number Of Checks: | 222 | \$1, 816, 306.41 |  |  |
|  | Total Checks: | 222 | \$1, 816, 306.41 |  |  |

Totals: $\frac{\text { Bank }}{\text { AP }} \frac{\text { Total } \$ \$}{\$ 1,816,306.41}$
$\qquad$ Payee Key Payee Name T Check Date Check Amount Date Stmnt Date

HARRIS BANK


CERTIFICATION OF VOUCHERS
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15 COOK COUNTY, ILLINOIS 60067

TO: MICHAEL M. ADAMCZYK
SCHOOL DISTRICT 15 TREASURER

This is to certify that the expenditures listed in the accompanying report have been incurred and that the Board of Education has audited and approved the same, at a meeting held October 3, 2018 and you are requested to issue checks for the same.

## PRESIDENT <br> SECRETARY

VOUCHER NO.'S 294629-294764
HARRIS BANK
ACH NO. 'S 181900142-181900169
(CHECK REGISTERS ATTACHED)

| 10 EDUCATION FUND | $\$$ | $405,291.02$ |
| :--- | :---: | ---: |
| 20 OPERATIONS \& MAINTENANCE FUND | $\$$ | $152,943.78$ |
| 40 TRANSPORTATION FUND | $\$$ | $56,696.37$ |
| 60 CAPITAL PROJECTS FUND | $\$$ | $275,481.17$ |
| 80 TORT IMMUNITY/JUDGEMENT | $\$$ | - |
| 90 FIRE PREVENTION \& SAFETY FUND | $\$$ |  |
| 97 STUDENT ACTIVITY FUND | $\$$ | $24,251.56$ |
| TOTAL | $\$$ | $914,663.90$ |


| 294629 | 1ST AYD 000 1ST AYD CORPORATION | R 10/03/2018 |
| :---: | :---: | :---: |
| 294630 | AL WARRE000 AL WARREN OIL CO INC | R 10/03/2018 |
| 294631 | ALLIANCE001 ALLIANCE GLAZING TECHNOLO | R 10/03/2018 |
| 294632 | ALPHA BA000 ALPHA BAKING CO INC | C 10/03/2018 |
| 294633 | ALPHA BA000 ALPHA BAKING CO INC | R 10/03/2018 |
| 294634 | ALPINE D000 ALPINE DEMOLITION SERVICE | R 10/03/2018 |
| 294635 | AMBASSAD000 AMBASSADOR ATHLETIC APPAR | R 10/03/2018 |
| 294636 | ANDERSON005 ANDERSON'S BOOKS INC | R 10/03/2018 |
| 294637 | ANESTHAR000 ANESTOPOULOS, HARRY | R 10/03/2018 |
| 294638 | ARLYN DA000 ARLYN DAY SCHOOL | R 10/03/2018 |
| 294639 | ASSURED 000 ASSURED HEALTHCARE | R 10/03/2018 |
| 294640 | AT\&T 000 AT\&T | R 10/03/2018 |
| 294641 | AW REFER000 AW REFEREE SERVICES INC | R 10/03/2018 |
| 294642 | BELCORE 000 BELCORE ELECTRIC CONSTR C | R 10/03/2018 |
| 294643 | BERGMAN 000 BERGMAN TRUCKING | R 10/03/2018 |
| 294644 | BLIND SP000 BLIND SPOT | R 10/03/2018 |
| 294645 | BOB RIDI000 BOB RIDINGS INC | R 10/03/2018 |
| 294646 | BOB'S DA000 BOB'S DAIRY SERVICE | R 10/03/2018 |
| 294647 | BRAINPOP000 BRAINPOP LLC | R 10/03/2018 |
| 294648 | C ACITEL000 C ACITELLI HEATING \& PIPI | R 10/03/2018 |
| 294649 | CAMELOT 000 CAMELOT EDUCATION | R 10/03/2018 |
| 294650 | CCSD \#15007 CCSD \#15 FOOD SERVICE | R 10/03/2018 |
| 294651 | CENTRAL 010 CENTRAL ILLINOIS TRUCKS I | R 10/03/2018 |
| 294652 | CHICAGO 038 CHICAGO LIGHTHOUSE FOR TH | R 10/03/2018 |
| 294653 | CHILD'S 000 CHILD'S VOICE SCHOOL | R 10/03/2018 |
| 294654 | CINTAS F001 CINTAS FIRST AID \& SAFETY | R 10/03/2018 |
| 294655 | COMMERCI000 COMMERCIAL FOOD SYSTEMS I | R 10/03/2018 |
| 294656 | DAUGHJOH000 DAUGHERTY, JOHN | R 10/03/2018 |
| 294657 | DELTA ED000 DELTA EDUCATION | R 10/03/2018 |
| 294658 | DIVINE S000 DIVINE SIGNS AND GRAPHICS | R 10/03/2018 |
| 294659 | EAGLE SE001 EAGLE SECURITY FIRE \& LIF | R 10/03/2018 |
| 294660 | EDWARD D001 EDWARD DON \& COMPANY LLC | R 10/03/2018 |
| 294661 | EMSL ANA000 EMSL ANALYTICAL INC | R 10/03/2018 |
| 294662 | FILTER S000 FILTER SERVICES INC. | R 10/03/2018 |
| 294663 | FITNESS 004 FITNESS MECHANIC INC | R 10/03/2018 |
| 294664 | FRAMA BU000 FRAMA BUILDING PRODUCTS | R 10/03/2018 |
| 294665 | FRANCZEK000 FRANCZEK RADELET | R 10/03/2018 |
| 294666 | FRONIPEN000 FRONIMOS, PENNY | R 10/03/2018 |
| 294667 | GENERAL 008 GENERAL MECHANICAL SERVIC | R 10/03/2018 |
| 294668 | GET FRES000 GET FRESH PRODUCE INC | R 10/03/2018 |
| 294669 | GILBANE 000 GILBANE BUILDING COMPANY | R 10/03/2018 |
| 294670 | GORDON F002 GORDON FOOD SERVICE | R 10/03/2018 |
| 294671 | GOUSKNIC000 GOUSKOS, NICHOLAS | R 10/03/2018 |
| 294672 | GRAINGER000 GRAINGER | R 10/03/2018 |
| 294673 | GRAYBAR 000 GRAYBAR ELECTRIC | R 10/03/2018 |
| 294674 | GREAT LA004 GREAT LAKES COCA COLA DIS | R 10/03/2018 |
| 294675 | GW BERKH000 GW BERKHEIMER CO INC | R 10/03/2018 |
| 294676 | HEALTHPR000 HEALTHPRO HERITAGE LLC | R 10/03/2018 |
| 294677 | HEINEMAN000 HEINEMANN | R 10/03/2018 |
| 294678 | HILLETIM000 HILLEBRAND, TIMOTHY | R 10/03/2018 |
| 294679 | HOH WATE000 HOH WATER TECHNOLOGY INC | R 10/03/2018 |
| 294680 | INTERSTA000 INTERSTATE BATTERY SYS OF | R 10/03/2018 |

\$192. 21 10/03/2018 \$18,570.65 10/03/2018 $\$ 63,388.55$ 10/03/2018
$\$ 0.00$ 10/03/2018 10/03/2018
$\$ 18,764.50$ 10/03/2018
\$326.05 10/03/2018
\$896.41 10/03/2018 $\$ 71.07$ 10/03/2018
\$4,632.08 10/03/2018
$\$ 3,044.28$ 10/03/2018
$\$ 3,603.66$ 10/03/2018
$\$ 71.07$ 10/03/2018
\$4,963.00 10/03/2018
\$3,377.59 10/03/2018
$\$ 793.00$ 10/03/2018
\$91,658.00 10/03/2018
\$17,023.22 10/03/2018
$\$ 18,581.00$ 10/03/2018
\$9,812.00 10/03/2018
\$1,649.40 10/03/2018
\$200.00 10/03/2018
$\$ 851.91$ 10/03/2018
$\$ 4,758.78$ 10/03/2018
\$9,719.64 10/03/2018
\$102.26 10/03/2018
$\$ 974.50$ 10/03/2018
\$213.00 10/03/2018
$\$ 4,498.74$ 10/03/2018
\$2,891.00 10/03/2018
\$480.00 10/03/2018
\$5,910.00 10/03/2018
\$123.00 10/03/2018
\$1,064.56 10/03/2018
\$785.00 10/03/2018
\$17,259.50 10/03/2018
\$2,124.00 10/03/2018 $\$ 47.09$ 10/03/2018
\$2,934.00 10/03/2018
\$2,320.71 10/03/2018
\$364.12 10/03/2018
\$2,089.25 10/03/2018 $\$ 71.07$ 10/03/2018
\$286.00 10/03/2018
$\$ 507.97$ 10/03/2018
\$424.56 10/03/2018
\$149.86 10/03/2018
\$6,030.24 10/03/2018
\$3,134.25 10/03/2018 $\$ 71.07$ 10/03/2018 $\$ 63.94$ 10/03/2018 $\$ 19.30$ 10/03/2018

Check \# Payee Key Payee Name_I Check Date Check Amount Date Stmnt Date
AP

HARRIS BANK
***************Continued***************

| 294732 | RESOURCE002 | RESOURCES FOR EDUCATORS | R 10/03/2018 | \$664.00 10/03/2018 |
| :---: | :---: | :---: | :---: | :---: |
| 294733 | RODRIFER000 | RODRIGUEZ, FERNANDO | R 10/03/2018 | \$71.07 10/03/2018 |
| 294734 | ROSENRIC001 | ROSENTHAL, RICHARD M. | R 10/03/2018 | \$71.07 10/03/2018 |
| 294735 | ROSINBOG000 | ROSINSKI, BOGUSLAW | R 10/03/2018 | \$71.07 10/03/2018 |
| 294736 | RUSH TRU002 | RUSH TRUCK CENTER GRAYSLA | R 10/03/2018 | \$2,599.50 10/03/2018 |
| 294737 | SAMS CLU000 | SAMS CLUB DIRECT | R 10/03/2018 | \$29.06 10/03/2018 |
| 294738 | SCHOOLMA001 | SChoolmate | R 10/03/2018 | \$1,338.75 10/03/2018 |
| 294739 | SCREEN M000 | SCREEN MACHINE CO INC. TH | R 10/03/2018 | \$130.00 10/03/2018 |
| 294740 | SMITHERE000 | SMITHEREEN EXTERMINATING | R 10/03/2018 | \$175.00 10/03/2018 |
| 294741 | SOKOLMAR000 | SOKOLOWSKI, MAREK | R 10/03/2018 | \$142.14 10/03/2018 |
| 294742 | SOLARIS 000 | SOLARIS ROOFING SOLUTIONS | R 10/03/2018 | \$147.00 10/03/2018 |

294743 SOLIANT 000 SOLIANT HEALTH R 10/03/2018
294744 SONITROL000 SONITROL CHICAGOLAND NORT R 10/03/2018
294745 SOUTH SI000 SOUTH SIDE CONTROL SUPPL R 10/03/2018
294746 STORTJAM000 STORTZ, JAMIE R 10/03/2018
294747 STRING P001 STRING PROJECT R 10/03/2018
294748 STUCKEY 000 STUCKEY CONSTRUCTION CO
STUCKEY 000 STUCKEY CONSTRUCTION CO R 10/03/2018
STUDIES 000 STUDIES WEEKLY INC R 10/03/2018
STYCZLIN001 STYCZEN, LINDA R 10/03/2018
TEACHER 003 TEACHER CREATED MATERIALS R 10/03/2018
TERRACE 000 TERRACE SUPPLY COMPANY R 10/03/2018
TESTONE 000 TESTONE MECHANICAL INC R 10/03/2018
R 10/03/2018
R 10/03/2018
294756 TOSHIBA 000 TOSHIBA BUSINESS SOLUTION R 10/03/2018
294757 TRANE US000 TRANE US INC R 10/03/2018
294758 UCP INFI000 UCP INFINITEC ATTN: D EUB R 10/03/2018
294759 UNITY SC000 UNITY SCHOOL BUS PARTS R 10/03/2018
294760 VERITIV 001 VERITIV OPERATING COMPANY R 10/03/2018
294761 WASTE MA000 WASTE MANAGEMENT C 10/03/2018
294762 WASTE MA000 WASTE MANAGEMENT R 10/03/2018
294763 WISCONSI002 WISCONSIN GLACIER SPRINGS R 10/03/2018
294764 XEROX F000 XEROX FINANCIAL SERVICES R 10/03/2018
\$664.00 10/03/2018
$\$ 71.07$ 10/03/2018
$\$ 71.07$ 10/03/2018
$\$ 71.07$ 10/03/2018
2,599.50 10/03/2018
10/03/2018 \$130.00 10/03/2018
\$147.00 10/03/2018
\$1,768.00 10/03/2018
\$3,403.00 10/03/2018
\$1,353.19 10/03/2018
\$2,400.00 10/03/2018
\$378.00 10/03/2018
\$178,189.00 10/03/2018
\$10,098.00 10/03/2018
\$11.95 10/03/2018
\$11,400.00 10/03/2018
$\$ 6.82$ 10/03/2018
\$395.00 10/03/2018
\$491. 89 10/03/2018
\$351.45 10/03/2018
\$1,073.04 10/03/2018
\$3,099.12 10/03/2018
$\$ 35.00$ 10/03/2018
\$564.80 10/03/2018
\$329.00 10/03/2018
\$0.00 10/03/2018 10/03/2018
\$9,682.04 10/03/2018
$\$ 48.26$ 10/03/2018
$\$ 9,760.35$ 10/03/2018

| Number Of Checks: | 136 | $\$ 912,729.21$ |
| :--- | :---: | ---: |
| Total Checks: | 136 | $\$ 912,729.21$ |
|  | Totals: | $\frac{\text { Bank }}{\text { AP }}$ |

Check \#

| 181900142 | BAIN SHE000 | BAIN KELLER, SHERRI A. | A | 10/03/2018 |
| :---: | :---: | :---: | :---: | :---: |
| 181900143 | BOBBIREB000 | BOBBIT, REBECCA | A | 10/03/2018 |
| 181900144 | CONSIJAC000 | CONSIGLIO, JACLYN S. | A | 10/03/2018 |
| 181900145 | COOK ROB000 | COOK, ROBYN N. | A | 10/03/2018 |
| 181900146 | CORRIALI000 | CORRIGAN, ALICIA | A | 10/03/2018 |
| 181900147 | DEWEYCHR000 | DEWEY, CHRISTOPHER T. | A | 10/03/2018 |
| 181900148 | DOLECANN002 | DOLECKI, ANNA M. | A | 10/03/2018 |
| 181900149 | EDGARTH0000 | EDGAR, THOMAS A. | A | 10/03/2018 |
| 181900150 | EMERSDIA002 | EMERSON, DIANE M. | A | 10/03/2018 |
| 181900151 | GARDNLEE000 | GARDNER, LEE D. | A | 10/03/2018 |
| 181900152 | GRABOANN002 | GRABOWSKI, ANNETTE M. | A | 10/03/2018 |
| 181900153 | GRIFFCAR002 | GRIFFIN, CARRIE L. | A | 10/03/2018 |
| 181900154 | HACKLELI000 | HACKL, ELISE | A | 10/03/2018 |
| 181900155 | HAMILLYN000 | HAMILTON, LYNN | A | 10/03/2018 |
| 181900156 | HARTEDOU002 | HARTER, DOUGLAS K. | A | 10/03/2018 |
| 181900157 | LAVINLAU000 | LAVIN, LAURENE | A | 10/03/2018 |
| 181900158 | LYON BRE000 | LYON, BRENDA 0. | A | 10/03/2018 |
| 181900159 | MAHERKEL000 | MAHER, KELLY | A | 10/03/2018 |
| 181900160 | MALS HEI000 | MALS, HEIDI | A | 10/03/2018 |
| 181900161 | MATKOSUS000 | MATKOVIC, SUSAN L. | A | 10/03/2018 |
| 181900162 | MAXWELYN000 | MAXWELL, LYNDA B. | A | 10/03/2018 |
| 181900163 | NELSODAV000 | NELSON, DAVID A. | A | 10/03/2018 |
| 181900164 | ONTANCYN000 | ONTANEDA, CYNTHIA | A | 10/03/2018 |
| 181900165 | SANTIADE000 | SANTILLAN, ADELENA | A | 10/03/2018 |
| 181900166 | SCHIFCLA000 | SCHIFFER, CLAUDINE | A | 10/03/2018 |
| 181900167 | ST PILYN000 | ST PIERRE, LYNN | A | 10/03/2018 |
| 181900168 | SWANLLAU002 | SWANLUND, LAURA J. | A | 10/03/2018 |
| 181900169 | THOMPHEA000 | THOMPSON, HEATHER L. |  | 10/03/2018 |


| $\$ 25.00$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| ---: | ---: | ---: |
| $\$ 76.85$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 58.86$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 26.16$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 78.64$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 83.88$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 97.83$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 26.43$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 55.86$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 125.30$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 99.46$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 107.37$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 60.50$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 66.49$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 77.39$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 115.81$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 116.90$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 30.79$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 97.83$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 38.70$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 134.16$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 17.44$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 47.96$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 161.16$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 32.43$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 14.72$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 21.53$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |
| $\$ 39.24$ | $10 / 03 / 2018$ | $10 / 03 / 2018$ |


| Number Of Checks: | 28 | $\$ 1,934.69$ |
| :--- | :--- | :--- |
| Total Checks: | 28 | $\$ 1,934.69$ |

Totals: $\frac{\text { Bank }}{\text { AP }} \frac{\text { Total } \$ \$}{\$ 1,934.69}$

## Community Consolidated School District 15 <br> Activity Fund Report <br> Month Ending July 31, 2018



## Difference <br> $\$ 0.00$

Student Activity Fund Report
Month Ending July 31, 2018

| School | Beginning Balance |  | Receipts |  | Expenditures |  | Ending Cash Balance |  | Encumbrances |  | Balance |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Jane Addams | \$ | 8,719.88 | \$ | - | \$ | 294.58 | \$ | 8,425.30 | \$ | - | \$ | 8,425.30 |
| Central Road |  | 52,252.28 |  | - |  | 198.61 |  | 52,053.67 |  | - |  | 52,053.67 |
| Winston Campus Elementary |  | 1,376.18 |  | - |  | - |  | 1,376.18 |  | - |  | 1,376.18 |
| Kimball Hill |  | 632.63 |  | - |  | - |  | 632.63 |  | - |  | 632.63 |
| Hunting Ridge |  | 10,022.25 |  | - |  | - |  | 10,022.25 |  | - |  | 10,022.25 |
| Thomas Jefferson |  | 37,763.76 |  | - |  | - |  | 37,763.76 |  | - |  | 37,763.76 |
| Marion Jordan |  | 10,429.23 |  | 5,574.79 |  | 3,789.08 |  | 12,214.94 |  | - |  | 12,214.94 |
| Lake Louise |  | 6,543.30 |  | - |  | 1,070.90 |  | 5,472.40 |  | - |  | 5,472.40 |
| Lincoln |  | 15,823.11 |  | - |  | - |  | 15,823.11 |  | - |  | 15,823.11 |
| Stuart R. Paddock |  | 31,055.42 |  | - |  | - |  | 31,055.42 |  | - |  | 31,055.42 |
| Pleasant Hill |  | 21,489.33 |  | - |  | 1,817.89 |  | 19,671.44 |  | - |  | 19,671.44 |
| Plum Grove Jr. High |  | 24,538.40 |  | - |  | 9,088.40 |  | 15,450.00 |  | - |  | 15,450.00 |
| Gray M. Sanborn |  | 21,665.73 |  | - |  | - |  | 21,665.73 |  | - |  | 21,665.73 |
| Carl Sandburg Jr. High |  | 17,278.33 |  | - |  | 551.64 |  | 16,726.69 |  | - |  | 16,726.69 |
| W. R. Sundling Jr. High |  | 43,554.26 |  | 10,000.00 |  | 10,641.91 |  | 42,912.35 |  | - |  | 42,912.35 |
| Virginia Lake |  | 7,615.09 |  | - |  | - |  | 7,615.09 |  | - |  | 7,615.09 |
| F. C. Whiteley |  | 30,381.07 |  | - |  | - |  | 30,381.07 |  | - |  | 30,381.07 |
| Willow Bend |  | 21,526.11 |  | - |  | 324.75 |  | 21,201.36 |  | - |  | 21,201.36 |
| Winston Campus Jr. High |  | 34,546.72 |  | - |  | - |  | 34,546.72 |  | - |  | 34,546.72 |
| John G. Conyers Learning Academy |  | 2,100.00 |  | - |  | - |  | 2,100.00 |  | - |  | 2,100.00 |
| Special Olympics |  | 10,269.06 |  | - |  | - |  | 10,269.06 |  | - |  | 10,269.06 |
| Total Student Accts | \$ | 409,582.14 | \$ | 15,574.79 | \$ | 27,777.76 | \$ | 397,379.17 | \$ | - | \$ | 397,379.17 |


| School | Beginning Balance |  | Receipts |  | Expenditures |  | Ending Cash Balance |  | Encumbrances |  | Balance |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Jane Addams | \$ | $(2,257.80)$ | \$ | - | \$ | - | \$ | (2,257.80) | \$ | - | \$ | $(2,257.80)$ |
| Central Road |  | (464.39) |  | - |  | - | \$ | (464.39) |  | - |  | (464.39) |
| Winston Campus Elementary |  | (986.49) |  | - |  | - | \$ | (986.49) |  | - |  | (986.49) |
| Kimball Hill |  | (820.61) |  | - |  | - | \$ | (820.61) |  | - |  | (820.61) |
| Hunting Ridge |  | 992.02 |  | - |  | 900.00 | \$ | 92.02 |  | - |  | 92.02 |
| Thomas Jefferson |  | 708.38 |  | - |  | - | \$ | 708.38 |  | - |  | 708.38 |
| Marion Jordan |  | - |  | - |  | - | \$ | - |  | - |  | - |
| Lake Louise |  | (30.99) |  | - |  | - | \$ | (30.99) |  | - |  | (30.99) |
| Lincoln |  | $(1,543.43)$ |  | - |  | - | \$ | $(1,543.43)$ |  | - |  | $(1,543.43)$ |
| Stuart R. Paddock |  | 1,609.50 |  | - |  | - | \$ | 1,609.50 |  | - |  | 1,609.50 |
| Pleasant Hill |  | 82.14 |  | - |  | - | \$ | 82.14 |  | - |  | 82.14 |
| Plum Grove Jr. High |  | $(1,520.77)$ |  | - |  | - | \$ | $(1,520.77)$ |  | - |  | $(1,520.77)$ |
| Gray M. Sanborn |  | 240.54 |  | - |  | - | \$ | 240.54 |  | - |  | 240.54 |
| Carl Sandburg Jr. High |  | 6,221.82 |  | - |  | - | \$ | 6,221.82 |  | - |  | 6,221.82 |
| W. R. Sundling Jr. High |  | 436.12 |  | - |  | - | \$ | 436.12 |  | - |  | 436.12 |
| Virginia Lake |  | 1,574.19 |  | - |  | - | \$ | 1,574.19 |  | - |  | 1,574.19 |
| F. C. Whiteley |  | 1,003.14 |  | - |  | - | \$ | 1,003.14 |  | - |  | 1,003.14 |
| Willow Bend |  | 10,331.15 |  | - |  | - | \$ | 10,331.15 |  | - |  | 10,331.15 |
| Willow Bend Experience |  | $(2,976.09)$ |  | - |  | (12.99) | \$ | $(2,963.10)$ |  | - |  | $(2,963.10)$ |
| Winston Campus Jr. High |  | 105.83 |  | - |  | - | \$ | 105.83 |  | - |  | 105.83 |
| John G. Conyers Learning Academy |  | 1,898.17 |  | - |  | - | \$ | 1,898.17 |  | - |  | 1,898.17 |
| Transportation |  | 2,123.72 |  | - |  | - | \$ | 2,123.72 |  | - |  | 2,123.72 |
| Social Work |  | 232.84 |  | - |  | - | \$ | 232.84 |  | - |  | 232.84 |
| Total Convenience Accts | \$ | 16,958.99 | \$ | - | \$ | 887.01 | \$ | 16,071.98 | \$ | - | \$ | 16,071.98 |
| Total Student Accts (See Page 1) | \$ | 409,582.14 | \$ | 15,574.79 | \$ | 27,777.76 | \$ | 397,379.17 | \$ | - | \$ | 397,379.17 |
| Total Student \& Convenience Accts | \$ | 426,541.13 | \$ | 15,574.79 | \$ | 28,664.77 | \$ | 413,451.15 | \$ | - | \$ | 413,451.15 |

## Community Consolidated School District 15 <br> Activity Fund Report <br> Month Ending August 31, 2018



## Difference <br> $\$ 0.00$

Student Activity Fund Report
Month Ending August 31, 2018

| School | Beginning Balance |  | Receipts |  | Expenditures |  | Ending CashBalance |  | Encumbrances |  | Balance |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Jane Addams | \$ | 8,425.30 | \$ | - | \$ | 430.45 | \$ | 7,994.85 | \$ | - | \$ | 7,994.85 |
| Central Road |  | 52,053.67 |  | - |  | 3,738.47 |  | 48,315.20 |  | - |  | 48,315.20 |
| Winston Campus Elementary |  | 1,376.18 |  | - |  | - |  | 1,376.18 |  | - |  | 1,376.18 |
| Kimball Hill |  | 632.63 |  | - |  | 635.67 |  | (3.04) |  | - |  | (3.04) |
| Hunting Ridge |  | 10,022.25 |  | - |  | - |  | 10,022.25 |  | - |  | 10,022.25 |
| Thomas Jefferson |  | 37,763.76 |  | - |  | - |  | 37,763.76 |  | - |  | 37,763.76 |
| Marion Jordan |  | 12,214.94 |  | - |  | 818.42 |  | 11,396.52 |  | - |  | 11,396.52 |
| Lake Louise |  | 5,472.40 |  | 95.96 |  | 84.59 |  | 5,483.77 |  | - |  | 5,483.77 |
| Lincoln |  | 15,823.11 |  | - |  | 260.00 |  | 15,563.11 |  | - |  | 15,563.11 |
| Stuart R. Paddock |  | 31,055.42 |  | - |  | 1,089.57 |  | 29,965.85 |  | - |  | 29,965.85 |
| Pleasant Hill |  | 19,671.44 |  | - |  | 797.10 |  | 18,874.34 |  | - |  | 18,874.34 |
| Plum Grove Jr. High |  | 15,450.00 |  | 2,051.80 |  | 3,313.50 |  | 14,188.30 |  | - |  | 14,188.30 |
| Gray M. Sanborn |  | 21,665.73 |  | - |  | - |  | 21,665.73 |  | - |  | 21,665.73 |
| Carl Sandburg Jr. High |  | 16,726.69 |  | 3,682.00 |  | 608.55 |  | 19,800.14 |  | - |  | 19,800.14 |
| W. R. Sundling Jr. High |  | 42,912.35 |  | 3,410.00 |  | 9,374.66 |  | 36,947.69 |  | - |  | 36,947.69 |
| Virginia Lake |  | 7,615.09 |  | - |  | 1,087.15 |  | 6,527.94 |  | - |  | 6,527.94 |
| F. C. Whiteley |  | 30,381.07 |  | 4,386.75 |  | - |  | 34,767.82 |  | - |  | 34,767.82 |
| Willow Bend |  | 21,201.36 |  | - |  | - |  | 21,201.36 |  | - |  | 21,201.36 |
| Winston Campus Jr. High |  | 34,546.72 |  | - |  | 3,305.31 |  | 31,241.41 |  | - |  | 31,241.41 |
| John G. Conyers Learning Academy |  | 2,100.00 |  | - |  | - |  | 2,100.00 |  | - |  | 2,100.00 |
| Special Olympics |  | 10,269.06 |  | - |  | - |  | 10,269.06 |  | - |  | 10,269.06 |
| Total Student Accts | \$ | 397,379.17 | \$ | 13,626.51 | \$ | 25,543.44 | \$ | 385,462.24 | \$ | - | \$ | 385,462.24 |


| School | Beginning Balance |  | Receipts |  | Expenditures |  | Ending Cash Balance |  | Encumbrances |  | Balance |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Jane Addams | \$ | $(2,257.80)$ | \$ | - | \$ | - | \$ | $(2,257.80)$ | \$ | - | \$ | $(2,257.80)$ |
| Central Road |  | (464.39) |  | - |  | - | \$ | (464.39) |  | - |  | (464.39) |
| Winston Campus Elementary |  | (986.49) |  | - |  | - | \$ | (986.49) |  | - |  | (986.49) |
| Kimball Hill |  | (820.61) |  | - |  | - | \$ | (820.61) |  | - |  | (820.61) |
| Hunting Ridge |  | 92.02 |  | - |  | - | \$ | 92.02 |  | - |  | 92.02 |
| Thomas Jefferson |  | 708.38 |  | - |  | - | \$ | 708.38 |  | - |  | 708.38 |
| Marion Jordan |  | - |  | - |  | - | \$ | - |  | - |  | - |
| Lake Louise |  | (30.99) |  | - |  | - | \$ | (30.99) |  | - |  | (30.99) |
| Lincoln |  | $(1,543.43)$ |  | - |  | - | \$ | $(1,543.43)$ |  | - |  | $(1,543.43)$ |
| Stuart R. Paddock |  | 1,609.50 |  | - |  | - | \$ | 1,609.50 |  | - |  | 1,609.50 |
| Pleasant Hill |  | 82.14 |  | - |  | - | \$ | 82.14 |  | - |  | 82.14 |
| Plum Grove Jr. High |  | $(1,520.77)$ |  | - |  | - | \$ | $(1,520.77)$ |  | - |  | $(1,520.77)$ |
| Gray M. Sanborn |  | 240.54 |  | - |  | - | \$ | 240.54 |  | - |  | 240.54 |
| Carl Sandburg Jr. High |  | 6,221.82 |  | - |  | - | \$ | 6,221.82 |  | - |  | 6,221.82 |
| W. R. Sundling Jr. High |  | 436.12 |  | - |  | - | \$ | 436.12 |  | - |  | 436.12 |
| Virginia Lake |  | 1,574.19 |  | - |  | 828.92 | \$ | 745.27 |  | - |  | 745.27 |
| F. C. Whiteley |  | 1,003.14 |  | - |  | - | \$ | 1,003.14 |  | - |  | 1,003.14 |
| Willow Bend |  | 10,331.15 |  | - |  | 91.32 | \$ | 10,239.83 |  | - |  | 10,239.83 |
| Willow Bend Experience |  | $(2,963.10)$ |  | - |  | - | \$ | (2,963.10) |  | - |  | $(2,963.10)$ |
| Winston Campus Jr. High |  | 105.83 |  | - |  | - | \$ | 105.83 |  | - |  | 105.83 |
| John G. Conyers Learning Academy |  | 1,898.17 |  | - |  | - | \$ | 1,898.17 |  | - |  | 1,898.17 |
| Transportation |  | 2,123.72 |  | - |  | - | \$ | 2,123.72 |  | - |  | 2,123.72 |
| Social Work |  | 232.84 |  | - |  | - | \$ | 232.84 |  | - |  | 232.84 |
| Total Convenience Accts | \$ | 16,071.98 | \$ | - | \$ | 920.24 | \$ | 15,151.74 | \$ | - | \$ | 15,151.74 |
| Total Student Accts (See Page 1) | \$ | 397,379.17 | \$ | 13,626.51 | \$ | 25,543.44 | \$ | 385,462.24 | \$ | - | \$ | 385,462.24 |
| Total Student \& Convenience Accts | \$ | 413,451.15 | \$ | 13,626.51 | \$ | 26,463.68 | \$ | 400,613.98 | \$ | - | \$ | 400,613.98 |

## EDUCATIONAL FUND <br> AUGUST 2018 -BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED |  | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 96,683,851.00 | \$ | 42,103,162.70 | 43.55\% | \$ | 54,580,688.30 |  |
| INTEREST ON INVESTMENTS |  |  | 1,100,000.00 |  | 115,010.32 | 10.46\% |  | 984,989.68 |  |
| CPP REPLACEMENT TAXES |  |  | 618,142.00 |  | - | 0.00\% |  | 618,142.00 |  |
| OTHER LOCAL REVENUE |  |  | 2,775,486.00 |  | 296,575.98 | 10.69\% |  | 2,478,910.02 |  |
| STATE REVENUE |  |  | 17,105,305.00 |  | 1,501,377.58 | 8.78\% |  | 15,603,927.42 |  |
| FEDERAL REVENUE |  |  | 9,725,569.00 |  | 7,464.18 | 0.08\% |  | 9,718,104.82 |  |
|  |  |  | - |  | - |  |  |  |  |
|  | TOTALS | \$ | 128,008,353.00 | \$ | 44,023,590.76 | 34.39\% | \$ | 83,984,762.24 |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | $\begin{gathered} \text { ACTUAL } \\ \text { EXPENDITURES } \end{gathered}$ |  | ENCUMB | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 94,925,848.00 | \$ | 2,584,296.77 |  | - | 2.72\% | \$ | 92,341,551.23 |
| BENEFITS |  | 19,430,966.00 |  | 792,127.36 |  | - | 4.08\% |  | 18,638,838.64 |
| PURCHASED SERVICES |  | 3,767,745.00 |  | 444,971.71 | \$ | 158,817.11 | 16.03\% |  | 3,163,956.18 |
| SUPPLIES |  | 5,651,146.00 |  | 705,255.16 |  | 2,085,546.35 | 49.38\% |  | 2,860,344.49 |
| CAPITAL OUTLAY |  | 2,855,613.00 |  | 298,999.26 |  | 1,131,734.90 | 50.10\% |  | 1,424,878.84 |
| TUITION / OTHER |  | 1,411,833.00 |  | 90,609.85 |  | - | 6.42\% |  | 1,321,223.15 |
| CONTINGENCY |  | - |  | - |  | - | - |  | - |
| TRANSFER AMONG FUNDS |  | 4,654,186.00 |  | 4,500,000.00 |  | - | - |  | 154,186.00 |
| TOTALS | \$ | 132,697,337.00 | \$ | 9,416,260.11 | \$ | 3,376,098.36 | 9.64\% | \$ | 119,904,978.53 |



OPERATIONS \& MAINTENANCE FUND
AUGUST 2018 -BUDGET REPORT

| REVENUE | REVENUE <br> BUDGET | REVENUE <br> COLLECTED | PERCENT <br> RECEIVED | TO BE <br> COLLECTED |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  |  |  |  |  |  |
| OVER BUDGET |  |  |  |  |  |$|$


| EXPENDITURES | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB |  | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 5,316,856.00 | \$ | 960,875.50 | \$ | - | 18.07\% | \$ | 4,355,980.50 |
| BENEFITS |  | 1,031,432.00 |  | 168,573.19 |  | - | 16.34\% |  | 862,858.81 |
| PURCHASED SERVICES |  | 1,196,255.00 |  | 178,409.44 |  | 170,698.22 | 29.18\% |  | 847,147.34 |
| UTILITIES |  | 2,496,924.00 |  | 92,602.01 |  | - | 3.71\% |  | 2,404,321.99 |
| SUPPLIES |  | 1,002,250.00 |  | 126,384.78 |  | 90,241.40 | 21.61\% |  | 785,623.82 |
| CAPITAL OUTLAY |  | 697,750.00 |  | 258,153.52 |  | 213,174.69 | 67.55\% |  | 226,421.79 |
| OTHER |  | 750.00 |  | - |  | - | 0.00\% |  | 750.00 |
| TRANSFER AMONG FUNDS |  | 8,250,000.00 |  | 6,200,000.00 |  | - | 75.15\% |  | 2,050,000.00 |
|  | \$ | 19,992,217.00 | \$ | 7,984,998.44 | \$ | 474,114.31 | 42.31\% | \$ | 11,533,104.25 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## DEBT SERVICE FUND <br> AUGUST 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  |  | REVENUE COLLECTED | PERCENT RECEIVED | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 5,704,450.00 | \$ | 2,492,938.63 | 43.70\% | 3,211,511.37 |  |
| OTHER LOCAL REVENUE |  |  | - |  | - | 0.00\% |  |  |
| INTEREST ON INVESTMENTS |  |  | 38,000.00 |  | 8,011.21 | 21.08\% | 29,988.79 |  |
| TRANSFER AMONG FUNDS |  |  | 154,186.00 |  | - | 0.00\% | 154,186.00 |  |
|  | TOTALS | \$ | 5,896,636.00 | \$ | 2,500,949.84 | 42.41\% | \$3,395,686.16 |  |


| EXPENDITURES | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DEBT RETIREMENT / INTEREST | \$ | 5,993,835.00 | \$ | - |  | 0.00\% | \$ | 5,993,835.00 |
| SERVICES |  | 1,500.00 |  | - |  | 0.00\% | \$ | 1,500.00 |
|  |  | - |  | - |  | 0.00\% |  | - |
| TOTALS | \$ | 5,995,335.00 | \$ | - |  | 0.00\% | \$ | 5,995,335.00 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## TRANSPORTATION FUND <br> AUGUST 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT <br> RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 4,240,802.00 | \$ | 1,855,524.41 | 43.75\% | \$ | 2,385,277.59 |  |
| INTEREST ON INVESTMENTS |  |  | 48,000.00 |  | 8,814.16 | 18.36\% |  | 39,185.84 |  |
| BUS FEES |  |  | 175,000.00 |  | 67,750.05 | 38.71\% |  | 107,249.95 |  |
| STATE REVENUE |  |  | 4,840,120.00 |  | - | 0.00\% |  | 4,840,120.00 |  |
| OTHER LOCAL REVENUE |  |  | 25,000.00 |  | - | 0.00\% |  | 25,000.00 |  |
|  | TOTALS | \$ | 9,328,922.00 | \$ | 1,932,088.62 | 20.71\% | \$ | 7,396,833.38 |  |


| EXPENDITURES | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB |  | \% OF BUDGET <br> EXPENDED | AVAILABLEBUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 4,684,879.00 | \$ | 259,108.15 |  | - | 5.53\% | \$ | 4,425,770.85 |
| BENEFITS |  | 1,886,610.00 |  | 32,312.31 |  | - | 1.71\% |  | 1,854,297.69 |
| PURCHASED SERVICES |  | 698,830.00 |  | 153,955.25 |  | 145.46 | 22.05\% |  | 544,729.29 |
| SUPPLIES |  | 1,012,743.00 |  | 48,978.80 |  | 413,965.19 | 45.71\% |  | 549,799.01 |
| CAPITAL OUTLAY |  | 763,200.00 |  | 739,060.93 |  | - | 96.84\% |  | 24,139.07 |
| CONTINGENCY/OTHER |  | - |  | - |  | - | 0.00\% |  | - |
| TRANSFER AMONG FUNDS |  | - |  | - |  |  | 0.00\% |  | - |
|  | \$ | 9,046,262.00 | \$ | 1,233,415.44 | \$ | 414,110.65 | 18.21\% | \$ | 7,398,735.91 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET

ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## ILLINOIS MUNICIPAL RETIREMENT FUND (IMRF) <br> AUGUST 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT <br> RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 2,170,461.00 | \$ | 951,895.93 | 43.86\% | \$ | 1,218,565.07 |  |
| INTEREST ON INVESTMENTS |  |  | 11,500.00 |  | 1,805.87 | 15.70\% |  | \$9,694.13 |  |
| CPP REPLACEMENT TAXES |  |  | 125,000.00 |  | - | 0.00\% |  | 125,000.00 |  |
|  | TOTALS | \$ | 2,306,961.00 | \$ | 953,701.80 | 41.34\% | \$ | 1,353,259.20 |  |


| EXPENDITURES |  | EXPENDITUREBUDGET |  | ACTUALEXPENDITURES |  | ENCUMB | \% OF BUDGET <br> EXPENDED | AVAILABLE BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BENEFITS |  | \$ | 2,280,704.00 | \$ | 360,662.28 |  | 15.81\% | \$ | 1,920,041.72 |
|  | TOTALS | \$ | 2,280,704.00 | \$ | 360,662.28 |  | 15.81\% | \$ | 1,920,041.72 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## SOCIAL SECURITY FUND <br> AUGUST 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 2,946,392.00 | \$ | 1,290,688.95 | 43.81\% | \$ | 1,655,703.05 |  |
| INTEREST ON INVESTMENTS |  |  | 31,000.00 |  | 4,631.51 | 14.94\% | \$ | 26,368.49 |  |
|  | TOTALS | \$ | 2,977,392.00 | \$ | 1,295,320.46 | 43.51\% | \$ | 1,682,071.54 |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BENEFITS |  | \$ | 2,944,191.00 | \$ | 267,149.06 |  | 9.07\% | \$ | 2,677,041.94 |
|  | TOTALS | \$ | 2,944,191.00 | \$ | 267,149.06 |  | 9.07\% |  | \$2,677,041.94 |



## CAPITAL PROJECTS FUND <br> AUGUST 2018 - BUDGET REPORT




BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## WORKING CASH FUND <br> AUGUST 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | - | \$ | - |  |  |  |  |
| INTEREST ON INVESTMENTS |  |  | 1,300.00 |  | 156.77 | 12.06\% | \$ | 1,143.23 |  |
|  | TOTALS | \$ | 1,300.00 | \$ | 156.77 |  |  | \$1,143.23 |  |


| EXPENDITURES | EXPENDITURE <br> BUDGET | ACTUAL <br> EXPENDITURES | ENCUMB | \% OF BUDGET <br> EXPENDED | AVAILABLE <br> BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| TRANSFERS |  | $\$$ | - | $\$$ | - |  |
|  | TOTALS $\$$ | - | $\$$ | - |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

TORT IMMUNITY/JUDGEMENT FUND AUGUST 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  |  | REVENUE COLLECTED | PERCENT <br> RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 1,287,259.00 | \$ | 561,642.63 | 43.63\% | \$ | 725,616.37 |  |
| INTEREST ON INVESTMENTS |  |  | 3,300.00 |  | 535.13 | 16.22\% |  | 2,764.87 |  |
| OTHER LOCAL REVENUE |  |  | - |  | - | 0.00\% |  |  |  |
| TRANSFERS IN |  |  | - |  | - | 0.00\% |  |  |  |
|  | TOTALS | \$ | 1,290,559.00 | \$ | 562,177.76 | 43.56\% |  | \$728,381.24 |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB |  | \% OF BUDGET <br> EXPENDED | AVAILABLE BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PURCHASED SERVICES |  | \$ | 1,295,000.00 | \$ | 727,941.52 | \$ | - | 56.21\% | \$ | 567,058.48 |
| SUPPLIES |  |  | - |  | - |  | - | 0.00\% |  | - |
| DUES/FEES |  |  | - |  | - |  | - | 0.00\% |  | - |
| CONTINGENCY |  |  | - |  | - |  | - | 0.00\% |  | - |
|  | TOTALS | \$ | 1,295,000.00 | \$ | 727,941.52 | \$ | - | 56.21\% | \$ | 567,058.48 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

FIRE PREVENTION \& SAFETY FUND

## AUGUST 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT <br> RECEIVED | TO BE COLLECTED |  | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | - | \$ | - | 0.00\% |  |  |  |
| INTEREST ON INVESTMENTS |  |  | 400.00 |  | 1,577.54 | 394.39\% |  | \$ | 1,177.54 |
| PRINCIPAL ON BONDS SOLD |  |  | - |  | - | 0.00\% |  |  |  |
| PREMIUM ON BONDS SOLD |  |  | - |  | - | 0.00\% |  |  |  |
|  | TOTALS | \$ | 400.00 | \$ | 1,577.54 | 394.39\% |  |  | \$1,177.54 |


| EXPENDITURES | $\begin{array}{c}\text { EXPENDITURE } \\ \text { BUDGET }\end{array}$ | $\begin{array}{c}\text { ACTUAL } \\ \text { EXPENDITURES }\end{array}$ | $\begin{array}{c}\text { \% OF BUDGET } \\ \text { ENCUMB }\end{array}$ | $\begin{array}{c}\text { AVAILABLE } \\ \text { EXPENDED }\end{array}$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| BUDGET |  |  |  |  |$]$



ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS
BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET

## EDUCATIONAL FUND <br> SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT <br> RECEIVED | $\begin{aligned} & \text { TO BE } \\ & \text { COLLECTED } \end{aligned}$ |  | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 96,683,851.00 | \$ | 42,129,393.21 | 43.57\% | \$ | 54,554,457.79 |  |
| INTEREST ON INVESTMENTS |  |  | 1,100,000.00 |  | 115,010.32 | 10.46\% |  | 984,989.68 |  |
| CPP REPLACEMENT TAXES |  |  | 618,142.00 |  | - | 0.00\% |  | 618,142.00 |  |
| OTHER LOCAL REVENUE |  |  | 2,775,486.00 |  | 553,889.47 | 19.96\% |  | 2,221,596.53 |  |
| STATE REVENUE |  |  | 17,105,305.00 |  | 3,122,782.29 | 18.26\% |  | 13,982,522.71 |  |
| FEDERAL REVENUE |  |  | 9,725,569.00 |  | 187,116.61 | 1.92\% |  | 9,538,452.39 |  |
|  |  |  | - |  | - |  |  |  |  |
|  | TOTALS | \$ | 128,008,353.00 | \$ | 46,108,191.90 | 36.02\% | \$ | 81,900,161.10 |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | ACTUAL XPENDITURES |  | ENCUMB | \% OF BUDGET <br> EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 94,925,848.00 | \$ | 10,446,191.18 |  | - | 11.00\% | \$ | 84,479,656.82 |
| BENEFITS |  | 19,430,966.00 |  | 2,287,246.90 |  | - | 11.77\% |  | 17,143,719.10 |
| PURCHASED SERVICES |  | 3,767,745.00 |  | 552,089.78 | \$ | 543,991.76 | 29.09\% |  | 2,671,663.46 |
| SUPPLIES |  | 5,651,146.00 |  | 1,059,365.95 |  | 1,790,348.64 | 50.43\% |  | 2,801,431.41 |
| CAPITAL OUTLAY |  | 2,855,613.00 |  | 1,298,355.66 |  | 192,504.50 | 52.21\% |  | 1,364,752.84 |
| TUITION / OTHER |  | 1,411,833.00 |  | 116,732.77 |  | - | 8.27\% |  | 1,295,100.23 |
| CONTINGENCY |  | - |  | - |  | - | - |  | - |
| TRANSFER AMONG FUNDS |  | 4,654,186.00 |  | 4,500,000.00 |  | - | - |  | 154,186.00 |
| TOTALS | \$ | 132,697,337.00 | \$ | 20,259,982.24 | \$ | 2,526,844.90 | 17.17\% | \$ | 109,910,509.86 |



OPERATIONS \& MAINTENANCE FUND
SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 13,691,426.00 | \$ | 5,973,300.11 | 43.63\% | \$ | 7,718,125.89 |  |
| INTEREST ON INVESTMENTS |  |  | 45,000.00 |  | 9,667.46 | 21.48\% |  | 35,332.54 |  |
| OTHER LOCAL REVENUE |  |  | 230,250.00 |  | 46,460.65 | 20.18\% |  | 183,789.35 |  |
| CPP REPLACEMENT TAXES |  |  | 618,142.00 |  | - | 0.00\% |  | 618,142.00 |  |
| STATE REVENUE |  |  | - |  | - | 0.00\% |  |  |  |
| TRANSFER AMONG FUNDS |  |  | 4,500,000.00 |  | 4,500,000.00 | 100.00\% |  |  |  |
|  | TOTALS | \$ | 19,084,818.00 | \$ | 10,529,428.22 | 55.17\% | \$ | 8,555,389.78 |  |


| EXPENDITURES | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB |  | \% OF BUDGET EXPENDED | AVAILABLE BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 5,316,856.00 | \$ | 1,356,785.88 | \$ | - | 25.52\% | \$ | 3,960,070.12 |
| BENEFITS |  | 1,031,432.00 |  | 254,055.62 |  | - | 24.63\% |  | 777,376.38 |
| PURCHASED SERVICES |  | 1,196,255.00 |  | 237,321.52 |  | 130,638.87 | 30.76\% |  | 828,294.61 |
| UTILITIES |  | 2,496,924.00 |  | 247,497.68 |  | - | 9.91\% |  | 2,249,426.32 |
| SUPPLIES |  | 1,002,250.00 |  | 139,547.56 |  | 92,348.40 | 23.14\% |  | 770,354.04 |
| CAPITAL OUTLAY |  | 697,750.00 |  | 441,286.08 |  | 176,494.78 | 88.54\% |  | 79,969.14 |
| OTHER |  | 750.00 |  | - |  | - | 0.00\% |  | 750.00 |
| TRANSFER AMONG FUNDS |  | 8,250,000.00 |  | 6,200,000.00 |  | - | 75.15\% |  | 2,050,000.00 |
|  | \$ | 19,992,217.00 | \$ | 8,876,494.34 | \$ | 399,482.05 | 46.40\% | \$ | 10,716,240.61 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

DEBT SERVICE FUND
SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  |  | REVENUE COLLECTED | PERCENT RECEIVED | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 5,704,450.00 | \$ | 2,494,431.09 | 43.73\% | 3,210,018.91 |  |
| OTHER LOCAL REVENUE |  |  | - |  | - | 0.00\% |  |  |
| INTEREST ON INVESTMENTS |  |  | 38,000.00 |  | 8,011.21 | 21.08\% | 29,988.79 |  |
| TRANSFER AMONG FUNDS |  |  | 154,186.00 |  | - | 0.00\% | 154,186.00 |  |
|  | TOTALS | \$ | 5,896,636.00 | \$ | 2,502,442.30 | 42.44\% | \$3,394,193.70 |  |


| EXPENDITURES | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET EXPENDED |  | VAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DEBT RETIREMENT / INTEREST | \$ | 5,993,835.00 | \$ | - |  | 0.00\% | \$ | 5,993,835.00 |
| SERVICES |  | 1,500.00 |  | 475.00 |  | 31.67\% | \$ | 1,025.00 |
|  |  | - |  | - |  | 0.00\% |  | - |
| TOTALS | \$ | 5,995,335.00 | \$ | 475.00 |  | 0.01\% | \$ | 5,994,860.00 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

TRANSPORTATION FUND

## SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 4,240,802.00 | \$ | 1,856,429.84 | 43.78\% | \$ 2,384,372.16 |  |
| INTEREST ON INVESTMENTS |  |  | 48,000.00 |  | 8,814.16 | 18.36\% | 39,185.84 |  |
| BUS FEES |  |  | 175,000.00 |  | 100,996.00 | 57.71\% | 74,004.00 |  |
| STATE REVENUE |  |  | 4,840,120.00 |  | - | 0.00\% | 4,840,120.00 |  |
| OTHER LOCAL REVENUE |  |  | 25,000.00 |  | - | 0.00\% | 25,000.00 |  |
|  | TOTALS | \$ | 9,328,922.00 | \$ | 1,966,240.00 | 21.08\% | \$ 7,362,682.00 |  |


| EXPENDITURES | EXPENDITUREBUDGET |  | ACTUAL EXPENDITURES |  |  | ENCUMB | \% OF BUDGET <br> EXPENDED | AVAILABLEBUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 4,684,879.00 | \$ | 746,910.84 |  | - | 15.94\% | \$ | 3,937,968.16 |
| BENEFITS |  | 1,886,610.00 |  | 130,413.54 |  | - | 6.91\% |  | 1,756,196.46 |
| PURCHASED SERVICES |  | 698,830.00 |  | 173,738.09 |  | 69.30 | 24.87\% |  | 525,022.61 |
| SUPPLIES |  | 1,012,743.00 |  | 130,797.28 |  | 379,592.74 | 50.40\% |  | 502,352.98 |
| CAPITAL OUTLAY |  | 763,200.00 |  | 739,060.93 |  | - | 96.84\% |  | 24,139.07 |
| CONTINGENCY/OTHER |  | - |  | - |  | - | 0.00\% |  | - |
| TRANSFER AMONG FUNDS |  | - |  | - |  |  | 0.00\% |  | - |
|  | \$ | 9,046,262.00 | \$ | 1,920,920.68 | \$ | 379,662.04 | 25.43\% | \$ | 6,745,679.28 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET

ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## ILLINOIS MUNICIPAL RETIREMENT FUND (IMRF) <br> SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 2,170,461.00 | \$ | 952,290.32 | 43.88\% |  | \$ 1,218,170.68 |  |
| INTEREST ON INVESTMENTS |  |  | 11,500.00 |  | 1,805.87 | 15.70\% |  | \$9,694.13 |  |
| CPP REPLACEMENT TAXES |  |  | 125,000.00 |  | - | 0.00\% |  | 125,000.00 |  |
|  | TOTALS | \$ | 2,306,961.00 | \$ | 954,096.19 | 41.36\% |  | 1,352,864.81 |  |


| EXPENDITURES |  | EXPENDITURE <br> BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET <br> EXPENDED | AVAILABLEBUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BENEFITS |  | \$ | 2,280,704.00 | \$ | 579,059.12 |  | 25.39\% | \$ | 1,701,644.88 |
|  | TOTALS | \$ | 2,280,704.00 | \$ | 579,059.12 |  | 25.39\% | \$ | 1,701,644.88 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## SOCIAL SECURITY FUND

## SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT <br> RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 2,946,392.00 | \$ | 1,291,257.96 | 43.83\% | \$ | 1,655,134.04 |  |
| INTEREST ON INVESTMENTS |  |  | 31,000.00 |  | 4,631.51 | 14.94\% |  | 26,368.49 |  |
|  | TOTALS | \$ | 2,977,392.00 | \$ | 1,295,889.47 | 43.52\% |  | 1,681,502.53 |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BENEFITS |  | \$ | 2,944,191.00 | \$ | 510,866.10 |  | 17.35\% | \$ | 2,433,324.90 |
|  | TOTALS | \$ | 2,944,191.00 | \$ | 510,866.10 |  | 17.35\% |  | \$2,433,324.90 |



CAPITAL PROJECTS FUND
SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT <br> RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TIF REVENUE |  | \$ | 335,000.00 | \$ | 291,099.41 | 86.90\% | \$ | 43,900.59 |  |
| INTEREST ON INVESTMENTS |  |  | 5,000.00 |  | - | 0.00\% |  | 5,000.00 |  |
| DONATION |  |  | 60,000.00 |  | - | 0.00\% |  | 60,000.00 |  |
| OTHER |  |  | 100,000.00 |  | 1,083.00 | 1.08\% |  | 98,917.00 |  |
| TRANSFER AMONG FUNDS |  |  | 8,250,000.00 |  | 6,200,000.00 | 75.15\% |  | 2,050,000.00 |  |
|  | TOTALS | \$ | 8,750,000.00 | \$ | 6,492,182.41 | 74.20\% | \$ | 2,257,817.59 |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | ACTUAL <br> EXPENDITURES |  | ENCUMB |  | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PURCHASED SERVICES |  | \$ | 662,647.00 | \$ | 60,442.39 | \$ | 3,000.00 | 9.57\% | \$ | 599,204.61 |
| SUPPLIES/MATERIALS |  |  | - |  | - |  | - | 0.00\% |  | - |
| CAPITAL OUTLAY |  |  | 6,727,340.00 |  | 2,968,388.85 |  | 528,940.00 | 51.99\% |  | 3,230,011.15 |
| CONTINGENCY |  |  | - |  | - |  | - | 0.00\% |  | - |
|  | TOTALS | \$ | 7,389,987.00 | \$ | 3,028,831.24 | \$ | 531,940.00 | 48.18\% | \$ | 3,829,215.76 |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## WORKING CASH FUND SEPTEMBER 2018 - BUDGET REPORT



| EXPENDITURES | EXPENDITURE <br> BUDGET | ACTUAL <br> EXPENDITURES | ENCUMB | \% OF BUDGET <br> EXPENDED | AVAILABLE <br> BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| TRANSFERS | $\$$ | $\$$ | - | $\$$ | - |  |
|  |  |  |  |  |  |  |
|  | TOTALS $\$$ |  | - |  | - |  |



BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

TORT IMMUNITY/JUDGEMENT FUND
SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  |  | REVENUE COLLECTED | PERCENT RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 1,287,259.00 | \$ | 561,942.32 | 43.65\% | \$ | 725,316.68 |  |
| INTEREST ON INVESTMENTS |  |  | 3,300.00 |  | 535.13 | 16.22\% |  | 2,764.87 |  |
| OTHER LOCAL REVENUE |  |  | - |  | - | 0.00\% |  |  |  |
| TRANSFERS IN |  |  | - |  | - | 0.00\% |  |  |  |
|  | TOTALS | \$ | 1,290,559.00 | \$ | 562,477.45 | 43.58\% |  | \$728,081.55 |  |




BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET
ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

FIRE PREVENTION \& SAFETY FUND
SEPTEMBER 2018 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED |  | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | - | \$ | - | 0.00\% |  |  |  |
| INTEREST ON INVESTMENTS |  |  | 400.00 |  | 1,577.54 | 394.39\% |  | \$ | 1,177.54 |
| PRINCIPAL ON BONDS SOLD |  |  | - |  | - | 0.00\% |  |  |  |
| PREMIUM ON BONDS SOLD |  |  | - |  | - | 0.00\% |  |  |  |
|  | TOTALS | \$ | 400.00 | \$ | 1,577.54 | 394.39\% |  |  | \$1,177.54 |




ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS
BUDGET AMOUNTS ARE FROM THE DISTRICT'S FY 19 APPROVED BUDGET

DATE: October 3, 2018
TO: Board of Education


FROM: Michael Adamczyk, CSBO
RE: Consent Calendar Item - Disposal of Obsolete and Excess Property

It is requested that the Board of Education approve the disposal of 21 skids of old library books and curriculum materials. Due to their age, these items will be donated rather than sold.

We further request the disposal of two instruments at Lake Louise that are in poor condition and not worth the cost of repair.

Finally, we request the disposal of desktop computers, laptops, monitors, printers, and projectors that no longer function, or are not functioning well.

Please see the following documentation for further details.

## Community Consolidated School District 15 Request to Dispose of District Property

- Disposal of property belonging to District 15 requires board of education approval.
- Completed form must be submitted to Michael Adamczyk, Assistant Supt. for Business.
- Do not dispose of district property prior to board of education approval.


Description of Item: $2 /$ SKiDs of OCD LiBRARy + Curakuluns Minterelshs

Brand Name:
Model Number:
Dimensions: $\qquad$ W $\qquad$ $H$ $\qquad$

Serial Number: $\qquad$ Weight: $\qquad$ Age of Item (s): OLD OUT DATED Condition: Poor Other Descriptive Comments: Books ail ios Donate Due yo
 in ats trampers to fill Them

What was Original Value of Item (Estimated)?
What is its Present Value (Estimated)?


Date:

Originator:
Building Administrator:
Assistant. Supt. For Business
Date: $\qquad$

Board of Education:
BD-1270 REV 08/11

## Community Consolidated School District 15 <br> Request to Dispose of District Property

- Disposal of property belonging to District 15 requires board of education approval.
- Completed form must be submitted to Michael Adamczyk, Assistant Supt. for Business.
- Do not dispose of district property prior to board of education approval.

Name of Item:
Dept. Item Used In:
Description of Item:
Brand Name:
$\frac{\text { French Horn }}{\text { Music }}$

Building Item Housed In: $\qquad$
C Conn

Model Number: $\qquad$ Dimensions:
L $\qquad$ W $\qquad$ H $\qquad$

Serial Number:
mo 4261 Weight:
10165


Other Descriptive Comments:
Hon reeds at least \$500 in repair to orle and will still be in poor shape.

What was Original Value of Item (Estimated)? What is its Present Value (Estimated)?
$\frac{\$ 1,500^{.00}}{\$ 50^{.00} \text { or metal value }}$

## APPROVALS

Originator:
Building Administrator:
Assistant. Supt. For Business
Board of Education :

Date: 9-18-18
Date:


Date: $\qquad$

## Community Consolidated School District 15

## Request to Dispose of District Property

- Disposal of property belonging to District 15 requires board of education approval.
- Completed form must be submitted to Michael Adamczyk, Assistant Supt. for Business.
- Do not dispose of district property prior to board of education approval.

Name of Item:

Dept. Item Used In:

$\begin{array}{ll}\text { Music } & \text { Building Item } \\ & \text { Housed In: }\end{array}$ Lake Louise

Description of Item:

Brand Name:
Hoiton
Model Number: $\qquad$ Dimensions: L $\qquad$ W $\qquad$ H $\qquad$

Serial Number:
619020
Weight:
10 lbs

Age of Items):
Condition:
poor
Other Descriptive Comments:
Horn needs at least $\$ 500$ in repair to work and will still be in poor sluff
$\qquad$

What was Original Value of Item (Estimated)?
What is its Present Value (Estimated)?
$\frac{\$ 1,500.00}{\$ 100.00 \text { or metal Value }}$

## APPROVALS

Originator:
Building Administrator:

Assistant. Supt. For Business
Board of Education :


Date:


Date:


Date: $\qquad$

## Community Consolidated School District 15 Request to Dispose of District Property

- Disposal of property belonging to District 15 requires board of education approval.
- Completed form must be submitted to Michael Adamczyk, Assistant Supt. for Business.
- Do not dispose of district property prior to board of education approval.


Originator:


Date:



| MODEL SAN | BARCODE | MODEL SIN | BARCODE | PCDEE | 5/4 | BARCODE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DELL OPTIPLEX 755 | 5004000005027 | DELL OPTIPLEX 980 | 5004000005275 | LENOVOMA1 | 155049W1UMJMXPYE | 5004000015051 |
|  | 5004000005138 |  | 5004000015883 |  | 155049W1UMJEBPFV | 5004000029620 |
|  | 5004000005128 |  | 5004000004889 |  | 155049W1UMJBEPDW | 5004000001341 |
|  | 5004000005110 |  | 5004000004910 |  | 1S5049W1UMJBENNG | 5004000005870 |
|  | 5004000005145 |  | 5004000004878 |  | 1S50ASW1UMJYHNFO | 5004010000081 |
|  | 5004000005171 |  |  |  | 1S5049W1UMJYHNBO | 5004010000361 |
|  | 5004000005137 |  |  |  | 1S5049W1UMJE日PER | 5004000005858 |
|  | 5004000005119 |  |  |  |  | 5004010000066 |
|  | 5004000004738 |  |  |  | 155049W1UMJYHRX2 | 5004010000049 |
|  | 5004000005129 |  |  |  | 155049W1UMJEEPCE | 5004000005896 |
|  | 5004000005146 |  |  |  | 1S5049W1UMJYHNE7 | 5004010000475 |
|  | 5004000005111 |  |  |  | 155049W1UMJEBNMW | 5004000000913 |
|  | 5004000004746 |  |  |  | 155049W1UMJYHINA6 | 5004010000459 |
|  | 5004000005035 |  |  |  | 155049W1UMJYHRW2 | 5004010000046 |
|  | 5004000015774 |  |  |  |  |  |
|  | 5004000004719 |  |  |  |  |  |
|  | 5004000004720 |  |  |  |  |  |
|  | 5004000003686 |  |  |  |  |  |
|  | 5004000004699 |  |  |  |  |  |
|  | 5004000005392 |  |  |  |  |  |
|  | 5004000005402 |  |  |  |  |  |
|  | 5004000005411 |  |  |  |  |  |
|  | 5004000003289 |  |  |  |  |  |
|  | 5004000003344 |  |  |  |  |  |
|  | 5004000003644 |  |  |  |  |  |
|  | 5004000004732 |  |  |  |  |  |
|  | 5004000003924 |  |  |  |  |  |
|  | 5004000004619 |  |  |  |  |  |
|  | 5004000004551 |  |  |  |  |  |
|  | 5004000003923 |  |  |  |  |  |
|  | 5004000003922 |  |  |  |  |  |
|  | 5004000004753 |  |  |  |  |  |
|  | 5004000003643 |  |  |  |  |  |
|  | 5004000003632 |  |  |  |  |  |
|  | 5004000003348 |  |  |  |  |  |
|  | 5004000003288 |  |  |  |  |  |
|  | 5004000004780 |  |  |  |  |  |
|  | 5004000004865 |  |  |  |  |  |
|  | 5004000003805 |  |  |  |  |  |
|  | 5004000003646 |  |  |  |  |  |


| DESKTOPS <br> MODEL <br> sin | BARCODE | MODEL SN | barcode | MODEL | $5 / \mathrm{M}$ | barcode |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DELL OPTIPLEX 755 | 5004000005027 | DEEL OPTPPLEX 980 | 5004000005275 | LENOVOM81 | TS5049W1UMJMXPYE | 5004000015051 |
|  | 5004000003376 |  |  |  |  |  |
|  | 5004000003368 |  |  |  |  |  |
|  | 5004000003349 |  |  |  |  |  |
|  | 5004000003343 |  |  |  |  |  |
|  | 5004000003345 |  |  |  |  |  |
|  | 5004000003346 |  |  |  |  |  |
|  | 5004000003347 |  |  |  |  |  |
|  | 5004000003645 |  |  |  |  |  |
|  | 5004000004061 |  |  |  |  |  |
|  | 5004000003524 |  |  |  |  |  |
|  | 5004000003925 |  |  |  |  |  |
|  | 5004000003790 |  |  |  |  |  |
|  | 5004000003926 |  |  |  |  |  |
|  | 5004000003921 |  |  |  |  |  |

## PRINTERS

$\left.\begin{array}{lllll}\text { MODEL } & \text { S/N } & \text { BARCODE } & \text { MODEL } & \text { S/N } \\ \text { HP CE462A } & \text { VNB3H22645 } & 5004000002842 & & \text { Hp laserjet 1300 }\end{array}\right]$ CNCB866819

| MOMITORS <br> mook | SN | garcode | MODEL | SN | barcode | MODEL | Sm bancode |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Viewsonic val912a | T60131241768 | 5004000010158 | Viewsonic va | CO4064920373 |  | acer | ErL600237274802C6A417D |
|  | T6Q131241750 | 5004000010121 |  | O0A070421316 |  |  | ETL．600237274802C494170 |
|  | T60131241943 | 5004000010350 |  | Q04064320379 |  |  | ETL．600237274802C804170 |
|  | T60131241897 | 5004000010313 |  | OEY072548495 |  |  | ETL600237274802C894770 |
|  | T60131241937 | 5004000010337 |  | R9T400800097 |  |  | ETL600237274802C704170 |
|  | T60131241756 | 5004000010127 |  | R9t101920270 |  |  | ETL600237274802C7F4170 |
|  | T80131241887 | 5004000010353 |  | 004070420897 |  |  | ETL600237274802C859170 |
|  | T60131241902 | 5004000010354 |  |  |  |  | ETL．600237274802C884170 |
|  | T60131241913 | 5004000010413 |  |  |  |  |  |
|  | T60131241932 | 5004000010336 |  |  |  |  |  |
|  | T60131241910 | 5004080010401 |  |  |  |  |  |
|  | T6Q131241716 | 50040000 10278 | Hp1745 | ${ }^{\text {TKB1983SH }}$ |  | dell | CNO3ERYRT2B7231EAFRL |
|  | T60131241732 | 5004000010325 |  | CNKB200KNT |  |  | CNDMC0405418063K0GUS |
|  |  |  |  | Слкв190зкв |  |  | CNOJBRYRT287231BAFJL |
|  |  |  |  | CNk8110mvo |  |  | cnozbryrzariz31bagil |
|  |  |  |  | CNK8110M9L |  |  |  |
|  |  |  |  | CNK日110N5B |  |  |  |
| 3435 | QP8330012PN | 5004000006093 |  | CNK81903T1 |  |  |  |
|  | YM9217W4OTF | 5004000006094 |  | CNKB1903KQ |  |  |  |
|  | QP9310RH0TF | 5004000006090 |  |  |  |  |  |
|  | YM92182VOTF | 5004000006086 |  |  |  |  |  |
|  |  |  | hpı79a | Cnk8200L．9V |  |  |  |
|  |  |  |  | CNKB110N99 |  |  |  |
|  |  |  |  | CNK6110mia |  |  |  |
|  |  |  |  | CNK日tiongz |  |  |  |
|  |  |  |  | CNK日tionm |  |  |  |
|  |  |  |  | CNK82912RH |  |  |  |
|  |  |  |  | CNK日1 10MHR |  |  |  |
|  |  |  |  | CNKB2912RY |  |  |  |


| LAPTOPS MGOEL | STM | baftcode | MODEL | SAM | Matcone | 6ader | Sm | anrcode | 30DEL | $s / 4$ | bancode |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| np 67300 | CNu90762W | 5004000015330 | 6710 b | CNUB142CAP | 50040000018 y 2 | 64400 | CNDOT23BMM | 5004010000100 | 6710 | CNUB142C09 | 5004000045336 |
| hp 6730] | AR84zUSABA | 5004080002745 | 6710 b | CNUA142OHD | 5004000001942 |  | CNDOt3ifmp | 50,04010000404 |  | cnubiazces | 5004000001319 |
| hp 6730 b | CNUSOT62 mat | 5004000003771 | 6710 b | cnuelszonz | 5004000001714 |  | CNOOH30RT7 | 5604010010676 |  | cnublazabr | 5004000001320 |
| no 6730b | CNUP0762TG | 500400000274今 | 6710 b | CNUA142CTO | 5004000000241 |  | cndotzorso | 50040 10000686 |  | CNu8147C50 | 5004000001318 |
| hp 6730b | CNug0762T2 | 5004000003773 | 6710 b | CNUQ1428FF | $500+000001849$ |  | Candot307xo | 5004010000684 |  | cNuel42F60 | 5004000001313 |
| hip 6730b | cruspor62x9 | 5004000003772 | 67 10b | CNUS4206x | 500400000:201 |  | CNDOL3OGOS | 5004910000706 |  | CNUSTAZFOH | 5004000001312 |
| hp 6730b | CAll90762TX | 5004000015328 | 67 10b | CNUB142CRR | 5004000000763 |  | CND0123PRO | 5001010000983 |  | CNUP14201.F | 5004000000242 |
| hp 6730b | CNOOL23LCG | 500400000008: | 6710 b | CNU8142CXM | 5004000000793 |  | cndolz3cxe | 5004010000740 |  | CNUP4A2CRE | 5004000000243 |
| hip 6730b | cndal31.JS3 | 5004010050277 | 67100 | CNUS1420S7 | 60040¢0000687 |  | CNDO123H52 | 5004010000731 |  | cnubi42Fez | 5004000015337 |
| ho 6730b | cnugotere | 5004000003768 | $67+0 \mathrm{~b}$ | CNUQ142FO5 | 5004000000756 |  | CNDO130LIW | 5004010000685 |  | CNuB1420ek | 5004000000772 |
| hip 6730b | CNug076zYH | 5004006003774 | 67t0b | CNubta 2 CFF | 5004000001850 |  | CNDO123C66 | 50040100010742 |  | cnuslazcve | 5004000001239 |
| hp 67300 | CNU9076221 | 50040000037r0 | 67500 | CNuS:42DVX | 5004000002692 |  | CNDO123947 | 5004010000576 |  | CNusis2Fac | 5004000004321 |
| hp 07300 | CNU9076251 | 5004000002749 | 6710b | CNU3142808 | 5004000005731 |  | CN00130929 | 5004010001041 |  | CNUB:428.d | 5004000000249 |
| topersob | CNU90762V2 | 5004000602752 | 6710b | CNu8142BWW | 5004000000796 |  | CND0123GM | 5004090000746 |  | cmuetarcia | 5004000000773 |
| np 67300 | CNu90762WT | 5004000002751 | 6710b | CNU81420k3 | 5004000000790 |  | cnoolzasen | 5004010000901 |  | CNUA442F6\% | 5004000015338 |
| hat 6730 | CNU90762V7 | 5004000002750 | 6710 b | CNUB1S2DFV | 5004000000784 |  | CND013085K | 5004690000695 |  | cnualazev: | 5004000000244 |
| no 67300 | cnuger6x<a | 5004000002747 | 57100 | CNUBla 2 CH, | \$004000000737 |  | CNDO1z3CCX | 5004010000637 |  |  |  |
|  |  |  | 6710b | CNUL142C69 | 5004000000688 |  | CNDOD23Cs7 | 5004010000620 |  |  |  |
|  |  |  | 6710b | CNUA142DL4 | 5004000000786 |  | CN0013083G | 5004010000665 |  |  |  |
|  |  |  | 6710 b | CNusiazcjz | 5004000000778 |  | CNDOESOTTS | 5004010000653 |  |  |  |
|  |  |  | 6710b | cnusiazde | 5004000000795 |  | CNOO130RS3 | \$004010000707 |  |  |  |
|  |  |  |  | CNU814207K | 5004000000763 |  | CNDOH30RNA | 5004010000694 |  |  |  |
|  |  |  |  |  |  |  | CNDO123BQF | 5004010000727 |  |  |  |
|  |  |  |  |  |  |  | CNDO123C3O | 5004010000671 |  |  |  |
|  |  |  |  |  |  |  | CND012388L | 5004010000720 |  |  |  |
|  |  |  |  |  |  |  | CNDO123GFH | 5004010000743 |  |  |  |
|  |  |  | 64001 | $5 \cos 192 \times 87$ | 5004000017705 |  | CND0130934 | 5004010000672 |  |  |  |
|  |  |  |  | 5CG5192YPK | 5004000016974 |  | CNDO123800 | 5004010000739 |  |  |  |
|  |  |  |  |  |  |  | ENDO123CKK | 5004010000646 |  |  |  |
| np65300 | CNU9258570 | 5004000018456 | np mini 5103 | CNLLO375YBN | 5004000001892 |  | CNDO123GV4 | 5004010000749 |  |  |  |
|  |  |  |  |  |  |  | CNDO13t5MF | 5004000000320 |  |  |  |
| Cu50b | CNUT20313J | 5004000000323 |  |  |  |  | CND0123ags | 5004010000748 |  |  |  |
|  |  |  |  |  |  |  | CHD0130GV3 | 5004020000662 |  |  |  |
|  |  |  |  |  |  |  | CNDO130RKH | 5004000007174 |  |  |  |
|  |  |  |  |  |  |  | cnootjavas | 5004040000698 |  |  |  |
|  |  |  |  |  |  |  | cnoolzzera | gras010000638 |  |  |  |
|  |  |  |  |  |  |  | CNOO1315W | 5004010060772 |  |  |  |
|  |  |  |  |  |  |  | cnopijosct | 5004010000744 |  |  |  |
|  |  |  |  |  |  |  | CNDO123GNH | 5084010000758 |  |  |  |
|  |  |  |  |  |  |  | CNDOL23CKT | \$004010000654 |  |  |  |
|  |  |  |  |  |  |  | CND0123Cs5 | 5004010000619 |  |  |  |
|  |  |  |  |  |  |  | CNDO12302W | 50401000064 |  |  |  |
|  |  |  |  |  |  |  | CNDOt23H1M | 5094010000756 |  |  |  |
|  |  |  |  |  |  |  | CNDO1230Y2 | 5004010000726 |  |  |  |
|  |  |  |  |  | - |  | CNDOI30sfa | 5004010000201 |  |  |  |
|  |  |  |  |  |  |  | cnuelazdzo | 5004000001323 |  |  |  |
|  |  |  |  |  |  |  | CNUB142FsG | 5004000001317 |  |  |  |
|  |  |  |  |  |  |  | cNUP1428F4 | 5004000000774 |  |  |  |
|  |  |  |  |  |  |  | CNb0130x70 | 5004010001205 |  |  |  |
| RETRED IN FO | LLET-48618 |  |  |  |  |  | CND0130KST | 59040 t0001223 |  |  |  |


| LAPTOPS model | SN | afrcode | HODEL | SN | afrcooe | noobe | $5 n$ | barcode |  | monct | \$ $\mathrm{m}_{4}$ | ambcode |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | CNDOT30RNG | 5094010000894 |  |  |  |  |
|  |  |  |  |  |  |  | CNDOT31FRH | 504040008150 |  |  |  |  |
|  |  |  |  |  |  |  | CNDO123C2\% | 5094000000090 |  |  |  |  |
|  |  |  |  |  |  |  | CnDilisw | 50040100003s\% |  |  |  |  |
|  |  |  |  |  |  |  | cnoolisist | 5004010000899 |  |  |  |  |
|  |  |  |  |  |  |  | crubisasma | S004000007148 |  |  |  |  |
|  |  |  |  |  |  |  | CNDO13FsF | 5004010001158 |  |  |  |  |
|  |  |  |  |  |  |  | chdobjugxa | 504010000722 |  |  |  |  |
|  |  |  |  |  |  |  | CNDOA3IFDS | 5004010001149 |  |  |  |  |
|  |  |  |  |  |  |  | enoozzoonk | 500400006794 |  |  |  |  |
|  |  |  |  |  |  |  | cnooliasRe | 5004010001154 |  |  |  |  |
|  |  |  |  |  |  |  | cnuelazali | 500100000 202 |  |  |  |  |
|  |  |  |  |  |  |  | cnodi23956 | 5004010000202 |  |  |  |  |
|  |  |  |  |  |  |  | CNU0044065 | 5004000009885 |  |  |  |  |
|  |  |  |  |  |  |  | cmdolizefo | 5004000000026 |  |  |  |  |
|  |  |  |  |  |  |  | CNDOL23FKX | 5084010000621 |  |  |  |  |
|  |  |  |  |  |  |  | crootizfcz | 5004000001143 |  |  |  |  |
|  |  |  |  |  |  |  | CNDO1239PX | 5004010000543 |  |  |  |  |
|  |  |  |  |  |  |  | cmootirso | 5004000007009 |  |  |  |  |
|  |  |  |  |  |  |  | CNDOU30RRX | 5004010000667 |  |  |  |  |
|  |  |  |  |  |  |  | cndotzaccr | 50040100005:6 |  |  |  |  |
|  |  |  |  |  |  |  | cmpotaziox | 5004010006555 |  |  |  |  |
|  |  |  |  |  |  |  | cmoatzovgs | 5004010000664 |  |  |  |  |
|  |  |  |  |  |  |  | CNDO 2338 HE | 5004010000642 |  |  |  |  |
|  |  |  |  |  |  |  | cnoonjoxas | 590441000122a |  |  |  |  |
|  |  |  |  |  |  |  | CNDO123363 | 5004010000611 |  |  |  |  |
|  |  |  |  |  |  |  | cnowiz3B0, |  |  |  |  |  |
|  |  |  |  |  |  |  | CNOO123sKL CNDO123GSG |  |  |  |  |  |
|  |  |  |  |  |  |  | CNDO123E, | 500400000005 |  |  |  |  |
|  |  |  |  |  |  |  | cndorizbuz | 5004060000050 |  |  |  |  |
|  |  |  |  |  |  |  | cnoolzzimar | 5094000000553 |  |  |  |  |
|  |  |  |  |  |  |  | Cno01315SX | 500401000 1155 |  |  |  |  |
|  |  |  |  |  |  |  | cneotzalu | 5004010000659 |  |  |  |  |
|  |  |  |  |  |  |  | CNCOt23sJJ | 6004000000067 |  |  |  |  |
|  |  |  |  |  |  |  | CNDOT3TFHG | 30040609114 |  |  |  |  |
|  |  |  |  |  |  |  | CND012388e | 500440cou00as |  |  |  |  |
|  |  |  |  |  |  |  | CND0123B3L | 50940000\%80949 |  |  |  |  |
|  |  |  |  |  |  |  | cn001238日2 |  |  |  |  |  |
|  |  |  |  |  |  |  | cadolizest | 504000000083 |  |  |  |  |
|  |  |  |  |  |  |  | cnoolz3es6 | 50404000000047 |  |  |  |  |
|  |  |  |  |  |  |  | cndotezesa | 5004000000070 |  |  |  |  |
|  |  |  |  |  |  |  | сnб0123874 | 5004000015254 |  |  |  |  |
|  |  |  |  |  |  |  | Crioutz38fk | cnoonz391R | CnD013468 | cmoonzeas | cnoorzabz1 |  |
|  |  |  |  |  |  |  | croonzzbs | cabolizsc | croorzact | cnbol13693 | endorisasa |  |
|  |  |  |  |  |  |  | cndotz38h; | cndolizass | crool23fos | cnoot3ifs | cmodisorat |  |
|  |  |  |  |  |  |  | cmootzain | cnpotisisk | canotzassz | cndelzaksk | chaor 30 ral . |  |
|  |  |  |  |  |  |  | cnootr3a3l | crionz3ekr | crootrarkh | cmpos3uot | cN0013169w |  |
|  |  |  |  |  |  |  | choonz3bmz | cndonzach | cnooliony | cnool3ifup | cndobi30cis |  |
|  |  |  |  |  |  |  | CHDO12387p | cndotz3caz | CNOO130npt | cnomazay | Nog10 |  |


| LAPTOPS model． | 5 N | barcode | MODEL | SNT | barcode | mabel | SMr | barcode |  | model | SM | barcode |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  | cndolizsmy | cnool23Da7 | CN0013157 | croonzairi | cnool3194s |  |
|  |  |  |  |  |  |  | croolzzam | cnool23FfK | croolissa | cndol31f60 | cnoolyace |  |
|  |  |  |  |  |  |  | croorz3a3x | cnool23DM4 | choorbisaw | cndolis．5kc | cnool $30 \times \mathrm{mc}$ |  |
|  |  |  |  |  |  |  | andolz3sag |  | cndoasorga | CNoolozony | cnool23825 |  |
|  |  |  |  |  |  |  | cnoot2392C | cndol23cha | Cndolsaxos | cnoolsighg | cnoolz392G |  |
|  |  |  |  |  |  |  | cndolisisto | cnoonzexa | ChDolizspo | cNooislpd | CND0123002 |  |
|  |  |  |  |  |  |  | CNDO223B3r | CNDO123C］ | craonzasax | choolzzan | споо123мх4 |  |
|  |  |  |  |  |  |  | cmoth3afs | cnoal23Cas | cnoolsoxkt | cnooloske2 | cnbolz3 ${ }^{\text {a }} 7$ |  |
|  |  |  |  |  |  |  | CNOO1238H9 | CND0123672 | CNDob315wC | cnoolimad | cno01239\％R |  |
|  |  |  |  |  |  |  | CNDOO238 | CNOO123F2 | CN00123C48 | cnool319na | cnool23Cl6 |  |
|  |  |  |  |  |  |  | CNDO12384V | cnool23ec | CHoot3ospl | CNDO103609 | Cno012386s |  |
|  |  |  |  |  |  |  | CNDO123062 | cmdotzas：${ }^{\text {a }}$ | CHDOL316Tx | cnomisous | cno0123CCF |  |
|  |  |  |  |  |  |  | CNDOL29Cdo | cnool2zckg | CNOO13194 | cnoolsifra | cnoodzorwx |  |
|  |  |  |  |  |  |  | cnootrabhe | CNDO123Csc | CNOOL316HK | сноовзния | cnoor23cik |  |
|  |  |  |  |  |  |  | CNDOL23876 | сn001230za | cndol316f | cndol23002 | cN00123975 |  |
|  |  |  |  |  |  |  | Cno0123日32 | cnoonze\％ | cndoli3xal | cnool3159y | cndolatish |  |
|  |  |  |  |  |  |  | CNOOL23Cl | cno0123CRm | cnoousaxax | cnoolsuaa | cnool 30ata |  |
|  |  |  |  |  |  |  | CHo0t23e3p | cndobz3cta | cnonisaxas | cno01239FF | cnoot23日r3 |  |
|  |  |  |  |  |  |  | сло0123ввя | cnoolizear | cnodizaxgs | cnooloziva | cnoolizeaz |  |
|  |  |  |  |  |  |  | cndol23mvo | cnoolizcsy | cno0130x75 | canoi31559 | cnool239xn |  |
|  |  |  |  |  |  |  | CNDOL3170 | crponzeas | cne0130xkJ | CNDO123CCH | cncol239tK |  |
|  |  |  |  |  |  |  | CNOO123647 | anomizab | crbor3axth | choon30w2 | CNDO123971 |  |
|  |  |  |  |  |  |  | cndolzaluy | cndo123CxC | cnooustics | enool233HX | cndot23ata |  |
|  |  |  |  |  |  |  | cmolezger | cneoliz3lp | cnoousoxfl | croon23C9 | cnbol23c3s |  |
|  |  |  |  |  |  |  | Crool23906 | CNDO123OM2 | CNoos30x07 | CNDOL230hn | Cncoizacis |  |
|  |  |  |  |  |  |  | CNOO1307w | cnool23COM | CMOU130xL1 | CNOO12306\％ | CMD013tign |  |
|  |  |  |  |  |  |  | cnoil3ifhg |  | cndorizotrm | CNOO123990 | cnool23c3s |  |
|  |  |  |  |  |  |  | cnoor315sx | CN10012396x | crobsjovis | cnoouzicpy | CND0123Caf |  |
|  |  |  |  |  |  |  | cmbo1310GT | CNoO130508 | cnoob30x6a | cnoolzacks | cndonzzecy |  |
|  |  |  |  |  |  |  | chiol23s5z | cnomilisay | CN001315x | cndol23bop | Cno0123bx日 |  |
|  |  |  |  |  |  |  | cndoliz3asn | CNDO131HPN | endon30xaz | cnobl23098 | cnoolzacza |  |
|  |  |  |  |  |  |  | cnoolz3azw | CNDO123CD3 | CNDO130540 | CND0123CTT | CNDO12395N |  |
|  |  |  |  |  |  |  | choobzorze | cndoa308s | CNOOL3OWH3 | croul238TO | cndolizssak |  |
|  |  |  |  |  |  |  | cndol239fg | cnoonzela | cn00131503 | Cro012306F | cnool23cx |  |
|  |  |  |  |  |  |  | CN0013082G | croor31fso | crool3ax7w | cmoutzacpp | cndotzacim |  |
|  |  |  |  |  |  |  | CNDO133 ${ }^{\text {（2）}}$ | CN001230ft | CND0130x7t | Criol 130 W 5 ？ | cndolymal |  |
|  |  |  |  |  |  |  | cndol239Ls | crovi23694 | CNOO130513 | cnbolzacoc | cmpoliswa |  |
|  |  |  |  |  |  |  | cndol315Y | ca00123016 | CND0130x0） | CN00123920 | cndolsizar |  |
|  |  |  |  |  |  |  | cndol315x ${ }^{\text {a }}$ | CND01318R 1 | cnooraisvx | cndovisbmu | crool23ckx |  |
|  |  |  |  |  |  |  | cndonjifmm | cnpol23Gf | cnodizoxaz | ¢ndolzash | crionl23c9x |  |
|  |  |  |  |  |  |  | cndoljasts | CNOO1239f\％ | CN00130xwl | cnoolizhty | croolzags |  |
|  |  |  |  |  |  |  | CNDO130875 | crbolizasi | cnool3owzo | cnoolizeat | cnopl230fw |  |
|  |  |  |  |  |  |  | cnoolzagre | crov123Fm9 | cnoelisisq | cnool23chs | endolz3gak |  |
|  |  |  |  |  |  |  | cnoolzzpxa | cno0123cia | chool23cew | Cnool23C24 | cnool $30 \mathrm{px} \times$ |  |
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## LAPTOPS

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| N00133014 | CM601230wh | CNDOI239N |  |
| CND013ifg | CNOOL3097N | 9HS | CNDO13080H |
| cmpor | CN0013083F | CNOO123959 | 23006 |
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| chDol23962 | CHbolisifg | chool23GRK | CNDO123062 |
| ChD0123C0F | CNOOL30SDT | ceneolizesox | cNo012399x |
| CNOO | CNDO1317HC | CNDOLz3GM1 | CNOOI30502 |
| CNDO1239M | CNDO | cn00123G98 | CNCO123DIT |
| Cr001305fh | CND0130xas | cndol 17 FG ？ | DO1315YK |
| cnbotzzeas | CND012390F | cn00131639 | cNDol31smC |
| CNDO123F1N | CHDOL23HaC | CNDO123CRW | CNDO123CKH |
| CN00173883 | CNDOI30TiK | CNDOL23an9 | M00123FkP |
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KM3F841704L 5004000006032
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KM3F011421L 5004000006370
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KM3F913475L 5004000006157
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MTXF061288L
KM3F011580L
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LTHF032657L 5004000006594
JXJF817254L 5004000006142
LTHF032859L 5004000006134
LTHF9X1556L 5004000006331
MTXF061967L 5004010003024
KM3F011395L 5004000006056
LTHF950598L_5004000006171
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DATE: October 3, 2018
TO: Board of Education
FROM: Dave Kuechenberg - Manager of Technology Services


RE: Consent Calendar Item - School Studio MacBook Pro Equipment

Every day at each of the District 15 schools, morning announcements are shown to staff and students. Announcements include upcoming events and noteworthy news happening at the school or around the community. They may also include weather, birthdays, lunch choices and a variety of other media. The morning announcements are created and produced by students as part of a media club. Each media club is run by a staff member at each school before, during or after the school day. Students are expected to use equipment provided by the school, to film, create and export the movies which are shared to teachers, who show the announcements in their classrooms daily.

The equipment that students and staff are currently using to create announcements are MacBooks and iPads, which are going on their sixth year of use. Technology becomes outdated very quickly, and old, outdated computers run slow and this can hinder their performance. In order to allow our students to produce high quality, creative and innovative announcements efficiently, and to the best of their ability; these computers need to be replaced.

As part of the Department of Technology's five-year budget, the refreshment of studio computers (MacBooks), has been planned for the 2018-2019 school year. It is our recommendation that we purchase each school a new Apple MacBook Pro for use in their studio for creating morning announcements. Providing students with new updated technology will allow them to continue with the innovative work they've started already this year, and continue producing high quality announcements for years to come.

| PRODUCT | QUANTITY | UNIT PRICE | TOTAL |
| :---: | :---: | :---: | :---: |
| Apple 15-inch MacBook Pro | 20 | $\$ 2,249.00$ | $\$ 44,980.00$ |

## Apple Inc. Education Price Quote

\(\left.$$
\begin{array}{lll}\hline \text { Customer: } & \begin{array}{l}\text { Emily Dix } \\
\text { CMNTY CONSOLIDATED SCHOOL } \\
\text { DISTRICT 15 ESC } \\
\text { email: dixe@ccsd15.net }\end{array} & \text { Apple Inc: }\end{array}
$$ \begin{array}{l}Stephen Martin <br>
5505 W Parmer Lane <br>

Bldg 7\end{array}\right]\)| Austin, TX 78727-6524 |
| :--- |
| Phone: +1-512-6746555 |
| email: stephen_martin@apple.com |

## Quote Comments:

Please reference Apple Quote number on your Purchase Order.


Apple Inc. is the sole source provider of Apple products whereas the district does not need to go out to bid on Apple products. The Education Price Quote from Apple for quantity (20) MacBook Pros is the best pricing the district would receive - see letter below:

## APPLE CONFIDENTIAL

September 21 .
RE: Apple Sole Source Letter
CCSD 15
Dave Kuechenberg. Manager of Technology Services
580 N. 1 st Bank Drive
Palatine, IL 60067
Dear Dave:
The purpose of this Apple Sole Source Letter is to inform you and your organization that Apple Inc. ("Apple") is the sole source provider of Apple Producis and certain Exclusive products to your organization.
"Apple Products" refers to Services, CTO Products, hardware products, and software products manufactured, distributed, or licensed under the Apple brand name that an Apple customer has paid to acquire or has properly lisensed from Apple for its own use, but excluding any third party software and all other third party products.
"Services" means collectively, the standard, price-listed services, support, and/or training products sold under the Apple brand name. "Configure-To-Order Products" or "CTO Products" means Products that Apple modifies from its standard configurations and that are available to an Apple customer only by special order. From time to time
Apple also carries an assortment of third party products models that are exclusively sold by Apple to direct Apple customers. "Exclusive" products refer to products that compliment Apple-branded products that only Apple has a license to resell.

Pursuant to the terms of their Agreements with Apple, Apple. Authorized Resellers in the United States are prohibited from selling Apple Products to private or public educational institutions like yours. Certain Apple authorized cellular phone carriers/providers ("Camiers") including AT\&T, Verizon, and Sprint, are authorized by Apple to sell the iPhone or iPad to educational institutions.

Aside from the above exceptions, Apple has no present intention to utilize agents and has not authorized anyApple Authorized Reseller, other than Apple authorized Carriers, to sell Apple Products to your organization. Apple will continue to have a direct sales and purchasing relationship with your organization, and will continue to be your sole sourse for all of the Apple Products.

Sincerely,


Vanessa Boenig
Apple ine.
U.S. Bids and Sales Contracts Management

DATE: October 3, 2018
TO:
Board of Education


FROM: Michael Adamczyk, CSBO
RE: Consent Calendar Item - Summer 2019 Life Safety Improvements

Attached is a proposal from STR Partners for the preparation of required documents for the Summer 2019 life safety improvements. The proposed fee of $7.25 \%$ of construction costs is per the 2011 Master Agreement previously approved by the Board of Education. The estimated fee to be earned by STR Partners is $\$ 467,335.00$. Administration recommends approval of the proposed agreement.

| Life/Safety |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Cost |  | 10\% |  | 7.25\% |  | TOTAL |  |
| 2019 Life/Safety Projects |  | Estimate |  | ngency |  | \& F Fee |  |  |
| Unit Ventilator Replacemet at Lincoln | \$ | 1,720,000 | \$ | 172,000 | \$ | 137,170 | \$ | 2,029,170 |
| Roof Replacement at Walter R. Sundling | \$ | 1,842,000 | \$ | 184,200 | \$ | 146,900 | \$ | 2,173,100 |
| Roof Replacement at Central Road | \$ | 1,000,000 | \$ | 100,000 | \$ | 79,750 | \$ | 1,179,750 |
| HVAC Upgrades at Central Road | \$ | 1,298,000 | \$ | 129,800 | \$ | 103,516 | \$ | 1,531,316 |
|  | \$ | 5,860,000 | \$ | 586,000 | \$ | 467,335 | \$ | 6,913,335 |

September 20, 2018
Revised September 21, 2018
Mr. Michael Adamczyk
Assistant Superintendent for Business
Community Consolidated School District 15
580 N. 1st Bank Drive
Palatine IL. 60067-8110
Re: 2019 Summer 2019 Improvements STR Project \#18078

Dear Mr. Adamczyk:
Per the September 12,2018 Board meeting, STR is authorized to proceed with the preparation of bid documents to provide improvements at Central Road and Lincoln Elementary Schools, and Walter Sundling Jr. High School.

This proposal is based on the terms contained in the Master Agreement AIA Document B1012007 between the Board of Education of Community Consolidated School District 15 and STR Partners LLC dated January 12,2011 and its attachments, except as expressly set forth herein.

We are excited about working with you on these improvements. It will significantly improve the integrity of the building's envelope, and the indoor quality of the facility and, therefore, the safety of students and teachers within the building. Thank you for this opportunity.

## Our Understanding

We understand that District 15 wishes to undertake the facility improvements listed below (hereinafter the "Project"). The scope of the Project has several components, all of which has been approved by ISBE for Life Safety work.

- Replacement of the roofing system at Central Road Elementary.
- Replacement of the roof-top mechanical equipment at Central Road Elementary.
- Replacement of classroom Unit Ventilators at Lincoln Elementary
- Replacement of the majority of the roof system (Roof Area 1, 7, and 10) at Walter Sundling Jr. High.

STR will prepare Construction Documents suitable for bidding for the construction of the work described above. It is our intent to bid work related to Central Road and Lincoln Elementary together as one lump sum bid, and Walter Sundling as a separate lump sum bid.

It is assumed that this Project will be issued for bid to General Contractors in the traditional Design, Bid, Build delivery.

## Scope of Services

STR proposes to provide the professional services in accordance with the Master Agreement AIA Document B101-2007 between the Board of Education of Community Consolidated School District 15 and STR Parfners LLC dated January 12, 2011.

## Project Schedule

STR will assist D15 in determining a feasible Project schedule and will make every reasonable effort to meet the time requirements of D15. The following is a tentative schedule:

- STR Approval to proceed with project ..... Sept. 12, 2018
- Design Presentation/D15 Approves Design/Budget Estimates ..... Sept. 19, 2018
- $75 \%$ Drawing Review ..... Nov. 2, 2018
- D15 to publish Advertisement for Bids ..... Dec. 3, 2018
- Bidding
- Out to Bid ..... Dec. 3, 2018
- Pre-bid ..... Dec. 12-13, 2018
- Receive Bids ..... Dec. 20, 2018
- Recommendation to DI5 ..... Dec. 26, 2018
- Board Approves Contract ..... Jan. 9, 2018
- Kick-off Construction Meeting ..... TBD
- Commence Construction (Tentatively) ..... June 1, 2018
- Substantial Completion ..... Aug. 2, 2018
- Teachers return to building. ..... Aug. 5, 2018
- Final Completion ..... Aug. 9, 2018
- Institute Days ..... Aug. 15-16, 2018
- First Day of School ..... Aug. 19, 2018


## Architect's Fee

STR proposes to be compensated on the basis of Seven point two five percent (7.25\%) of the cost of construction per our 2011 Master Agreement.

A budget estimate for this work is approximately $\$ 8,000,000$. We propose to use $\$ 7,500,000$ as the basis of our fee until the bid amounts are awarded, at which time we will adjust the basis to equal the actual construction cost.

## Hourly Rates

As indicated in the Master Agreement as Exhibit B and attached herein.

## Additional Services

In addition to those services listed in the Master Agreement, the following services are not considered basic services and are not included in the scope of this proposal. These services are available by separate written fixed-fee proposal or on a time-spent hourly fee (per Exhibit B, attached) at the discretion of D15.

- Extended or phased construction schedules requiring extended construction administrative services such as separation of renovation from new construction.
- Plats of survey, dedication, or other land conveyance documentation.
- Topographic, utility or other site surveys usually done by a registered surveyor.
- Preparation of materials and attendance of Public Hearing required by local authorities or for approvals above those normally required for Illinois Public School facilities.
- Providing Construction Phase Services 60 days after the date of the Substantial Completion Certificate has been issued.

If the above is acceptable to you and meets with your understanding of the project, please sign this Project Authorization. Please keep a copy for your records and return a copy to our office. Again, STR Partners is honored and excited to assist D15 in providing the best possible facilities for your children. Thank you.

Sincerely,

STR Pariners LLC


Jennifer Costanzo AIA LEED(B AP Principal
encl: Hourly Rates

## cc: Andrew Phelps, STR Partners <br> Project File

## ACCEPTED

Community Consolidated School District 15

By:

Title: $\qquad$

Date: $\qquad$

Cost Estimating/Schedulling
Miscellaneous

Reports/Surveys/Special Services
Per Proposal

Hourly or by proposa
Additional Consultant Servies
Per Proposa;
Board Meetings/Profect Meetings
No Charge

## Reimbursable Expenses

Administrative Mark-up on
relmbursable expenses None

Reproduction
Photocoples
B\&W Computer Plotting
Color Computer Plotting
Mall, Messenger, Expressage
Telephone and Fax
3-D Renderings (in-House)
Physical Study Models (In-House)
Professional Renderings \& Models
Protessional Computer Renderings
Mileage
Other out-of-pocket expenses

None

At-Cost
At-Cost
\$10/sheet
\$15/sheet
At-Cost
No Charge
$\$ 300$ each
Cost of Materials only
At-Cost
At-Cost
No Charge
At-Cos $\dagger$

## Note:

1. For Percentage-based compensation, Cost of Constructlon shall include construction manager's fee and rembursable expenses as applicable

Date:
October 3, 2018
To: Board of Education


From: Susan Gehring, Assistant Superintendent for Student Services
Re: $\quad$ Agenda Item No. 18-1030I Nonpublic Facility Placement Contract—Camelot Therapeutic, Mt. Prospect

Please review and approve the Nonpublic Facility Placement Contract for Camelot TherapeuticMt Prospect for the remainder of the 2018-19 school year. The anticipated cost for the contract is $\$ 36,228$ for 200 school days, partially reimbursed through the Illinois State Board of Education (ISBE) claim process. Camelot Therapeutic-Mt Prospect is an approved ISBE nonpublic facility, which provides special education services to students with disabilities.

School District of Residence
Special Education Joint Agreement

## ILLINOIS STATE BOARD OF EDUCATION

Special Education Services Division
100 North First Street, N-243
Springfield, Illinois 62777-0001

FACILITY CODE


NONPUBLIC FACILITY PLACEMENT CONTRACT
Agreement for Student Placement and Services under Section 14-7.02 of the School Code
Do not return this form to the llinois State Board of Education. For additional copies, go to wwwisbe.net.
This document shall be used by both the public school district of the student's residence and the nonpublic facility providing special education and related services, including room and board when necessary, for the placement of each student with a disability. Further conditions consistent with this agreement and the laws of the United States and the State of illinois may be included under Section $V$ at the discretion of the public school district or the nonpublic facility. Copies of this documentation shall be kept at both the nonpublic facility and the local school district of residence of the student.

| SECTIONI |  |  |  |
| :---: | :---: | :---: | :---: |
| The Camelot Therapeutic - Mt. Prospect |  |  |  |
| (Name of Nonpublic facility Program) |  |  |  |
|  | 580 Slawin Ct. | Mt Prospect | IL 60056 |
| (Street Address) (City) (Zip Code) $^{\text {( }}$ |  |  |  |
| hereinafter referred to as facility, agrees to provide |  |  |  |

$\qquad$ IL $\qquad$ hereinafter referred to as student, pursuant to the terms and conditions set forth herein, a
(City)
(Zip Code)
a program of special education, related services, and/or room and board in accordance with the student's Individualized Education Program (IEP) during the

hereinafter referred to as district, agrees to pay an amount as determined and specified in Section III herein. Any person or entity having legal responsibility
of the student is hereinafter referred to as parent or guardian.


District agrees:
A. To pay facility in accord with the provisions of Section 14-7.02 of the School Code.
B. To provide all pertinent case study information requested by facility if written consent for such release can be obtained from the parent or guardian, including a written copy of the multidisciplinary conference and a written summary of student's individual needs, to be attached to this contract.
C. To develop and submit to the facility, prior to placement of the student, an IEP which shall be a written description of the student's current performance levels; annual goals (including short-term objectives); evaluation procedures; criteria and schedule to measure progress; projected initiation and duration of services; specific special education, related services, specialized equipment and adaptive services to be provided; least restrictive environment (LRE) determination and supporting rationales; transition goals and services needed; and transportation requirements to meet the needs of the student to the satisfaction of the district and parentguardian.
D. To conduct, in cooperation with the staff of the facility and with the parent/guardian, an annual review of student's educational needs, including justification for continued placement when necessary, with written documentation of such review available to the facility.
E. To perform testing and evaluation of student at least every three years or more frequently if deemed necessary by the district staff in consultation with the parent/guardian.
F. To provide transportation to and from the facility for the student as provided in Section 14-7.02 of the School Code and pertinent regulations, and as delineated in the student's IEP.
G. If applicable, to provide a written definition of credit hour requirements in each subject area that will be acceptable to the district upon the return of student to the public schools of district.

## Facility agrees

A. To comply with 23 Illinois Administrative Code 401.
B. To comply with the lllinois School Student Records Act, Illinois Revised Statutes, Ch. 122, Article 50.
C. To provide to the district the following:

1. Monthly reports of student attendance. Written notice will be provided to the district immediately after five consecutive days of unexcused absence.
2. Reports on all testing and evaluation of student which is done by facility in compliance with the IEP.
3. Information and progress statements necessary for the annual review conducted by district for the determination of the future placement of student.

## C. To provide to the district the following: (Continued)

4. Notification of all significant changes in staff, location, physical facilities and program of facility as such changes occur. (Program changes which affect the private facility code number listed in Section II require a new contract.)
5. Other reports that district may reasonably require of facility from time to time.
6. Notification of any change in residence or guardianship of the student.
D. To assist the district and the parent or guardian of student in the annual or more frequent review of student's educational needs. Any recommended change in program or placement that deviates from the IEP requires a new IEP meeting prior to implementation.
E. As appropriate, to provide documentation of curriculum and course material as required by district, sufficient to enable student to return to district with credit given for course work completed.
F. To permit district, its representatives and the representatives of the State Board of Education to visit and inspect the facilities maintained by facility and to permit evaluation of the programs and services provided by facility.
G. To notify the district of any change in approval status with respect to 23 Illinois Administrative Code 401.
H. To secure and maintain during the term of this agreement such comprehensive public liability insurance necessary to insure against any loss or liability for personal injury to student which may arise from operations and activities conducted pursuant to this agreement whether such operations or activities are conducted by facility or by anyone directly or indirectly employed by facility.
I. To conduct an annual audit in order to verify actual expenditures for the special education, related services or room and board for student.
J. To assure that no person shall be denied participation in or benefits of any program or activity or otherwise be subjected to discrimination on the basis of race, color, national origin, or sex under any program or activity conducted by facility or in the employment practices of facility.
K. To assure that no parents are charged for any special education, related services or room and board for any students placed by local school districts.
L. To assure that no charges for special education, related services and room and board exceed the costs approved by the llinois Purchased Care Review Board (IPCRB).
M. To provide a school calendar upon request and, for residential placements, a calendar of operation.

N . To comply with the Interstate Compact provisions as applicable.
O. To secure all necessary releases of information from the parent of the student in question (or student if aged 18 or older and not under an order of guardianship) to facilitate any needed sharing of data or other student record information that may be in the possession of the school district and required by the nonpublic facility.


Should the IPCRB change the rate(s), the rates listed shall be changed to the approved rate. The total shall be appropriately adjusted, if there is more than one rate.

## SECTIONIV

Failure to comply with the terms and conditions set forth herein shall be grounds for termination of this agreement. Facility may terminate this agreement upon written notification, including a statement of reasons for termination, to be provided at least 30 calendar days prior to actual termination, except when the health and safety of this student or other students are endangered. District may terminate this agreement by providing at least 30 calendar days notice prior to actual termination.

## SECTIONV

Further conditions consistent with this agreement and the laws of the United States and the State of Illinois are attached if applicable.
We, the undersigned, agree to the terms and conditions to this agreement and do affirm that all required information and attachments required of district and facility will be appended to this document and retained in the files of district and facility.

Community Consolidated School District 15

Joseph M. Kiszka Educational Service Center

Meg Schnoor, Ed.D.
Assistant Superintendent for Teaching and Learning
(847) 963-3101 $\square$ Fax (847) 963-3119
alatine $\cdot$ Rolling Meadows • Inverness
Arlington Heights • Hoffman Estates
Schaumburg • South Barrington www.ccsd15.net

DATE: October 3, 2018
TO: Board of Education
FROM: Meg Schnoor, Ed. D., Asst. Superintendent, Teaching and Learning
 Colleen Mullins, District Literacy Coordinator

## RE: Consent Calendar Item Title I Schoolwide Plans

The Federal Title I guidelines provide for the development of two different types of programs in schools that qualify to receive Title I funds. The first type of program is referred to as "targeted assistance." In this kind of program, Title I funds may only be used to support those students who have been identified as at risk of failing to meet state standards. This is the default Title I program, meaning a school is automatically a targeted assistance school when it qualifies to receive funds. The second type of program is the "schoolwide program." Any school with $40 \%$ or more of its enrollment receiving Free / Reduced Lunch is eligible to operate a schoolwide program, provided they follow the Federal guidelines. In a schoolwide program, Title I funds are used to improve the educational program for all students.

District 15 has 12 schools that are eligible to receive Title I funds. Those schools are: Central Road, Gray M. Sanborn, Jane Addams, Kimball Hill, Lake Louise, Lincoln, Stuart R. Paddock, Thomas Jefferson, Virginia Lake, Winston Campus Elementary, Carl Sandburg, and Winston Campus Junior High. All 12 schools operate schoolwide programs. The process for operating a schoolwide program includes the development of a comprehensive plan or description of the program according to ISBE guidelines. The original schoolwide plans for the 12 District 15 schools were developed under the guidelines of the No Child Left Behind laws. With the enactment of the Every Student Succeeds Act (ESSA), those guidelines have changed, necessitating revisions of all 12 plans. Title I guidelines require the updated plans to be submitted to the local Board of Education for review and approval.

Included in your packet are the plans for the following schools: Central Road, Gray M. Sanborn, Lake Louise, Stuart R. Paddock, Carl Sandburg, Winston Campus Elementary Schools, and Winston Campus Junior High School. The schoolwide plans for Jane Addams, Kimball Hill, Thomas Jefferson, Lincoln, and Virginia Lake were submitted and approved during the 2017-2018 school year. The Department of Instruction will regularly review the plans and revise if needed.

## ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001
SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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


## SCHOOL INFORMATION

| School Nam | Central Road School |  |  |
| :---: | :---: | :---: | :---: |
| RCDT: | 05016015004 |  |  |
| Principal: | Patti VanWinkle |  |  |
| Address: | 3800 Central Road |  |  |
| City, ZIP code: | Rolling Meadows, IL 60008 |  |  |
| Telephone: | 847-963-5100 |  |  |
| Email address: | vanwinkp@ccsd15.net |  |  |
| Planning Year: | Poverty Rate at Board Approval: | 40\% Waiver: YIN | Local Board of Ed. approval date: |
| $\begin{array}{\|l\|} \hline 2014-2015 \\ 2017-2018 \\ \hline \end{array}$ | 48.6\% 41.7\% | N | June 8, 2015 |

## DISTRICT INFORMATION

| District <br> NamelNumber: | Community Consolidated School District 15 |
| :--- | :--- |
| Superintendent: | Scott B. Thompson, Ed.D. |
| Telephone: | $847-963-3000$ |
| Email address: | thompsos@ccsd15.net |

## Schoolwide Plan Components

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

| NAME | Representation |
| :--- | :--- |
| Patti Van Winkle | Principal |
| Mike Mauro | Assistant Principal |
| Sharon Fink | Teacher |
| Paige Fairbanks | Teacher |
| Linda Divizio | Teacher |
| Anna Robinson | Teacher |
| Tracie Fior | Teacher |
| Culleen Siebert | Reading Specialist |
| Maryann Katezham | Reading Specialist |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
3. Title I
4. Title IIA
5. Title III
6. IDEA
7. SEA funds for Bilingual Education
8. LEA funds for reading intervention and school improvement
9. Conduct a comprehensive needs assessment of the entire school:

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Central Road School and the Department of Instruction)

- 5 Essentials Survey (for school years 15-16 and 16-17)
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTA Parent Feedback
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records

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

4a. The staff and administration at Central Road provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

- All students are provided a comprehensive, standards-based core curriculum in all subject areas. Student achievement is continuously measured, evaluated and responded to.
- School Improvement Plan (SIP) teams meet regularly to consistently review data and set goals in a particular focus area based on school-wide data, while addressing the needs of each of the subgroups.
- Members of the School Improvement Plan committee and school staff are provided ongoing professional development based on the book Data Wise which helped to improve their use of data to drive instruction.
- School-based grade level teams meet weekly to review data, plan for instruction and implementation of differentiated instruction to meet the needs of all learners.
- Early-release time is dedicated to taking an in-depth, data-based look at topics critical to all learners at the school (ie. School Improvement Plan review and/or implementation of action items, Math, Literacy and Social-Emotional Learning).
- Data-informed purchasing and implementation of needed supplemental instructional materials and resources.
- Students are assessed school-wide using a common systematic observational assessment that helps teachers to make instructional decisions based on the outcomes (ie. Fountas and Pinnell Benchmark Assessment System) for each student.

4(b) Central Road teachers use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Program, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- Evidence-based, comprehensive literacy instruction through Reading and Writing Workshop and Phonics Word Study.
- Evidence-based, comprehensive mathematics curriculum provides an opportunity for both whole group as well as small group targeted instruction to students.
- Math pacing guides that serve as an organizational guide to help align instruction district wide through the use of common assessments and common grading practices.
- District-aligned advanced math criteria to help determine placement for students who would benefit from advanced instruction in math.
- Content area instruction is provided in Spanish for Native Spanish speakers in Grades 3-6.
- Science curriculum with lab materials is provided in both English and Spanish.
- Social Studies curriculum with materials in both English and Spanish.
- Classroom teachers implement the instructional time allocations for all subject areas as directed by the Department of Instruction.
- Culturally and Linguistically Responsive Teaching and Learning professional development provided to bilingual resource, English as a Second Language (ESL), Reading Consultant Specialists (RCS), school psychologists as well as school administration.
- Using data that is gathered weekly, the faculty and staff work on social-emotional learning with students in order to reduce office referrals. Social-emotional lessons that promote prosocial behaviors are incorporated into the daily schedule for all students.
- There are two full-time Reading Consultant Specialists (RCS) that oversee Tier 2 Literacy Intervention Programs as well as aid in planning and providing literacy instruction school-wide through consultation with classroom teachers and other support staff.
- Program Assistant staff is allocated based upon need. Program Assistants provide support instruction across all grade levels.
- Chromebooks and iPads are available for student use to support instruction. 6th grade students are equipped with 1:1 Chromebooks. Supplemental technology programs are supported by the district Instructional Technology Coordinators and the Department of Instruction.
- Family Literacy Night is held to strengthen the home-school connection and promote literacy in the home through author visits, literacy activities, and book give-aways, etc.
- A focus on academic language to help all students improve their performance and to encourage consistency in academic vocabulary from grade level to grade level.
- A variety of enrichment and leadership opportunities are offered to students at Central Road School that contribute to the goal of a well-rounded program.

4(c) Central Road School staff addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- Students who are identified as needing an additional intensive Literacy Intervention are provided a comprehensive Tier 2 Literacy Intervention facilitated by trained professionals on a daily basis. Programs at the primary level are available in both English and Spanish.
- A variety of multi-tiered supports are available in both academic and behavioral areas for all students in the school.
- Students who demonstrate a need for extra support are invited to participate in the after-school Extended Day program which provides students targeted support and enrichment throughout the school year.
- During the summer months, the district provides two programs aimed at closing the achievement gap:
o Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.
o Summer Early Literacy Academy (SELA) is a program from the Department of Instruction Literacy Programs. This program targets students going into $1^{\text {st }}$ and $2^{\text {nd }}$ grades who demonstrate a need to strengthen basic literacy skills.

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

The Central Road School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Central Road students:

- In-school social work and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- The Latino Family Literacy Project promotes literacy through parent education on the importance of establishing a family reading routine with their children.
- SPARK is an outreach committee for parents of special needs students that provides opportunities for increased collaboration between the parents and the school to meet the wide variety of needs of special education students.
- Community Garden Opportunities are available to all students.

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

- All District 15 students are given the opportunity to earn up to two years tuition credit by meeting certain criteria when entering high school through the Harper College 'Harper Promise' Scholarship Program.
- In collaboration with District 211, District 15 students have the opportunity to participate in a speech festival each year. Through one-on-one mentoring, students select a piece to perform in either English or Spanish. This helps build confidence in public speaking, self esteem, and develops skills to become better communicators.
- iCompete is a structured program which gives students an opportunity to experience athletic activities through clinics with mentors and coaches.
- Throughout the course of the year, multiple opportunities arise for collaboration between District 211 and District 15. Students from District 211 meet their requirements for volunteer service hours by volunteering time in District 15 schools by working with students on reading, language, and special events.
- Advanced math is available to all students who qualify through English or Spanish assessment measures.

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

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multitiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

- PBIS at tiers 1, 2, and 3 across all 20 buildings:
o Tier 1-defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
o Tier 2-Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
o Tier 3 - structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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

- Paraprofessionals at Central Road School receive embedded, ongoing professional development in the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
- All Central Road staff members participate in a book study focusing on Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.
- Central Road staff extends their committee responsibilities to include professional reading that supports their committee goals:
o PBIS Teams: Unselfie: Why Empathetic Kids Succeed in Our All About Me World by Dr. Michele Borba.
o SIP Team: Mathematical Mindsets by Jo Boaler.
o Management Team: No Excuses University: Bold Leadership.
o Support Staff: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers.
- Central Road partners with Illinois State University and their intern program, housing ISU interns and student teachers.
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
o Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
o Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
o Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
o Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.

0 As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
o CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in the district.
9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Kindergarten teachers and support staff at Central Road School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Central Road. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center, a program for three- and four-year old students identified as being at risk.


## THE SCHOOLWIDE PLAN (section 1114)

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

## (A) IN GENERAL

## 1. USE OF FUNDS

(A) ELIGIBILITY

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

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.
2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED
(A) GENERAL

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

## (B) SUPPLEMENTAL FUNDS

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

## 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

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

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
- the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

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

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

## 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;
i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

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

# ILLINOIS STATE BOARD OF EDUCATION 

100 North First Street, N-242
Springfield, Illinois 62777-0001
SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act
Instructions: This completed template along with all related documentation must be:

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


## SCHOOL INFORMATION

| School Name: | Gray M. Sanborn |  |  |
| :---: | :---: | :---: | :---: |
| RCDT: | 05-016015004 |  |  |
| Principal: | Erika Johansen |  |  |
| Address: | 101 N. Oak St. |  |  |
| City, ZIP code: | Palatine, IL 60067 |  |  |
| Telephone: | 847-963-7000 |  |  |
| Email address: | johansee@ccsd15.net |  |  |
| Planning Year: | Poverty Rate at Board Approval: | 40\% Waiver: YIN | Local Board of Ed. approval date: |
| Original: <br> 2012-2013 | 56.71\% | N | May 8, 2013 |
| Update: <br> 2018 | 58.49\% | N |  |

## DISTRICT INFORMATION

| District <br> Name/Number: | Community Consolidated School District 15 |
| :--- | :--- |
| Superintendent: | Dr. Scott Thompson |
| Telephone: | 847-963-3205 |
| Email address: | thompsos@ccsd15.net |

## Schoolwide Plan Components

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

|  | RAME |
| :--- | :--- |
| Erika Johanson | Principal |
| Stephanie Watson | Assistant Principal |
| Kim Jenkinson | Reading Specialist |
| Jennifer Moore | Classroom Teacher |
| Kevin Cahill | Classroom Teacher |
| Trisha Leu | Classroom Teacher |
| Shannon Pettibone | Classroom Teacher |
| Katie Biesiada | Classroom Teacher |
| Diana Slatopolsky | Psychologist |
| Lauren Musgrove | Classroom Teacher |
| Chris Poznanski | Classroom Teacher |
| Danyell Rector | Instructional Coach |
|  |  |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
3. Title I
4. Title IIA
5. Title III
6. IDEA
7. SEA funds for Bilingual Education
8. LEA funds for reading intervention and school improvement
9. Conduct a comprehensive needs assessment of the entire school:

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Gray M. Sanborn School and the Department of Instruction):

- 5 Essential Survey (for school years 15-16 and 16-17)
- Conditions of Teaching
- ESPA Survey
- Student Interviews
- PTA Feedback and planning meetings
- Social media
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- PBIS data
- Attendance records

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

4(a) The staff and administration of Gray M. Sanborn School continually strive to provide opportunities for all students to meet the challenging State academic standards. Steps taken to achieve this include, but are not limited to, the following:

- Tiered supports in both academic and behavioral areas.
- Extended Day program is offered twice per week for students in grades $\mathrm{K}-6$. The focus of this program is math. Approximately 100 students were identified through classroom math assessments and MAP scores.
- Within the daily instructional schedule, an additional 15 minutes per day have been allocated for supplementary math instruction.
- A district aligned math program.
- Teachers at all grade levels have applied the concepts behind a growth mindset to foster success in the classroom.
- Professional development focusing on the steps from the book Data Wise has helped teachers improve their use of data to drive instruction.
- A building-wide focus on the Fountas \& Pinnell Benchmark Assessment to improve reading instruction.
- A new science curriculum with materials in both English and Spanish.
- During the summer months, Sanborn hosts two programs aimed at helping students get ready for the new school year:
o Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.
o Summer Early Literacy Academy (SELA) is a program from the Department of Instruction Literacy Programs. This program targets students going into $1^{\text {st }}$ and $2^{\text {nd }}$ grades who demonstrate a need to strengthen basic literacy skills.

4(b) Gray M. Sanborn School teachers and administrators use a variety of methods and instructional strategies that help to strengthen the all-around academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Programs, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- Gray M. Sanborn teachers use research-based practices in their literacy instruction. The school has two full-time reading specialists / literacy coaches and an instructional coach who work with teachers on a regular basis to help design effective instruction.
- The growth mindset model mentioned in 4(a) also strengthens the all-around academic program of the school.
- In order to make lessons more tailored to student needs and understandings, a flipped classroom model has been adopted by GMS teachers. In this model, teachers use exit slips to evaluate students' grasp of new concepts and then use that information to drive follow-up instruction.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs.
- A variety of enrichment and leadership opportunities are offered to students at Gray M. Sanborn that contribute to the goal of a well-rounded program. These programs are offered to students in grades 1 - 6 during the school day so that lack of after-school transportation is not a deterrent:
o Chess Club - students learn the rules of the game and participate in competitions with classmates.
o Yoga Club - students are taught various meditation and calming strategies.
o Walking Club - this noon hour activity encourages healthy exercise in a group setting.
$0 \quad$ Sunshine Club - this club for $1^{\text {st }}$ and $2^{\text {nd }}$ graders promotes giving back to the community. One of the goals is to provide young students with leadership opportunities that will help them begin to develop those skills.
o Spanish Club - includes native speakers as well as students who are learning the language. This activity helps to strengthen the community of learners.
o Board Game Club - through the use of various board games, this club teaches students about fail play, problem solving and discussion. It is offered to students in grades $1-3$.
o Math Club - offered to students in grades 5 and 6, this club reinforces math concepts and exposes students to the possibility of future competition in Math Counts.
o Chorus - the school culture is strengthened through the study and performance of various types of music.
o Band and Orchestra - students are given opportunities to explore musical interests and learn to play an instrument.
o Intramurals - students are given the opportunity to increase their fitness while having fun playing competitive sports.
o Video production - Tiger TV provides opportunities for daily planning and recording of morning announcements.
o Student leadership opportunities - Respectables, MILE buddies with special ed and wheelchair bound students, buddy classrooms, lunch buddies and bus buddies.

4(c) Gray M. Sanborn School addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety initiatives, including but not limited to:

- Gray M. Sanborn has two full-time reading specialists and an instructional coach who work closely with classroom teachers to help design effective instruction to meet the needs of all students. The reading specialists and instructional coach provide support through finding resources, modeling lessons, collaborating and co-planning.
- Sanborn special area teachers, such as the reading specialists and bilingual staff, provide professional development designed to help teachers meet the needs of students who may be at risk of not meeting State standards.
- Early release time has been dedicated to developing reliability and a better understanding of assessments in literacy (Fountas \& Pinnell Benchmark Assessment) and math.
- The summer programs described 4(a) provide targeted support for students who may be at-risk of not meeting standards.
- Tier 2 interventions help to support students in academics and behavior.

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

The Gray M. Sanborn School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Sanborn students:

- In-school social work and psychology services are available for all students.
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Sanborn staff and administration strive to help their students think positively about their future education. The following activities support that goal:

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o Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.

0 As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
o CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in the district.
9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Kindergarten teachers and support staff at Gray M. Sanborn School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Sanborn. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center, a program for three- and four-year old students identified as being at risk.


## THE SCHOOLWIDE PLAN (section 1114)

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

## (A) IN GENERAL

## 1. USE OF FUNDS

(A) ELIGIBILITY

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

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.
2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED
(A) GENERAL

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

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

## (A) EXEMPTION

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

## (B) REQUIREMENTS

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

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
- the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

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

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

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

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

## 1. IN GENERAL

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

## 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;
i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

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

# ILLINOIS STATE BOARD OF EDUCATION 

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act
Instructions: This completed template along with all related documentation must be:

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


## SCHOOL INFORMATION

| School Name: | Lake Louise School |  |  |
| :---: | :---: | :---: | :---: |
| RCDT: | 05016015004 |  |  |
| Principal: | Jennifer Seoane |  |  |
| Address: | 500 N. Jonathan Drive |  |  |
| City, zlP code: | Palatine, IL 60074 |  |  |
| Telephone: | 847-963-5600 |  |  |
| Email address: | seoanej@ccsd15.net |  |  |
| Planning Year: | Poverty Rate at Board Approval: | 40\% Waiver: YIN | Local Board of Ed. approval date: |
| Original Plan: <br> 2012-2013 <br> Update: <br> 2018 | 66.25\% 62.23\% | N $N$ | May 8, 2013 |

## DISTRICT INFORMATION

| District <br> NamelNumber: | Community Consolidated School District 15 |
| :--- | :--- |
| Superintendent: | Dr. Scott Thompson |
| Telephone: | $847-963-3205$ |
| Email address: | thompsos@ccsd15.net |

## Schoolwide Plan Components

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

| Jennifer Seaone NAME | REPRESENTATION |
| :--- | :--- |
| Michelle LaCamera | Principal |
| Katie Johnson | Reading Specialist |
| Lisa Jauch | Classroom Teacher |
| Krishma Patel | Instructional Coach |
| Beth DeAnda | Classroom Teacher |
| Mariel Zambrana | Psychologist |
|  |  |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
3. Title I
4. Title IIA
5. Title III
6. IDEA
7. SEA funds for Bilingual Education
8. LEA funds for reading intervention and school improvement
9. Conduct a comprehensive needs assessment of the entire school:

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Lake Louise School and the Department of Instruction):

- 5 Essentials Survey
- Conditions of Teaching
- ESPA Survey
- Student Surveys
- PTA Parent Feedback
- KIDS assessment
- AIMSweb
- Fountas \& Pinnell Benchmark Assessment data
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records
- PBIS data

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

4(a) The staff and administration of Lake Louise School continually strive to provide opportunities for all students to meet the challenging State academic standards. Steps taken to achieve this include, but are not limited to, the following:

- Across all grade levels there is a focus on academic language to help all students, especially English Language Learners, improve their performance and to encourage consistency in academic vocabulary from grade level to grade level.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs. Programs at the primary level are available in both English and Spanish.
- Students who demonstrate a need for extra support are invited to participate in Lake Louise's Extended Day program after school. This program focuses on English language development.
- Using data that is gathered weekly, the faculty and staff work on social-emotional learning with Lake Louise students in order to reduce office referrals. Social-emotional lessons that promote prosocial behaviors are incorporated into the daily schedule for all students.
- In order to provide students with appropriately leveled reading materials that will encourage literacy development, Lake Louise School maintains an extensive book room and subscribes to a variety of print and online resources.
- Lake Louise School holds Family Reading Nights to promote literacy and oral language development in the home.
- During the summer months, Lake Louise School hosts two programs aimed at helping students get ready for the new school year:
o Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.
o Summer Early Literacy Academy (SELA) is a program from the Department of Instruction Literacy Programs. This program targets students going into $1^{\text {st }}$ and $2^{\text {nd }}$ grades who demonstrate a need to strengthen basic literacy skills.

4(b) Lake Louise School teachers and administrators use a variety of methods and instructional strategies that help to strengthen the all-around academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Programs, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- Lake Louise School teachers use research-based best practices in their literacy instruction. The school has two full-time reading specialists and an instructional coach who work with teachers on a regular basis to help design effective instruction that is essential to a well-rounded educational program.
- Subject area experts and grade level teams hold regular meetings to address issues in core instruction.
- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs.
- A variety of enrichment and leadership opportunities are offered to students at Lake Louise School that contribute to the goal of a well-rounded program:
o Respectable team - student social-emotional leaders model good social-emotional behaviors, do public service announcements about appropriate behavior in various situations and promote other initiatives.
o Student council - students assume leadership roles and the governance piece in the school; they communicate with the student body through announcements, bulletin boards, etc.
o Media club - provides leadership opportunities, students plan and send out positive school messages such as Teacher Tuesday, Wow Wednesday, etc.
o Bucket Bank - unique to Lake Louise, this is a percussion performance group using buckets and drum sticks; provides opportunities for team leadership and modeling of appropriate behavior through team work.
o Chorus - the school culture is strengthened through the study and performance of various types of music.
o Band and orchestra - students are given opportunities to explore musical interests and learn to play an instrument.
o Intramurals - students are given the opportunity to increase their fitness while having fun playing competitive sports.
o Buddy classes - older students are paired with younger classes to provide support and modeling of appropriate behaviors.

4(c) Lake Louise School addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited
to:

- Students who need intensive extra support in reading are provided with intervention programs designed to meet their individual needs. Programs at the primary level are available in both English and Spanish; intermediate grade programs are in English only.
- Lake Louise School has two full-time reading specialists and an instructional coach who work closely with classroom teachers to help design effective instruction to meet the needs of all students. The reading specialists provide support through finding resources, modeling lessons, collaborating, and co-planning.
- Early release time on Fridays is dedicated to taking in-depth looks at topics critical to the needs of all Lake Louise students, such as the School Improvement Plan, math, and social-emotional learning.
- Tier 2 interventions help to support students in academics and behavior.
- The summer programs described in section 4(a) provide targeted support for students who may be at-risk of not meeting standards
- . Lake Louise houses the ECDEC program and the staff works closely with the liaison to bridge student movement from preschool to kindergarten.

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

The Lake Louise School administration, teachers, and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Lake Louise students and families:

- In-school social work and psychology services are available to all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- Members of Lake Louise staff participate in book studies that help them address the needs of their students. Examples of books studied include Fostering Resilient Learners by Kristin Souers and A Mindset for Learning by Kristine Mraz.
- Lake Louise School participates in the Community Eligibility Provision (CEP) which provides a free breakfast for all students.
- Blessings in a Backpack is a program that sends home a backpack of food on Fridays with approximately 100 students who receive free or reduced lunch during the school week.
- Community garden - parent volunteers work with $1^{\text {st }}-4^{\text {th }}$ grade students in planting a community garden. Parents and students plant and harvest vegetables and herbs over the summer. Families are able to take harvested food home with them.
- Lake Louise staff members visit the neighborhoods in the school attendance area to provide information about how families can get involved at the school. Books are distributed to the families to promote literacy development in the home.

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

Lake Louise School staff strives to help their students think positively about their future education. The following activities support that goal:

- Social Academic Instruction Groups (SAIG) reinforce skills such as organization, safety, etc. which serve to enhance academic skills both in the present and in future education and workplace situation.
- Plans are in place for mentors from Harper College to come to Lake Louise to mentor $5^{\text {th }}$ and $6^{\text {th }}$ grade students. The focus of this program is on college and career readiness issues.
- STEAM (science, technology, engineering, art, and mathematics) activities are incorporated into Lake Louise's Extended Day Program.
- Lake Louise School participates in the Family Latino Literacy Program that helps the families of Latino students develop a sense of belonging in the Lake Louise community as well as learning effective ways to support their children's literacy development both now and in the future.

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

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multi-tiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

PBIS at tiers 1, 2, and 3 across all 20 buildings:
o Tier 1-defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
o Tier 2-Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
o Tier 3 - structured individualized plans based on student need.

- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators

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

- Paraprofessionals at Lake Louise School receive professional development on the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
- Members of Lake Louise staff participate in book studies that help them address the needs of their students. Examples of books studied include Fostering Resilient Learners by Kristin Souers and A Mindset for Learning by Kristine Mraz.
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
o Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
o Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
o Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
o Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.
o As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
o CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in the district.

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

Kindergarten teachers and support staff at Lake Louise School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Lake Louise. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-yearold children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center (ECDEC), a program for three- and four-year old students identified as being at risk, is housed in Lake Louise School. The school staff works closely with the ECDEC staff to insure a smooth transition from preschool to kindergarten.


## THE SCHOOLWIDE PLAN (section 1114)

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

## (A) IN GENERAL

1. USE OF FUNDS
(A) ELIGIBILITY

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

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

## 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

## (B) SUPPLEMENTAL FUNDS

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

## 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

## (B) REQUIREMENTS

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

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
- the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

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

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.
(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

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

## 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;
i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

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

## ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001
SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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


## SCHOOL INFORMATION

| School Name: | Stuart R. Paddock School |  |  |
| :---: | :---: | :---: | :---: |
| RCDT: | 05016015004 |  |  |
| Principal: | Rachel Bland |  |  |
| Address: | 225 W. Washington St. |  |  |
| City, zlP code: | Palatine, IL 60067 |  |  |
| Telephone: | 847-963-5800 |  |  |
| Email address: | blandr@ccsd15.net |  |  |
| Planning Year: | Poverty Rate at Board Approval: | 40\% Waiver: YIN | Local Board of Ed. approval date: |
| $\begin{aligned} & \text { 2013-2014 } \\ & 2018 \\ & \hline \end{aligned}$ | $\begin{aligned} & 48.6 \% \\ & 42.5 \% \end{aligned}$ | N | June 10, 2015 |

## DISTRICT INFORMATION

| District <br> NamelNumber: | Community Consolidated School District 15 |
| :--- | :--- |
| Superintendent: | Scott B. Thompson, Ed.D. |
| Telephone: | $847-963-3000$ |
| Email address: | thompsos@ccsd15.net |

## Schoolwide Plan Components

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

| NAME | Representation |
| :--- | :--- |
| Rachel Bland | Principal |
| Jason Christ | Assistant Principal |
| Kristen Marchiando | Classroom Teacher |
| Dustin Berman | Classroom Teacher |
| Katie Bryan | Classroom Teacher |
| Carly Benson | Classroom Teacher |
| Chelsea Shedin | Classroom Teacher |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection $(\mathrm{a})(3)$ that will be consolidated in the schoolwide program:
3. Title I
4. Title IIA
5. Title III
6. IDEA
7. SEA funds for Bilingual Education
8. LEA funds for reading intervention and school improvement
9. Conduct a comprehensive needs assessment of the entire school:

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Stuart R. Paddock School and the Department of Instruction)

- 5 Essentials Survey (for school years 15-16 and 16-17)
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTA Parent Feedback
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records

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

4a. The staff and administration at Stuart Paddock Elementary provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

- All students are provided a comprehensive, standards-based core curriculum in all subject areas. Student achievement is continuously measured, evaluated and responded to.
- School Improvement Plan (SIP) teams meet regularly to consistently review data and set goals in a particular focus area based on school-wide data, while addressing the needs of each of the subgroups.
- Members of the School Improvement Plan committee and school staff are provided ongoing professional development based on the book Data Wise which helped to improve their use of data to drive instruction.
- School-based grade level teams meet weekly to review data, plan for instruction and implementation of differentiated instruction to meet the needs of all learners.
- Early-release time is dedicated to taking an in-depth, data-based look at topics critical to all learners at the school (ie. School Improvement Plan review and/or implementation of action items, Math, Literacy and Social-Emotional Learning).
- Data-informed purchasing and implementation of needed supplemental instructional materials and resources.
- Students are assessed school-wide using a common systematic observational assessment that helps teachers to make instructional decisions based on the outcomes (ie. Fountas and Pinnell Benchmark Assessment System) for each student.

4(b) Stuart Paddock teachers use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Program, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- Evidence-based, comprehensive literacy instruction through Reading and Writing Workshop and Phonics Word Study.
- Evidence-based, comprehensive mathematics curriculum provides an opportunity for both whole group as well as small group targeted instruction to students.
- Math pacing guides that serve as an organizational guide to help align instruction district wide through the use of common assessments and common grading practices.
- District-aligned advanced math criteria to help determine placement for students who would benefit from advanced instruction in math.
- Content area instruction is provided in Spanish for Native Spanish speakers in Grades 3-6.
- Science curriculum with lab materials is provided in both English and Spanish.
- Social Studies curriculum with materials in both English and Spanish.
- Classroom teachers implement the instructional time allocations for all subject areas as directed by the Department of Instruction.
- Culturally and Linguistically Responsive Teaching and Learning professional development provided to bilingual resource, English as a Second Language (ESL), Reading Consultant Specialists (RCS), school psychologists as well as school administration.
- Using data that is gathered weekly, the faculty and staff work on social-emotional learning with students in order to reduce office referrals. Social-emotional lessons that promote prosocial behaviors are incorporated into the daily schedule for all students.
- There are two full-time Reading Consultant Specialists (RCS) that oversee Tier 2 Literacy Intervention Programs as well as aid in planning and providing literacy instruction school-wide through consultation with classroom teachers and other support staff.
- Program Assistant staff is allocated based upon need. Program Assistants provide support instruction across all grade levels.
- Chromebooks and iPads are available for student use to support instruction. 6th grade students are equipped with 1:1 Chromebooks. Supplemental technology programs are supported by the district Instructional Technology Coordinators and the Department of Instruction.
- Family Literacy Night is held to strengthen the home-school connection and promote literacy in the home through author visits, literacy activities, and book give-aways, etc.
- A focus on academic language to help all students improve their performance and to encourage consistency in academic vocabulary from grade level to grade level.
- A variety of enrichment and leadership opportunities are offered to students at Stuart R. Paddock School that contribute to the goal of a well-rounded program.

4(c) Stuart R. Paddock School staff addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- Students who are identified as needing an additional intensive Literacy Intervention are provided a comprehensive Tier 2 Literacy Intervention facilitated by trained professionals on a daily basis. Programs at the primary level are available in both English and Spanish.
- A variety of multi-tiered supports are available in both academic and behavioral areas for all students in the school.
- Students who demonstrate a need for extra support are invited to participate in the after-school Extended Day program which provides students targeted support and enrichment throughout the school year.
- During the summer months, the district provides two programs aimed at closing the achievement gap:
o Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.
o Summer Early Literacy Academy (SELA) is a program from the Department of Instruction Literacy Programs. This program targets students going into $1^{\text {st }}$ and $2^{\text {nd }}$ grades who demonstrate a need to strengthen basic literacy skills.

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

The Stuart R. Paddock School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Stuart Paddock students:

- In-school social work and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- The Latino Family Literacy Project promotes literacy through parent education on the importance of establishing a family reading routine with their children.
- SPARK is an outreach committee for parents of special needs students that provides opportunities for increased collaboration between the parents and the school to meet the wide variety of needs of special education students.
- Community Garden Opportunities are available to all students.

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

- All District 15 students are given the opportunity to earn up to two years tuition credit by meeting certain criteria when entering high school through the Harper College 'Harper Promise' Scholarship Program.
- In collaboration with District 211, District 15 students have the opportunity to participate in a speech festival each year. Through one-on-one mentoring, students select a piece to perform in either English or Spanish. This helps build confidence in public speaking, self esteem, and develops skills to become better communicators.
- iCompete is a structured program which gives students an opportunity to experience athletic activities through clinics with mentors and coaches.
- Throughout the course of the year, multiple opportunities arise for collaboration between District 211 and District 15. Students from District 211 meet their requirements for volunteer service hours by volunteering time in District 15 schools by working with students on reading, language, and special events.
- Advanced math is available to all students who qualify through English or Spanish assessment measures.

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

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multitiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

- PBIS at tiers 1,2 , and 3 across all 20 buildings:
o Tier 1-defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
o Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
o Tier 3 - structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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

- Paraprofessionals at Stuart R. Paddock School receive embedded, ongoing professional development in the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
- All Stuart Paddock staff members participate in a book study focusing on Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.
- Stuart Paddock staff extends their committee responsibilities to include professional reading that supports their committee goals:
o PBIS Teams: Unselfie: Why Empathetic Kids Succeed in Our All About Me World by Dr. Michele Borba.
o SIP Team: Mathematical Mindsets by Jo Boaler.
o Management Team: No Excuses University: Bold Leadership.
o Support Staff: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers.
- Stuart Paddock partners with Illinois State University and their intern program, housing ISU interns and student teachers.
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
o Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
o Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
o Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
o Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.
o As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
o CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in the district.

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

Kindergarten teachers and support staff at Stuart R. Paddock School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Stuart Paddock. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.


## THE SCHOOLWIDE PLAN (section 1114)

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

## (A) IN GENERAL

## 1. USE OF FUNDS

(A) ELIGIBILITY

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

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

## 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

## (B) SUPPLEMENTAL FUNDS

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

## 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

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

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
- the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

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

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

## 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;
i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

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

## ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001
SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act
Instructions: This completed template along with all related documentation must be:

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


## SCHOOL INFORMATION

| School Name: | Carl Sandburg Junior High School |  |  |
| :---: | :---: | :---: | :---: |
| RCDT: | 05016015004 |  |  |
| Principal: | Douglas Harter |  |  |
| Address: | 2600 Martin Lane |  |  |
| City, ZIP code: | Rolling Meadows, IL 60008 |  |  |
| Telephone: | 847-963-7800 |  |  |
| Email address: | harterd@ccsd15.net |  |  |
| Planning Year: | Poverty Rate at Board Approval: | 40\% Waiver: Y/N | Local Board of Ed. approval date: |
| Original: <br> 2014-2015 <br> Update: <br> 2018 | $\begin{aligned} & 48.27 \% \\ & 46.73 \% \end{aligned}$ | N N | 6/10/15 |

## DISTRICT INFORMATION

| District <br> NamelNumber: | Community Consolidated School District 15 |
| :--- | :--- |
| Superintendent: | Scott B. Thompson, Ed. D. |
| Telephone: | $847-963-3000$ |
| Email address: | thompsos@ccsd15.net |

## Schoolwide Plan Components

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

|  | RAME |
| :--- | :--- |
| Douglas Harter | Principal |
| Maricela Macias | Assistant Principal |
| Jenny Macko-Garcia | Bilingual Facilitator |
| Kim Provus | Teacher |
| Marcy Hanlon | Teacher |
| Karen Hanisch | Teacher |
| Caroline Supataraporn | Teacher |
| Katie Burns | Teacher |
| Nicole Gabryel | Instructional Coach |
| Mayra Saucedo | School Psychologist |
|  |  |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
3. Title I
4. Title II
5. Title III
6. IDEA
7. SEA funds for Bilingual Education
8. LEA funds for reading intervention and school improvement
9. Conduct a comprehensive needs assessment of the entire school:

The following tools were used in combination to assess the overall needs of the school (supporting documents on file at Carl Sandburg Junior High School and the Department of Instruction)

- 5 Essentials Survey
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTSA Parent Feedback
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records
- Maintenance Survey
- Tableau discipline data
- PBIS staff surveys

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

4 (a) The staff and administration of Carl Sandburg Junior High School continually strive to provide opportunities for all students to meet the challenging State academic standards. Steps taken to achieve this include, but are not limited to, the following:

- All students are provided a comprehensive, standards-based core curriculum in all subject areas. Student achievement is continuously measured, evaluated and responded to.
- School Improvement Plan (SIP) teams meet regularly to consistently review data and set goals in a particular focus area based on school-wide data, while addressing the needs of each of the subgroups.
- Members of the School Improvement Plan committee and school staff are provided ongoing professional development based on the book Data Wise which helped to improve their use of data to drive instruction.
- School-based grade level teams meet weekly to review data, plan for instruction and implementation of differentiated instruction to meet the needs of all learners.
- Early-release time is dedicated to taking an in-depth, data-based look at topics critical to all learners at the school (ie. School Improvement Plan review and/or implementation of action items, Math, Literacy and Social-Emotional Learning).
- Data-informed purchasing and implementation of needed supplemental instructional materials and resources.

4(b) Carl Sandburg Junior High teachers use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Program, activities, and courses implemented to achieve these goals and provide a well-rounded education include, but are not limited to, the following:

- Evidence-based, comprehensive literacy instruction through Reading and Writing Workshop.
- Evidence-based, comprehensive mathematics curriculum provides an opportunity for both whole group as well as small group targeted instruction to students.
- Math pacing guides that serve as an organizational guide to help align instruction district wide through the use of common assessments and common grading practices.
- District-aligned advanced math criteria to help determine placement for students who would benefit from advanced instruction in math.
- Research-based instructional tools that support individualized math instruction and practice for specific students to help accelerate their growth in math and meet grade-level expectations
- Content area instruction is provided in Spanish for Native Spanish speakers in Grades 7 \& 8.
- Science curriculum with lab materials and aligned with the Next Generation Science Standards.
- Social Studies curriculum with resources aligned with Social Science Learning Standards .
- Classroom teachers implement the instructional time allocations for all subject areas as directed by the Department of Instruction.
- Culturally and Linguistically Responsive Teaching and Learning professional development provided to bilingual resource, English as a Second Language (ESL), Reading Consultant Specialists (RCS), school psychologists as well as school administration.
- Using data that is gathered weekly, the faculty and staff work on social-emotional learning with students in order to reduce office referrals. Social-emotional lessons that promote prosocial behaviors are universally taught and incorporated into lessons.
- There are full-time Reading Consultant Specialists (RCS) that oversee Tier 2 Literacy Intervention Programs as well as aid in planning and providing literacy instruction school-wide through co-teaching and consultation with classroom teachers and other support staff.
- Program Assistant staff is allocated based upon need. Program Assistants provide supportive instruction across all grade levels.
- 1:1 Chromebooks implementation is used to support instruction. Supplemental technology programs are supported by the district Instructional Technology Coordinators and the Department of Instruction.
- A focus on academic language to help all students improve their performance and to encourage consistency in academic vocabulary from grade level to grade level.
- A variety of enrichment and leadership opportunities are offered to students at Carl Sandburg Junior High School that contribute to the goal of a well-rounded program.
- Community School, and the partnership between District 15 and Sandburg Junior High with local community service not-for-profit "Partners for Our Communities (POC) and the Rolling Meadows Partners Committee, offers specific parent learning opportunities on topics ranging from English and GED classes to health and wellness workshops to family and cultural enrichment events. These efforts directly and indirectly support students' academic successes.

4(c) Winston Campus Junior High School staff addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- Students who are identified as needing an additional intensive Literacy Intervention are provided a comprehensive Tier 2 Literacy Intervention facilitated by trained professionals on a daily basis.
- A variety of multi-tiered supports are available in both academic and behavioral areas for all students in the school.
- Students who demonstrate a need for extra support are invited to participate in the lunchtime and afterschool Academic Support programs which provide students targeted support throughout the school year.
- During the summer months, the district provides a program aimed at closing the achievement gap:
o Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen reading and math skills.

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

The Carl Sandburg Junior High School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Winston Campus Junior High students:

- In-school social work, counseling and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- SPARK is an outreach committee for parents of special needs students that provides opportunities for increased collaboration between the parents and the school to meet the wide variety of needs of special education students.
- College and career promotion activities and supports via the National Junior Honor Society and Student Leadership.
- Extra-curricular activities that promote the social, emotional, artistic, and physical growth needs of all students.

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

- All District 15 students are given the opportunity to earn up to two years tuition credit by meeting certain criteria when entering high school through the Harper College 'Harper Promise' Scholarship Program.
- In collaboration with District 211, District 15 students have the opportunity to participate in a speech festival each year. Through one-on-one mentoring, students select a piece to perform in either English or Spanish. This helps build confidence in public speaking, self esteem, and develops skills to become better communicators.
- iCompete is a structured program which gives students an opportunity to experience athletic activities through clinics with mentors and coaches.
- Throughout the course of the year, multiple opportunities arise for collaboration between Districts 211, 214 and District 15. Students from District 214 meet their requirements for volunteer service hours by volunteering time in District 15 schools by working with students on reading, language, and special events.
- Advanced math and English Language Arts are available to all students who qualify through English or Spanish assessment measures.

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

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multi-tiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

- PBIS at tiers 1, 2, and 3 across all 20 buildings:
o Tier 1-defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
o Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
o Tier 3-structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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

- Sandburg staff extends their committee responsibilities to include professional reading that supports their committee goals:
o Math Team: Mathematical Mindsets by Jo Boaler.
o History, Science, English for Second Language and Special Education teachers - Reading Nonfiction: Notice \& Note Stances, Signposts, and Strategies Book by G. Kylene Beers and Robert E Probst
o Support Staff: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers.
- Sandburg Junior High partners with Illinois State University and their intern program, housing ISU interns and student teachers. We also accept student interns from various post-secondary educational programs and students from the Education Academy in high school District 214.
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
o Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
o Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
o Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
o Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.

0 As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
o CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in the district.
9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

## THE SCHOOLWIDE PLAN (section 1114)

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

## (A) IN GENERAL

1. USE OF FUNDS
(A) ELIGIBILITY

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

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

## 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

## (B) SUPPLEMENTAL FUNDS

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

## 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

## (B) REQUIREMENTS

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

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
- the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

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

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;
i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

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

## ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001
SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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


## SCHOOL INFORMATION

| School Name | Winston Campus Elementary School |  |  |
| :---: | :---: | :---: | :---: |
| RCDT: | 05016015004 |  |  |
| Principal: | Andrew Tieman |  |  |
| Address: | 900 E. Palatine Road |  |  |
| City, zIP code: | Palatine, IL 60074 |  |  |
| Telephone: | 847-963-7500 |  |  |
| Email address: | tiemana@ccsd15.net |  |  |
| Planning Year: | Poverty Rate at Board Approval: | 40\% Waiver: YIN | Local Board of Ed. approval date: |
| $\begin{aligned} & 2014-2015 \\ & 2018-2019 \end{aligned}$ | $\begin{aligned} & 45.93 \% \\ & 42.33 \% \end{aligned}$ |  | June 8, 2015 |

## DISTRICT INFORMATION

| District <br> NamelNumber: | Community Consolidated School District 15 |
| :--- | :--- |
| Superintendent: | Scott B. Thompson, Ed.D. |
| Telephone: | $847-963-3000$ |
| Email address: | thompsos@ccsd15.net |

## Schoolwide Plan Components

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

| NAME | Representation |
| :--- | :--- |
| Andy Tieman | Principal |
| Lori Gehrke | Reading Specialist |
| Lisa Heyden | Reading Specialist |
| Kristy Treutler | Classroom Teacher |
| Tracy O'Malley | Classroom Teacher |
| Sharon Meyer | Classroom Teacher |
| Katherine Roussos | Classroom Teacher |
| Mayra Saucedo | Psychologist |
| Marilynn Smith | Assistant Principal |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
3. Title I
4. Title IIA
5. Title III
6. IDEA
7. SEA funds for Bilingual Education
8. LEA funds for reading intervention and school improvement
9. Conduct a comprehensive needs assessment of the entire school:

The following tools were used in combination to assess the overall needs of the school (supporting documents
on file at Winston Campus Elementary School and the Department of Instruction)

- 5 Essentials Survey (for school years 15-16 and 16-17)
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTA Parent Feedback
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records

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

4a. The staff and administration at Winston Campus Elementary provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

- All students are provided a comprehensive, standards-based core curriculum in all subject areas. Student achievement is continuously measured, evaluated and responded to.
- School Improvement Plan (SIP) teams meet regularly to consistently review data and set goals in a particular focus area based on school-wide data, while addressing the needs of each of the subgroups.
- Members of the School Improvement Plan committee and school staff are provided ongoing professional development based on the book Data Wise which helped to improve their use of data to drive instruction.
- School-based grade level teams meet weekly to review data, plan for instruction and implementation of differentiated instruction to meet the needs of all learners.
- Early-release time is dedicated to taking an in-depth, data-based look at topics critical to all learners at the school (ie. School Improvement Plan review and/or implementation of action items, Math, Literacy and Social-Emotional Learning).
- Data-informed purchasing and implementation of needed supplemental instructional materials and resources.
- Students are assessed school-wide using a common systematic observational assessment that helps teachers to make instructional decisions based on the outcomes (ie. Fountas and Pinnell Benchmark Assessment System) for each student.

4(b) Winston Campus teachers use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a wellrounded education. Program, activities, and courses implemented to achieve these goals and provide a wellrounded education include, but are not limited to, the following:

- Evidence-based, comprehensive literacy instruction through Reading and Writing Workshop and Phonics Word Study.
- Evidence-based, comprehensive mathematics curriculum provides an opportunity for both whole group as well as small group targeted instruction to students.
- Math pacing guides that serve as an organizational guide to help align instruction district wide through the use of common assessments and common grading practices.
- District-aligned advanced math criteria to help determine placement for students who would benefit from advanced instruction in math.
- Content area instruction is provided in Spanish for Native Spanish speakers in Grades 3-6.
- Science curriculum with lab materials is provided in both English and Spanish.
- Social Studies curriculum with materials in both English and Spanish.
- Classroom teachers implement the instructional time allocations for all subject areas as directed by the Department of Instruction.
- Culturally and Linguistically Responsive Teaching and Learning professional development provided to bilingual resource, English as a Second Language (ESL), Reading Consultant Specialists (RCS), school psychologists as well as school administration.
- Using data that is gathered weekly, the faculty and staff work on social-emotional learning with students in order to reduce office referrals. Social-emotional lessons that promote prosocial behaviors are incorporated into the daily schedule for all students.
- There are two full-time Reading Consultant Specialists (RCS) that oversee Tier 2 Literacy Intervention Programs as well as aid in planning and providing literacy instruction school-wide through consultation with classroom teachers and other support staff.
- Program Assistant staff is allocated based upon need. Program Assistants provide support instruction across all grade levels.
- Chromebooks and iPads are available for student use to support instruction. 6th grade students are equipped with 1:1 Chromebooks. Supplemental technology programs are supported by the district Instructional Technology Coordinators and the Department of Instruction.
- Family Literacy Night is held to strengthen the home-school connection and promote literacy in the home through author visits, literacy activities, and book give-aways, etc.
- A focus on academic language to help all students improve their performance and to encourage consistency in academic vocabulary from grade level to grade level.
- A variety of enrichment and leadership opportunities are offered to students at Winston Campus Elementary School that contribute to the goal of a well-rounded program.

4(c) Winston Campus Elementary School staff addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- Students who are identified as needing an additional intensive Literacy Intervention are provided a comprehensive Tier 2 Literacy Intervention facilitated by trained professionals on a daily basis. Programs at the primary level are available in both English and Spanish.
- A variety of multi-tiered supports are available in both academic and behavioral areas for all students in the school.
- Students who demonstrate a need for extra support are invited to participate in the after-school Extended Day program which provides students targeted support and enrichment throughout the school year.
- During the summer months, the district provides two programs aimed at closing the achievement gap:
o Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.
o Summer Early Literacy Academy (SELA) is a program from the Department of Instruction Literacy Programs. This program targets students going into $1^{\text {st }}$ and $2^{\text {nd }}$ grades who demonstrate a need to strengthen basic literacy skills.

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

The Winston Campus Elementary School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Winston Campus students:

- In-school social work and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- The Latino Family Literacy Project promotes literacy through parent education on the importance of establishing a family reading routine with their children.
- SPARK is an outreach committee for parents of special needs students that provides opportunities for increased collaboration between the parents and the school to meet the wide variety of needs of special education students.
- Community Garden Opportunities are available to all students.

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

- All District 15 students are given the opportunity to earn up to two years tuition credit by meeting certain criteria when entering high school through the Harper College 'Harper Promise' Scholarship Program.
- In collaboration with District 211, District 15 students have the opportunity to participate in a speech festival each year. Through one-on-one mentoring, students select a piece to perform in either English or Spanish. This helps build confidence in public speaking, self esteem, and develops skills to become better communicators.
- iCompete is a structured program which gives students an opportunity to experience athletic activities through clinics with mentors and coaches.
- Throughout the course of the year, multiple opportunities arise for collaboration between District 211 and District 15. Students from District 211 meet their requirements for volunteer service hours by volunteering time in District 15 schools by working with students on reading, language, and special events.
- Advanced math is available to all students who qualify through English or Spanish assessment measures.

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

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multitiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

- PBIS at tiers 1,2 , and 3 across all 20 buildings:
o Tier 1 - defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
o Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
o Tier 3-structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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

- Paraprofessionals at Winston Campus Elementary School receive embedded, ongoing professional development in the district reading intervention programs delivered by the Department of Instruction Literacy Coordinators.
- All Winston Campus staff members participate in a book study focusing on Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning.
- Winston Campus staff extends their committee responsibilities to include professional reading that supports their committee goals:
o PBIS Teams: Unselfie: Why Empathetic Kids Succeed in Our All About Me World by Dr. Michele Borba.
o SIP Team: Mathematical Mindsets by Jo Boaler.
o Management Team: No Excuses University: Bold Leadership.
o Support Staff: Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers.
- Winston Campus partners with Illinois State University and their intern program, housing ISU interns and student teachers.
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
o Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
o Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
o Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
o Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.

0 As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
o CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in the district.
9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Kindergarten teachers and support staff at Winston Campus Elementary School meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to Winston Campus. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-year-old children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center, a program for three- and four-year old students identified as being at risk.


## THE SCHOOLWIDE PLAN (section 1114)

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

## (A) IN GENERAL

## 1. USE OF FUNDS

(A) ELIGIBILITY

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

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.
2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED
(A) GENERAL

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

## (B) SUPPLEMENTAL FUNDS

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

## 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

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

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
- the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

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

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

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

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

## 1. IN GENERAL

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

## 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;
i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

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

## ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001
SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act
Instructions: This completed template along with all related documentation must be:

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


## SCHOOL INFORMATION

| School Name: | Winston Campus Junior High School |  |  |
| :---: | :---: | :---: | :---: |
| RCDT: | 05016015004 |  |  |
| Principal: | Jason Klein |  |  |
| Address: | 120 N. Babcock Drive |  |  |
| City, ZIP code: | Palatine, IL 60074-5599 |  |  |
| Telephone: | 847-963-7400 |  |  |
| Email | kleinj@ccsd15.net |  |  |
| Planning Year: | Poverty Rate at Board Approval: | 40\% Waiver: YIN | Local Board of Ed. approval date: |
| 2017-2018 | 66.07\% | N |  |

## DISTRICT INFORMATION

| District <br> Namel/Number: | Community Consolidated School District 15 |
| :--- | :--- |
| Superintendent: | Scott B. Thompson, Ed. D. |
| Telephone: | $847-963-3000$ |
| Email address: | thompsos@ccsd15.net |

## Schoolwide Plan Components

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

| Name | Representation |
| :--- | :--- |
| Jason Klein | Principal |
| Martín Da Costa | Assistant Principal |
| Tomás Reyes | Assistant Principal |
| Denise Almdale | Teacher |
| Cyndy Alvarez | School Psychologist Intern |
| Megan Cobb | Teacher |
| Nicole Gabryel | Instructional Coach |
| Susan Gronwick | Teacher |
| Rena Jimenez | School Psychologist |
| Vicky Karahalios | School Psychologist |
| Kelly Maher | District PBIS Coordinator |
| Taylor Nosal | Teacher |
| Roxanne Raffaelli | Teacher |
| Allison Schmidt | Teacher |
| Colleen Scott | Teacher |
| Christina Stanimirov | Teacher |
| Deb Toscano | Teacher |
| Caitlin Yawger | Teacher |

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
3. Title I
4. Title IIA
5. Title III
6. IDEA
7. SEA funds for Bilingual Education
8. LEA funds for reading intervention and school improvement
9. Conduct a comprehensive needs assessment of the entire school:

- 5Essentials Survey
- Conditions of Teaching
- ESPA Survey
- Student Surveys and Interviews
- PTA Parent Feedback
- Parent Advisory Council Parent Feedback
- Measures of Academic Progress (MAP) data
- PARCC data
- ACCESS data
- Attendance records

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

4a. The staff and administration at Winston Campus Junior High provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

- All students are provided a comprehensive, standards-based core curriculum in all subject areas. Student achievement is continuously measured, evaluated and responded to.
- School Improvement Plan (SIP) teams meet regularly to consistently review data and set goals in a particular focus area based on school-wide data, while addressing the needs of each of the subgroups.
- Members of the School Improvement Plan committee and school staff are provided ongoing professional development based on the book Data Wise which helped to improve their use of data to drive instruction.
- School-based grade level teams meet weekly to review data, plan for instruction and implementation of differentiated instruction to meet the needs of all learners.
- Early-release time is dedicated to taking an in-depth, data-based look at topics critical to all learners at the school (ie. School Improvement Plan review and/or implementation of action items, Math, Literacy and Social-Emotional Learning).
- Data-informed purchasing and implementation of needed supplemental instructional materials and resources.

4(b) Winston Campus Junior High teachers use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a wellrounded education. Programs, activities, and courses implemented to achieve these goals and provide a wellrounded education include, but are not limited to, the following:

- Evidence-based, comprehensive literacy instruction through Reading and Writing Workshop
- Evidence-based, comprehensive mathematics curriculum provides an opportunity for both whole group as well as small group targeted instruction to students.
- Math pacing guides that serve as an organizational guide to help align instruction district wide through the use of common assessments and common grading practices.
- District-aligned advanced math criteria to help determine placement for students who would benefit from advanced instruction in math.
- Research-based instructional tools that support individualized math instruction and practice for specific students to help accelerate their growth in math and meet grade-level expectations
- Content area instruction is provided in Spanish for Native Spanish speakers, and this instruction supports the development of high-level literacy skills in Spanish.
- Science curriculum with lab materials is provided in both English and Spanish.
- Social Studies curriculum with materials in both English and Spanish.
- Classroom teachers implement the instructional time allocations for all subject areas as directed by the Department of Instruction.
- All teachers participate in professional development related to the implementation and infusion of Culturally and Linguistically Responsive Teaching and Learning practices through a long-term, ongoing cycle of formal professional development workshops as well as instructional coaching in the classroom setting.
- Using data that is gathered weekly, the faculty and staff work on social-emotional learning with students in order to reduce office referrals. Social-emotional lessons that promote prosocial behaviors are incorporated into the daily schedule for all students.
- There is a full-time Reading Consultant Specialists (RCS) that oversees Tier 2 Literacy Intervention Programs as well as aids in planning and providing literacy instruction school-wide through consultation with classroom teachers and other support staff.
- Program Assistant staff is allocated based upon need. Program Assistants provide support instruction across all grade levels.
- All students are equipped with their own 1:1 Chromebooks to support engaging learning and access to a wide variety of instructional resources. Supplemental technology programs are supported by the district Instructional Technology Coordinators and the Department of Instruction.
- A focus on academic language to help all students improve their performance and to encourage consistency in academic vocabulary from grade level to grade level.
- A variety of enrichment and leadership opportunities are offered to students at Winston Campus Junior High School that contribute to the goal of a well-rounded program. This includes having students serve as members of our School Improvement Team and as members of our PBIS Tier I Green Team.
- Community School offers opportunities for Winston Campus Junior High students and their families beyond the school day that range from enrichment activities that build students' experiences and academic language to specific reading and math academic activities.
- Community School, and the partnership between District 15 and Winston Campus Junior High with local community service not-for-profit "Partners for Our Communities (POC), offers specific parent learning opportunities on topics ranging from English and GED classes to health and wellness workshops to family and cultural enrichment events. These efforts directly and indirectly support students' academic successes.

4(c) Winston Campus Junior High School staff addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through a variety of initiatives, including but not limited to:

- A variety of multi-tiered supports are available in both academic and behavioral areas for all students in the school.
- Students who demonstrate a need for extra support are invited to participate in the after-school Academic Support program as well as in our Community School, which, together, provide hours each week of additional targeted support and enrichment throughout the school year.
- During the summer months, the district provides a program aimed at closing the achievement gap:
o Summer Blast is a joint program between Title I and Title III. Students take part in activities designed to review and strengthen basic reading and math skills.

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

The Winston Campus Junior High School administration, teachers and support staff recognize the importance of providing support for the development of the whole child. To that end, support services and activities, including but not limited to the following, are available for Winston Campus Junior High students:

- In-school social work and psychology services are available for all students.
- Positive Behavior Interventions and Supports (PBIS) provides a variety of opportunities to support students and celebrate achievements.
- The Latino Family Literacy Project promotes literacy through parent education on the importance of establishing a family reading routine with their children.
- SPARK is an outreach committee for parents of special needs students that provides opportunities for increased collaboration between the parents and the school to meet the wide variety of needs of special education students.
- Community School provides opportunities for enrichment activities that range from fine arts to sports and beyond, group therapy sessions, and academic support and is available to all students.

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

- All District 15 students are given the opportunity to earn up to two years tuition credit by meeting certain criteria when entering high school through the Harper College 'Harper Promise' Scholarship Program.
- In collaboration with District 211, District 15 students have the opportunity to participate in a speech festival each year. Through one-on-one mentoring, students select a piece to perform in either English or Spanish. This helps build confidence in public speaking, self esteem, and develops skills to become better communicators.
- iCompete is a structured program which gives students an opportunity to experience athletic activities through clinics with mentors and coaches.
- Throughout the course of the year, multiple opportunities arise for collaboration between District 211 and District 15. Students from District 211 meet their requirements for volunteer service hours by volunteering time in District 15 schools by working with students on reading, language, and special events.
- Advanced math is available to all students who qualify through English or Spanish assessment measures.

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

CCSD 15 implements universal, secondary, and tertiary behavioral supports through Positive Behavior Interventions and Supports (PBIS) systems in order to prevent and address problem behaviors. These multi-tiered systems of support provide early identification and intervention services for students with behavioral needs and are our district's primary method for supporting and identifying students in need or problem solving and/or special education services (IDEA). Supporting information:

- PBIS at tiers 1, 2, and 3 across all 20 buildings:
o Tier 1-defining school-wide expectations; teach students behavior; reward students for expected behavior; re-teaching for unexpected behavior.
o Tier 2 - Small group interventions based on student need (e.g., social academic instructional groups; mentoring).
o Tier 3-structured individualized plans based on student need.
- All buildings use data-based decision rules to identify students in need for additional supports.
- PBIS systems are monitored and supported by two district coordinators.

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

- All teachers participate in professional development related to the implementation and infusion of Culturally and Linguistically Responsive Teaching and Learning practices through a long-term, ongoing cycle of formal professional development workshops as well as instructional coaching in the classroom setting.
- Winston Campus Junior High staff have extended their professional learning with the following book studies:
o Mathematical Mindsets by Jo Boaler
o The Teenage Brain by Frances Jenson
o The Innovator's Mindset by George Couros
o Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today by Thomas Murray and Eric Sheninger
- All schools in Community Consolidated School District 15 benefit from the hiring and recruitment practices of the Department of Personnel and Human Resources, including:
o Offering a competitive salary schedule to attract both newly graduated as well as experienced teachers.
o Offering student-teaching and field work opportunities with multiple universities in the northern Illinois area.
o Partnering with Illinois State University in the establishment of a Professional Development School which offers preservice teachers a year-long program of study in District 15 that includes field work and student teaching.
o Hard-to-fill positions are posted as early as possible so that the opportunity exists to hire the very best teachers for those positions.

0 As needed, district personnel attend educational recruiting fairs at universities throughout the state, contact area universities and post advertisements in various publications.
o CCSD 15 offers an extensive induction and mentoring program that provides support to teachers during their first two years in the district.
9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Kindergarten teachers and support staff in District 15 elementary schools meet on an annual basis with personnel from various early childhood programs to discuss the needs and plan for the instructional program of students transitioning to District 15 elementary schools. Assessment data and programming information is transferred to the receiving school prior to the start of the new school year. The programs found within District 15 include:

- The Early Childhood Special Education Program, serving students from three to five years of age with special education needs.
- The Preschool Integration Program, a preschool experience for typically developing three- and four-yearold children who reside within District 15 boundaries. This program blends children who have disabilities with children who do not.
- Early Childhood Development Enrichment Center, a program for three- and four-year old students identified as being at risk.


## THE SCHOOLWIDE PLAN (section 1114)

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

## (A) IN GENERAL

1. USE OF FUNDS
(A) ELIGIBILITY

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

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

## 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

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

## 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

## (B) REQUIREMENTS

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

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

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

- the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
- the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.

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

## (C) PRESCHOOL PROGRAMS

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

## (D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

## 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph
(1) may use such funds for any of the costs associated with such program, including the costs of;
i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

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

## Agenda Item No. 18-1030K

## Destruction of Executive Session Audio <br> Recordings (November 2016)

(No Enclosure)

## FOIA Requests/Responses

There were no requests and no responses for information under the Freedom of Information Act during the period of September 6, 2018, through September 26, 2018.

| Request | Staff Time |
| :---: | :---: |
|  |  |
|  |  |

## Developers Contributions-Impact Fees Received

City of Rolling Meadows
\$1,083.00
August 31, 2018

| City of Rolling Meadows, IL 60008 |  | PAGE: 1 OF 1 | CHECK NUMBER: | 00055364 |
| :---: | :---: | :---: | :---: | :---: |
| INVOICEDATE | INVOICE NUMBER | - | - | INVOICE AMOUNT |
| 08/31/2018 | PBL170615 | PBL 1706154795 WOODCLIFF LN GL\#:08-26040 | \$1,083.00 | \$1,083.00 |


| Vender No. | Vendor Name | Check No. | Check Date | Check Amount |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 109 | COMMUNITY CONSOLIDATED SCHOOL DISTRICT... | 55364 | $09 / 11 / 2018$ | $\$ 1,083.00$ |



## RECEIPT

Received this 31st day of August 2018 from the City of Rolling Meadows, the sum of One Thousand Eighty-Three Dollars (\$1,083.00), pursuant to the requirements of Section 98-167 of the Rolling Meadows Code of Ordinances.

The undersigned hereby acknowledges receipt of the funds set forth herein and in consideration of the payment of said funds from the City to COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15, certifies and affirms as follows:

The funds represent payments to the City by Para Custom Homes, pursuant to Section 198-167 of the Rolling Meadows Code of Ordinances.

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 acknowledges that said funds will be used solely for land acquisitions, site development or building improvements/expansions for the benefit of the residents of the Dyslin Woodlands Subdivision and which improvements are required solely because of the additional burden placed on the undersigned due to Para Custom Homes.

Community School District 15


ATTEST:

Payment represents: 4795 Woodcliff Ln

Please sign and return original to:
Community Development Department
City of Rolling Meadows
3600 Kirchoff Road
Rolling Meadows, IL 60008


[^0]:    **ITEM DID NOT MEET BID SPECIFICATIONS

