## BOARD OF EDUCATION MEETING

Walter R. Sundling Junior High School<br>1100 North Smith Street, Palatine, Illinois<br>Wednesday, June 12, 2019-7 p.m.

## AGENDA

I. Roll Call
II. Mission Statement

The Mission of School District 15 is to produce world class learners by building a connected learning community.
III. Pledge of Allegiance-Kimball Hill Elementary School
IV. Superintendent's Reports

| 19-600 | Student Recognition—First Team Academic All American for the $6^{\text {th }}$ Grade Pop Warner |
| :--- | :--- |
|  | Football Little Scholars Program (Scott Thompson) |

19-601 Student Recognition—Math Kangaroo (Meg Schnoor)
19-602 Student Recognition—D15 LEGO League (Meg Schnoor)
19-603 Student Recognition—WordMasters Challenge Winners (Meg Schnoor)
19-604 Presentation—FY2020 Tentative Budget (Corey Bultemeier)
19-605 Review of 5-Year Projections and Budget Summary (Michael Adamczyk)
19-606 Presentation-Boundaries Task Force
19-607 Superintendent's Report (Scott Thompson)

- School Improvement Plan Presentations
o Natalie Milo-Kimball Hill Elementary School
o Patricia VanWinkle-Central Road Elementary School
19-608 Board President Report—Recognition of Outgoing Superintendent
V. Reading and Acceptance of Minutes

May 8, 2019 Regular Board of Education Meeting
VI. Board Discussion and Reports

19-610 ED-RED Council/Legislation
19-611 one-five FOUNDATION
19-612 Finance Committee
19-613 Equity Committee
19-614 Superintendent's Communication Committee
19-615 Board Policy—First Reading
4:190 Targeted School Violence Prevention Program (NEW)
7:190 Students—Rights and Responsibilities (Student Behavior)

## VII. Citizens Address the Board

VIII. Action Items

19-620 Additional Staff Allocation (Instruction Coach Position)
19-621 Additional Staff Allocation (Assistant Principal Position)
19-622 Additional Staff Allocation (Business Summer Intern Position)
19-623 Personnel Report

1. Administration
a. Recommendation for Change of Status
2. Certified
a. Recommendation to Hire
b. Recommendation for Leave of Absence
c. Recommendation for Resignations
3. 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 Retirement without Incentive
f. Recommendation for Termination
g. Recommendation for Disciplinary Action
4. Administrator Salary Increase Recommendation 2019-20
5. Administrator Market Adjustments
6. Non-Administrator/Non-Affiliated Salary Increases 2019-20

19-624 Resolution Setting a Hearing to Discuss an Interfund Transfer
19-625 Purchase Requisition-Teacher Created Materials (Culturally and Linguistically Responsive (CLR) Teaching Training and Classroom Coaching)
19-626 Purchase Requisition—Open Up Resources (Illustrative Math Teacher and Student Materials and Teacher Training)
19-627 Bid Award—Stage Curtains (19-008)
19-628 Bid Award—Multifunctional Devices and Print Management Software (19-010)
19-629 Bid Rejection—High Production Reprographic Multifunctional Devices (19-025)
19-630 Bid Award—Frank C. Whiteley Elementary School Parking Lot Paving (19-031)
19-631 Bid Rejection—Heating Ventilation Air Conditioning (HVAC) Upgrades (19-032)
19-632 Bid Award—Further Processed USDA Commodity Foods and Commercial Equivalents (19-033)
19-633 Bid Award—Cafeteria Packaging Supplies (19-034)
19-634 Bid Rejection—Fire Alarm Testing and Inspection (19-035)
19-635 Bid Award—Custodial Cleaning Equipment (19-036)
19-636 Bid Award—Re-Bid Student Transportation Taxi Services (19-037)
19-637 Bid Award—Road Construction Materials (19-038)
19-638 Purchase Requisition—Pearson K - 23 Learning Services (SuccessMaker Math Expansion)
19-639 Request for Purchase—Heinemann/FPC (Fountas and Pinnell Classroom (FPC) Grades 4-6)
19-641 Request for Purchase—Pearson Education (8 $8^{\text {th }}$ Grade Social Studies Materials Adoption)
19-640 Consent Calendar
(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. May 2019 Investment Report
B. May 2019 Treasurer's Report
C. May 2019 Report of Payroll Vouchers and Invoices
D. April 2019 Activities Fund Report
E. May 2019 Budget Report
F. Disposals
G. Renewal of District's Liability Insurance
H. Renewal of Park District Reciprocal Agreements
I. Recertification of Use of Temporary Facilities
J. Asbestos Removal Project Management
K. Renewal-Illinois Association of School Boards (IASB) Annual Dues
L. Purchase Requisition-Pearson K - 12 (miVisión Lecutra Materials)
M. Purchase Requisition-Learning A to Z Renewal
N. Purchase Requisition-Newsela Inc. (Newsela Subscription with Custom Collections English and Spanish)
O. Board Policy—Reinstated

5:205 Professional Personnel—Administrative Personnel Limited
Supplemental Retirement Plan
P. Board Policy-Second Reading

2:20 School Board: Governance—Powers and Duties of the School Board; Indemnification
2:210 Board Meetings: Organizational School Board Meeting
4:30 Operational Services-Revenue and Investments
4:110 Operational Services-Transportation
4:150 Operational Services—Facility Management and Building Programs
5:220 Personnel: Professional Personnel—Substitute Teachers
6:15 Instruction: Philosophy and Goals-School Accountability
6:185 Instruction: Special Programs—Remote Educational Program (New)
Q. Destruction of Executive Session Audio Recordings—July/August 2017
R. Agreement for Professional Therapy Services-Assured Healthcare Staffing
(Gail Saliba, Barbara Brown, Linda Knight, Ellen Goldman Kanter, Andrea
Seifert, Stephanie Fausher, Jeannette Hope, Kamran Vastani, Vanessa Hanson, Paula Jablonski, Marsha Wright)
S. Agreement for Professional Therapy Services-N\&C Impact Care Solutions, Inc.
(1:1 Nursing Care for Student)
T. Agreement for Professional Therapy Services—The Stepping Stones Group (Rikki Ostrowski)
U. Agreement for Professional Therapy Services—Sunbelt Staffing (Anne-Michelle Julius)
V. Renewal of Trash Removal Contract-Waste Management Services
W. Every Student Succeeds Act (ESSA) Consolidated District Plan
X. Request for Purchase-Booksource, Inc. (Supplemental Classroom Libraries)
Y. Proposal-Crossland Literacy (Labeling Project for Fountas and Pinnell Classroom Implementation)
IX. Correspondence

- Freedom of Information Act Requests/Responses
X. Adjournment
August 14, 2019
Board of Education Regular Meeting
7 p.m.
Walter R. Sundling Junior High School
1100 North Smith Street, Palatine



# Kimball Hill Elementary School <br> Students to Lead the <br> Pledge of Allegiance 

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

June 12, 20197 p.m.
Walter R. Sundling Jr. High School
Kimball Hill Elementary School
Natalie Milo

## Recognition

Alexis M.
Haley R.
Lucas B.
Elijah B.
Benjamin B.
Jade L.
Anthony P.
Trinity S.
Shane S.
Samantha W.
Michael D. Jora U.

Kimball Hill would like to recognize this group of 6th grade students for receiving the National Presidential Award. This award is quite an honor and accomplishment as students must maintain a 3.5 or higher GPA in 4th, 5th and 6th grade and score in the 85th percentile or above in reading or math on MAP tests. These students were recognized at Awards Day with a certificate, pin, and letter from the President of the United States of America.

Natalie Milo
Principal, Kimball Hill Elementary School

DATE: June 12, 2019
TO: Board of Education


FROM: Scott Thompson

## RE: Agenda Item No. 19-600 Student Recognition

Recently this letter was shared with the Superintendent's office:
Good news! Ryan was just named 1st team Academic All American for the 6th grade Pop Warner Football Little Scholars program this weekend. This is national award and is a huge accomplishment in that you must be in the top $1.5 \%$ of the players academically nationwide to be named an All-American scholar and then only 35 of those qualifiers are selected to the 1st team. It appears there were around 800 scholars named for the 6th grade level including 1st team, second team, and honorable mention. Ryan was named 1st team Mid-American Little Scholar several months ago but we didn't think it was necessary to contact the school unless he was named 1st team nationally. He was 1 of 2 players selected from Illinois and the only one selected to the 1st team from our local Hoffman Estates RedHawks football program. He will be honored at a two-day banquet in Baltimore on Memorial Day weekend.

We believe that the education that Ryan has received at Winston Elementary gifted program has been second to none. The teachers and staff at Winston have not only provided a world class education in the classroom but also in the important areas of character development and good citizenship. Since this award is based on academic performance and good citizenship, we believe this is as much a school award as it is an individual accomplishment. Thank you for promoting the values that are encouraging Ryan to become a positive member of the community while maintaining a high standard of academic rigor in the classroom.

## Sincerely, Tyler and Margaret Donnelly

We want to congratulate Ryan on his accomplishments and recognition. It is an impressive honor that I am sure was very difficult to earn. We appreciate the sharing of his success and acknowledging that it is the combined effort of all the adults in Ryan's life helping him to attain such recognition.

[^0]
## DATE: June 12, 2019

TO Board of Education


FROM: Meg Schnoor, Ed. D., Assistant Superintendent for Teaching and Learning
RE: Math Kangaroo Competition

The Department of Instruction would like to congratulate and acknowledge our students who participated in the Math Kangaroo Competition this year, and the teachers who sponsored and coached them. D15 had teams at Hunting Ridge and Frank C Whiteley Elementary Schools.

Each March, Math Kangaroo offers students an opportunity to showcase their math skills. The students are given 20-30 multiple choice problems and 75 minutes to solve them. This year 28,668 students participated on March 21st. Awards are given at a state and national level. The first, second, and third place state winners and the top ten national winners are invited to a ceremony to collect their prizes. Two of our schools participated and had students invited to collect top honors.

## Top 10 in the United States

Hunting Ridge: Rahini S, 4th grade
Whiteley: Avirag H, Avyay K, Sophia L, Neel H, 4th grade, Joshua L, 6th grade
Top 3 in Illinois
Whiteley has Joshua L, 6th grade and Sophia L, 4th grade

[^1]Community Consolidated School District 15

Joseph M. Kiszka Educational Service Center 580 N. 1st Bank Drive Palatine, IL 60067-8110

Meg Schnoor, Ed.D. Assistant Superintendent for Teaching and Learning
(847) 963-3106 $\square$ Fax (847) 963-3119 www.ccsd15.net

DATE: June 12, 2019
TO: Board of Education


FROM: Meg Schnoor, Ed. D., Assistant Superintendent for Teaching and Learning
RE: Lego League

The Department of Instruction would like to congratulate and acknowledge our students who participated in Lego League this year, and the teachers who sponsored and coached them. D15 has teams at Virginia Lake, Willow Bend, Jane Addams, Central Road, Winston Campus Elementary, Winston Campus Junior High and Carl Sandburg Junior High. Teams are funded through the generosity of a grant provided by the One-Five Foundation.
"Every year, FIRST LEGO League releases a Challenge, which is based on a real-world scientific topic. Each Challenge has three parts: the Robot Game, the Project, and the Core Values. Teams of up to ten children, with at least two adult coaches, participate. FIRST LEGO League challenges kids to think like scientists and engineers."

This year's theme was, INTO ORBIT. Teams chose and solved a real-world problem in their Projects. They also built, programmed and tested an autonomous robot using LEGO® MINDSTORMS® technology to solve a set of missions in the Robot Game. Throughout their experience, teams will operate under the FIRST signature set of Core Values, celebrating discovery, teamwork, and Gracious Professionalism."

[^2]
## Lego League Participants 2018 -2019

| Summer A | CS |
| :---: | :---: |
| Dustin B | CS |
| Jaden B | CS |
| Matthew B | CS |
| Elian C | CS |
| Michael C | CS |
| Bryan C | CS |
| Ariana C | CS |
| Ethan D | CS |
| Jack E | CS |
| Joey E | CS |
| Adrian G | CS |
| Franco G | CS |
| Mario G | CS |
| Jislon J | CS |
| David K | CS |
| Ryan L | CS |
| Gavin L | CS |
| Joseph M | CS |
| Anirudh M | CS |
| Ryo Kaaria M | CS |
| Daimyan O | CS |
| Sandra P | CS |
| Collin P | CS |
| Nicholas R | CS |
| Ethan R | CS |
| Eryk S | CS |
| Juan S | CS |
| Nabeeha S | CS |
| Sameeha S | CS |


| Joseph S | CS |
| :---: | :---: |
| Isaac T | CS |
| Nathan V | CS |
| Archit V | CS |
| Joshua W | CS |
| Samantha Z | CS |
| Brandon Z | CS |
| Jose Z | CS |
| Tyler F | CR |
| Ziyan K | CR |
| Ashish K | CR |
| Finn M | CR |
| Anvith V | CR |
| Sia A | CR |
| Justin E | CR |
| Dayita M | CR |
| Vivian D | CR |
| Carina G | CR |
| Aaron Z | WCJ H |
| Emanuell R | WCJ H |
| J imm y M | WCJ H |
| Moses D | WCJ H |
| Suryanshu B | WCJ H |
| Jorge M | WCJ H |
| Arnav S | WB |
| Dawid O | WB |
| IshaaniS. | WB |
| Kumar S. | WB |
| Manasvini R. | WB |
| Modris D. | WB |


| Piya G. | WB |
| :---: | :---: |
| Ria T. | WB |
| Sahana S. | WB |
| Yatin N . | WB |
| Justin M. | J A |
| Da vid J. | J A |
| Roberto O. | J A |
| Pa loma C. | J A |
| Vivia na T. | J A |
| Samira H. | J A |
| Teagan K. | J A |
| Gabriela B. | J A |
| Ale x K. | J A |
| Jesus G. | J A |
| Julianna G | WCE |
| J immy C | WCE |
| Jonathan S | WCE |
| Yaro B | WCE |
| Caden S | WCE |
| Dalton C | WCE |
| Cameron B | WCE |

DATE: June 12, 2019
TO:
Board of Education


FROM: Meg Schnoor, Ed. D., Assistant Superintendent for Teaching and Learning

## RE: WordMasters Challenge

The Department of Instruction would like to congratulate and acknowledge the third, fourth, fifth and sixth grade students in our Academically Talented and Gifted program who achieved outstanding scores in this year's WordMasters Challenge. "The WordMasters Challenge ${ }^{\text {TM }}$ is a vocabulary competition based on completing analogies." Students participate in three competitions per year, each comprised of a vocabulary list of 25 words. The final competition includes all 75 words. Students not only learn definitions, but are able understand common and uncommon uses of the words in order to complete analogies such as:

OSTENTATIOUS:SWAGER::FURTIVE:
a) stampede
b) skip
c)fall
d) skulk
e)strut

Several D15 schools placed among the top 10 in the nation. FCW's 3/4 placed 1st in the nation with a perfect score during the 3rd meet.

Three D15 students received perfect scores in all three meets:
Simoni A. - MJ
Avyay K. - FCW
Nadia R. - MJ
The following students achieved "Highest Honors". This category is for those students who have finished among the top 2\% in the country.
Sairam B. - PH
Andrew C. - FCW
Minhee C. - FCW
Milla D. - HR
Jacek K. PH
Rhea M. - MJ
Omkar M. - HR
Micah P. - MJ
Ashna S. - FCW
Aadi S. - FCW

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Corey Bultemeier, Director of Fiscal Services
RE: FY20 Tentative Budget

Attached is the tentative budget for the 2019-20 fiscal year. The budget provides for expenditures in excess of revenues of $\$ 6,458,871$. The District is budgeting $\$ 7.23 \mathrm{M}$ in Capital Projects spending next year. The major projects include secure entrances at five (5) schools; carpeting at Central Road and Virginia Lake; full or partial roof replacements at Central Road and WR Sundling; HVAC replacement at Central Road; and univent replacements at Lincoln School. Bid awards for all of these projects were previously approved by the Board.

## Community Consolidated School District 15

## 2019-20 Tentative Budget

Michael M. Adamczyk, Chief School Business Official
Corey Bultemeier, Director of Fiscal Services
June 12, 2019


## Major Assumptions

- Incorporates the budget guidelines approved by the Board of Education at the February 13, 2019 Board meeting.
- Collective bargaining agreements settled with an approximate $2.0 \%$ increase. DTU increases as noted in January 2019 CBA.
- Administrator and non-represented employees budgeted with a $2.0 \%$ increase.
- Increase of 9 FTE in CTC staffing from the November 2018 five-year forecast to meet enrollment demands.
Preliminary IMRF rate of $\mathbf{1 0 . 8 6 \%}$ effective January 1, 2020.


## Major Assumptions

- The Senate passed a $\$ 40.6$ billion budget for 2019-20 on June 2. The budget includes an additional \$375 million in Tier spending.
- The Transportation funding line item is budgeted for statewide increase of $\$ 26.3$ million.


## Budget Highlights - REVENUE

- Total Property Tax Revenue of \$124,325,749, excluding Debt.
- Accounts for 76.39\% of district revenue.
- Total State Sources of \$22,313,222 or 13.71\%.
- Total Federal Sources of $\$ 9,835,038$ or 6.04\%.


## Budget Highlights - REVENUE

- 2018-19 Base Funding

Add'l Tier Funding 2018-19
Total FY 19 State Funding
Add'I Tier Funding 2019-20
Total FY 20 State Funding
\$16,120,517 394,637
\$16,515,154
375,000
\$16,890,154

- Assume \$16.89M for all future years.
- Additional Tier Funding, 2019-20 and beyond?


## Budget Highlights - EXPENDITURES

- Total Salaries of $\$ 107,916,014$ or $\mathbf{6 3 . 9 1 \%}$.
- Employee Benefits of $\$ 28,896,125$ or $\mathbf{1 7 . 1 1 \%}$.
- Utilities of $\$ 2,325,820$ or $1.38 \%$.
- Liability Insurance of $\mathbf{\$ 1 , 3 6 5 , 0 0 0}$ or $\mathbf{0 . 8 1 \%}$.
- Technology expenditures of $\$ 2,067,189$ or $1.22 \%$.
- Food and supply costs of $\$ 1,987,650$ or $1.18 \%$.
- Capital Projects Fund expenditures of $\$ 7,232,723$ or $4.28 \%$.
- Transportation Fund expenditures of $\$ 2,988,896$ or $1.77 \%$.
- O/M Fund expenditures of $\$ 3,249,030$ or $1.92 \%$.
- These items are $\$ 158.03$ million of $\$ 168.86$ million budget, or 93.58\%.


## CTC COUNT

- 888.260 FTE (8.225 FTE) 880.035 FTE
- CTC Negotiations @ 880.035 FTE
- Under projections Variance
\$70,231,890
- $\mathbf{3 2 8 , 5 4 0}$
\$69,903,350
\$70,204,816
\$301,466
0.429\%


## Budget Highlights

## Excess Revenue over/(under) Expenditures

(\$6,458,871) - Proposed Budget
7,232,723 - Capital Projects Fund \$773,852

## Reconciliation

FY 2019/20 - Nov. 14, 2018
Add'I EBF Funding
Add'I Replacement Taxes
Increased IMRF Expenditures
Increased O\&M Expenditures
Increased Taxi Services
Add'I Coord \& Admin Positions Increased Bus Drivers Salaries
Increased CP Fund Expenditures DOI Textbooks \& Supplies Add'I CTC Positions
(\$2,184,813) 375,000
250,000
$(361,000)$
$(295,000)$
$(240,000)$
$(948,000)$
$(277,000)$
$(1,290,000)$
$(1,175,000)$
$(359,496)$
$(\$ 6,505,309)$
FY 2019-20, June 12, 2019
(\$6,458,871)

## Revenue Summary

|  | $\begin{gathered} \text { Audited Actual } \\ 2017-18 \\ \hline \end{gathered}$ | $\begin{gathered} \text { Adopted Budget } \\ 2018-19 \\ \hline \end{gathered}$ | $\begin{gathered} \text { Tentative Budget } \\ 2019-20 \\ \hline \end{gathered}$ | Increase/(Decrease) Adopted to Tentative |
| :---: | :---: | :---: | :---: | :---: |
| Revenue |  |  |  |  |
| Educational | 124,582,427 | 128,008,353 | 130,477,927 |  |
| Operations and Maintenance | 14,420,027 | 14,584,818 | 16,175,161 |  |
| Transportation | 9,633,996 | 9,328,922 | 9,094,158 |  |
| IMRF/Social Security | 5,348,094 | 5,284,353 | 5,090,473 |  |
| Working Cash | 1,312 | 1,300 | 1,300 |  |
| Tort Immunity | 1,296,158 | 1,290,559 | 1,455,099 |  |
| Capital Projects | 648,308 | 500,000 | 436,000 |  |
| Health \& Life Safety | 18,088 | 400 | 400 |  |
|  | 155,948,410 | 158,998,703 | 162,730,520 | 2.35\% |
| Debt | 5,643,285 | 5,845,650 | 5,845,650 |  |
| Total All Funds | 161,591,695 | 164,844,353 | 168,576,170 | 2.26\% |
|  |  |  |  |  |

## Expenditures Summary

|  | Audited Actual 2017-18 | Adopted Budget $2018-19$ | Tentative Budget $2019-20$ | Increase/(Decrease) Adopted to Tentative |
| :---: | :---: | :---: | :---: | :---: |
| Expenditures |  |  |  |  |
| Educational | 121,784,112 | 128,043,151 | 132,940,905 |  |
| Operations and Maintenance | 11,542,249 | 11,742,217 | 12,120,151 |  |
| Transportation | 8,866,041 | 9,046,262 | 9,983,630 |  |
| IMRF/Social Security | 5,202,740 | 5,224,895 | 5,392,795 |  |
| Working Cash | - | - | - |  |
| Tort Immunity | 1,398,857 | 1,295,000 | 1,365,000 |  |
| Capital Projects | 8,632,009 | 7,389,987 | 7,232,723 |  |
| Health \& Life Safety | 6,195,918 | - | - |  |
|  | 163,621,925 | 162,741,512 | 169,035,204 | 3.87\% |
| Debt | 5,995,261 | 5,995,335 | 5,995,336 |  |
| Total All Funds | 169,617,186 | 168,736,847 | 175,030,540 | 3.73\% |
| Lap Top Lease \& Data Refresh | $(154,186)$ | $(154,186)$ | $(154,186)$ |  |
|  |  |  |  |  |

## Fund Balance Summary



## QUESTIONS?

FY20 Tentative Budget


| Salaries* |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Administration |  | 6,981,385 | 7,596,373 | 8.81\% |
| Certified Staff |  | 69,209,290 | 70,231,890 | 1.48\% |
| OT/PT |  | 658,728 | 734,772 | 11.54\% |
| Program Assistants |  | 5,714,800 | 5,950,784 | 4.13\% |
| Secretary/Clerical |  | 3,084,017 | 3,259,564 | 5.69\% |
| Food Service |  | 810,815 | 909,683 | 12.19\% |
| Substitute Teachers |  | 1,630,053 | 1,682,267 | 3.20\% |
| Miscellaneous |  | 6,836,760 | 7,261,096 | 6.21\% |
|  | 92,209,145 | 94,925,848 | 97,626,429 | 2.84\% |
|  |  |  |  |  |
| Benefits* |  |  |  |  |
| TRS | 1,407,269 | 1,544,379 | 1,516,928 | -1.78\% |
| Medical | 16,610,279 | 17,636,587 | 18,605,851 | 5.50\% |
| Tuition Reimbursement | 227,280 | 250,000 | 250,000 | 0.00\% |
|  | 18,244,828 | 19,430,966 | 20,372,779 | 4.85\% |


| Operations \& Maintenance Fund |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Audited Actual 2017-18 |  | Adopted Budget 2018-19 |  | Tentative Budget2019-20 |  | Increase/(Decrease) <br> Adopted to Tentative |
| Revenue |  |  |  |  |  |  |  |
| Property Tax | \$ | 13,629,076 |  | 13,691,426 |  | 15,222,020 |  |
| CPPR Tax |  | 625,342 |  | 618,142 |  | 743,142 |  |
| Interest on Investments |  | 46,742 |  | 45,000 |  | 40,000 |  |
| Other |  | 118,867 |  | 230,250 |  | 170,000 |  |
|  | \$ | 14,420,027 |  | 14,584,818 |  | 16,175,161 | 10.90\% |
| Expenditures |  |  |  |  |  |  |  |
| Salaries | \$ | 5,128,448 |  | 5,316,856 |  | 5,460,395 |  |
| Benefits |  | 1,006,135 |  | 1,031,432 |  | 1,084,906 |  |
| Purchased Services |  | 1,472,966 |  | 1,341,773 |  | 1,538,895 |  |
| Supplies |  | 3,225,637 |  | 3,353,656 |  | 3,181,205 |  |
| Equipment |  | 707,193 |  | 697,750 |  | 854,000 |  |
| Other |  | 1,870 |  | 750 |  | 750 |  |
|  | \$ | 11,542,249 |  | 11,742,217 |  | 12,120,151 | 3.22\% |
| Transfer In |  |  |  | 4,500,000 |  | 7,500,000 |  |
| Transfers Out |  | $(3,500,000)$ |  | $(8,250,000)$ |  | $(10,000,000)$ |  |
| Net change in Fund Balance |  | $(622,222)$ |  | $(907,399)$ |  | 1,555,011 |  |
| Beginning Fund Balance | \$ | 3,248,413 | \$ | 2,626,191 | \$ | 1,718,792 |  |
| Ending Balance | \$ | 2,626,191 | \$ | 1,718,792 | \$ | 3,273,803 |  |

Debt Service Fund

|  | Audited Actual 2017-18 |  | Adopted Budget 2018-19 |  | Tentative Budget2019-20 |  | Increase/(Decrease) <br> Adopted to Tentative |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Revenue |  |  |  |  |  |  |  |
| Property Tax | \$ | 5,604,520 | \$ | 5,704,450 | \$ | 5,807,650 |  |
| Interest on Investments |  | 38,765 |  | 38,000 |  | 38,000 |  |
| Other |  |  |  |  |  |  |  |
|  | \$ | 5,643,285 | \$ | 5,742,450 | \$ | 5,845,650 | 1.80\% |
| Expenditures |  |  |  |  |  |  |  |
| Principal Payment | \$ | 4,495,000 |  | 4,644,133 |  | 4,646,639 |  |
| Interest Payment |  | 1,344,650 |  | 1,349,702 |  | 1,347,197 |  |
| Debt Service Other |  | 155,611 |  | 1,500 |  | 1,500 |  |
|  | \$ | 5,995,261 | \$ | 5,995,335 |  | 5,995,336 | 0.00\% |
| Sources from Bond Refunding |  | - |  |  |  |  |  |
| Uses from Bond Refunding |  | - |  |  |  |  |  |
| Other Sources |  | 154,186 |  | 154,186 |  | 154,186 |  |
| Net change in Fund Balance |  | $(197,790)$ |  | $(98,699)$ |  | 4,500 |  |
| Beginning Fund Balance | \$ | 3,409,397 | \$ | 3,211,607 | \$ | 3,112,908 |  |
| Ending Fund Balance | \$ | 3,211,607 | \$ | 3,112,908 | \$ | 3,117,408 |  |

FY20 Tentative Budget

|  | Audited Actual 2017-18 |  | Adopted Budget 2018-19 |  | Tentative Budget2019-20 |  | Increase/(Decrease) <br> Adopted to Tentative |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Revenue |  |  |  |  |  |  |  |
| Property Tax | \$ | 4,243,195 | \$ | 4,240,802 | \$ | 4,027,583 |  |
| Interest on Investments |  | 53,504 |  | 48,000 |  | 58,000 |  |
| Other Local |  | 222,819 |  | 200,000 |  | 205,000 |  |
| Other State |  |  |  |  |  |  |  |
| State Reimbursement |  | 5,114,479 |  | 4,840,120 |  | 4,803,575 |  |
|  | \$ | 9,633,996 | \$ | 9,328,922 | \$ | 9,094,158 | -2.52\% |
| Expenditures |  |  |  |  |  |  |  |
| Salaries | \$ | 4,362,797 | \$ | 4,684,879 | \$ | 5,006,937 |  |
| Benefits |  | 1,635,513 |  | 1,886,610 |  | 1,987,797 |  |
| Purchased Services |  | 982,117 |  | 698,830 |  | 902,389 |  |
| Supplies |  | 1,127,279 |  | 1,012,743 |  | 1,118,315 |  |
| Equipment |  | 8,376 |  | 29,000 |  | 28,000 |  |
| Other |  | 749,958 |  | 734,200 |  | 940,192 |  |
|  | \$ | 8,866,041 | \$ | 9,046,262 | \$ | 9,983,630 | 10.36\% |
| Transfers $\ln /($ Out) |  |  |  |  |  |  |  |
| Net change in Fund Balance |  | 767,955 |  | 282,660 |  | $(889,472)$ |  |
| Beginning Fund Balance | \$ | 5,924,977 | \$ | 6,692,932 | \$ | 6,975,592 |  |
| Ending Fund Balance | \$ | 6,692,932 | \$ | 6,975,592 | \$ | 6,086,120 |  |
| IMRF/Social Security Funds |  |  |  |  |  |  |  |
|  | Audited Actual2017-18 |  | Adopted Budget2018-19 |  | Tentative Budget2019-20 |  | Increase/(Decrease) <br> Adopted to Tentative |
| Revenue |  |  |  |  |  |  |  |
| Property Taxes | \$ | 5,180,766 | \$ | 5,116,853 | \$ | 4,922,973 |  |
| CPPR Taxes |  | 125,000 |  | 125,000 |  | 125,000 |  |
| Interest on Investments |  | 42,328 |  | 42,500 |  | 42,500 |  |
|  | \$ | 5,348,094 | \$ | 5,284,353 | \$ | 5,090,473 | -3.67\% |
| Expenditures |  |  |  |  |  |  |  |
| IMRF | \$ | 2,428,803 | \$ | 2,280,704 | \$ | 2,382,933 |  |
| FICA/Medicare |  | 2,773,938 |  | 2,944,191 |  | 3,009,862 | 3.21\% |
|  | \$ | 5,202,740 | \$ | 5,224,895 | \$ | 5,392,795 |  |
| Net change in Fund Balance | 145,354 |  | 59,458 |  |  | $(302,322)$ |  |
| Beginning Fund Balance | \$ | 2,899,560 | \$ | 3,044,914 | \$ | 3,104,372 |  |
| Ending Fund Balance | \$ | 3,044,914 | \$ | 3,104,372 | \$ | 2,802,050 |  |



|  | $\begin{gathered} \text { Audited Actual } \\ 2017-18 \\ \hline \end{gathered}$ |  | Adopted Budget2018-19 |  | Tentative Budget2019-20 |  | Increase/(Decrease) <br> Adopted to Tentative |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Revenue |  |  |  |  |  |  |  |
| Property Tax | \$ | 1,281,060 | \$ | 1,287,259 | \$ | 1,452,799 |  |
| Other |  | 11,473 |  |  |  |  |  |
| Interest on Investments |  | 3,623 |  | 3,300 |  | 2,300 |  |
|  | \$ | 1,296,158 | \$ | 1,290,559 | \$ | 1,455,099 | 12.75\% |
| Expenditures |  |  |  |  |  |  |  |
| Purchased Services | \$ | 1,398,857 | \$ | 1,295,000 | \$ | 1,365,000 |  |
| Other |  | - |  |  |  |  |  |
|  | \$ | 1,398,857 | \$ | 1,295,000 | \$ | 1,365,000 | 5.41\% |
| Transfers In/(Out) |  | - |  | - |  | - |  |
| Net change in Fund Balance |  | $(102,699)$ |  | $(4,441)$ |  | 90,099 |  |
| Beginning Fund Balance | \$ | 463,709 | \$ | 361,010 | \$ | 356,569 |  |
| Ending Fund Balance | \$ | 361,010 | \$ | 356,569 | \$ | 446,668 |  |
| Health Life Safety Fund |  |  |  |  |  |  |  |
|  | Audited Actual 2017-18 |  | Adopted Budget 2018-19 |  | Tentative Budget2019-20 |  | Increase/(Decrease) <br> Adopted to Tentative |
| Revenue |  |  |  |  |  |  |  |
| Interest on Investments | \$ | 18,088 | \$ | 400 | \$ | 400 |  |
| Principal on Bonds Sold | \$ | - | \$ | - | \$ | - |  |
| Premium on Bonds Sold | \$ | - | \$ | - | \$ | - |  |
|  | \$ | 18,088 | \$ | 400 | \$ | 400 | 0\% |
| Expenditures |  |  |  |  |  |  |  |
| Purchased Services |  |  | \$ | - | \$ | - |  |
| Building Improvement | \$ | 6,195,918 | \$ | - | \$ | - |  |
| Bond Issuance Cost |  |  | \$ | - | \$ | - |  |
|  | \$ | 6,195,918 | \$ | - | \$ | - |  |
| Net change in Fund Balance | \$ | $(6,177,830)$ | \$ | 400 | \$ | 400 | 0\% |
| Beginning Fund Balance | \$ | 6,194,830 | \$ | 17,000 | \$ | 17,400 |  |
| Ending Fund Balance | \$ | 17,000 | \$ | 17,400 | \$ | 17,800 |  |

## FY20 Tentative Budget

## Summary

|  | Audited Actual | Adopted Budget |
| :--- | ---: | ---: | ---: | ---: |
| 2017-18 | Tentative Budget |  |
| Increase/(Decrease) |  |  |
| Adopted to Tentative |  |  |$|$

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
RE: Five-Year Forecast

Attached is the Five-Year Forecast through the 2023-24 school year. The forecast shows a deficit of $\$ 6,458,871$ in the 2019-20 school year. Capital Projects spending is $\$ 7,232,723$. The District returns to excess revenues over expenditures starting with the 2020/21 school year, assuming $\$ 3.0$ million in Capital Projects spending. A presentation will be made at the June Board meeting.

## Community Consolidated School District 15

## Review of Five Year Projections 2017-2018 to 2023-2024

Michael M. Adamczyk
Chief School Business Official
June 12, 2019


## TAX LEVY

- Assume 1.50\% CPI in future years.
- CPI increases over the last five years have been 0.80\%, 0.70\%, 2.10\%, 2.10\%, and 1.90\% respectively.
- Federal Reserve has set a target inflation rate of $\mathbf{2 . 0 \%}$. This is consistent with its goal of price stability and maximum employment.
- An additional 0.50\% increase in the CPI provides for additional revenue of approximately $\$ 625,000$ annually compounded.
- Dundee Road TIF expires in the 2020 Levy Year (2021-22 School Year) and the Rand/Dundee TIF expires in the 2021 Levy Year (2022-23 School Year).
- Estimate the Dundee Road TIF will provide an extra \$1,052,000 in property tax revenue, and the Rand/Dundee TIF will provide an additional $\$ 106,000$ in property tax revenue.
- Assume no property tax freeze.


## EVIDENCE-BASED FUNDING

- EBF provides a hold-harmless that guarantees no district will receive less in state funding than it did in the previous year.
- Goal of EBF is for all districts to be at 100\% adequacy within 10 years (2027).
- District 15's adequacy level is $75.1 \%$.
- ISBE committed to an additional $\$ 350 \mathrm{M}$ in 2017-18, \$300M in 2018-19, and \$375M in 2019-20.
- Goal of $100 \%$ adequacy will not be met at these funding levels (\$7B short).
- D15 received additional $\$ 834 \mathrm{~K}$ in 2017-18 and an additional \$394K in 2018-19.


## REVENUE

2018-19 Base Funding
\$16,515,154
Est. Add'l Tier Funding 2019-20
Total FY20 State Funding
\$16,890,154

Assume $\$ 16.89 \mathrm{M}$ for all future years.

## EXPENDITURES (IMRF)

- IMRF Rate - Calendar Year:
* 2013-12.56\%
* 2014-12.51\%
- 2015-11.73\%
* 2016-11.68\%
* 2017-11.34\%
* 2018-11.40\%
* 2019-8.89\%
- PRELIMINARY 2020 - 10.86\%
- Increase due to IMRF's assumed rate of return from 7.50\% to 7.25\%.
- $1.0 \%$ change equals $\$ 245,000$ on \$24.5M of IMRF payroll.


## FORECASTING THE FUTURE

- SB 690 - Property Tax Freeze, effective 2022 levy year (2023/24 fiscal year) tied to progressive income tax bill. What does this mean for D15?
- Future TRS pension shift to local districts?
- New minimum wage law - $\$ 10.00 /$ hour starting 1/1/2020, increasing by $\$ 1.00$ every January 1 until it reaches $\$ 15.00 /$ hour on January 1, 2025.
- Will effect D15 beginning 1/1/2022 (ESPA, Nutrition Services).


## Revenues by Fund

| Audited | Budget | Budget | Budget | Budget | Budget | Budget |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Actuals | Forecast | Forecast | Forecast | Forecast | Forecast | Forecast |
| $2017 / 18$ | $2018 / 19$ | $2019 / 20$ | $2020 / 21$ | $2021 / 22$ | $2022 / 23$ | $2023 / 24$ |

## REVENUES BY FUND

Educational
Operations \& Maintenance
Transportation
IMRF/Social Security
Capital Projects
Working Cash
Tort Liability
Health \& Life Safety
Total Revenues
Transfers In
Total Revenues/Sources


## Expenditures by Fund

| Audited | Budget | Budget | Budget | Budget | Budget | Budget |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Actuals | Forecast | Forecast | Forecast | Forecast | Forecast | Forecast |
| $2017 / 18$ | $2018 / 19$ | $2019 / 20$ | $2020 / 21$ | $2021 / 22$ | $2022 / 23$ | $2023 / 24$ |

## EXPENDITURES BY FUND

| Educational | 121,784,110 | 128,043,151 | 132,940,905 | 130,942,098 | 135,551,674 | 135,819,023 | 137,070,500 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Operations \& Maintenance | 11,542,248 | 11,742,217 | 12,120,151 | 12,374,903 | 12,588,281 | 12,802,939 | 13,022,870 |
| Transportation | 8,866,041 | 9,046,262 | 9,983,630 | 10,191,437 | 10,446,783 | 10,736,046 | 10,904,221 |
| IMRF/Social Security | 5,202,741 | 5,224,895 | 5,392,795 | 5,685,289 | 5,769,077 | 5,828,297 | 5,876,957 |
| Capital Projects | 8,632,009 | 7,389,987 | 7,232,723 | 3,000,000 | 3,000,000 | 3,000,000 | 3,000,000 |
| Working Cash |  | - | - | - | - | - | - |
| Tort Liability | 1,398,857 | 1,295,000 | 1,365,000 | 1,392,300 | 1,420,146 | 1,448,549 | 1,477,520 |
| Health \& Life Safety | 6,195,918 | - | - | - | - | - | - |
| Total Fund Expenditures | 163,621,925 | 162,741,512 | 169,035,204 | 163,586,027 | 168,775,962 | 169,634,854 | 171,352,068 |
| Transfers Out | 3,654,186 | 12,904,186 | 17,654,186 | 2,500,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| Total Expenditures/Uses | 167,276,112 | 175,645,698 | 186,689,390 | 166,086,027 | 171,275,962 | 172,134,854 | 173,852,068 |
|  |  |  |  |  |  |  | Malcol <br> Nat Qual Award 2003 Awa Recipient |

## Fund Balance

| Audited | Budget | Budget | Budget | Budget | Budget | Budget |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Actuals | Forecast | Forecast | Forecast | Forecast | Forecast | Forecast |
| $2017 / 18$ | $2018 / 19$ | $2019 / 20$ | $2020 / 21$ | $2021 / 22$ | $2022 / 23$ | 2023/24 |


| Net Change in Fund Balance | $(7,827,702)$ | $(3,896,995)$ | $(6,458,871)$ | 2,245,918 | 488,062 | 1,688,118 | 2,383,186 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fund Balances - Beginning | 66,952,890 | 59,125,188 | 55,228,193 | 48,769,322 | 51,015,240 | 51,503,302 | 53,191,421 |
| Fund Balances - Ending | 59,125,188 | 55,228,193 | 48,769,322 | 51,015,240 | 51,503,302 | 53,191,421 | 55,574,607 |
| Fund Bal \% of Expenditures |  | 33.94\% | 28.85\% | 31.19\% | 30.52\% | 31.36\% | 32.43\% |
| Fund Bal \% of Expend/Uses |  | 31.44\% | 26.12\% | 30.72\% | 30.07\% | 30.90\% | 31.97\% |
|  |  |  |  |  |  |  | Natio Qualit Award <br> 2003 Awar <br> Recipient |

## QUESTIONS?

## REVENUES

Property Taxes
Sp. Ed Taxes
Sp. Ed Tax
CPPRT
State
Investment Income
Other Local Sources

Transfer
Federal - non ARRA Federal - ARRA
total revenues
Transfer In /Sources TOTAL REVENUES/SOURCES

| EXPENDITURE DETAIL |  |
| :---: | :---: |
| RIOP Teachers |  |
| Teachers, Tier 1 |  |
| Teachers, Tier 2 |  |
| New Hires, Tier 2 |  |
| Lane Advancement, Tier 1,2 |  |
| LOA Return |  |
| Step Increases, Tier 2 |  |
| Attrition |  |
| Total CTC | (TRS) |
| Summer School (TRS) |  |
| Coordinators | (TRS) |
| Admin | (TRS) |
| Nurses | (IMRF) |
| OT/PT | (IMRF) |
| Secretarial | (IMRF) |
| Technology | (IMRF) |
| Prog Asst | (IMRF) |
| Substitutes | (TRS) |
| Extra Duty | (TRS) |
| Food Service | (IMRF) |
| Other | (IMRF) |

TRS/THIS
Health
Tuition Reimbursement
Total Benefits

## Purchased Services

Supplies
Equipment

|  | Audited <br> Actuals 2017/18 | Budget <br> Forecast 2018/19 |  | Budget <br> Forecast 2019/20 |  | Budget <br> Forecast 2020/21 |  | Budget Forecast 2021/22 |  | Budget Forecast 2022/23 |  | Budget <br> Forecast 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 93,030,654 | 95,679,074 |  | 97,689,911 |  | 99,705,366 |  | 102,312,585 |  | 103,830,677 |  | 105,611,268 |
|  | 953,721 | 1,004,777 |  | 1,010,486 |  | 1,031,334 |  | 1,058,302 |  | 1,074,005 |  | 1,092,423 |
|  | 556,448 | 618,142 |  | 743,142 |  | 743,142 |  | 743,142 |  | 743,142 |  | 743,142 |
|  | 16,831,673 | 17,105,305 |  | 17,509,647 |  | 17,509,647 |  | 17,500,735 |  | 17,500,735 |  | 17,500,735 |
|  | 698,781 | 1,100,000 |  | 1,100,000 |  | 1,100,000 |  | 1,100,000 |  | 1,100,000 |  | 1,100,000 |
|  | 2,674,936 | 2,775,486 |  | 2,589,704 |  | 2,573,400 |  | 2,573,400 |  | 2,573,400 |  | 2,573,400 |
|  | 9,836,213 | 9,725,569 |  | 9,835,038 |  | 9,835,038 |  | 9,835,038 |  | 9,835,038 |  | 9,835,038 |
|  | 124,582,427 | 128,008,352 |  | 130,477,928 |  | 132,497,927 |  | 135,123,203 |  | 136,656,997 |  | 138,456,006 |
|  | 124,582,427 | 128,008,352 |  | 130,477,928 |  | 132,497,927 |  | 135,123,203 |  | 136,656,997 |  | 138,456,006 |
| $\underline{\text { Union }}$ |  |  | FTE |  | FTE |  | FTE |  |  |  |  |  |
| CTC |  | 11,019,847 | 99.70 | 12,039,587 | 45.50 | 5,735,217 | 33.00 | 4,328,993 | 20.00 | 2,771,589 |  |  |
| CTC |  | 43,798,292 | 504.470 | 44,228,789 | 504.470 | 45,802,137 | 504.470 | 47,579,854 | 504.47 | 49,203,930 | 504.47 | 50,769,844 |
|  |  | 11,590,495 | 255.120 | 11,542,037 | 255.120 | 11,947,145 | 255.120 | 12,408,085 | 255.12 | 12,726,324 | 255.12 | 13,320,412 |
|  |  |  |  |  | 54.20 | 2,186,591 | 66.70 | 2,695,928 | 79.70 | 3,230,930 | 99.70 | 4,062,250 |
| CTC |  | 200,000 |  | 200,000 |  | 400,000 |  | 600,000 |  | 800,000 |  | 1,000,000 |
|  |  | 2,600,656 | 29.57 | 2,221,478 | 29.57 | 2,288,122 | 29.57 | 2,356,765 | 29.57 | 2,427,468 | 29.57 | 2,500,292 |
|  |  | - |  |  |  |  |  | 82,653 |  | 101,906 |  | 122,129 |
|  |  |  |  |  |  | $(425,000)$ |  | $(850,000)$ |  | $(1,275,000)$ |  | $(1,700,000)$ |
| Non | 67,377,390 | 69,209,290 | 888.86 | 70,231,890 | 888.86 | 67,934,211 | 888.86 | 69,202,279 | 888.86 | 69,987,147 | 888.86 | 70,074,928 |
|  | 65,607 | 87,510 |  | 87,510 |  | 87,510 |  | 87,510 |  | 87,510 |  | 87,510 |
| CTC | 1,367,618 | 1,684,365 |  | 2,104,974 |  | 2,126,024 |  | 2,147,284 |  | 2,168,757 |  | 2,190,444 |
| Non | 6,890,964 | 6,981,385 |  | 7,596,373 |  | 7,672,337 |  | 7,749,060 |  | 7,826,551 |  | 7,904,816 |
| ESPA | 706,592 | 747,529 |  | 809,916 |  | 818,015 |  | 826,195 |  | 834,457 |  | 842,802 |
| OT/PT | 621,877 | 658,728 |  | 734,772 |  | 742,120 |  | 749,541 |  | 757,036 |  | 764,607 |
| ESPA | 3,099,879 | 3,084,017 |  | 3,259,564 |  | 3,324,755 |  | 3,391,250 |  | 3,425,163 |  | 3,459,415 |
| Non | 1,022,763 | 994,123 |  | 1,087,478 |  | 1,098,353 |  | 1,109,336 |  | 1,120,430 |  | 1,131,634 |
| ESPA | 5,227,993 | 5,714,800 |  | 5,950,784 |  | 6,069,800 |  | 6,191,196 |  | 6,253,108 |  | 6,315,639 |
|  | 1,625,444 | 1,630,053 |  | 1,682,267 |  | 1,699,090 |  | 1,716,081 |  | 1,733,241 |  | 1,750,574 |
|  | 1,971,966 | 1,919,654 |  | 1,921,996 |  | 1,941,216 |  | 1,960,628 |  | 1,980,234 |  | 2,000,037 |
|  | 784,008 | 810,815 |  | 909,683 |  | 918,780 |  | 927,968 |  | 937,247 |  | 946,620 |
|  | 1,447,040 | 1,403,579 |  | 1,249,222 |  | 1,261,714 |  | 1,274,331 |  | 1,287,075 |  | 1,299,945 |
|  | 92,209,141 | 94,925,848 |  | 97,626,429 |  | 95,693,924 |  | 97,332,659 |  | 98,397,956 |  | 98,768,970 |
|  | 101,700,386 |  |  |  |  |  |  |  |  |  |  |  |
|  | 1,407,269 | 1,544,379 | b) | 1,516,928 |  | 1,726,673 |  | 1,791,524 |  | 1,849,553 |  | 1,896,272 |
|  | 16,610,276 | 17,636,587 |  | 18,605,851 |  | 19,536,144 |  | 20,512,951 |  | 21,538,598 |  | 22,615,528 |
|  | 227,280 | 250,000 |  | 250,000 |  | 250,000 |  | 250,000 |  | 250,000 |  | 250,000 |
|  | 18,244,825 | 19,430,966 |  | 20,372,779 |  | 21,512,816 |  | 22,554,475 |  | 23,638,151 |  | 24,761,800 |
|  | 2,533,880 | 2,070,870 |  | 2,241,795 |  | 2,275,422 |  | 2,309,553 |  | 2,344,197 |  | 2,379,360 |
|  | 3,475,044 | 4,654,712 | a) | 3,786,083 |  | 3,915,374 |  | 3,974,105 |  | 4,033,716 |  | 4,094,222 |
|  | 184,136 | 541,108 |  | 463,030 |  | 469,975 |  | 477,025 |  | 484,180 |  | 491,443 |

Tuition/Dues/Fees
Technology
Textbooks
State and Federal Grants
Total Other Expend.
TOTAL EXPENDITURES
Transfers Out
Total Expenditures/Uses
Net Change in Fund Balance
Beg. Fund Balance
End Fund Balance

| Audited Actuals 2017/18 | Budget <br> Forecast 2018/19 | Budget <br> Forecast 2019/20 | Budget <br> Forecast <br> 2020/21 | Budget <br> Forecast <br> 2021/22 | Budget Forecast 2022/23 | Budget <br> Forecast <br> 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1,659,204 | 1,411,833 | 1,526,863 | 1,549,766 | 1,573,012 | 1,596,608 | 1,620,557 |
| 1,870,128 | 2,816,554 | 2,067,189 | 2,417,063 | 2,894,388 | 1,857,758 | 2,177,691 |
|  |  | 2,580,280 | 831,300 | 2,160,000 | 1,190,000 | 500,000 |
| 1,607,753 | 2,191,260 | 2,276,457 | 2,276,457 | 2,276,457 | 2,276,457 | 2,276,457 |
| 11,330,144 | 13,686,337 | 14,941,697 | 13,735,357 | 15,664,541 | 13,782,916 | 13,539,730 |
| 121,784,110 | 128,043,151 | 132,940,905 | 130,942,098 | 135,551,674 | 135,819,023 | 137,070,500 |
| 154,186 | 4,654,186 | 7,654,186 |  |  |  |  |
| 121,938,296 | 132,697,337 | 140,595,091 | 130,942,098 | 135,551,674 | 135,819,023 | 137,070,500 |
| 2,644,131 | $(4,688,985)$ | $(10,117,163)$ | 1,555,829 | $(428,472)$ | 837,974 | 1,385,506 |
| 47,722,617 | 50,366,748 | 45,677,763 | 35,560,600 | 37,116,429 | 36,687,957 | 37,525,931 |
| 50,366,748 | 45,677,763 | 35,560,600 | 37,116,429 | 36,687,957 | 37,525,931 | 38,911,437 |


|  | Audited <br> Actuals 2017/18 | Budget <br> Forecast 2018/19 | Budget <br> Forecast 2019/20 | Budget <br> Forecast <br> 2020/21 | Budget <br> Forecast 2021/22 | Budget <br> Forecast <br> 2022/23 | Budget <br> Forecast <br> 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| REVENUES |  |  |  |  |  |  |  |
| Property Taxes | 13,203,732 | 13,691,426 | 15,222,020 | 15,536,068 | 15,942,324 | 16,178,873 | 16,456,324 |
| CPPRT | 987,368 | 618,142 | 743,142 | 743,142 | 743,142 | 743,142 | 743,142 |
| Investment Income | 45,600 | 45,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 |
| Other | 183,328 | 230,250 | 170,000 | 170,000 | 170,000 | 170,000 | 170,000 |
| State Sources |  |  |  |  |  |  |  |
| Federal Sources |  |  |  |  |  |  |  |
| TOTAL REVENUES | 14,420,027 | 14,584,817 | 16,175,162 | 16,489,210 | 16,895,466 | 17,132,015 | 17,409,466 |
| Transfer In |  | 4,500,000 | 7,500,000 |  |  |  |  |
| TOTAL REVENUES/SOURCES | 14,420,027 | 19,084,817 | 23,675,162 | 16,489,210 | 16,895,466 | 17,132,015 | 17,409,466 |
| EXPENDITURE DETAIL |  |  |  |  |  |  |  |
| Managers/Supv (IMRF) | 296,899 | 302,836 | 319,163 | 322,355 | 325,578 | 328,834 | 332,122 |
| Maintenance (IMRF) | 914,256 | 989,120 | 1,034,302 | 1,054,988 | 1,065,538 | 1,076,193 | 1,086,955 |
| Custodians (IMRF) | 3,457,145 | 3,648,007 | 3,729,003 | 3,803,583 | 3,841,619 | 3,880,035 | 3,918,835 |
| Secretarial (IMRF) | 50,447 | 51,893 | 52,927 | 53,986 | 55,065 | 55,616 | 56,172 |
| Sub Custodians (IMRF) | 409,701 | 325,000 | 325,000 | 331,500 | 338,130 | 341,511 | 344,926 |
| Total Salaries | 5,128,448 | 5,316,856 | 5,460,395 | 5,566,411 | 5,625,930 | 5,682,190 | 5,739,011 |
| Unemployment |  |  |  |  |  |  |  |
| TRS/THIS |  |  |  |  |  |  |  |
| Health | 1,006,135 | 1,031,432 | 1,084,906 | 1,139,151 | 1,196,109 | 1,255,914 | 1,318,710 |
| Total Benefits | 1,006,135 | 1,031,432 | 1,084,906 | 1,139,151 | 1,196,109 | 1,255,914 | 1,318,710 |
| Utilities | 2,175,533 | 2,496,924 | 2,325,820 | 2,372,336 | 2,419,783 | 2,468,179 | 2,517,542 |
| Purchased Services | 1,330,492 | 1,196,255 | 1,390,780 | 1,411,642 | 1,432,816 | 1,454,309 | 1,476,123 |
| Supplies | 1,192,983 | 1,002,250 | 1,003,500 | 1,018,553 | 1,033,831 | 1,049,338 | 1,065,078 |
| Equipment | 706,786 | 697,750 | 854,000 | 866,810 | 879,812 | 893,009 | 906,404 |
| Contingency |  | - |  |  |  |  |  |
| Tuition/Dues/Fees | 1,870 | 750 | 750 |  |  |  |  |
| Total Other Expenditures | 5,407,664 | 5,393,929 | 5,574,850 | 5,669,341 | 5,766,242 | 5,864,835 | 5,965,148 |
| TOTAL EXPENDITURES | 11,542,248 | 11,742,217 | 12,120,151 | 12,374,903 | 12,588,281 | 12,802,939 | 13,022,870 |
| Transfers Out | 3,500,000 | 8,250,000 | 10,000,000 | 2,500,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| Total Expenditures/Uses | 15,042,248 | 19,992,217 | 22,120,151 | 14,874,903 | 15,088,281 | 15,302,939 | 15,522,870 |
| Net Change in Fund Balance | $(622,220)$ | $(907,400)$ | 1,555,011 | 1,614,307 | 1,807,185 | 1,829,076 | 1,886,596 |
| Beg. Fund Balance | 3,248,414 | 2,626,194 | 1,718,794 | 3,273,805 | 4,888,112 | 6,695,296 | 8,524,372 |
| End Fund Balance | 2,626,194 | 1,718,794 | 3,273,805 | 4,888,112 | 6,695,296 | 8,524,372 | 10,410,968 |

## Transportation Fund

|  | Audited <br> Actuals <br> 2017/18 | Budget <br> Forecast <br> 2018/19 | Budget <br> Forecast <br> 2019/20 | Budget <br> Forecast <br> 2020/21 | Budget <br> Forecast 2021/22 | Budget <br> Forecast <br> 2022/23 | Budget <br> Forecast 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| REVENUES |  |  |  |  |  |  |  |
| Property Taxes | 4,243,195 | 4,240,802 | 4,027,583 | 4,110,653 | 4,218,144 | 4,280,732 | 4,354,142 |
| Investment Income | 53,504 | 48,000 | 58,000 | 58,000 | 58,000 | 58,000 | 58,000 |
| Other Local | 222,819 | 200,000 | 205,000 | 205,000 | 205,000 | 205,000 | 205,000 |
| State Reimbursement | 5,114,479 | 4,840,120 | 4,803,575 | 5,356,344 | 5,479,239 | 5,606,178 | 5,752,378 |
| TOTAL REVENUES | 9,633,996 | 9,328,922 | 9,094,158 | 9,729,997 | 9,960,383 | 10,149,909 | 10,369,520 |
| EXPENDITURE DETAIL |  |  |  |  |  |  |  |
| Supervisors (IMRF) | 257,239 | 262,383 | 270,029 | 272,729 | 275,457 | 278,211 | 278,211 |
| Router/Dispatcher (IMRF) | 179,974 | 209,776 | 218,101 | 220,282 | 222,485 | 224,710 | 224,710 |
| Secretary (IMRF) | 55,687 | 58,953 | 59,987 | 61,187 | 62,410 | 63,035 | 63,665 |
| Mechanics (IMRF) | 373,873 | 398,818 | 366,328 | 373,655 | 377,391 | 381,165 | 384,977 |
| Utility Driver (IMRF) | 54,332 | 53,958 | 55,037 | 56,138 | 56,699 | 57,266 | 57,839 |
| Bus Aides (IMRF) | 273,227 | 407,625 | 400,352 | 404,356 | 408,399 | 412,483 | 416,608 |
| Bus Drivers (IMRF) | 3,160,251 | 3,173,366 | 3,517,103 | 3,552,274 | 3,587,797 | 3,623,675 | 3,659,911 |
| Sub Drivers (IMRF) | 8,213 | 120,000 | 120,000 | 121,200 | 122,412 | 123,636 | 124,872 |
| Total Salaries | 4,362,797 | 4,684,879 | 5,006,937 | 5,061,820 | 5,113,050 | 5,164,180 | 5,210,793 |
| Unemployment |  |  |  |  |  |  |  |
| TRS/THIS |  |  |  |  |  |  |  |
| Health | 1,635,514 | 1,886,610 | 1,987,797 | 2,087,187 | 2,191,546 | 2,301,124 | 2,416,180 |
|  | 1,635,514 | 1,886,610 | 1,987,797 | 2,087,187 | 2,191,546 | 2,301,124 | 2,416,180 |
| Purchased Services | 982,117 | 698,830 | 902,389 | 915,925 | 929,664 | 943,609 | 957,763 |
| Supplies | 1,127,279 | 1,012,743 | 1,118,315 | 1,135,090 | 1,152,116 | 1,169,398 | 1,186,939 |
| Equipment | 8,376 | 29,000 | 28,000 | 28,420 | 28,846 | 29,279 | 29,718 |
| Buses | 749,958 | 734,200 | 940,192 | 962,996 | 1,031,561 | 1,128,456 | 1,102,829 |
| Total Other Expend. | 2,867,730 | 2,474,773 | 2,988,896 | 3,042,431 | 3,142,187 | 3,270,742 | 3,277,248 |
| TOTAL EXPENDITURES | 8,866,041 | 9,046,262 | 9,983,630 | 10,191,437 | 10,446,783 | 10,736,046 | 10,904,221 |
| Net Change in Fund Balance | 767,956 | 282,660 | $(889,472)$ | $(461,440)$ | $(486,400)$ | $(586,137)$ | $(534,701)$ |
| Beg. Fund Balance | 5,924,977 | 6,692,933 | 6,975,593 | 6,086,121 | 5,624,681 | 5,138,281 | 4,552,145 |
| End Fund Balance | 6,692,933 | 6,975,593 | 6,086,121 | 5,624,681 | 5,138,281 | 4,552,145 | 4,017,443 |

## IMRF/Social Security Fund

|  | Audited Actuals 2017/18 | Budget <br> Forecast 2018/19 | Budget <br> Forecast 2019/20 | Budget <br> Forecast 2020/21 | Budget <br> Forecast 2021/22 | Budget <br> Forecast 2022/23 | Budget <br> Forecast 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| REVENUES |  |  |  |  |  |  |  |
| Property Taxes | 5,180,766 | 5,116,853 | 4,922,973 | 5,024,540 | 5,155,928 | 5,232,430 | 5,322,161 |
| CPPRT | 125,000 | 125,000 | 125,000 | 125,000 | 125,000 | 125,000 | 125,000 |
| Investment Income | 42,328 | 42,500 | 42,500 | 42,500 | 42,500 | 42,500 | 42,500 |
| TOTAL REVENUES | 5,348,094 | 5,284,353 | 5,090,473 | 5,192,040 | 5,323,428 | 5,399,930 | 5,489,661 |
| EXPENDITURE DETAIL |  |  |  |  |  |  |  |
| IMRF | 2,428,803 | 2,280,704 | 2,382,933 | 2,614,988 | 2,652,675 | 2,680,052 | 2,707,157 |
| FICA/Medicare | 2,773,938 | 2,944,191 | 3,009,862 | 3,070,301 | 3,116,402 | 3,148,245 | 3,169,801 |
| TOTAL EXPENDITURES | 5,202,741 | 5,224,895 | 5,392,795 | 5,685,289 | 5,769,077 | 5,828,297 | 5,876,957 |
| Net Change in Fund Balance | 145,353 | 59,458 | $(302,322)$ | $(493,249)$ | $(445,650)$ | $(428,367)$ | $(387,296)$ |
| Beg. Fund Balance | 2,899,560 | 3,044,913 | 3,104,371 | 2,802,049 | 2,308,801 | 1,863,151 | 1,434,784 |
| End Fund Balance | 3,044,913 | 3,104,371 | 2,802,049 | 2,308,801 | 1,863,151 | 1,434,784 | 1,047,488 |

## Capital Projects Fund

## REVENUES

Impact Fees
Investment Income
TIF Revenue
State Grant
Other Local
TOTAL REVENUES
Transfer In TOTAL REVENUES/SOURCES

| Audited Actuals 2017/18 | Budget Forecast 2018/19 | Budget <br> Forecast <br> 2019/20 | Budget Forecast 2020/21 | Budget Forecast 2021/22 | Budget Forecast 2022/23 | Budget Forecast 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 148,843 | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 | 100,000 |
| 5,574 | 5,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| 433,891 | 335,000 | 335,000 | 335,000 | 335,000 | 335,000 | 335,000 |
| 60,000 | 60,000 |  |  |  |  |  |
| 648,308 | 500,000 | 436,000 | 436,000 | 436,000 | 436,000 | 436,000 |
| 3,500,000 | 8,250,000 | 10,000,000 | 2,500,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| 4,148,308 | 8,750,000 | 10,436,000 | 2,936,000 | 2,936,000 | 2,936,000 | 2,936,000 | EXPENDITURE DETAIL


| Purchase Services | 1,649,751 | 662,647 | 1,586,817 | - | - | - | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Supplies | - |  |  |  |  |  |  |
| Equipment | 6,982,258 | 6,727,340 | 5,645,906 | 3,000,000 | 3,000,000 | 3,000,000 | 3,000,000 |
| Contingency | - |  |  |  |  |  |  |
| TOTAL OTHER EXPEND. | 8,632,009 | 7,389,987 | 7,232,723 | 3,000,000 | 3,000,000 | 3,000,000 | 3,000,000 |
| Net Change in Fund Balance | $(4,483,701)$ | 1,360,013 | 3,203,277 | $(64,000)$ | $(64,000)$ | $(64,000)$ | $(64,000)$ |
| Beg. Fund Balance | 387,102 | $(4,096,599)$ | $(2,736,586)$ | 466,691 | 402,691 | 338,691 | 274,691 |
| End Fund Balance | $(4,096,599)$ | $(2,736,586)$ | 466,691 | 402,691 | 338,691 | 274,691 | 210,691 |

## Tort Fund

|  | Audited Actuals <br> 2017/18 | Budget Forecast 2018/19 | Budget Forecast 2019/20 | Budget Forecast 2020/21 | Budget Forecast 2021/22 | Budget Forecast 2022/23 | Budget Forecast 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| REVENUES |  |  |  |  |  |  |  |
| Property Taxes | 1,281,060 | 1,287,259 | 1,452,799 | 1,482,771 | 1,521,545 | 1,544,121 | 1,570,601 |
| Investment Income | 3,623 | 3,300 | 2,300 | 2,300 | 2,300 | 2,300 | 2,300 |
| Other Local Revenue | 11,473 |  |  |  |  |  |  |
| TOTAL REVENUES | 1,296,157 | 1,290,559 | 1,455,099 | 1,485,071 | 1,523,845 | 1,546,421 | 1,572,901 |
| EXPENDITURE DETAIL |  |  |  |  |  |  |  |
| Purchased Services | 1,398,857 | 1,295,000 | 1,365,000 | 1,392,300 | 1,420,146 | 1,448,549 | 1,477,520 |
| Contingency/Other | - | - | - | - | - | - | - |
| TOTAL EXPENDITURES | 1,398,857 | 1,295,000 | 1,365,000 | 1,392,300 | 1,420,146 | 1,448,549 | 1,477,520 |
| Net Change in Fund Balance | $(102,700)$ | $(4,441)$ | 90,099 | 92,771 | 103,699 | 97,872 | 95,381 |
| Beg. Fund Balance | 463,709 | 361,009 | 356,567 | 446,666 | 539,437 | 643,136 | 741,008 |
| End Fund Balance | 361,009 | 356,567 | 446,666 | 539,437 | 643,136 | 741,008 | 836,389 |

## Working Cash Fund

|  | Audited <br> Actuals <br> 2017/18 | Budget <br> Forecast <br> 2018/19 | Budget <br> Forecast <br> 2019/20 | Budget <br> Forecast <br> 2020/21 | Budget <br> Forecast 2021/22 | Budget <br> Forecast 2022/23 | Budget <br> Forecast 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| REVENUES |  |  |  |  |  |  |  |
| Investment Income | 1,312 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 |
| TOTAL REVENUES | 1,312 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 |

EXPENDITURE DETAIL

|  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| TOTAL EXPENDITURES | - | - | - | - | - | - | - |
| Net Change in Fund Balance | 1,312 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 |
| Beg. Fund Balance | 111,679 | 112,991 | 114,291 | 115,591 | 116,891 | 118,191 | 119,491 |
| End Fund Balance | 112,991 | 114,291 | 115,591 | 116,891 | 118,191 | 119,491 | 120,791 |

## Health Life Safety Fund

|  | Audited <br> Actuals <br> 2017/18 | Budget <br> Forecast <br> 2018/19 | Budget Forecast 2019/20 | Budget Forecast 2020/21 | Budget Forecast 2021/22 | Budget Forecast 2022/23 | Budget Forecast 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| REVENUES |  |  |  |  |  |  |  |
| Principal on Bonds |  |  |  |  |  |  |  |
| Premium on Bonds |  |  |  |  |  |  |  |
| Investment Income | 18,088 | 400 | 400 | 400 | 400 | 400 | 400 |
| TOTAL REVENUES | 18,088 | 400 | 400 | 400 | 400 | 400 | 400 |
| EXPENDITURE DETAIL |  |  |  |  |  |  |  |
| Purchased Services |  |  |  |  |  |  |  |
| Building Improvements | 6,195,918 |  |  |  |  |  |  |
| Bond Issuance Cost |  |  |  |  |  |  |  |
| TOTAL EXPENDITURES | 6,195,918 | - | - | - | - | - | - |
| Net Change in Fund Balance | $(6,177,830)$ | 400 | 400 | 400 | 400 | 400 | 400 |
| Beg. Fund Balance | 6,194,830 | 17,000 | 17,400 | 17,800 | 18,200 | 18,600 | 19,000 |
| End Fund Balance | 17,000 | 17,400 | 17,800 | 18,200 | 18,600 | 19,000 | 19,400 |

## Debt Service Fund

## REVENUES

```
Property Taxes
```

Premium on Bonds Sold
Prior Year Tax Collections
Investment Income/Other
TOTAL REVENUES
EXPENDITURE DETAIL
Principal
Interest
Other
Transfer Out
TOTAL EXPENDITURES

Sources from Bond Refunding
Uses from Bond Refunding Transfers In

Net Change in Fund Balance

| 154,186 | 154,186 | 154,186 |  |  |  |  |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| $(197,790)$ | $(98,699)$ | 4,500 | 5,000 | 5,000 |  | 5,000 |

CONSOLIDATED FUNDS

|  | Audited <br> Actuals <br> 2017/18 | Budget <br> Forecast 2018/19 | Budget Forecast 2019/20 | Budget <br> Forecast <br> 2020/21 | Budget <br> Forecast 2021/22 | Budget <br> Forecast <br> 2022/23 | Budget <br> Forecast <br> 2023/24 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| REVENUES BY FUND |  |  |  |  |  |  |  |
| Educational | 124,582,427 | 128,008,352 | 130,477,928 | 132,497,927 | 135,123,203 | 136,656,997 | 138,456,006 |
| Operations \& Maintenance | 14,420,028 | 14,584,817 | 16,175,162 | 16,489,210 | 16,895,466 | 17,132,015 | 17,409,466 |
| Transportation | 9,633,996 | 9,328,922 | 9,094,158 | 9,729,997 | 9,960,383 | 10,149,909 | 10,369,520 |
| IMRF/Social Security | 5,348,093 | 5,284,353 | 5,090,473 | 5,192,040 | 5,323,428 | 5,399,930 | 5,489,661 |
| Capital Projects | 648,308 | 500,000 | 436,000 | 436,000 | 436,000 | 436,000 | 436,000 |
| Working Cash | 1,312 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 | 1,300 |
| Tort Liability | 1,296,156 | 1,290,559 | 1,455,099 | 1,485,071 | 1,523,845 | 1,546,421 | 1,572,901 |
| Health \& Life Safety | 18,088 | 400 | 400 | 400 | 400 | 400 | 400 |
| Total Revenues | 155,948,410 | 158,998,703 | 162,730,520 | 165,831,945 | 169,264,024 | 171,322,973 | 173,735,255 |
| Transfers In | 3,500,000 | 12,750,000 | 17,500,000 | 2,500,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| Total Revenues/Sources | 159,448,410 | 171,748,703 | 180,230,520 | 168,331,945 | 171,764,024 | 173,822,973 | 176,235,255 |
| EXPENDITURES BY FUND |  |  |  |  |  |  |  |
| Educational | 121,784,110 | 128,043,151 | 132,940,905 | 130,942,098 | 135,551,674 | 135,819,023 | 137,070,500 |
| Operations \& Maintenance | 11,542,248 | 11,742,217 | 12,120,151 | 12,374,903 | 12,588,281 | 12,802,939 | 13,022,870 |
| Transportation | 8,866,041 | 9,046,262 | 9,983,630 | 10,191,437 | 10,446,783 | 10,736,046 | 10,904,221 |
| IMRF/Social Security | 5,202,741 | 5,224,895 | 5,392,795 | 5,685,289 | 5,769,077 | 5,828,297 | 5,876,957 |
| Capital Projects | 8,632,009 | 7,389,987 | 7,232,723 | 3,000,000 | 3,000,000 | 3,000,000 | 3,000,000 |
| Working Cash |  | - | - | - | - | - | - |
| Tort Liability | 1,398,857 | 1,295,000 | 1,365,000 | 1,392,300 | 1,420,146 | 1,448,549 | 1,477,520 |
| Health \& Life Safety | 6,195,918 | - | - | - | - | - | - |
| Total Fund Expenditures | 163,621,925 | 162,741,512 | 169,035,204 | 163,586,027 | 168,775,962 | 169,634,854 | 171,352,068 |
| Transfers Out | 3,654,186 | 12,904,186 | 17,654,186 | 2,500,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| Total Expenditures/Uses | 167,276,112 | 175,645,698 | 186,689,390 | 166,086,027 | 171,275,962 | 172,134,854 | 173,852,068 |
| Net Change in Fund Balance | $(7,827,702)$ | $(3,896,995)$ | $(6,458,871)$ | 2,245,918 | 488,062 | 1,688,118 | 2,383,186 |
| Fund Balances - Beginning | 66,952,890 | 59,125,188 | 55,228,193 | 48,769,322 | 51,015,240 | 51,503,302 | 53,191,421 |
| Fund Balances - Ending | 59,125,188 | 55,228,193 | 48,769,322 | 51,015,240 | 51,503,302 | 53,191,421 | 55,574,607 |
| Fund Bal \% of Expenditures |  | 33.94\% | 28.85\% | 31.19\% | 30.52\% | 31.36\% | 32.43\% |
| Fund Bal \% of Expend/Uses |  | 31.44\% | 26.12\% | 30.72\% | 30.07\% | 30.90\% | 31.97\% |

## MEMORANDUM

DATE: June 12, 2019


TO: Board of Education

FROM: Scott Thompson

RE: Agenda Item 19-606: Boundaries Task Force/Park Place School

Members of the Boundaries Task Force (BTF) will be present to share the progress the group has made and some of the results of their work. While a set of finished proposals is yet to be determined, I believe you will find value in seeing the work to this point in time.

The BTF members invested many hours in addressing the issues of the district's boundaries. All of them have other commitments, and they are working in the evenings and on weekends to get things done. Consequently, as of this writing, the PowerPoint presentation is not completed. I will send it to you as soon as they deliver it to me. An introductory letter is included from the BTF to lay the groundwork for the presentation.

Please let me know if you have any questions or concerns prior to the Board meeting if possible. I would like to give the members a heads-up, seek answers to your questions or provide you with info before the actual meeting.

Good Evening.
Thank you President Szczupaj and members of the Board for having us tonight.

We are here on behalf of the entire Boundary Task Force. As you know the task force is made up of 37 members representing all 20 schools in CCSD15. But today you only are going to hear from a few of us, at your request, to share some basic information regarding our progress and preliminary concepts that may or may not include the addition of a new building in the the Northeast section of Palatine.

My name is Jen DeFranco. I am a Palatine resident and my children attended both Paddock Elementary and Plum Grove Jr, High. I currently have no children in the district as they are in now in D211 or have already graduated high school.

I am joined by Brian Lucas. Also a Palatine resident with children that attend Pleasant Hill Elementary and and Plum Grove Junior High. And Nipesh Patel, a resident of Hoffman Estates and who has children that attend Thomas Jefferson Elementary.

As you know, the Boundary Task Force was formed in late 2018 to review the boundary lines throughout the entire school district. We began work in September and have spent hundreds of hours reviewing and analyzing every school, every line, and all possible boundary scenarios. With that being said, the task force recently made the decision to slow down the review process of the boundary lines in order to make sure we were adequately addressing the needs of all students in the best manner possible. However, against our own better judgement, we are here today to share some rough draft concepts to assist the district while considering the addition of the Park Place property to be utilized as a school. We feel it is required for us to bring you these basic concepts we have been discussing in order to make an educated decision regarding the Park Place property.

In our opinion, this is not the ideal scenario, as we would have preferred to have community input on the suggested plans prior to bringing them for any board review - but with such a tight timeline and active process taking place on the Park Place location by the district, we felt it best to give you some rough concepts we have been reviewing in order to have a better understanding of what the district plans to do moving forward.

These basic concepts we will introduce are not final, but they do include concepts that align our schools into a better feeder pattern that serve the benefit of the students and the district, alike. We have never paid attention to feeder patterns or taken the full social-emotional impact of randomly assigning schools to students into account when adjusting lines in the past. These initial concepts also attempt to implement all day kindergarten, which we believe to be a district priority at this point. We also took into consideration that a $\$ 130$ million referendum was presented in the past and failed. Our current ideas present initial concepts that may only involve approximately $\$ 50$ million in changes.

The district boundaries in CCSD15 have never been addressed in the history of our schools. The only time a boundary change was made was when a school closed or a new school opened. However, neither of those two things have happened in a very long time, which has created a hodpepodge of lines that really don't make any sense or follow any sort of feeder pattern to keep students together as they advance from school to school. We have students taking busses past closer schools to attend junior high. We have elementary school students being bussed across town due to overcrowding in their own neighborhoods. These are items that the community and the committee both feel are unacceptable for our students.

Please keep in mind that these concepts are nowhere near final in our opinion and they are simply being presented in a very rough form in order to help the board with the Park Place element. We still feel that these
proposals need a considerable amount of review in order to put any of them into effect in the future.

Once you determine how to proceed with Park Place, the task force plans to reconvene to continue working on the boundary lines, based on the property we have to work with at that point. Once we have these proposals ready to present we will then ask for community input before presenting the final proposals to you all. We know the community is anxious to see what the task force has concluded to be the best solutions for the entire district and are awaiting a final proposal in the months ahead.

We would just like it note, will full transparency, that we did not feel comfortable coming with a final proposal without sharing it with the community first. And we also did not feel comfortable with you making a decision to add new property options to the district without seeing a proposal from us first. So, for now, we are here with some very rough concepts that could be considered as possible options in the future and hope they are helpful in your decision making process, in turn allowing us to move forward with our task of finalizing a plan that benefits the most students to present in the near future.

So, without further delay - l'd like to hand this over to Brian to share the initial concepts we have here tonight.

# Boundaries Task Force 

Preliminary Draft of Boundary Concepts
June 12, 2019

## Boundaries Task Force Formation

## Board of Education (BOE) Strategic Plan

## Develop a facilities space \& utilization plan

Identify options for housing students in schools, including examining boundaries

## Goal 1:

To mitigate capacity concerns at several schools where enrollment is increasing

## Goal 2:

Address community issues with the current boundary lines

## Boundaries Task Force Goals

- Identify community priorities
- Examine current boundaries and enrollment
- Create 3-4 Concepts
- Obtain feedback from community



## Boundaries Task Force Guiding Principles

- Enable success for all students
- Sustained excellence of our school district
- Meet top priorities from community survey
- Align with school board class size targets


## Fall 2018 Survey - Community Top Priorities

Neighborhood Schools
Alignment of Elem-JH-HS ..... 1,005
Smaller Class Sizes ..... 799
Full-Day Kindergarten ..... 695
Alleviate Overcrowding ..... 641
Reducing Bus Travel Times ..... 590
Fiscal Responsibility ..... 558
Minimal Disruption ..... 503
Subdivisions not split up ..... 501
Efficient Use of Buildings4711.182

| Neighborhood Schools |
| :--- |
| Alignment of Elem-JH-HS |
| Reducing Bus Travel Times |
| Subdivisions Not Split Up |
| Minimal Disruption |
| Efficient Use of Buildings |
| Smaller Class Sizes |
| Alleviate Overcrowding |
| Full-Day Kindergarten |

## Optimize Feeder Patterns

Feeder patterns are the flow of schools that the students take as they progress through their education. The patterns are determined by the location of the
 students residence and that location within the school boundary.

## District 15 Current School Feeder Pattern - Split Pathways



Based on March 2004 Boundaries map


- Several schools experiencing overcrowding
- Overcrowding and large class sizes for individual grade levels
- High Density of students in the NE corner of Palatine with no neighborhood school


## Full-Day Kindergarten

- More formal and informal instructional time for core subjects

- More time for teacher-directed individual work to encourage cognitive development
- More time to differentiate instruction
- More time to develop critical social and emotional skills
- No mid-day transportation
- Child-centered, developmentally appropriate approach
- Closing the achievement gap
- Preferred by many teachers and parents
- Cost effective for families - sliding scale payment consideration
- Benefit to homeowners through potentially increased property values


## Concept 1

- Consistent School Feeder Patterns
- No new schools


## 9/10

Top
Priorities

- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District-wide programs
- Half-Day Kindergarten
- Thomas Jefferson conversion to JH


## Concept 3

- Consistent School Feeder Patterns
- New Park Place school (K-6) to serve NE Palatine
- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District-wide programs
- Full-Day Kindergarten at all schools
- Thomas Jefferson conversion to JH
- Addition of 2 classrooms to Willow Bend


## Concept 4

- New Park Place school to serve NE Palatine
- Balance NE Schools to handle population density
- Maximize use of existing space
- Dynamic capacity for District-wide programs
- Full-Day Kindergarten at all schools
- Addition of 2 classrooms to Willow Bend


## Concept 2

- Consistent School Feeder Patterns
- No new schools
- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District-wide programs
- Full-Day Kindergarten at all schools
- Thomas Jefferson conversion to JH
- Addition of 12 classrooms to 3 existing schools
- Consistent School Feeder Patterns
- No new schools
- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District wide programs
- Half-Day Kindergarten
- Thomas Jefferson conversion to JH

Concept 1 - Feeder Patterns


Palatine HS
(D211)
Lincoln Elem

| Kimball Hill Elem |  |
| :--- | :--- |
| Central Road Elem | Carl Sandburg <br> JH |



- Consistent School Feeder Patterns
- No new schools
- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District wide programs
- Full-Day Kindergarten at all schools
- Thomas Jefferson conversion to JH
- Addition of 12 classrooms to 3 existing schools

Concept 2 - Feeder Patterns


- Consistent School Feeder Patterns
- New Park Place school (K-6) to serve NE Palatine
- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District wide programs
- Full-Day Kindergarten at all schools
- Thomas Jefferson conversion to JH
- Addition of 2 classrooms to Willow Bend

Jane Addams Elem
Concept 3 - Feeder Pattern


- New Park Place school to serve NE Palatine
- Balance NE Schools to handle population density
- Maximize use of existing space
- Dynamic capacity for District wide programs
- Full-Day Kindergarten at all schools
- Addition of 2 classrooms to Willow Bend

XNeighborhood Schools
XAlignment of Elem-JH-HS
$\checkmark$ Smaller Class Sizes
$\checkmark$ Full-Day Kindergarten
$\checkmark$ Alleviate Overcrowding
X Reducing Bus Travel Times
$\checkmark$ Fiscal Responsibility
$\checkmark$ Minimal Disruption
X Subdivisions not split up
$\checkmark$ Efficient Use of Buildings


## Concept 1 - ~ $\$ 20 \mathrm{M}$

- Consistent School Feeder Patterns
- No new schools


## 9/10

Top
Priorities

- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District-wide programs
- Half-Day Kindergarten
- Thomas Jefferson conversion to JH ( $\sim$ \$20 M)


## Concept 3 - ~\$45 M

- Consistent School Feeder Patterns
- New Park Place school (K-6) to serve NE Palatine ( $\sim \$ 22 \mathrm{M}$ )
- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District-wide programs
- Full-Day Kindergarten at all schools ( $\sim \$ 1.6 \mathrm{M}$ )
- Thomas Jefferson conversion to JH ( $\sim$ \$20 M)
- Addition of 2 classrooms to Willow Bend ( $-\$ 1 \mathrm{M}$ )

Concept $2-\sim \$ 28 \mathrm{M}$

- Consistent School Feeder Patterns


## 10/10

- No new schools
- Neighborhood Schools
- Balance NE Schools to handle population density
- Maximize use of existing space
- Alleviate overcrowding
- Dynamic capacity for District-wide programs
- Full-Day Kindergarten at all schools ( $(\$ 1.6 \mathrm{M})$
- Thomas Jefferson conversion to JH ( $\sim$ \$20 M)
- Addition of 12 classrooms ( $-\$ 6 \mathrm{M}$ )


## Concept 4 - ~ 25 M

- New Park Place school to serve NE Palatine ( $-\$ 22 \mathrm{M}$ )
- Balance NE Schools to handle population density
- Maximize use of existing space
- Dynamic capacity for District-wide programs
- Full-Day Kindergarten at all schools ( $\sim \$ 1.6 \mathrm{M})$
- Addition of 2 classrooms to Willow Bend ( $\sim$ \$1M)


## Next Steps

- School Board to make Park Place decision
- Finalize Concepts
- Obtain Community Feedback
- Present to Board


## Kimball Hill's Data



## Wise Journey

## Our SIP Team:

- Jen Maldonado
- Tori Sarantakis
- Lynda Maxwell
- Erika Ramirez
- Silvia Salvatierra
- Michelle LaCamera



## Current RealityAugust 2018

- Our SIP team-solid on our goals, hazy on long term vision.
- Our staff- very detached from the School Improvement Plan and a lack of buy in.
- We were at a crossroads- how do we help staff from feeling like a recipient to a contributor to the plan?
- Where do we want to be?


## Shift in Thinking

- We felt trapped in an uncomfortable structure.
- Tom Edgar and Mike Carmody led our team through a rebuilding process.
- Our Focus:
- Getting the whole staff involved
- Making math relevant for all staff


## Making Sense of the Swoosh



## Owning Each Step




## Lead with

 Transparency
## Staff Involvement

- Being transparent and providing clarity to our staff was our priority.
- We simplified our Learner Centered Problem to "In Math. students struggle dissecting and understanding word problems and what it is asking."
- At the January Institute Day, each SIP member presented a brief overview of 9 research based instructional practices that could help teachers address our LCP.
- Staff voted on and we left our January Institute Day with our 3 Look For's established- Building Vocabulary, Visual Representation and Collaborative Learning Protocols.


## Walkabouts and Staff Ownership

Classroom Walkthrough Observation
Subject: Math Key Strategy: Classroom Discussions
Look Fors:

- Visual Representations
- Building Vocabulary
- Cooperative Learning Protocols

| What is the teacher doing or saying? | What are the students doing or saying? |
| :---: | :---: |
| Start Date: Monday, 4/29/19, 9:13 am <br> $T$ sits with one student (group members absent) <br> T works wi/ student on problems in math book <br> clarifies language and translates when appropriate <br> T watches student solve, and then breaks down problem, looking at question being asked - How many MORE? Use the chart <br> T reads the problem again, annotating in workbook, asks students to explain how she can use the numbers <br> Start Date: Monday, 4/29, 9:22 am <br> T walks around, clarifying w/Ss when necessary <br> T: What is the perimeter? Everyone eyes on me <br> T: What's the first thing we need to do when reading a problem? You need to CUBE. Which numbers do we have? You have to tell me what those numbers represent. <br> T draws picture of rectangle on board and places numbers in <br> T: What's the question? | S completes problems <br> S makes corrections and works through problems again, after T clanfication <br> St explains in Sp . and works through problem agaln <br> I <br> Ss work through a problem on own <br> S1: Circle numbers, 168 and $8 \quad 168$ is the area and 8 is the side <br> S2. What is the width of the wall and how much tape do we need? In order to figure if out we need to do 168 divided by 89 |


| Was there a category that appeared the most <br> in your grade level? <br> Visual Representations |  |
| :--- | :--- |
| Building Vocabulary |  |$\quad$| What did you notice about the teacher |
| :--- |
| statements? |$\quad$| The teacher guides students through math |
| :--- |
| problems using visual (provides clarification |
| through questioning). |

## Where are We Headed?

- Our staff values this transparent, inclusive and accessible approach to our School Improvement Plan.
- This has led to significant and positive shifts in our climate and culture.
- We have already started working on our Action Plan for the 2019-2020 school year.
Instructional Goal: Create and implement consistent instructional plans with key teaching strategies (DW Steps 5 \& 6)
Instructional Focus Area: Across All Content

| Current Reality | Desired Reality | tion Steps to Reach Desired Reality |
| :---: | :---: | :---: |
| Currently in classrooms, there is a broad spectrum of strategies tied to our current instructional focuses (visual representations, building vocabulary and cooperative learning protocols). Within the umbrealla of these three strategies there are many elements across classroom- there is a lack of consistency. Students only occasionally access visual representations and use vocabulary if prompted. Students cooperative learning experiences lack rigor and are not coherent across classrooms. Teachers seem to have strong systems and buy in with these focuses but need learning to more | Students are accessing visual repres | - Create school-wide PD plan |
|  | own as needed without prompting. | - Define individual focuses amongst staff |
|  | Students are using rich academic vocabulary. | - Reach consensus for what these practices look like in classroom |
|  | and aligned across | - Establish staff commitments for these focuses |
|  | meaningful academic conversations. These strategies | - Collect walk through data and report out results |
|  | look the same in every classroom, every grade level and accessed for all ability levels. | - Establish a system of accountability for implementation |

## THANK YOU!

Any questions?

## Our Data Wise Journey 2018-2019

Central Road Elementary


June 12, 2019

## Determining a School Focus

- Central Road reviewed school-wide MAP, PARCC and ACCESS data.
- Our student growth was inconsistent.
- We concluded that increasing growth in math for all students was our priority.


## Our Learner-Centered Priority and Action Plan

- Staff analyzed multiple assessment sources and determined, students are not making sense of word problems and can not provide rationale to defend their solution.
- Student performance on the Topic Assessments was measured to determine growth.
- Walk-Through data was analyzed to measure the implementation of instructional strategies.
- Our Action Plan includes three parts; academic vocabulary, sentence stems and the CUBE problem solving strategy.


## Our Instructional Priority

As teachers, we are not providing a visual reference of academic vocabulary.

## Academic Language ( Fall 2018)



Academic Language ( Spring 2019)


## Our School's Action Plan

Post academic vocabulary as a reference for all students during each topic.

## Instructional Adjustments:

- Provide constant exposure to vocabulary words during instruction
- Student-led instruction



## Our Instructional Priority

As teachers, we are not providing students with tools to explain their mathematical reasoning.

Sentence Stems (Fall 2018)


Sentence Stems (Spring 2019)


## Our School's Action Plan

Sentence Stems- Provide students with sentence stems

## Instructional Adjustments:

- Increased student talk
- Develop critical thinking skills



## Our Instructional Priority

As teachers, we are not providing students with a consistent problem solving process.

CUBE (Fall 2018)


CUBE (Spring 2019)


## Our School's Action Plan

CUBES Strategy- Teach, model and implement a school wide solving strategy.

Instructional Adjustments:

- Provide consistent language and process
- Student analysis



## MAP Outcomes

## Smart Goal:

In the Spring of 2019, the school median growth percentile will be at least 52. This represents an increase of 2 over last year and 1 over the school's highest score in the past three years.

## Outcome:

In the Spring of 2019, Central Road's median growth percentile was 58. We met our goal.

## Critical Next Steps

- We feel that our next goal is for the SIP team to engage our staff in improving teaching and learning in literacy. This new focus will support the District adoption of the Fountas and Pinnell Classroom.


# Agenda Item No. 19-608 

## Board President Report

(No Enclosure)

MINUTES of the Regular Meeting of the Board of Education of Community Consolidated School District 15, Palatine, Cook County, Illinois, held on May 8, 2019.

A regular meeting of the Board of Education of Community Consolidated School District 15, Palatine, Cook County, Illinois, was held on May 8, 2019, at Walter R. Sundling Junior High School, 1100 N. Smith Street, Palatine, Illinois. Board members were notified by bulletin sent electronically on May 3, 2019.

ROLL CALL
President Szczupaj called the regular meeting to order at 7:00 p.m.
Board members physically present:
Samantha Bray Ader Frank J. Annerino

Wenda Hunt
Zubair Khan
Lisa Beth Szczupaj
Michael Smolka
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

Christine Ortlund, Hunting Ridge Elementary School principal, introduced students from school's Math Counts Team that participated in the regional competition.

## STUDENT RECOGNITION- NATIONAL PARENT TEACHER ASSOCIATION (PTA) REFLECTIONS PROGRAM STATE QUALIFIERS

Stefanie Boucher, PTA/PTSA co-president, introduced student winners of the National PTA Reflections program. For fifty years the program has helped students explore their own thoughts, feelings and ideas, develop artistic literacy, increase confidence, and find a love for learning that will help them become more successful in school and in life. Each year students in Pre-K through Grade 12 create original works of art in response to a student-selected theme. The theme for the 2018-19 school year was Heroes Around Me. This year, thirty (30) District 15 students qualified for the State Reflections competition for their outstanding work.

## STUDENT RECOGNITION- DEPARTMENT OF INSTRUCTION: OUTSTANDING ACHIEVEMENT FOR STUDENTS IN MATHEMATICS AND SCIENCE

Dr. Schnoor introduced students who excelled in the Illinois Junior Academy of Science and Engineering Fair, the "You Be the Chemist" Challenge Regional Competitors, MATHCOUNTS Team Achievements, and the Illinois Math League Achievements.

## SUPERINTENDENT'S REPORT

- School Improvement Plan Presentations
o Christine Ortlund-Hunting Ridge Elementary School
o Martine Da Costa—Winston Campus Junior High School
Both Hunting Ridge Elementary School and Winston Campus Junior High School provided the Board of Education with an update to their School Improvement Plans. It was noted that 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, Hunting Ridge determined that students were not consistently responding to higher level questions when reading, with the level of detail needed. Their target focus was Inferring. Inferencing was encouraged through the use of "It Says...I Say...So" repetition. An inferencing scoring key was established to ascertain improvement levels, among other improvement goals and accessing tools.
Winston Campus Junior High School embraced the need for a safe, supportive, and collaborative culture. In doing so they empowered teachers as leaders of change, incorporating culturally and linguistically responsive professional development, and re-establishment of Professional Learning Communities, intentionality around creating collaborative spaces, with responsiveness to data.

It was noted that all District 15 School Improvement Plans can be accessed on the District's website for further explanation and review.

- Park Place School Financials

Dr. Thompson reviewed a presentation on the Park Place School Financials, created by he and Mr. Adamczyk. The presentation encompassed the financial impact of purchasing, retrofitting, and operating the retail space at Park Place in northeast Palatine. The concept embraces a K-6 elementary school, inclusive of 750-800 students, 30-32 classrooms, a community school, partnership with the Palatine Library, and a two-acre playing field. The presentation reviewed an explanation of costs (inclusive of initial costs), possible revenue streams, reserve funds, ongoing annual costs, and a cost versus revenues comparison.
It was noted that the complete presentation can be accessed on the District's website for further explanation and review.

## READING AND ACCEPTANCE OF MINUTES

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

- April 10, 2019 Regular Board of Education Meeting;
- April 24, 2019 Special Board of Education Meeting; and the
- April 24, 2019 Organizational Special Board Meeting, as presented.

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

## COMMITTEE REPRESENTATION

Mrs. Szczupaj announced committee representation by the following board members:

- ED-RED (External Organization)— Frank Annerino
- one-five Foundation-Michael Smolka
- Finance Committee-Anthony Wang and Wenda Hunt
- Equity Committee-Zubair Khan and Samantha Ader
- Superintendent's Communication Committee-Superintendent and no more than two board members


## ED-RED COUNCIL/LEGISLATION

Mr. Annerino noted that the Illinois State Senate approved a package of graduated income tax reform provisions that will be sent to the House of Representatives for further consideration. Additionally, the issue of student privacy has been a topic discussed the Capitol for years. Proposals brought forward have been unworkable for local school districts, and presently wait on the Senate. Lastly, he noted, in regard to pensions, a school district would be liable for the actuarial pension costs of any salary increases over three percent for members of the Teachers' Retirement System (TRS) who use that increase to calculate his/her pension amount, reverting the end-of-career salary increase limit back to six percent.

## one-five FOUNDATION

Mr. Smolka announced that the one-five Foundation's next fundraiser will be the district's annual participation in the Got2Run...for Education event hosted by the Northwest Road Runners, Inc., that is scheduled for May 18, 2019.

## FINANCE COMMITTEE

Mr. Wang noted that there was nothing to report at this time.

## EQUITY COMMITTEE

Mr. Khan noted that there was nothing to report at this time, however the committee would be reaching out to Thomas Edgar, Ph.D., executive director, assessment, accountability, and programs, in the near future, to further explore next steps going into the new school year.

## BOARD POLICY—FIRST READING

The following policies were up for review and deliberation by the Board.

| 2:20 | School Board: Governance—Powers and Duties of the School Board; Indemnification |
| :--- | :--- |
| 2:210 | Board Meetings: Organizational School Board Meeting |
| 4:30 | Operational Services—Revenue and Investments |

```
4:110 Operational Services_Transportation
    Discussion included identification of possible designated safety hazards, specifically criminal activity
    areas, in the district. It was noted that there were none.
4:150 Operational Services_Facility Management and Building Programs
5:220 Personnel: Professional Personnel-Substitute Teachers
6:15 Instruction: Philosophy and Goals-School Accountability
6:185 Instruction: Special Programs—Remote Educational Program (New Policy)
    Discussion included the use of "remote" schooling at home via computers in some districts: such as
    snow days, illness, internships, etc., viewed as primarily high school oriented.
```

Unless otherwise noted the above policies will be updated and brought back for second reading at the June 12, 2019, Board of Education meeting.

## SUPERINTENDENT'S COMMUNICATION COMMITTEE

Dr. Thompson noted that there was nothing to report at this time.

## CITIZENS ADDRESS THE BOARD

Jonathon Koorsen, Voceon Digital Radio Communication, addressed the Board regarding the Request for Proposal Analog to Digital Radio Refresh (19-525).
Chad Stojkovich, Hyteria America West, addressed the Board regarding the Request for Proposal Analog to Digital Radio Refresh (19-525).
James Taylor, resident of Arlington Heights, addressed the Board regarding the new elementary school proposal at the Park Place site.
Natasha Lewis, resident of Arlington Heights, addressed the Board regarding the new elementary school proposal at the Park Place site.

## PERSONNEL REPORT

Mr. Khan made a motion, seconded by Mr. Annerino, to approve the May 8, 2019, Personnel Report, including the following recommendation:

1. Recommendation for disciplinary action, Jessica Blitstein, one (1) day unpaid suspension;
2. Recommendation for disciplinary action, William Zimmerman, twelve (12) day unpaid suspension, and Last Chance Agreement;
3. Recommendation for termination, Faith Golisch, probationary release; and
4. Recommendation for termination, Edwin Song; as presented.

A roll call was held with the following results:
AYE: Annerino, Hunt, Khan, Smolka, Wang, Ader
NAY: None
ABSTAIN: Szczupaj
The motion carried. A copy of the Personnel Report is contained in the Official Minutes.

## ANNOUNCEMENT OF NEW ADMINISTRATORS

Incoming superintendent, Dr. Laurie Heinz, brought forward three new administrator placements for the 2019-20 school year introducing them to the Board of Education.

- Rocio Fischer, Assistant Director of Second Languages

Mrs. Rocio Fischer comes to District 15 from West Chicago School District 33 where she is presently the Director of Second Language Learners. She has a robust background in education, having previously served as the principal of a foreign language school in China and a middle school assistant principal. She holds an undergraduate degree in urban education and a master’s degree in educational leadership.

- Amber Danielczyk, Assistant Principal, Jane Addams Elementary School

Mrs. Danielczyk will take over as assistant principal at Jane Addams school July 1 when current assistant principal Risa Cohen returns to the Department of Instruction as a curriculum coordinator. Mrs. Danielczyk has a long history with District 15. She has served as an elementary school teacher in the district since 1999, currently working at Frank C. Whiteley Elementary School. Amber is viewed as a mentor and an instructional leader among teachers in her building, she is also a member of the crisis, school improvement and Positive Behavior Systems team at Whiteley. Mrs. Danielczyk holds a bachelor’s degree in elementary education, a master's degree in teaching and leadership and a second master's degree in educational leadership.

- Angela Gallegos, Assistant Principal, Frank C. Whiteley Elementary School Ms. Gallegos will replace Mr. Dustin Berman as the assistant principal at Whiteley school beginning July 1, when Mr. Berman starts a new role in the District 15 student services department.

Angela comes to us from nearby Schaumburg District 54 where she is currently a bilingual speech/language pathologist. Prior to working in District 54, she served in the same capacity in Wheeling District 21. Mrs. Gallegos is certified in several areas including English as a Second Language for Special Education. She earned a bachelor degree in psychology and Spanish, a master's degree in speech and language pathology and a second master's degree in instructional leadership.

## RESOLUTION- AUTHORIZE THE NOTICE OF PUBLICATION OF PUBLIC HEARING ON THE ADOPTION OF THE FY2020 TENTATIVE BUDGET

Mr. Wang made a motion, seconded by Mr. Smolka, to approve the Resolution to Authorize the Notice of Publication of Public Hearing in the Adoption of the FY2020 Tentative Budget and to Establish a Hearing Date, as presented. It was noted that the Public Hearing to be held on August 14, 2019, will be for the budget, as presented, to the Board at the June 12, 2019, Board of Education meeting.
A roll call was held with the following results:

```
AYE: Hunt, Khan, Smolka, Szczupaj, Wang, Ader, Annerino
NAY: None
```

The motion carried. A copy of the resolution is contained in the official minutes.

## RATIFY MEMBERSHIP INTO SOURCEWELL PURCHASING COOPERATIVE

Mr. Annerino made a motion, seconded by Mr. Wang, to ratify membership into Sourcewell Purchasing Cooperative and authorize the Chief School Business Official to execute the Master Intergovernmental Cooperative Purchasing Agreement from Sourcewell.
A roll call was held with the following results:
AYE: Khan, Smolka, Szczupaj, Wang, Ader, Annerino, Hunt
NAY: None
The motion carried. A copy of the agreement is on file in the Business and Auxiliary Services Department.

## MARION JORDAN AND JANE ADDAMS ELEMENTARY SCHOOLS PLAYGROUND RENOVATIONS

Mr. Smolka made a motion, seconded by Mrs. Ader, to award the contract for the purchase of the Marion Jordan Elementary School playground in the amount of \$233,506.00, and to further approve the purchase of the Jane Addams Elementary School playground in the amount of $\$ 122,456.00$, to Team REIL, Inc., Union, IL, through the Sourcewell Purchasing Cooperative, as recommended.
A roll call was held with the following results:
AYE: Smolka, Szczupaj, Wang, Ader, Annerino, Hunt, Khan
NAY: None
The motion carried. A copy of the purchase requisition and related documents are on file in the Business and Auxiliary Services Department.

## PURCHASE REQUISITION-NWEA MAP ANNUAL RENEWAL

Mr. Annerino made a motion, seconded by Mr. Smolka, to approve the purchase of the District's annual subscription to the Northwest Evaluation Association (NWEA) for the Measures of Academic Progress (MAP) achievement test, from NWEA, Portland, OR, in the amount of $\$ 135,500.00$, as presented.
A roll call was held with the following results:
AYE: Szczupaj, Wang, Ader, Annerino, Hunt, Khan, Smolka
NAY: None
The motion carried. A copy of the purchase requisition and related documents are on file in the Department of Instruction.

## REQUEST FOR PROPOSAL—ANALOG TO DIGITAL RADIO REFRESH (19-021)

Mrs. Hunt made a motion, seconded by Mr. Smolka, to award the contract for the Analog to Digital Radio Refresh Bid (19-021), inclusive of five hundred three (503) Motorola XPR 3300e Radios; one hundred (100) chargers and wall mounts, and requested options, to United Radio Communications, Bridgeview, IL, in the amount of \$213,210.54. Additionally, the district’s C.A.R.E. program would be purchasing sixty (60) extra radios, in the amount of $\$ 29,188.74$; for a total bid award of $\$ 242,399.28$, as recommended. The award is based on lowest vendor meeting all bid specifications.
It was noted that this decision was primarily based upon input from our first responders and their vast experience with the Motorola product.
A roll call was held with the following results:
AYE: Wang, Ader, Annerino, Hunt, Khan, Smolka, Szczupaj
NAY: None
The motion carried. A copy of the bid summary is on file in the Department of Business and Auxiliary Services.

## BID AWARD-INTERIOR BUS CLEANING SERVICES (19-026)

Mr. Annerino made a motion, seconded by Mr. Khan, to award the contract for the Interior Bus Cleaning Services Bid (19-026), to Fleetwash, Inc., North Aurora, IL, for a total amount of $\$ 23,450.28$, as recommended.
A roll call was held with the following results:

```
AYE: Ader, Annerino, Hunt, Khan, Smolka, Szczupaj, Wang
NAY: None
```

The motion carried. A copy of the bid summary is on file in the Department of Business and Auxiliary Services.

## BID REJECTION—TAXI SERVICES FOR STUDENT TRANSPORTATION (19-027)

Mr. Wang made a motion, seconded by Mrs. Ader, a motion to reject the bid for the Taxi Services for Student Transportation (19-027), due to the disparity of pricing submitted. The request for proposal will be re-bid for an award at the June 12, 2019, Board of Education meeting, as recommended.

A roll call was held with the following results:
AYE: Annerino, Hunt, Khan, Smolka, Szczupaj, Wang, Ader
NAY: None
The motion carried. A copy of the bid summary is on file in the Department of Business and Auxiliary Services.

## REQUEST FOR PROPOSAL—SCHOOL OFFICE DESKTOP COMPUTERS AND OPTIONS (19-028)

Mr. Khan made a motion, seconded by Mr. Smolka, to award the contract for the School Office Desktop and Options Bid (19-028), inclusive of eighty-eight (88) HP ProDesk 600 G4 SFF PCs and related connectors, to Sentinel Technologies, Inc., Downers Grove, IL, in the amount of $\$ 60,720.00$, as recommended. The award is based on lowest responsible bidder meeting bid specifications.
Discussion included confirmation that the purchase is a part of scheduled refresh of office computer equipment.
A roll call was held with the following results:
AYE: Hunt, Khan, Smolka, Szczupaj, Wang, Ader, Annerino
NAY: None
The motion carried. A copy of the bid summary is on file in the Department of Business and Auxiliary Services.

## BID AWARD-SANITATION RESTORATION (19-029)

Mr. Annerino made a motion, seconded by Mr. Smolka, to award the contract for the Sanitation Restoration Bid (19-029), to DiMeo Brothers, Inc., Elk Grove Village, IL, in the amount of \$54,955.00, as recommended.
Discussion included confirmation that restoration coverage to include sewer maintenance/repair, root removal, etc.
A roll call was held with the following results:
AYE: Khan, Smolka, Szczupaj, Wang, Ader, Annerino, Hunt
NAY: None
The motion carried. Copies of the Bid summary is on file in the Business and Auxiliary Services Department.
BID AWARD—ASBESTOS ABATEMENT (19-030)
Mr. Smolka made a motion, seconded by Mr. Wang, to award the contract for the Asbestos Abatement Bid (19-030), to ARC Environmental, Inc., Chicago, IL, in the amount of $\$ 157,200.00$, as recommended. The award is based on lowest vendor meeting bid specifications.
A roll call was held with the following results:
AYE: Smolka, Szczupaj, Wang, Ader, Annerino, Hunt, Khan
NAY: None
The motion carried. A copy of the Bid summary is on file in the Business and Auxiliary Services Department.

## 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.
Mrs. Ader made a motion, seconded by Mr. Khan, for approval of the consent calendar, as presented.
A roll call was held with the following results:
AYE: Szczupaj, Wang, Ader, Annerino, Hunt, Khan, Smolka
NAY: None
The motion carried.

Copies of consent calendar Items A-F are contained in the Official Minutes. Item F is on file in the Department of Business and Auxiliary Services. Item I is on file in the Department of Instruction. Items H and J - P , are on file in the Department of Business and Auxiliary Services. Items Q - T are on file in the Student Services Department.
A. April 2019 Investment Report
B. April 2019 Treasurer's Report
C. April 2019 Report of Payroll Vouchers and Invoices
D. March 2019 Activities Fund Report
E. April 2019 Budget Report
F. Disposals
G. Annual Renewal of Frontline Absence and Substitute Management System
H. Sion Club Donation-Jane Addams Elementary School
I. Pre-Approval for Purchase of Classroom Magazines
J. STR Partners Proposal—2019/20 Secure Vestibules
K. Resolution to Appoint a School Treasurer
L. Resolution Designating Depositories for School District Funds
M. Resolution Approving Payment of Certain Invoices Prior to Board Approval upon Certification of the Superintendent Designee
N. Resolution Authorizing Intervention in Proceedings before the State of Illinois Property Tax Appeal Board (PTAB)
O. Resolution Authorizing Petty Cash Fund
P. Resolution Authorizing C.A.R.E. Petty Cash Fund
Q. Agreement for Professional Therapy Services-Maya Services, Inc. (Anagha Mandar Dewoolkar)
R. Agreement for Professional Therapy Services—Erdmann Therapy Solutions (Deborah Lyn Erdmann)
S. Agreement for Professional Services—Health Pro Heritage (Celeste Bechdolt)
T. Agreement for Professional Therapy Services-AM Therapy LLC (Angela Martinez)
U. Destruction of Executive Session Audio Recordings—June 2017

## CORRESPONDENCE

Dr. Thompson reported that four (4) requests and two (2) responses to Freedom of Information Act requests were received last month.

## ADJOURNMENT

There being no further business to come before this meeting, Mr. Wang made a motion, seconded by Mr. Annerino, for adjournment of the meeting.
The motion carried unanimously, and the meeting adjourned at 9:02 p.m.

Lisa Beth Szczupaj, President
Board of Education

Anthony Wang, Secretary
Board of Education

## Alliance Legislative Report 101-15

Distributed via Email: May 3, 2019

## LEGISLATURE BEGINS BUSY LAST MONTH OF SESSION

As was reported earlier this week in the IASB Legislative Alert and the IASA Capitol Watch, the Illinois State Senate approved a tax reform package Wednesday. SJRCA 1proposes to amend the Illinois Constitution to allow for graduated income tax rates. SB 687 contains the graduated income tax rates that would be put in place if SJRCA 1 is approved by the voters. SB 689 would repeal the estate tax that is currently imposed in Illinois. SB 690would, beginning in levy year 2022, place school districts in every county under the Property Tax Extension Limitation Law (PTELL).

While the tax package was attracting all of the attention in the Capitol, other legislative committees were considering bills that have moved over from the opposite chamber.

Both the Senate and House of Representatives will reconvene next Tuesday through Friday.

## OTHER BILL ACTION THIS WEEK

The following bills were approved by Senate committees and were sent to the Senate floor:
HB 246 (Moeller, D-Elgin) requires schools to teach about the diversity of our society, including the role and contributions of lesbian, gay, bisexual, and transgender individuals in society.

HB 423 (Scherer, D-Decatur), among other provisions, would temporarily end the test of basic skills as a prerequisite for receiving a teaching license.

HB 1472 (Davidsmeyer, R-Jacksonville) extends from June 30, 2019, to June 30, 2021, the flexibility to allow a teacher to return to teaching in subject shortage areas without impairing his or her retirement status.

HB 1475 (Bryant, R-Mt. Vernon) provides that the definition of "school employee" may not be interpreted to require a school district, charter school, or nonpublic school to hire additional personnel for the sole purpose of the personnel to serve as a delegated care aide for students that have epilepsy or seizure-related occurrences. The student's parent or guardian is responsible for creating a "seizure action plan" with the student's school.

HB 2078 (Stuart, D-Collinsville ) increases the minimum teacher salary to \$40,000 per year over a five year period.

HB 2460 (Davis, D-East Hazel Crest) provides that any public agency or governmental unit should develop, publish, and implement sustainable investment policies applicable to the management of all public funds under its control.

HB 2802 (Welch , D-Westchester) extends the time for the regional superintendent to fill school board member vacancies from 45 to 60 days.

HB 2822 (West, D-Rockford) provides that the Illinois State Board of Education (ISBE) school report cards must include the most current data on the percentage of students who participated
in job shadowing, the percentage of students who have completed an internship, and whether a school offered its students vocational training opportunities.

HB 3096 (Hernandez, E., D-Cicero) provides that taxing districts subject to PTELL would be allowed to seek an aggregate extension increase in addition to current provisions allowing an increase in the limiting rate when a change is sought through referendum.

The following bills were approved by a House committee and were sent to the House floor:
SB 117 (Barickman, R-Bloomington), for destruction of student records, transfers parental rights to students after graduation and provides that notice of destruction of records must be given to the student before they can be destroyed. The bill also expands the notice options.

SB 1213 (Lightford, D-Maywood) requires school districts to implement an appeals process for "unsatisfactory" ratings that includes an assessment of the original rating by a panel of qualified evaluators agreed to by a joint committee that has the power to reevaluate and re-rate a teacher who appeals.

SB 1250 (Murphy, L., D-Des Plaines) requires a school district, to permit students to selfadminister medications for diagnosed ailments with certain requirements. It also requires schools to adopt emergency action plans for students who self-administer medications.

SB 1712 (Koehler, D-Peoria) exempts from disclosure a public body's credit card numbers, debit card numbers, bank account numbers, Federal Employer Identification Number, security code numbers, passwords, and similar account information.

## bills scheduled for committee next week

## SENATE EDUCATION COMMITTEE <br> Tuesday, May 7, 2019 1:00 p.m., Room 212, State House

HB 18 (Flowers, D-Chicago), under the curricular mandate for character education, also requires teaching respect toward a person's race, ethnicity, or gender.

HB 247 (Carroll, D-Northbrook) requires school districts contracting with a third party for drivers education to ensure that the private instructor has a teaching license and that the district administrator evaluate and observe the instructor.

HB 921 (Stuart) provides that if an educational support personnel (ESP) employee is dismissed as a result of a Reduction In Force (RIF) and the employee accepts re-employment with the same district, the employee maintains any rights accrued during the previous service with the school district.

HB 2087 (Carroll) creates a distance learning option for drivers' education,disallows a student from taking the entire driver education course through a distance learning program, and requires district administration approval of a program on a case-by-case basis including the student's driver education teacher and parent.

HB 2165 (Murphy, M., R-Springfield), for the high school graduation requirement of three years of math, requires one year to be Algebra I and one year to include geometry content. The bill contains guidelines on what may constitute the geometry content.

HB 2265 (Lilly, D-Oak Park) requires every public elementary school to include in its 6, 7, or 8 grade curriculum at least one semester of civics education.

HB 2982 (Swanson, R-Woodhull) provides that if a criminal history records check or check of other offender databases is performed by a regional superintendent for an applicant seeking employment as a substitute teacher with a school district, the regional superintendent may disclose to ISBE whether the applicant has been issued a certificate based on those checks.

HB 3086 (Lilly) requires school boards to either connect at-risk students with anger management classes offered in the community or conduct their own anger management classes for at-risk students.

HB 3550 (Williams, D-Chicago) requires a sex education course provided in grades 6-12 to include an age-appropriate discussion on the meaning of consent to sexual activity.

HB 3687 (Harper, D-Chicago) p rovides that upon commencement of a prosecution for a sex offense against a person known to be an employee of a school, the State's Attorney shall immediately provide the superintendent of schools or school administrator that employs the employee with a copy of the complaint, information, or indictment.

## HOUSE ELEMENTARY \& SECONDARY EDUCATION: SCHOOL CURRICULUM \& POLICIES COMMITTEE

## Wednesday, May 8, 8:30 a.m., Room 413, Stratton Building

SB 449 (Lightford) requires that a student who is a victim of gender-based violence be permitted to transfer schools immediately (either within the district or to another school district) if the student's continued attendance at the original school poses a risk to the student's mental or physical well-being or safety. The bill also requires that a student's status as a parent, expectant parent, or victim of gender-based violence be considered a mitigating factor in all suspension or expulsion proceedings.

SB 455 (Castro, D-Elgin) provides that a school district, public school, charter school, or nonpublic school must allow a school nurse or school administrator to administer a medical cannabis infused product to a student.

SB 456 ( Martinez, D-Chicago) requires a criminal background check of every school employee every five years and requires ISBE to conduct random audits of teachers to determine if they are fulfilling continuing education requirements. It also requires ISBE to suspend or revoke a teacher's license for committing or attempting to commit certain felonies.

SB 1249 (Murphy, L.) requires a school district to report to ISBE the knowledge of any incident of sexual assault by a student against another student.

SB 1601 (Sims, D-Chicago), with regard to the instruction on history of the United States, requires that the course must also include instruction on the history of Illinois.

SB 1642 (Peters, D-Chicago) requires the curriculum of a driver education course to include instruction on bicycle and pedestrian safety, which must include, but is not limited to, instruction on how to safely pass a cyclist on the road.

SB 1798 (Rose, R-Champaign) requires each school district to create, maintain, and implement an age-appropriate policy on sexual harassment that must be posted on the school district's website.

SB 2075 (Lightford) lowers the compulsory school attendance age from age six to age five (by May 31 st ). It also requires public schools to offer kindergarten.

SB 2124 (Rose) p rovides that a student must be expelled for a period of not less than one year if he or she brings to school a pneumatic gun, spring gun, paint ball gun, or $\mathrm{B}-\mathrm{B}$ gun, irrespective of the type or size of projectile that can be fired or the gun's muzzle velocity.

## HOUSE ELEMENTARY \& SECONDARY EDUCATION - ADMINISTRATION, LICENSING \& CHARTER SCHOOL COMMITTEE Wednesday, May 8, 2:00 p.m., Room 115, State Capitol

SB 10 (Manar, D-Bunker Hill) increases the minimum teacher salary to $\$ 40,000$ per year over a five year period.

SB 209 (Bertino-Tarrant, D-Plainfield) provides that under no circumstances may a petition for withdrawal from a joint special education agreement be presented to other member districts less than 12 months from the date of the proposed withdrawal.

SB 1226 (Holmes, D-Aurora) abolishes the State Charter School Commission and transfers all responsibilities to ISBE.

SB 1287 (Rezin, R-Morris) allows voters to put forth a referendum that would require school districts to share a superintendent, assistant superintendent, or school business official.

SB 1731 (Koehler) provides that the in-service training on mental health must utilize evidencebased training that educates the participants on recognizing the signs and symptoms of mental illness and substance use disorders.

SB 1746 (Belt, D-East St. Louis) provides that moneys in the working cash fund may be used by a school board for any and all school purposes and may be transferred in whole or in part to the general funds or both of the school district and disbursed in anticipation of state funding received by the school district.

## house revenue \& findnce committee <br> Thursday, May 9, 8:00 a.m., Room 118, State Capitol

SB 685 (Harmon, D-Oak Park) provides that taxing districts subject to PTELL, in addition to current provisions allowing an increase in limiting rate when a change is sought through referendum, would be allowed to seek an aggregate extension increase and a multi-year phase in of an approved aggregate extension increase.

SB 1035 (Weaver, R-Peoria) establishes notification timelines for the termination of a redevelopment project under TIF to guarantee that taxing districts are able to include the territory as new property and the recovered tax increment value.

SB 1043 (DeWitte, R-West Dundee) provides that a taxing district's aggregate extension base shall be adjusted whenever an assessment increase or decrease due to the issuance of a certificate of error, a decision of the board of review, or a decision of the Property Tax Appeal Board results in the overextension or under-extension of taxes for the last preceding levy year.

## Alliance Legislative Report 101-16

Distributed via Email: May 10, 2019

## SCHOOL CONSOLIDATION LEGISLATION TO BE HEARD

With the end of session on the horizon, many important pieces of legislation are being discussed in Springfield. One of the bills that could impact schools and their communities the most, HB 3053 (Mayfield, D-Waukegan) , is scheduled to be heard Wednesday, May 15. HB 3053 addresses forced school district consolidation. Specifically, the bill requires identification, before May 1, 2020, of no less than 25 percent of school districts in Illinois that will be required to hold a referendum to consolidate in the next general election.

An appointed board will place referendum questions on the ballot to decide school boundaries and local tax levies.

To voice your opposition to this measure, please click here and follow the instructions to file a witness slip in opposition to HB 3053 scheduled to be discussed in the Senate State Government Accountability and Pensions Committee.

Below are the names and contact numbers for the committee members. Please contact their office and encourage them to vote NO on HB 3053 in committee on Wednesday, May 15.

Senator Omar Aquino, Chairperson 217-782-5652
Senator Iris Martinez, Vice Chairperson 217-782-8191
Senator Donald DeWitte, Republican Spokesperson, 217-782-1977
Senator Melinda Bush, 217-782-7353

Senator John Curran, 217-782-9407

Senator Laura Ellman, 217-782-8192

Senator Dale Fowler, 217-782-5509
Senator Ann Gillespie, 217-782-4471

Senator Steven Landek, 217-782-0054

Senator Sue Rezin, 217-782-3840

Senator Heather Steans, 217-782-8492

REVENUE PROPOSALS START TO TAKE SHAPE

When Governor JB Pritzker delivered his Budget Address in February, he laid out a number of proposals to generate revenue that would cover his spending requests. With only three weeks left before the scheduled session adjournment date, lawmakers are now turning their attention to the budget and legislation is starting to take shape.

Last week, the Senate approved SJRCA 1 which contains the proposal to amend the Illinois Constitution to allow for a graduated income tax. A corresponding bill packagewas also approved last week in the Senate to implement the revenue streams. This week, sponsors announced that the finishing touches were put on the recreational marijuana legislation and an amendment was filed on SB 7. Senate President John Cullerton (D-Chicago) also announced this week that he will be introducing an amendment to add an additional a $\$ 1$ per pack tax on cigarettes. Each of these proposals are key provisions of the governor's budget plans.

Sponsors and supporters of a new capital projects bill held a press conference earlier this week to announce that their legislation is taking shape. No details are available, but there reportedly will be a school construction component. Senator Martin Sandoval (D-Chicago) stated his plan to propose an increase in the state gasoline tax and increases in car license and registration fees to bring in an estimated $\$ 2.4$ billion for capital construction in the state. Across the rotunda, the House Revenue Committee Thursday approved a bill to raise $\$ 2.44$ billion in revenues for capital construction projects. HB 391 (Madigan, D-Chicago) would increase the taxes on gasoline, diesel fuel, and electric vehicles, as well as increase fees for car and truck registrations and titles, and drivers' license fees.

The governor also announced that, due to an unexpected increase in tax receipts in April, he will not be pursuing a plan to delay paying a portion of the state's pension liability payments. This concept had been met with some trepidation from legislators from both political parties. House Speaker Michael Madigan had instructed his appropriations committee chairmen to explore spending cuts in state agency budgets because of the concern of not having sufficient revenues to cover the proposed spending plan.

There is a long way to go in the budget discussions, but this issue is now front and center in the Capitol.

## SCHEDULE

Today (Friday) is the deadline for bills to be considered in a committee. Leadership, however, does have the option to "extend the deadline" of certain bills to keep them alive legislatively. Both the Senate and House of Representatives cancelled its scheduled session days for today and Monday.

## OTHER LEGISLATIVE ACTION THIS WEEK

The following bills were approved by Senate committees and will be considered on the Senate floor:

HB 247 (Carroll, D-Northbrook) requires school districts contracting with a third party for drivers' education to ensure that the private instructor has a teaching license and that the district administrator evaluate and observe the instructor.

HB 921 (Stuart, D-Collinsville) provides that if an educational support personnel (ESP) employee is dismissed as a result of a Reduction In Force (RIF) and the employee accepts reemployment with the same district, the employee maintains any rights accrued during the previous service with the school district.

HB 1561 (Crespo, D-Streamwood) requires all school boards to develop threat assessment protocols and to create threat assessment teams. Additionally, it allows counties to impose a tax to be used exclusively for school facility purposes, school resources officers, or mental health professionals.

HB 2087 (Carroll) creates a distance learning option for drivers' education,disallows a student from taking the entire driver education course through a distance learning program, and requires district administration approval of a program on a case-by-case basis including the student's driver education teacher and parent.

HB 2265 (Lilly, D-Oak Park) requires every public elementary school to include in its 6th, 7th, or 8th grade curriculum at least one semester of civics education.

HB 2982 (Swanson, R-Woodhull) provides that if a criminal history records check or check of other offender databases is performed by a regional superintendent for an applicant seeking employment as a substitute teacher with a school district, the regional superintendent may disclose to the Illinois State Board of Education (ISBE) whether the applicant has been issued a certificate based on those checks.

HB 3086 (Lilly) requires school boards to either connect at-risk students with anger management classes offered in the community or conduct their own anger management classes for at-risk students.

HB 3550 (Williams, D-Chicago) requires a sex education course provided in grades 6-12 to include an age-appropriate discussion on the meaning of consent to sexual activity.

HB 3687 (Harper, D-Chicago) p rovides that upon commencement of a prosecution for a sex offense against a person known to be an employee of a school, the State's Attorney shall immediately provide the superintendent of schools or school administrator that employs the employee with a copy of the complaint, information, or indictment.

The following bills were approved by House committees and will be considered on the House floor:

SB 10 (Manar, D-Bunker Hill) increases the minimum teacher salary to $\$ 40,000$ per year over a five year period.

SB 209 (Bertino-Tarrant, D-Plainfield) provides that under no circumstances may a petition for withdrawal from a joint special education agreement be presented to other member districts less than 12 months from the date of the proposed withdrawal.

SB 449 (Lightford, D-Maywood) requires that a student who is a victim of gender-based violence be permitted to transfer schools immediately (either within the district or to another school district) if the student's continued attendance at the original school poses a risk to the student's mental or physical well-being or safety.

SB 455 (Castro, D-Elgin) provides that a school district, public school, charter school, or nonpublic school must allow a school nurse or school administrator to administer a medical cannabis infused product to a student.

SB 456 ( Martinez, D-Chicago) requires a criminal background check of every school employee every five years and requires ISBE to conduct random audits of teachers to determine if they are fulfilling continuing education requirements. It also requires ISBE to suspend or revoke a teacher's license for committing or attempting to commit certain felonies.

SB 1035 (Weaver, R-Peoria) establishes notification timelines for the termination of a redevelopment project under tax increment financing (TIF) to guarantee that taxing districts are able to include the territory as new property and the recovered tax increment value.

SB 1226 (Holmes, D-Aurora) abolishes the State Charter School Commission and transfers all responsibilities to ISBE.

SB 1371 (Rose, R-Mahomet) allows a school district to install a security locking device on a door of a school building to prevent unwanted entry through the door if certain requirements are met.

SB 1601 (Sims, D-Chicago), with regard to the instruction on history of the United States, requires that the course must also include instruction on the history of Illinois.

SB 1658 (Munoz, D-Chicago) provides that, subject to appropriation or private donations, ISBE shall award grants to school districts to support school safety and security. The grant funds may be used for school security improvements, including professional development, safetyrelated upgrades to school buildings, equipment, including metal detectors and x-ray machines, and facilities, including school-based health centers.

SB 1731 (Koehler, D-Peoria) provides that the in-service training on mental health must utilize evidence-based training that educates the participants on recognizing the signs and symptoms of mental illness and substance use disorders.

SB 1746 ( Belt, D-East St. Louis) provides that moneys in the working cash fund may be used by a school board for any and all school purposes and may be transferred in whole or in part to the general funds or both of the school district and disbursed in anticipation of state funding received by the school district.

SB 1798 (Rose) requires each school district to create, maintain, and implement an ageappropriate policy on sexual harassment that must be posted on the school district's website.

SB 2124 (Rose) p rovides that a student must be expelled for a period of not less than one year if he or she brings to school a pneumatic gun, spring gun, paint ball gun, or B-B gun, irrespective of the type or size of projectile that can be fired or the gun's muzzle velocity.

## Alliance Legislative Report 101-17

Distributed via Email: May 17, 2019

## COMMITTEE APPROVES CONSOLIDATION BILL

On Wednesday, the Senate Government Accountability and Pensions Committee unanimously approved HB 3053 (Mayfield, D-Waukegan) which contains procedures to arbitrarily reduce the number of school districts by 25 percent. The bill is now pending on the Senate floor.

Alliance members made an impressive showing in their opposition to the bill. 625 witness slips were filed in opposition to the bill - most of which were filed by school board members and administrators. Continued advocacy is essential, however. Even if you have already filed a witness slip or called your legislators, another call to your state senator is needed. Talking points regarding the legislation can be found here .

Meanwhile, lawmakers continue to work behind closed doors on other major issues still pending. The Fiscal Year 2020 state budget, legalization of recreational cannabis, legalization of sports gaming, and a statewide capital projects bill are still being discussed.

## OTHER LEGISLATIVE ACTION THIS WEEK

The following bills were approved by Senate committees and will be considered on the Senate floor:

HB 190 (Ford, D-Chicago) requires schools to share information about appropriate or available community-based or in-school support services for at-risk students in need of academic support. These can include tutoring, summer school, mentoring, or academic advisement.

HB 254 (Guzzardi, D-Chicago) requires school districts to report certain information about actively employed teachers, pupil-teacher ratios, class instructors by grade level and subject, and class sizes to the Illinois State Board of Education (ISBE).

HB 2084 (Welch, D-Westchester), as amended, adds to the discipline reporting required by ISBE: arrests made by law enforcement on school grounds, in school vehicles, at school activities, or school-sanctioned events, disaggregated by offense and final disposition of the arrest.

HB 2165 (Murphy, R-Springfield), for the high school graduation requirement of three years of math, requires one year to be Algebra I and one year to include geometry content.

HB 3606 (Martwick, D-Chicago), regarding student data privacy, contains a myriad of unfunded and/or unworkable mandates on school districts that would place enormous and expensive burdens on districts. The bill passed the Senate Judiciary Committee, however, after Alliance testimony a number of committee members requested that proponents of the legislation meet with the Alliance to try to address those concerns. Though some slight improvements are being made, after a series of amendments the Alliance will still oppose the final version because of some remaining burdensome new mandates.

The following bills were approved by House committees and will be considered on the House floor:

SB 1901 (Weaver, R-Peoria) changes provisions concerning the license renewal fee for an Educator License with Stipulations with a paraprofessional educator endorsement, and when candidates must pass the teacher performance assessment.

SB 1952 (Manar, D-Bunker Hill) would permanently eliminate the test of basic skills and allow student teachers to be paid. As it came over from the Senate, it also changed the 3 percent limitation on end-of-career salary increases back to 6 percent. However, a House amendment deleted the provision on the 6 percent salary limit. The amended bill was approved.

The following bills were approved by the Senate and will be sent to the Governor for consideration:

HB 355 (Batinick, R-Plainfield) provides that a provider of professional development activities for educator license renewal may make available training on inclusive practices in the classroom that examine instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities, in a general education setting.

HB 423 (Scherer, D-Decatur), among other provisions, would temporarily end the test of basic skills as a prerequisite for receiving a teaching license.

HB 907 (Connor, D- Crest Hill)directs the Department of Human Services to create and maintain an online database and resource page on its website for mental health resources specifically geared towards school counselors, parents, teachers, school social workers, and school support personnel.

HB 921 (Stuart, D-Collinsville) provides that if an educational support personnel (ESP) employee is dismissed as a result of a Reduction in Force (RIF) and the employee accepts reemployment with the same district, the employee maintains any rights accrued during the previous service with the school district.

HB 1472 (Davidsmeyer, R-Jacksonville) extends from June 30, 2019, to June 30, 2021, the flexibility to allow a teacher to return to teaching in subject shortage areas without impairing his or her retirement status.

HB 1475 (Bryant, R-Mt. Vernon) provides that the definition of "school employee" may not be interpreted to require a school district, charter school, or nonpublic school to hire additional personnel for the sole purpose of the personnel to serve as a delegated care aide for students that have epilepsy or seizure-related occurrences. The student's parent or guardian is responsible for creating a "seizure action plan" with the student's school.

HB 1579 (Burke, D-Oak Lawn) provides that before sentencing a juvenile for a threat against a school building or school personnel, the court must order a mental health evaluation.

HB 1873 (Bailey, R-Louisville) doubles the fines for violations when approaching, overtaking and passing school buses.

HB 2605 (Crespo, D-Streamwood) adds licensure and training requirements for teachers who hold school support personnel endorsement for non-teaching speech-language pathology.

HB 2802 (Welch) extends the time for the regional superintendent to fill school board member vacancies from 45 to 60 days.

HB 2822 (West, D-Rockford) provides that ISBE school report cards must include the most current data on the percentage of students who participated in job shadowing, the percentage of students who have completed an internship, and whether a school offered its students vocational training opportunities.

HB 2982 (Swanson, R-Woodhull) provides that if a criminal history records check or check of other offender databases is performed by a regional superintendent for an applicant seeking employment as a substitute teacher with a school district, the regional superintendent may disclose to ISBE whether the applicant has been issued a certificate based on those checks.

HB 3462 (Bristow, D-Alton) allows a school district to include in its curriculum a unit of instruction on hunting education that includes instruction on hunting safety.

## BILLS SCHEDULED FOR COMMITTEE NEXT WEEK

## HOUSE REVENUE \& FINANCE COMMITTEE <br> Monday, May 20, 4:00 p.m., Room 118, State Capitol

SJRCA 1 (Harmon, D-Oak Park) proposes to change the Illinois Constitution to allow for graduated income tax rates. The Constitution currently prohibits anything but a flat rate for all taxpayers.

## SENATE EDUCATION COMMITTEE

## Tuesday, May 21, 2:00 p.m., Room 212, State Capitol

HB 2627 (Kifowit, D-Aurora) disallows a student under the age of 18 to be questioned or detained at a school site in connection with criminal charges or allegations without the presence of the student's parent or guardian. A student 18 years of age or older may request the presence of a parent or guardian and must be notified of that right .

## SENATE CRIMINAL LAW COMMITTEE <br> Tuesday, May 21, 5:01 p.m., Room 400, State Capitol

HB 160 (Flowers) provides that enhanced penalties for delivering cannabis in a school or on school property does not apply to a violation that occurs on the grounds of a building that is designated as a school but no longer operational.

## Alliance Legislative Report 101-18

Distributed via Email: May 24, 2019

## LEGISLATURE HEADS DOWN HOMESTRETCH

The Illinois General Assembly is fast approaching the scheduled May 31 st deadline for adjournment. Both the Senate and the House of Representatives are working today (Friday). The Senate does not have session scheduled for Saturday or Sunday, but will return to the Capitol Monday. The House had scheduled session days straight through the weekend, but cancelled session for Saturday.

Lawmakers have huddled in various groups to negotiate key pending issues over the past week. Leaders and bill sponsors are meeting to find agreements on legislation regarding legalization of recreational marijuana, expanded gaming, capital projects, tax increase, and a property tax freeze. Each of these are important pieces necessary to meet the revenue requests of Governor JB Pritzker's proposed Fiscal Year 2020 state budget.

Other education-related legislation is still awaiting final votes as well. The bills to increase the minimum salary for teachers - SB 10 and HB 2078 - are on the Senate floor and House floor, respectively. Since nothing is ever really "dead" in the Capitol, the Alliance is still watching closely for any movement of legislation regarding P.E. (SB 1189and HB 2234) and school consolidation (HB 3053).

## LATE DEVELOPMENTS

## PROPERTY TAX CAPS

The House Revenue and Finance Committee is scheduled to meet Monday morning at 8:30 to consider the bill that will extend property tax caps to school districts in all counties. $\underline{\mathbf{S B}}$ 690 (Zalewski, D-Riverside) would, beginning in levy year 2022, place school districts in every county under the Property Tax Extension Limitation Law (PTELL). PTELL sets an "extension limitation" at the lesser of 5 percent or the percentage increase in the Consumer Price Index (CPI).

Under the proposal, school districts would have their "extension limitation" set at 0 percent if they are not "qualified school districts." A "qualified school district" is one that received less than 97 percent reimbursement for certain mandated categorical grants or "did not receive the minimum funding required for that school district under the evidence-based funding formula" in the previous school fiscal year.

The Alliance opposes the bill and school board members and administrators are urged to file a witness slip to register official opposition to the proposal. The link to file a witness slip can be found here.

SB 689 (Zalewski), which would repeal the estate tax that is currently imposed in Illinois, is also scheduled for hearing in the committee.

## FAFSA REQUIRED FOR GRADUATION

An amendment was filed to HB 2719 (Ammons, D-Champaign) that would require each high school student to complete the Federal Application for Federal Student Aid (FAFSA) as a
prerequisite to receive a graduation diploma. There is a provision for a waiver form to be completed by the student declaring that he/she is aware of the FAFSA application but chooses not to file one. Also, the school district "must provide to each high school student any support or assistance necessary" if a student needs assistance in completing the FAFSA.

HB 2719 was approved by the Senate Education Committee and is awaiting action on the Senate floor. Here is the text of the amendment.

## INTER-DISTRICT TRANSFERS OF STUDENTS

SB 449 (Lightford, D-Maywood) allows a student who is a victim of gender-based violence to transfer schools (even to another school district) immediately if the student's continued attendance at the original school poses a risk to the student's mental or physical well-being or safety. It also provides that a student's disclosure of his/her status as a parent, expectant parent, or victim of gender-based violence be a mitigating circumstance in any suspension or expulsion proceeding. Many other requirements for school districts are also included affecting homebound instruction, student absences/truancy, staff training, review/revision of policies and procedures, complaint procedures, confidentiality, and student accommodations and services.

The Alliance continues to participate in discussions with the bill's proponents to eliminate some of the school district mandates and add flexibility to schools. However, a second House amendment filed late this week still falls short and the Alliance remains opposed.

## OTHER LEGISLATIVE ACTION THIS WEEK

The following bills were approved by both chambers and will be sent to the Governor for consideration:

HB 424 (Hernandez, D-Chicago) requires the Illinois State Board of Education (ISBE) to adopt rules to establish the criteria, standards, and competencies for a bilingual language interpreter who attends an individualized education program meeting to assist a parent who has limited English proficiency.

HB 822 (Halpin, D-Rock Island) allows school districts to maintain a supply of undesignated glucagon medication for treatment of diabetic symptoms and requires reporting to the student's parents and health care provider within 24 hours of administration.

HB 2087 (CarrolI, D-Northbrook) creates a distance learning option for drivers' education, disallows a student from taking the entire driver education course through a distance learning program, and requires approval, on a case-by-case basis, by the school's administration, the student's driver education teacher, and the student's parent.

HB 2265 (Lilly, D-Oak Park) requires every public elementary school to include in its 6th, 7th, or 8th grade curriculum at least one semester of civics education.

HB 3652 (Edly-Allen, D-Libertyville) requires school counselors to discuss post-secondary education options, including 4 -year colleges and universities, community colleges and vocational schools with students.

HB 3659 (Ortiz, D-Chicago) provides that a charter school's governing body must include at least one parent or guardian of a pupil currently enrolled in the charter school, and requires members of a charter school governing board to complete the same training as elected school board members.

SB 28 (Bertino-Tarrant, D-Plainfield) would reinstate the five clock-hour provision and removes the flexibility school districts currently have to address the needs of students, and allow learning to be the main factor in determining a school day rather than the clock.

SB 117 (Barickman, R-Bloomington), for destruction of student records, transfers parental rights to students after graduation and provides that notice of destruction of records must be given to the student before they can be destroyed. The bill also expands the notice options.

SB 209 (Bertino-Tarrant) provides that under no circumstances may a petition for withdrawal from a joint special education agreement be presented to other member districts less than 12 months from the date of the proposed withdrawal.

SB 455 (Castro, D-Elgin) provides that a school district, public school, charter school, or nonpublic school must allow a school nurse or school administrator to administer a medical cannabis infused product to a student.

SB 1250 (Murphy, L., D-Des Plaines) requires a school district to permit students to selfadminister medications for diagnosed ailments with certain requirements. It also requires schools to adopt emergency action plans for students who self-administer medications.

SB 1601 (Sims, D-Chicago), with regard to the instruction on the history of the United States, requires that the course must also include instruction on the history of Illinois.

SB 1658 (Muñoz, D-Chicago) provides that, subject to appropriation or private donations, ISBE shall award grants to school districts to support school safety and security. The grant funds may be used for school security improvements, including professional development, safetyrelated upgrades to school buildings, equipment, including metal detectors and x-ray machines, and facilities, including school-based health centers.

SB 1694 (Bush, D-Grayslake) allows high schools to include in their workplace preparation studies that cover legal protections in the workplace, protection against sexual harassment, racial and other forms of discrimination, and other protections available to employees.

SB 1712 (Koehler, D-Peoria) exempts from disclosure a public body's credit card numbers, debit card numbers, bank account numbers, Federal Employer Identification Number, security code numbers, passwords, and similar account information.

SB 1731 (Koehler) provides that the in-service training on mental health may utilize the Illinois Mental Health First Aid training program that educates participants on recognizing the signs and symptoms of mental illness and substance use disorders.

SB 1746 (Belt, D-East St. Louis) provides that moneys in the working cash fund may be used by a school board for any and all school purposes and may be transferred in whole or in part to the general funds or both of the school district, and disbursed in anticipation of State funding received by the school district.

SB 2124 (Rose, R-Champaign) provides that a student must be expelled for a period of not less than one year if he or she brings to school a pneumatic gun, spring gun, paint ball gun, or B-B gun, irrespective of the type or size of projectile that can be fired or the gun's muzzle velocity.

## IASB LEGISLATIVE ALERT - 101-06

Distributed via Email: May 21, 2019

## KEY LEGISLATIVE ISSUES REMAIN

The Illinois General Assembly continues to work toward its May 31 scheduled adjournment, though many of the key issues remain unsettled. Hundreds of bills are making their way through the legislative process, but a Fiscal Year 2020 state budget, accompanying revenue sources, a capital projects proposal, and expanded gaming are still in the discussion phase.

School board members are encouraged to stay engaged with their legislators and weigh in on legislation that impacts their school districts.

## BUDGET AND REVENUES

The appropriations committees in both the Senate and House of Representatives have been convening to draft a budget that largely mirrors Governor JB Pritzker's spending plan. No legislation has emerged yet, and likely will not until the last few days of the session. Reports are that there is not much disagreement on the spending side of the equation, but finding the necessary revenues to support the spending is more difficult.

SJRCA 1 proposes to amend the State Constitution to allow for graduated income tax rates. The measure has already been approved by the Senate with the requisite $3 / 5$ majority vote. A House committee Monday night approved the resolution and a floor vote is pending in that chamber. The proposal will need a $3 / 5$ vote of the House of Representatives in order for it to be placed on the General Election ballot next year. Accompanying bills to set the new graduated tax rates (SB 687), repeal the estate tax (SB 689), and to expand the Property Tax Extension Limitation Law (PTELL) to school districts in all counties (SB690) are awaiting action in the House Revenue Committee.

SB 7 contains the recreational marijuana legislation. The issue of legalizing such use is still meeting resistance on several fronts, but sponsors continue to hold discussions in hopes of finding a compromise. The bill is pending on the Senate floor. It is estimated that legalization would bring in $\$ 170$ million for the state.

HB 1260 is the vehicle to carry legislation to legalize sports betting in the state. Always a complicated issue with competing interests from existing casinos, possible new casino owners, horserace tracks, and video gaming parlors, discussions continue in search of a compromise. It is estimated that such legislation would bring in revenues of $\$ 200$ million.

Though no bills have surfaced yet, it is expected that legislation will emerge to increase the taxes on cigarettes, electronic cigarettes, and plastic bags.

CAPITAL PROJECTS PROPOSAL

Initiatives have surfaced in both the House and Senate regarding a comprehensive capital construction bill for the state. The current discussions center on "horizontal projects" (roads and bridges) versus "vertical projects" (buildings and schools). Both the Senate and the House (HB 391) have plans to raise nearly $\$ 2.5$ billion to pay bonds for the building of roads and bridges. They propose to increase the state taxes on gasoline, diesel fuel, and electric vehicles, as well as increase fees for car and truck registrations and titles, and drivers' license fees. Meanwhile, the
governor announced his plan that calls for spending $\$ 41.5$ billion on roads, schools, and hospitals over six years. He proposes to double the state gasoline tax and increase other taxes and fees.

## SCHOOL CONSOLIDATION

Last week a Senate committee approved HB 3053, which contains procedures to arbitrarily reduce the number of school districts by 25 percent. Though the bill received sufficient committee support to be sent to the Senate floor, many Senators raised concerns about provisions of the bill. Discussions have continued among the sponsor, IASB, and other opponents, but the possibility that this bill is called for a final Senate vote is real. More information can be found here.

## STUDENT DATA PRIVACY

IASB continues to oppose HB 3606, which addresses the data privacy issue in schools. Throughout hours of negotiations on the bill over the past few weeks, some improvements have been made to the bill. However, there are still enough burdensome requirements and responsibilities for school districts that IASB remains opposed.

## NEW GRADUATION REQUIREMENT

At the end of the day last Friday, an amendment was filed to HB 2719 that would require "each high school student" to complete the Federal Application for Federal Student Aid (FAFSA) as a prerequisite to receive a graduation diploma. IASB opposes the bill, which was placed on a fast track and was approved by the Senate Education Committee on Tuesday.

There is a provision for a waiver form to be completed by the student declaring that he/she is aware of the FAFSA application but chooses not to file one. The school district would be responsible for providing, verifying, and collecting the waiver forms. The high school principal shall "attest that the school district has made a good faith effort to assist the student".

Also, the school district "must provide to each high school student any support or assistance necessary to comply with this Section." It is not clear what this provision means or which party (the student or the school district) deems it "necessary."

The IASB has pledged to work with the proponents on some compromise language based on these points:

- Not every student will need to complete a FAFSA (students who do not need student loans, do not plan to attend college, plan to join the workforce or the military, etc.)
- Students meeting all of the academic graduation requirements should be allowed to receive their diploma without this unnecessary condition.
- Since there is a provision to non-comply, it would be more workable as an "opt in" provision, instead of creating burdensome paper work for the school district with an "opt out" provision.
- The provision "any support or assistance necessary" is much too broad.
- The additional workload on the principal could be tremendous - creating procedures and carrying out tasks to assure that every student has either filed a FAFSA form or has applied for and received an eligible waiver
- The additional workload to assist students with completion of the FAFSA form could be overly burdensome, both for small districts with fewer staff and for larger districts with hundreds of graduates each year.
- There are concerns about how school districts will handle sensitive data that is required on the FAFSA (it requires household incomes, savings and checking account balances, investments, and information directly from the taxpayers' IRS 1040 tax form.


## MINIMUM TEACHER SALARIES

SB 10 and HB 2078 would increase the minimum teacher salary to $\$ 40,000$ per year. Both bills are postured for final votes on the floors of the House and Senate. Check here for more information.

IASB opposes both bills.

5 CLOCK HOURS MINIMUM

SB 28 would revert back to a prescriptive five-clock hour minimum school day and would cause school districts to forfeit the current flexibility and opportunity for innovation. Though an amendment was adopted in the Senate that made slight improvements, the overall loss of flexibility for school districts requires IASB to remain opposed to the bill.

The House unanimously approved the bill today and it will be sent to the governor for consideration.

May 29, 2019

## LATEST DEVELOPMENTS IN CAPITOL

As the legislature works through the final week before the scheduled adjournment, significant issues are being considered in both the Senate and House of Representatives. On Monday, the House approved SJRCA 1 which proposes to amend the State Constitution to allow for graduated income tax rates. The question will now go to the voters at the November 2020 election.

The accompanying bill (SB 687) that contains the new income tax rates has yet to be called for a vote on the House floor. It seems that another bill in the Senate tax package, SB690, has stalled in the House for now. SB 690 would place all school districts under the Property Tax Extension Limitation Law (PTELL). The House, however, put its spin on the property tax relief issue by amending two bills. SB 39 would establish a property tax relief fund in the state treasury to be used to issue property tax rebates to taxpayers. It would not affect or expand PTELL. SB 1932 would establish the Property Tax Relief Task Force that will make recommendations for short-term and long-term property tax relief for homeowners. Its report will be due 90 days after the law is enacted. Both bills are pending on the House floor.

Leadership, sponsors, and stakeholders continue to meet to find agreeable language for bills on expanded gaming, legalization of recreational marijuana, and a capital projects package. Hot button issues such as firearm ownership and abortion rights are being considered this week as well.

## FAFSA BILL CLEARS SENATE

HB 2719, which would require each high school student to complete the Federal Application for Federal Student Aid (FAFSA) as a prerequisite to receive a graduation diploma, was approved by the Senate Tuesday. The bill was sent to the House for consideration.

IASB opposes the bill. Details can be found here.

School board members are urged to contact their State Representatives and ask them to vote "No" on HB 2719. IASB drafted an amendment that was given to the sponsor and proponents in the Senate, but it was not considered. The bill has yet to be assigned to a House committee for a hearing, but it can happen with just a one hour posting notice. Once the bill is scheduled for a House committee hearing, school board members are urged to file a witness slip in opposition to the bill.

## YET ANOTHER VERSION OF SCHOOL CONSOLIDATION BILL

The Senate sponsor of the School District Efficiency Commission legislation, HB 3053, filed another amendment to the bill this week. The bill, as introduced, calls for the Commission to establish its criteria for why schools should consolidate and arbitrarily reduce the number of school districts by 25 percent. The amendment makes very slight changes to the original bill and IASB is still strongly opposed. It would not allow the Commission to recommend the consolidation of "individual schools," but still requires the Commission to reduce the number of school districts by $25 \%$ by establishing criteria defining school districts and requiring referenda to be placed on the ballot around the state.

The amendment was assigned to a sub-committee and was not called for a vote.

Delivered via email: May 30, 2019

## VOUCHER PROVISIONS REMOVED FROM HOUSE PASSED BILL

Last week, the House passed the Setting Every Community Up for Retirement Enhancement (SECURE) Act (H.R. 1994) that was initially reported out of the Ways and Means Committee last month with provisions to expand 529 education plans for homeschooling and for private school "expenses in addition to tuition." Because of advocacy in opposition to those provisions, they were removed before the legislation was cleared for floor consideration by the House Rules Committee.

The SECURE Act would expand 529 plans, however, to allow distributions from 529 plans for student loan repayments, namely a "qualified higher education expense" up to $\$ 10,000$ annually.
H.R. 1994 is now headed to the Senate.

## HOUSE JUDICIARY COMMITTEE APPROVES DACA BILL

Last week, the House Judiciary Committee convened for more than eight hours to consider three immigration bills, including the Dream Act of 2019 (H.R. 2820) sponsored by Rep. Lucille RoybalAllard (D-CA), which was approved by a vote of 19-10. The Dream Act would apply to participants in the Deferred Action for Childhood Arrivals (DACA) program that was suspended in 2017 and then resumed under a court order to continue to process applications of eligible individuals until the courts reach a conclusion in the matter.

The Dream Act would establish a "special procedure for applicants with DACA," and states that the U.S. Secretary of Homeland Security "shall establish a streamlined procedure for aliens who have been granted DACA and who meet the requirements for renewal (under the terms of the program in effect on January 1,2017) to apply for cancellation of removal and adjustment of status to that of an alien lawfully admitted for permanent residence on a conditional basis ..."

FISCAL YEAR 2020 (FY20) APPROPRIATIONS
In mid-May, the U.S. House Appropriations Committee passed out its version of the FY20 budgets for the U.S. Departments of Labor, Health and Human Services, and Education. Line items for Education include:

Individuals with Disabilities Education Act (IDEA) - over \$1 billion increase
Title I grants - $\$ 1$ billion increase
Title II funding for effective instruction/professional development - $\$ 500$ million increase, which school districts can use for class size reduction, teacher training, and other functions such as recruitment and retention. Click here and scroll to page 6 and 7 for a complete list of eligible expenditures.

Perkins Career and Technical Education - $\$ 37.4$ million increase

Social-Emotional Learning - a new initiative with a recommended funding level of \$260 million to fund projects and activities across a variety of programs within the U.S. Department of Education (USDE).

The bill has not been scheduled for floor consideration in the House yet. There is also uncertainty in the Senate about when their Appropriations Committee will begin considering funding bills due to the absence of consensus about budgetary caps among the House, Senate, and the White House.

## GRANTS FOR SERVICES FOR CHILDREN WITH DISABILITIES

The USDE, last week, published the following notice from its Office of Special Education and Rehabilitative Services:
"Application for New Awards: Personnel Development to Improve Services and Results for Children with Disabilities - Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel" - This program focuses on addressing state-identified needs for personnel preparation in special education, early intervention, and regular education to work with children with disabilities. Further, this program ensures that personnel are well equipped to be successful in serving these children by providing them with the necessary skills and knowledge through practices that are based on scientifically based research and experience. The estimated available funds for this program are $\$ 4,250,000$ and are contingent upon the availability of funds and quality of applications. Applications are due July 8, 2019. Further information is available here.

## SCHOOL SAFETY GRANTS

A few weeks ago, the House Appropriations Subcommittee for Commerce, Justice, Science and Related Agencies reported its FY20 funding bill that would increase resources for school safety. The bill would provide $\$ 125$ million for competitive grants authorized by the Student, Teachers, and Officers Preventing (STOP) School Violence Act, which represents a $\$ 25$ million increase above the FY19 funding allocation.

The STOP School Violence Program is administered by the U.S. Department of Justice's Bureau of Justice Assistance that provides grants to states and units of local government to address several areas including:

- Training school personnel and educating students on preventing student violence against others and themselves;
- Developing and operating anonymous reporting systems for threats of school violence, including mobile telephone applications, hotlines, and internet websites;
- Developing and operating school threat assessment and intervention teams that may include coordination with law enforcement agencies and school personnel; and,
- Developing specialized training for school officials in responding to mental health crises.

This measure moves to the full Committee. It is uncertain when the full Committee will consider it.

## EDUCATION BILLS PASSED OUT OF COMMITTEE

The House Education and Labor Committee approved two bills dealing with civil rights issues last week just prior to the 65 th anniversary of Brown v. Board of Education. The two bills are the Strength in Diversity Act of 2019 (H.R. 2639), which would extend incentives to voluntary
community efforts to integrate schools; and the Equity and Inclusion Enforcement Act (H.R. 2574), which would restore a private right of action to file disparate impact claims under Title VI of the Civil Rights Act. The measure would also create a Title VI monitor at the USDE responsible for investigating complaints of racial discrimination.

## NET NEUTRALITY LEGISLATION

The House, back in April, passed the Save the Net Act (H.R. 1644) on a vote of 232-190. All Democrats and 1 Republican supported the bill's passage. The legislation would prohibit blocking and throttling (slowing) web traffic to schools and other consumers and would categorize broadband as a service open to greater regulation by the Federal Communications Commission. Because of the partisan nature of this issue, it is unlikely it will be considered in the Senate this Congress, and the President has been advised to veto it if it were to reach his desk.

## Alliance Legislative Report 101-19

Distributed via Email: May 31, 2019

## LEGISLATURE WORKS THROUGH THE FINAL DAY

The Illinois General Assembly was working feverishly today (Friday) to try and finish its aggressive agenda before the midnight deadline for adjournment. Though significant issues have been taking shape and discussions are continuing in committees and on the chamber floors, many of the more controversial issues need more time for negotiations. The House of Representatives just announced that it plans to be in session through Sunday - therefore missing the scheduled adjournment deadline. In the past couple of hours, amendments have been filed to enact legislation for a Fiscal Year 2020 state budget, a Budget Implementation Act (BIMP), a statewide capital infrastructure plan, and expanded gaming.

The Alliance will provide updates throughout the weekend as details become available. For now, here are some of the most important bills being considered.

SB 39 (Link, D-Vernon Hills) would establish a property tax relief fund in the state treasury to be used to issue property tax rebates to taxpayers.

SB 262 (Cullerton, D-Chicago) contains the FY 2020 appropriations and spending priorities. The evidence-based funding formula for K-12 education will likely see an increase of at least \$375 million.

SB 687 (Hutchinson, D-Olympia Fields) contains the income tax rates that will be put into place if the proposed constitutional amendment is approved to allow for graduated income tax rates.

SB 1814 (Steans, D-Chicago) contains the BIMP provisions. A pension provision is included to raise the current 3 percent end-of-career salary increase limit to 6 percent. A companion bill, HB $\underline{62}$ (Harris, D-Chicago), includes provisions regarding funds for construction of schools, early childhood facilities, higher education facilities, and hospitals.

SB 1932 (Manar, D-Bunker Hill) would establish the Property Tax Relief Task Force that will make recommendations for short-term and long-term property tax relief for homeowners

SB 690 (Link) contains provisions for expanded gaming, including allowing sports betting, and also adds provisions to enable Illinois to capture "out-of-state" online retail sales tax.

## BILLS APPROVED BY BOTH CHAMBERS

HB 247 (Carroll, D-Northbrook) requires school districts contracting with a third party for drivers' education to ensure that the private instructor has a teaching license and that the district administrator evaluate and observe the instructor.

HB 254 (Guzzardi, D-Chicago) requires school districts to report certain information about actively employed teachers, pupil-teacher ratios, class instructors by grade level and subject, and class sizes to the Illinois State Board of Education (ISBE).

HB 1561 (Crespo, D-Streamwood) requires all school boards to develop threat assessment protocols and create threat assessment teams. Additionally, it allows receipts from county wide
sales tax for school facilities and health/life safety funds to be used for personnel such as school resource officers or mental health professionals.

HB 2124 (Welch, D-Westchester) provides that a public body may hold a closed meeting to consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific independent contractors, or specific volunteers of the public body or legal counsel for the public body.

HB 2165 (Murphy, R-Springfield), for the high school graduation requirement of three years of math, requires one year to be Algebra I and one year to include geometry content that may be an Advanced Placement computer science course. It further allows the geometry content to be integrated, applied, interdisciplinary, or career and technical education that prepares a student for career readiness.

HB 3550 (Williams, D-Chicago) requires a sex education course provided in grades 6-12 to include an age-appropriate discussion on the meaning of consent to sexual activity.

HB 3606 (Martwick, D-Chicago), regarding student data privacy, contains a myriad of unfunded and/or unworkable mandates on school districts that would place enormous and expensive burdens on districts.

SB 459 (Ellman, D-Naperville) amends the Critical Health Problems and Comprehensive Health Education Act to require the instruction on mental health and illness to evaluate the multiple dimensions of health by reviewing the relationship between physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, wellbeing, and human dignity.

SB 1798 (Rose, R-Champaign) requires each school district to create, maintain, and implement an age-appropriate policy on sexual harassment that must be posted on the school district's website.

SB 1952 (Manar) would permanently eliminate the test of basic skills and allow student teachers to be paid.

## Alliance Legislative Report 101-20

Distributed via Email: June 1, 2019

## GENERAL ASSEMBLY STILL HAS WORK TO DO

May 31 st, the scheduled legislative adjournment date, has come and gone, but the legislature has not yet completed its business. As was reported in the last Alliance Legislative Report , most of the key components of a final budget compromise package were filed this week, but lawmakers ran out of time before everything could be considered.

The House of Representatives worked into the evening Friday, but had already announced its intentions to be in session through the weekend. House members are in session today (Saturday). The Senate worked into the early hours Saturday in a bid to finish its agenda, and ultimately adjourned. Initially, the Senate announced it would return on October 28 or at the call of the President. Subsequently, however, the Senate has scheduled session for tomorrow afternoon (Sunday, June 1) at 3:00.

FISCAL YEAR 2020 STATE BUDGET

A FY 2020 budget was approved by both chambers and will be sent to the Governor. $\underline{\underline{\text { SB }}}$ $\underline{\mathbf{2 6 2}}$ appropriates nearly $\$ 40$ billion in General Revenue Funds for state spending. This includes an increase of $\$ 375$ million for the evidence-based funding formula to fund K-12 schools. There is also an increase of $\$ 47.3$ million for mandated categorical grants - including a $\$ 26.3$ million increase for transportation reimbursements. Early childhood grants see a boost of $\$ 50$ million.

The bill was approved in both chambers with bipartisan roll calls. The House approved the bill on a vote of 83-35; the Senate vote was 40-19.

The bill also listed a number of construction and maintenance projects for school districts that would be funded from appropriations and re-appropriations from the Build Illinois Bond Fund, Capital Development Board, and School Construction Law.

SB 689 identifies revenue sources to support the spending priorities for the operating budget. It raises revenues from several state tax sources, including managed care assessments, decoupling from some federal taxes, and allowing collection of retailers' occupation tax from remote retailers. The bill still needs votes in both the House and Senate.

## BUDGET IMPLEMENTATION BILL

The Budget Implementation Bill (BIMP), HB 816, was approved 51-6 by the Senate. The BIMP contains provisions necessary to put the FY 2020 spending plan in place. It also contains a pension provision to raise the current 3 percent end-of-career salary increase limit to 6 percent. It seems that the House is working on its own version of a BIMP (SB 1814), which would require another vote in the Senate.

## CONSTRUCTION AND INFRASTRUCTURE

The Governor and the legislature is working hard to put together a statewide capital construction plan. Finding the necessary revenue sources to fund such a program has proved challenging. The amount of revenue raised will determine if the infrastructure plan will cover just roads and bridges, or if there can be construction of buildings for schools, health and social services, and
government. A number of bills are postured to address this issue. Provisions and bill numbers may change over the next few days as negotiations continue.

SB 690 raises revenues for capital projects for building construction ("vertical construction"). It raises taxes on cigarettes, real estate transfers, out-of-state retailers, and it ends some tax exemptions. The bill also expands gaming in the State by adding licenses for six new casinos (including one in Chicago), three "racinos", and adds gaming positions allowed throughout current establishments. The bill still needs votes in both the House and Senate.

HB 3096 contains revenue sources for construction of roads and bridges ("horizontal construction"). The Senate has approved the legislation; it is pending in the House.

HB 62 contains bonding and appropriation provisions to generate revenue for spending on construction projects for roads, bridges, schools, and broadband. The Senate has approved the legislation; it is pending in the House.

HB 142 issues General Obligation Bonds for capital projects and to help pay the State's backlong of bills. The Senate has approved the legislation; it is pending in the House.

## PROPERTY AND INCOME TAXES

SB 39 would establish a property tax relief fund in the state treasury to be used to issue property tax rebates to taxpayers. It would not affect or expand the Property Tax Extension Limitation Law (PTELL). The bill has been approved by both chambers and will be sent to the Governor.

SB 1932 would establish the Property Tax Relief Task Force that will make recommendations for short-term and long-term property tax relief for homeowners. The bill has been approved by both chambers and will be sent to the Governor.

SB 687contains the new income tax rates that will be imposed if the Constitutional Amendment to provide for graduated rates is approved by voters. The bill has been approved by both chambers and will be sent to the governor.

## SOCIETAL ISSUES

SB 25 establishes the Reproductive Health Act addressing abortion rights. The bill has been approved by both chambers and will be sent to the Governor.

SB 75requires the Department of Human Rights to adopt a model sexual harassment prevention training program and requires all employers to use the model or establish a training program that equals or exceeds the minimum standards provided by the model. The bill has been approved by both chambers and will be sent to the Governor.

SB 1966 would add more stringent requirements for eligibility to receive a Firearms Owner Identification (FOID) card. The House approved the measure and sent the bill to the Senate, but no vote has been taken in that chamber. It is likely that negotiations will continue and that it will not be considered further this session.

HB 1438legalizes the adult use of recreational marijuana. The bill has been approved by both chambers, however a parliamentary maneuver by a House member will stop the bill from being sent to the Governor unless the motion is removed.

## OTHER BILLS THAT HAVE BEEN APPROVED

SB 1213 (Lightford, D-Maywood) requires each school district to implement an appeals process for "unsatisfactory" ratings that includes an assessment of the original rating by a panel of qualified evaluators agreed to by a joint committee that has the power to reevaluate and rerate a teacher who appeals.

SB 1226 (Holmes, D-Aurora) abolishes the State Charter School Commission and transfers all responsibilities to ISBE.

SB 1371 (Rose, R-Mahomet) allows a school district to install a security locking device on a door of a school building to prevent unwanted entry through the door if certain requirements are met.

HB 2078 (Stuart, D-Collinsville) increase the minimum teacher salary to $\$ 40,000$ per year.
HB 2719 (Stuart) requires "each high school student" to complete the Federal Application for Federal Student Aid (FAFSA) as a prerequisite to receive a graduation diploma.

## Alliance Legislative Report 101-21

Distributed via Email: June 3, 2019

## LAWMAKERS GO HOME FOR THE SUMMER

After missing the scheduled session adjournment date last Friday, the Illinois General Assembly continued working through the weekend and completed its business. The House of Representatives completed its work Saturday evening. The Senate arrived in the Capitol Sunday and worked through the day to finish its agenda. Both chambers have now adjourned until the veto session to be held October 28-30 and November 12-14.

It was an eventful end of session as Governor JB Pritzker was very successful in his first legislative session. A balanced Fiscal Year (FY) 2020 state budget was approved with bipartisan support. Likewise, members of both parties supported a $\$ 44$ billion capital infrastructure program - including a myriad of increased taxes and fees to support it. Other initiatives of the governor were also approved this spring, such as legalization of recreational cannabis, abortion rights, minimum wage increase, and an increase in the minimum teacher salary.

## FISCAL YEAR 2020 STATE BUDGET

The FY 2020 budget was approved by both chambers and will be sent to the governor. $\underline{\text { SB }}$ $\underline{262}$ appropriates nearly $\$ 40$ billion in General Revenue Funds for state spending. This includes an increase of $\$ 375$ million for the evidence-based funding formula to fund $\mathrm{K}-12$ schools. There isalso an increase of $\$ 47.3$ million for mandated categorical grants - including a $\$ 26.3$ million increase for transportation reimbursements. Early childhood grants see a boost of $\$ 50$ million.

## BUDGET IMPLEMENTATION BILL

The Budget Implementation Bill (BIMP), SB 1814, was approved by both chambers and will be sent to the governor. The BIMP contains provisions necessary to put the FY 2020 spending plan in place. It also contains a pension provision to raise the current 3 percent end-of-career salary increase limit to 6 percent.

## CONSTRUCTION AND INFRASTRUCTURE

SB 690 raises revenues for capital projects for building construction ("vertical construction"). It raises taxes on cigarettes, alcohol, real estate transfers, out-of-state retailers, streaming services, and it ends some tax exemptions. The bill also expands gaming in the state by adding licenses for six new casinos (including one in Chicago), three "racinos," and adds gaming positions allowed throughout current establishments. The bill was approved in both chambers with overwhelming bipartisan support and will be sent to the governor.

SB 1939 contains revenue sources for construction of roads and bridges ("horizontal construction"). It will increase the state taxes on gasoline and diesel fuel, as well as increase the registration and title fees for cars, motorcycles, electric vehicles, and all weights and classes of trucks and heavy equipment. The bill was approved in both chambers and will be sent to the governor.

HB 62 contains bonding and appropriation provisions to generate revenue for spending on construction projects for roads, bridges, schools, and broadband. The plan makes available \$1.5 billion to school districts (with a school district match) for construction, $\$ 200$ million for
maintenance grants, and $\$ 100$ million for early childhood education institutions. The bill was approved in both chambers and will be sent to the governor.

HB 142 issues General Obligation Bonds for capital projects and to help pay the state's backlog of bills. The bill was approved in both chambers and will be sent to the governor.

SB 689 identifies revenue sources to support the spending priorities for the operating budget. It raises revenues from several state tax sources, including managed care assessments, decoupling from some federal taxes, and allowing collection of retailers' occupation tax from remote retailers. The bill was approved in both chambers and will be sent to the governor.

## PROPERTY AND INCOME TAXES

Several bills were sent to the governor regarding taxation policy. SB 39 would establish a property tax relief fund in the state treasury to be used to issue property tax rebates to taxpayers. SB 1932 would establish the Property Tax Relief Task Force that will make recommendations for short-term and long-term property tax relief for homeowners.SB 687contains the new income tax rates that will be imposed if the Constitutional Amendment (SJRCA 1) to provide for graduated rates is approved by voters.

## OTHER ISSUES

HB 1438 legalizes the adult use of recreational marijuana. It is planned to have the program ready by January 1, 2020. A follow-up bill, SB 2023, makes the medicinal use of marijuana permanent, adds to the ailments that qualify for a medical marijuana certification card, and adds Advance Practical Registered Nurses and Physicians Assistants as "Certifying Health Care Professionals" who can qualify medical marijuana recipients. Both bills were approved by both chambers, however, a motion to reconsider the vote was filed on HB 1438 which means it cannot be sent to the governor until the motion is withdrawn.

SB 75 requires the Department of Human Rights to adopt a model sexual harassment prevention training program and requires all employers to use the model or establish a training program that equals or exceeds the minimum standards provided by the model. It also includes a provision regarding the filing of economic interest statements for public officials, including a requirement that county clerks notify by April 1 of each year and allows them to notify by electronic means. The bill has been approved by both chambers and will be sent to the governor.

## OTHER BILLS THAT HAVE BEEN APPROVED

HB 2627 (Kifowit, D-Aurora) requires that, before detaining and questioning a student on school grounds who is under 18 years of age and who is suspected of committing a criminal act, a law enforcement officer or other school security personnel must make reasonable efforts to ensure that the student's parent or guardian or school personnel is present during the questioning.

HB 3086 (Lilly, D-Oak Park) requires the Emotional Intelligence and Social and Emotional Learning Task Force to discuss anger management in students as well as ways to provide funding for social and emotional learning.

HB 3586 (Crespo, D-Hoffman Estates) requires school districts to utilize
response intervention or multi-tiered systems of support as part of an evaluation procedure to determine if a child is eligible for special education services. It provides that the parent or guardian of a student must be involved in the data sharing and decision-making processes of
support and that the Illinois State Board of Education may provide guidance to a school district and identify available resources related to facilitating parental or guardian participation.

## Agenda Item No. 19-611

one-five FOUNDATION
(No Enclosure)

## Agenda Item No. 19-612

Finance Committee
(No Enclosure)

## Agenda Item No. 19-613

## Equity Committee

(No Enclosure)

## Agenda Item No. 19-614

## Superintendent's Communication

Committee (No Enclosure)

## MEMORANDUM

Joseph M. Kiszka Educational Service Center
580 N. 1st Bank Drive Palatine, IL 60067-8110

Scott B. Thompson, Ed.D. Superintendent of Schools
—————

DATE: June 12, 2019


TO: Board of Education
FROM: Matt Barbini
RE: Agenda Item 19-615: Policy Adoption

On behalf of Dr. Laurie Heinz, the following policy is recommended for adoption to the CCSD 15 Board of Education Policy Manual, as written and recommended by IASB PRESS Services for first reading this month:

## 4:190 Operational Services - Targeted School Violence Prevention Program (NEW)

The policy is created in response to Recommendation \#1 of the Recommendations of the Illinois Terrorism Task Force School Safety Working Group. It contains research based best practices from Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines.

## Operational Services

## Targeted School Violence Prevention Program 1

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.
The Superintendent or designee shall develop and implement the Program. 2 The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy $4: 170$, Safety, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s). 3

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.
1 This policy is optional. It contains items from Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines, Second Edition (August 2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf. Threat Assessment in Virginia Public Schools is based upon a synthesis of established research and recognized standards of practice regarding threat assessment and management in school and workplace settings, including Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, a 2002 publication of the U.S. Secret Service and the U.S. Dept. of Education, at: www.secretservice.gov/data/protection/ntac/ssi guide.pdf. The July 2018 update of this document was renamed Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence, published by the U.S. Secret Service, at: www.dhs.gov/sites/default/files/publications/18 0711 USSS NTAC-Enhancing-School-Safety-Guide.pdf.

Boards are authorized to adopt a policy on targeted school violence prevention programs even though State and federal law provide little guidance. State law grants boards broad authority to formulate, adopt, and modify school board policies, at the board's sole discretion, subject only to mandatory collective bargaining agreements and State and federal law. 105 ILCS 5/10-20.5 and 115 ILCS 5/1 et seq. See policies 2:20, Powers and Duties of the School Board; Indemnification, and 2:240, Board Policy Development.

Adopting a policy that addresses targeted school violence prevention provides (a) a way for boards to monitor that it is being done, and (b) an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this policy, each board may want to have a conversation with the superintendent to determine whether local conditions and resources and current practices will support full implementation of this policy and its accompanying administrative procedures. Its goals and program will be most effective when they reflect local conditions and circumstances.

2 Ensuring school safety begins with establishing a comprehensive targeted school violence prevention program, which "includes forming a multidisciplinary threat assessment team, establishing central reporting mechanisms, identifying behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders." Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence, published by the U.S. Secret Service, at: www.dhs.gov/sites/default/files/publications/18 0711 USSS NTAC-Enhancing-School-Safety-Guide.pdf.

3 The establishment of threat assessment teams in K-12 public schools is Recommendation \#1 of the Recommendations of the Illinois Terrorism Task Force School Safety Working Group, presented to the Office of the Governor on 4-5-18, at: www.iasb.com/safety/. Illinois higher education institutions have required threat assessment teams since the passage of the Campus Security Enhancement Act of 2008 (110 ILCS 12/20(b)(2), eff. 1-1-09) in response to the shootings that took place at Virginia Polytechnic Institute and State University on 4-16-07 and Northern Illinois University on 2-14-08.
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Comply with State and federal law and align with Board policies.

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

LEGAL REF.: $\quad 105$ ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7. 105 ILCS 128/, School Safety Drill Act.
745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.
29 Ill.Admin.Code Part 1500.
CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 7:140 (Search and Seizure), 6:270 (Guidance and Counseling Program), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

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## MEMORANDUM



DATE: June 12, 2019
Joseph M. Kiszka Educational Service Center
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Palatine, IL $60067-8110$
Scott B. Thompson, Ed.D.
Superintendent of Schools
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TO: Board of Education
FROM: Matt Barbini
RE: Agenda Item 19-615: Policy Revisions

The following revisions to the Policy Manual are being recommended by IASB PRESS Services for first reading this month:

## 7:190 Student Behavior - Prohibited Student Conduct, paragraph 3.

This policy paragraph is updated to reflect the new provision which authorizes the administration of a medical cannabis infused product under Ashley's Law.

7:190 Student Behavior - Prohibited Student Conduct, paragraph 13.
This policy paragraph is updated to reflect alignment with the administrative practice to provide transfer to an alternative program upon written agreement with the student's parent(s) or following a Board of Education hearing.

## Students

## Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, selfdisciplined citizens in the school community and society.
When and Where Conduct Rules Apply
A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

## Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing


#### Abstract

physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.


e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.
6. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
12. Teen dating violence, as described in Board policy $7: 185$, Teen Dating Violence Prohibited.
13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat
could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.
Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.
No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

## Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of nonexclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy $7: 220$, Bus Conduct.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "lookalikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.
The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.
Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

## Weapons

A student who is determined to have brought one of the following objects to school, any schoolsponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-bycase basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.
This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

## Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

## Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State
Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

## Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or inschool suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.
The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

## Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
Pro-Children Act of 1994, 20 U.S.C. §6081.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
105 ILCS $5 / 10-20.5 \mathrm{~b}, 5 / 10-20.14,5 / 10-20.28,5 / 10-20.36,5 / 10-21.7,5 / 10-21.10$, $5 / 10-22.6,5 / 10-27.1 \mathrm{~A}, 5 / 10-27.1 \mathrm{~B}, 5 / 24-24,5 / 26-12,5 / 27-23.7,5 / 31-3$, and 110/3.10.
23 Ill. Admin. Code §1.280.
CROSS REF.: $\quad$ 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment ), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30
(Visitors to and Conduct on School Property)
ADOPTED: October 12, 1994
REVISED: February 8, 2017

## Students

## Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, selfdisciplined citizens in the school community and society.

## When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

## Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish). PRESS POLICY ADDITION AS RECOMMENDED BY
DISTRICT LEGAL COUNSEL: "and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law").
b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing
physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
PRESS POLICY ADDITION AS RECOMMENDED BY DISTRICT LEGAL
COUNSEL: "unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law).
e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.
6. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
12. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat
could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.
Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.
No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

## Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of nonexclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
. Withholding of privileges.
3. Temporary removal from the classroom.
. Return of property or restitution for lost, stolen, or damaged property.
4. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
5. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
6. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
7. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
8. Suspension of bus riding privileges in accordance with Board policy 7:220, Bus Conduct.
9. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, Suspension Procedures. A student who has been suspended may also be restricted from being on school grounds and at school activities.
10. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, Expulsion Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.
11. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code. SUGGESTION BY DISTRICT LEGAL COUNSEL: Transfer to an alternative program upon written agreement with the student's parent(s) or following a Board of Education hearing.
12. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "lookalikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.
The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.
Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

## Weapons

A student who is determined to have brought one of the following objects to school, any schoolsponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

Commented [KL1]: The District may want to consider amendment of this language to reflect the reference to Articles 13A and 13B and instead provide: "Transfer to an alternative program upon written agreement with the student's parent(s) or following a Board of Education hearing."

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-bycase basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.
This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

## Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

## Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State
Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

## Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or inschool suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.
The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

## Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.


## Students

This policy becomes effective and replaces the policy on Suspension Procedures on the first student attendance day of the 2016-2017 school year.

## Suspension Procedures

## Out-of-School Suspension

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

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
e. Depending upon the length of the out-of-school suspension, include the following applicable information:
i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
a) A threat to school safety, or
b) A disruption to other students' learning opportunities.
ii. For a suspension of 4 or more school days, an explanation:
a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
c) That the student's continuing presence in school would either:
i) Pose a threat to the safety of other students, staff, or members of the school community, or
ii) Substantially disrupt, impede, or interfere with the operation of the school.
iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.
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LEGAL REF.: }105\mathrm{ ILCS 5/10-22.6(b)
Goss v. Lopez, 95 S. Ct. }729\mathrm{ (1975)
    Sieck v. Oak Park-River Forest High Sch.,807 F. Supp. }73\mathrm{ (N.D. Ill. 1992).
CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190
    (Student Behavior), 7:220 (Bus Conduct)
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## Students

This policy becomes effective and replaces the current policy on Expulsion Procedures on the first student attendance day of the 2016-2017 school year.

## Expulsion Procedures

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
a. Include the time, date, and place for the hearing.
b. Briefly describe what will happen during the hearing.
c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
d. List the student's prior suspension(s).
e. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis.
f. Ask that the student or parent(s)/guardian(s) or attorney inform the Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or substantial disruption posed by the student. The student and his or her parents(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. In determining the length of the student's expulsion, the Board also shall consider:
a. The egregiousness of the student's conduct;
b. The history of the student's past conduct;
c. The likelihood that such conduct will affect the delivery of education for other students;
d. The severity of the punishment; and
e. The student's best interests.
5. If the Board acts to expel the student, its written expulsion decision shall:
a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
b. Provide a rationale for the specific duration of the recommended expulsion as well as any rationale for any suspension that preceded the expulsion.
c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
e. Document whether available and appropriate support services were offered or provided during the suspension and if they were not offered or provided document that none were provided.
6. Upon expulsion, the District may refer the student to appropriate and available support services.

| LEGAL REF.: | 105 ILCS 5/10-22.6(a). <br> Goss v. Lopez, 95 S. Ct. 729 (1975). |
| :--- | :--- |
| CROSS REF.: | 5:100 (Staff Development); 7:130 (Student Rights and Responsibilities), 7:190 <br> (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by |
|  | Students with Disabilities) |
| ADOPTED: | October 12, 1994 |
| REVIEWED: | March 11, 2009 |
| REVISED: | June 15, 2016 |

DATE: June 12, 2019
TO: Board of Education
FROM: Lisa Nuss
Assistant Superintendent for Human Resources
RE: Agenda Item No. 19-620
Additional Staff Allocation

The Administration is recommending the following changes

1. Increase one (1) instruction coach position using Federal Title funds. This position will have a dual role as push in CLR Coach and Demonstration Site Teacher.

## Overview

Culturally and Linguistically Responsive Teaching
We are challenged as a district in that the culture and ethnicity of our teaching staff is vastly different from our student population. Through professional development and job embedded coaching, teachers at several of our schools are among the first to employ the skills of Culturally and Linguistically Responsive Teaching in their classrooms. This initiative, strongly supported by our Board of Education, especially the board's Equity Committee, is based on the work of Dr. Hollie and emphasizes the need to build relationships with students and affirm their home language and Culture. This Tier One initiative began in 2017 with Jane Addams Elementary and Winston Campus Junior High and has been highly successful in reducing problematic behavior and augmenting our strong PBIS program. Continuous job embedded professional development and coaching complements the ongoing full group trainings and both schools. Over one million dollars of District 15 Federal Title dollars have been allocated to this initiative to date.

## The following schools are implementing CLR Strategies:

Winston Campus Junior High
Jane Addams
Gray M. Sanborn
Lake Louise
Virginia Lake
Carl Sandburg

## The following schools are planned to be added in January 2020:

Kimball Hill
Lincoln
Sundling
Central Road

## Lab School/Demonstration Site

A lab school/demonstration site combined with interim coaching of staff between visits from TCM/CLR is recommended. Using Federal Title funds a 1.0 teaching position in a dual role as push in CLR Coach and Demonstration Site Teacher. This position will:

- Be based out of Jane Addams (providing the school the added prestige of being a district lab school'.
- 'Push in' to Lake Louise and Virginia Lake Elementary Schools following TCM/CLR coaching in September, coaching teacher in their own classrooms to establish community and implement engagement protocols.
- Cooperatively plan with JA teacher to provide exemplar lessons for teachers at all CLR implementing schools to visit.
- Establish relationship with Winston Campus Junior High teachers to develop a lab school/demonstration site at the junior high level.
- Host local school districts at lab school/demonstration sites. *
- Attend district level meetings as 'boots on the ground' reporter of needs/progress in schools.
- Lead Binder Studies
- Add additional schools as current schools establish proficiency and enter maintenance levels.
- Solidify D15's position as premiere district in implementation of culturally responsive practices in cooperation with D15 Communications Department.*


## Outcomes

- Increase availability of explicit/job embedded professional development for a wider swath of District 15 teachers.
- Increase teachers ability to engage students, build relationships/community, increase achievement.
- Complement PBIS Green Level activities.
- Decrease the need for full day subs.

DATE: June 12, 2019
TO: Board of Education
FROM: Lisa Nuss
Assistant Superintendent for Human Resources
RE: $\quad$ Agenda Item No. 19-621
Additional Staff Allocation

The Administration is recommending the following changes to the Student Services Department:

1. Increase the Assistant Principal allocation by .5 FTE at both Virginia Lake Elementary and Lake Louis Elementary. This will increase the total Assistant Principal allocation by 1.0 FTE. This position will be funded by using Federal Title Funds.As we have assessed the needs in our building, it has become evident that the administrative demands on each building vary dramatically. There are a number of characteristics of a school which contribute to the administrative workload including such factors as; number of students, unique needs of the student populations, and special programing housed at a building.

The majority of our schools are staffed with two administrators including one (1) Principal and (1) Assistant Principal. Two buildings were previously identified as schools in need of additional administrative support. Those buildings are Winston Campus Jr. High and Conyers Learning Academy. Both WCJH and CLA have an administrative team of three (3), which includes one (1) Principal and two (2) Assistant Principals.

The Administration has identified two elementary buildings which have a high degree of student needs which would best be supported with an increase in administrative staff. Both buildings have a large student population (approximately $750-800$ students) and are both identified as School Wide Title One Buildings. By increasing each building's administrative allocation by .5 FTE, VL and LL will be better able to service the needs of their large and diverse student populations.

DATE: June 12, 2019

TO: Lisa Nuss

FROM: Michael Adamczyk, CSBO

RE: $\quad$ Agenda Item No. 19-622 Summer Intern for Business

I am requesting Board of Education approval for the hiring of one (1) summer intern for the Business Office. The Every Student Succeeds Act (ESSA) requires that all districts implement building based expenditure reporting for the current 2018-19 school year. The first report will be due to ISBE this fall. This has necessitated the creation of over 2,000 account numbers. The account numbers have been created, but corresponding account titles need to be input into Skyward.

Please include this request in your June Personnel Report.

Date: June 12, 2019
To: Board of Education
From: Lisa Nuss, Assistant Superintendent For Human Resources

Re: $\quad$ Agenda Item No. 19-623 - Personnel Report
Attached is the June 12, 2019, Personnel Report for the adoption by the Board.

1. Administration employee change of status recommendation:
a. 1 Administrator recommended for change of status:

- 1 Social Emotional Learning Coordinator to Assistant Principal
2.Certified employees hire, leave of absence, and resignation recommendations:
a. 8.0 FTE-8 Teachers recommended to hire for 2019-20:
- 6.0 FTE-6 replacements from releases, resignations, retirements, or transfers
- 2.0 FTE-2 new position within 2019-20 FTE projection
b. 5.0 FTE-5 Teachers requesting a leave of absence:
- 4 FMLA leave
- 1 request of a full-year unpaid leave of absence
c. 6.0 FTE- 6 Teachers' resignations
3.Non-certified employees hire, change of status, leave of absence, resignations, terminations/probationary release, rehire, and retirement, and disciplinary action recommendations:
a. 12 Non-certified employees recommended to hire for 2018-19:
- 3 replacements from releases, resignations, retirements, or transfers
- 1 Bilingual Program Assistant
- 1 Assistant Director of Nutrition Services
- 1 Level 1 Technology Support Specialist
- 2 new position due to student need
- 1 Personal Care Assistant
- 1 Bilingual Program Assistant
- 7 temporary Summer Help positions
- 4 Maintenance
- 1 Business
- 1 Warehouse
- 1 ESY
b. 2 Non-certified employees recommended for change of status:
- 1 General Education Program Assistant-voluntary reduction of hours
- 1 Nutrition Services Permanent Substitute-part time to full time
c. 3 Non-certified employees requesting a leave of absence:
- 3 FMLA leave
d. 27 Non-certified employees' resignations:
- 2 Bus Drivers
- 24 Program Assistants (5 Special Education, 9 Special Education w/Personal Care, 7 General Education, 1 Reading, and 1 Bilingual, 1 Personal Care Assistant)
- 1 Office Clerical Assistant
e. 3 Non-certified employees' retirements without incentive:
- 2 Bus Drivers
- 1 Reading Intervention Program Assistant
f. 1 Non-certified employee recommended for termination:
- David Fulks, Special Education Program Assistant w/Personal Care
g. 1 Non-certified employee recommended for disciplinary action:
- Deanise Stegmeyer, Bus Driver

4. Administrator salary increase recommendation 2019-20:

The administration recommends the Board of Education's approval for the salary increases for Administrators per Dr. Thompson's recommendation.

## 5. Administrator market adjustments:

The administration recommends the Board of Education's approval for the market adjustments for Administrators per Dr. Heinz's recommendation. After a review of the comparisons of administrative salaries in the North Cook area, this recommendation was made to better align salary levels for six of our current administrative staff members.
6. Non administrator/non-affiliated salary Increases:

Non-administrator/non-affiliated salary increases for the 2019-20 school year will be $2.1 \%$ which is consistent with salary increases for three of the District's non-certified bargaining units, Educational Support Personnel Association (ESPA), Service Employees International Union (SEIU) and Therapists in Education (TIE). Salary increases for the three aforementioned, noncertified bargaining units are as follows: ESPA - 2\%, SEIU-2\%, TIE-2.1\%

## PERSONNEL REPORT WITHOUT SALARIES

The administration recommends the Board of Education's approval for the following:
1.a. ADMINISTRATION-RECOMMENDATION FOR CHANGE OF STATUS

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Cimo, Joshua | Assistant Principal | VL/LL | Y | $07 / 15 / 2019$ | Social-Emotional Learning Coordinator to <br> Assistant Principal |

2.a. CERTIFIED - RECOMMENDATION TO HIRE

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Bock, Adriana | Bilingual Resource | CLA | Yes | $08 / 12 / 2019$ | replaces David Briones |
| Errico, Nora | Bilingual Resource | CS | Yes | new position within 2019-2020 <br> projection |  |
| Fay, Amy | Special Education <br> Teacher | WRS | Yes | $08 / 12 / 2019$ | replaces Deanna Stern |
| Filantres, Maureen | Social Worker | VL | Yes | $08 / 12 / 2019$ | replaces Abigail Segovia |
| Kampwirth, Katherine | Speech Language | FCW | Yes | $08 / 12 / 2019$ | replaces Haley Berlett |

2.a. CERTIFIED - RECOMMENDATION TO HIRE, CONT.

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Mitchell, Timothy | Band | PH/GMS | Yes | $08 / 12 / 2019$ | new position within 2019-2020 projection |
| Nathan, Jess | Science/STEM | CS | Yes | $08 / 12 / 2019$ | replaces Judy Garnmeister |
| Schmeling, Lisa | Science | WRS | Yes | $08 / 12 / 2019$ | replaces Chris Lucht |

2.b. CERTIFIED - RECOMMENDATION FOR LEAVE OF ABSENCE

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Bergen, Monika | SPED Early Childhood | CLA | Yes | $08 / 14 / 2019$ | FMLA |
| Hodgson, Hannah | SPED Speech/Lang | KH | Yes | September 2019 | FMLA |
| Karnia, Dana | Grade 1 | SRP | Yes | $05 / 08 / 2019$ | FMLA |
| Reichardt, Janelle | Grade 1 | LL | Yes | $08 / 12 / 2019-05 / 26 / 2020$ | Requesting on year unpaid leave <br> of absence |
| Zilke, Jeffrey | Band | WRS/MJ | Yes | $08 / 12 / 2019$ | FMLA |

## 2.c. CERTIFIED - RECOMMENDATION FOR RESIGNATIONS

| Name | Position | School | Effective Date |
| :--- | :--- | :--- | :--- |
| Borjas, Stephanie | Bilingual Psychologist | VL/CR | 06/03/2019 |
| Gamino, Joel | Bilingual Resource | $06 / 03 / 2019$ |  |
| Mathew, Michelle | Speech Language Pathologist | MJ | $06 / 03 / 2019$ |
| Northfell, Mary | Grade 2 | VL | $06 / 03 / 2019$ |
| Santana, Rebeca | Dual Language Kindergarten | WCE | $06 / 03 / 2019$ |
| Widmaier, Tracie | Grade 2 | SRP | $06 / 03 / 2019$ |

3.a. NON-CERTIFIED - RECOMMENDATION TO HIRE

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Beitia, Sofia | Personal Care Aide | LL | Y | $05 / 14 / 2019$ | new due to student need |
| Bramley, Amy | Summer-Business | ESC | N | $06 / 13 / 2019$ | temporary Summer Help |
| Cheripka, Cole | Summer-Maintenance | Maintenance | N | $06 / 03 / 2019$ | temporary Summer Help |
| Errico, Nora | Bilingual Program Assistant | LL | Y | $05 / 06 / 2019$ | new due to student need |
| Gerick, Kevin | Summer-Maintenance | Maintenance | N | $05 / 13 / 2019$ | temporary Summer Help |
| Kolar, Bradley | Summer -Warehouse | Warehouse | N | $05 / 13 / 2019$ | temporary Summer Help |
| Kraus, Joshua | Summer-Maintenance | Maintenance | N | $05 / 21 / 2019$ | temporary Summer Help |

3.a. NON-CERTIFIED - RECOMMENDATION TO HIRE. CONT.

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Lambke, Thomas | Summer-Maintenance | Maintenance | N | $06 / 03 / 2019$ | temporary Summer Help |
| Manka, Lauren | Summer ESY | ESC | N | $05 / 15 / 2019$ | temporary Summer Help |
| Sparacio, Tyler | Level 1 Technology Support <br> Specialist | TECH | Y | $06 / 10 / 2019$ | replaces Steven Manka |
| Velez Solano, <br> Zezzlee | Bilingual Program Assistant | GMS | Y | $05 / 24 / 2019$ | replaces Youned Sarabia |
| Woods, Tina | Assistant Director of Nutrition <br> Services | NTRSV | Y | $06 / 01 / 2019$ | replaces Kristin Voigts |

3.b. NON-CERTIFIED - RECOMMENDATION FOR CHANGE OF STATUS

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Ariagno, Erica | General Education Program <br> Assistant | FCW | Y | $05 / 13 / 2019$ | voluntary reduction of hours |
| Tobin, Seaton | Permanent Substitute | NTRSV | Y | $04 / 24 / 2019$ | from part time to full time- <br> replaces Laura Taylor |

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

| Name | Position | School | Benefits <br> Yes/No | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Cochran, Carol | Bus Driver | TRANS | Yes | $05 / 13 / 2019$ | FMLA |
| Consiglio, Jaclyn | Coordinator Assistant | WRS | Yes | $05 / 06 / 2019$ | FMLA |
| Tofano, Lisa | Bilingual Program Assistant | VL | Yes | $05 / 06 / 2019$ | FMLA |

## 3.d. NON-CERTIFIED - RECOMMENDATION FOR RESIGNATION

| Name | Position | School | Effective Date |
| :--- | :--- | :--- | :--- |
| Alvarado, Joshua | Bus Driver | TRANS | $05 / 19 / 2019$ |
| Balles, Kimberly | Special Education Program Assistant | GMS | $06 / 03 / 2019$ |
| Barnvos, Kayla | Special Education Program Assistant w/Personal Care | GMS | $06 / 03 / 2019$ |
| Beitia, Sofia | Personal Care Assistant | LL | $06 / 03 / 2019$ |
| Blair, Laura | General Education Program Assistant | JA | TRANS |
| Dinse, Lisa | Bus Driver | PG | $06 / 03 / 2019$ |
| Glassmann, Cheryl | Special Education Program Assistant | $06 / 03 / 2019$ |  |
| Hoyt, Kimberly | Special Education Program Assistant w/Personal Care | CLA | $06 / 03 / 2019$ |
| Hsu, Simon | General Education Program Assistant | WB | $06 / 03 / 2019$ |
| Katsargiris, Andreas | Special Education Program Assistant w/Personal Care | CLA | $06 / 03 / 2019$ |

## 3.d. NON-CERTIFIED - RECOMMENDATION FOR RESIGNATIONS, CONT.

| Name | Position | School | Effective Date |
| :--- | :--- | :--- | :--- |
| Kulinczenko, Olga | Reading Program Assistant | LS | $05 / 24 / 2019$ |
| Lewis, Maribel | Bilingual Program Assistant | JA | $05 / 10 / 2019$ |
| Nelson, Carol | General Education Program Assistant | PL | $05 / 23 / 2019$ |
| Rajkumar, Vijayalakshmi | Special Education Program Assistant | GMS | WCJH |
| Rohan, Clarice | Special Education Program Assistant | PH | $06 / 03 / 2019$ |
| Schneiderwind, Timothy | Special Education Program Assistant | GMS | $06 / 03 / 2019$ |
| Smith, Laura | General Education Program Assistant | 06/03/2019 | CR |
| Tafolla, Araseli | Office Clerical Assistant | $06 / 03 / 2019$ |  |
| Tapper, Rachel | Special Education Program Assistant w/Personal Care | WCJH | $06 / 03 / 2019$ |
| Varela, Yasmin | Special Education Program Assistant w/Personal Care | CLA | $06 / 03 / 2019$ |
| Vernagallo, Nicole | General Education Program Assistant | WCJH | $06 / 03 / 2019$ |
| Wawak, Joseph | Special Education Program Assistant w/Personal Care | PH | $06 / 03 / 2019$ |
| Welk, Michelle | General Education Program Assistant | LS | $06 / 03 / 2019$ |
| Weller, Cheryl | Special Education Program Assistant w/Personal Care | FCW | 06/03/2019 |
| Winter, Heather | Special Education Program Assistant w/Personal Care | CLA | $05 / 30 / 2019$ |
| Wood, Christine | Special Education Program Assistant w/Personal Care | CLA | $05 / 31 / 2019$ |
| Yount, Jennifer | General Education Program Assistant | OLP |  |

3.e. NON-CERTIFIED - RECOMMENDATION FOR RETIREMENT WITHOUT INCENTIVE

| Name | Position | School | Effective Date |
| :--- | :--- | :--- | :--- |
| Clemens, Patricia | Bus Driver | TRANS | $05 / 15 / 2019$ |
| Flynn, Terry | Bus Driver | TRANS | $06 / 03 / 2019$ |
| Muller, Barbara | Reading Intervention Program Assistant | CR | $06 / 03 / 2019$ |

## 3.f. NON-CERTIFIED - RECOMMENDATION FOR TERMINATION

| Name | Position | School | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- |
| Fulks, David | Special Education Program Assistant <br> w/Personal Care | CLA | $05 / 24 / 2019$ | probationary release |

3.g. NON-CERTIFIED - RECOMMENDATION FOR DISCIPLENARY ACTION:

| Name | Position | School | Effective Date | Notes |
| :--- | :--- | :--- | :--- | :--- |
| Stegmeyer, Deanise | Bus Driver | TRANS | $5 / 24 \mathrm{pm}, 5 / 27$, <br> $5 / 28$, and $5 / 29 \mathrm{pm}$ | 3 day unpaid suspension |

## 4. ADMINISTRATOR SALARY INCREASE RECOMMENDATION 2019-20:

The administration recommends the Board of Education's approval for the salary increases for Administrators per Dr. Thompson's recommendation.

## 5. ADMINISTRATOR MARKET ADJUSTMENTS:

The administration recommends the Board of Education's approval for the market adjustments for Administrators per Dr. Heinz's recommendation. After a review of the comparisons of administrative salaries in the North Cook area, this recommendation was made to better align salary levels for six of our current administrative staff members.

## 6. NON ADMINISTRATOR/NON-AFFILIATED SALARY INCREASES:

Non-administrator/non-affiliated salary increases for the 2019-20 school year will be $2.1 \%$ which is consistent with salary increases for three of the District's non-certified bargaining units, Educational Support Personnel Association (ESPA), Service Employees International Union (SEIU) and Therapists in Education (TIE). Salary increases for the three aforementioned, non-certified bargaining units are as follows: ESPA - 2\%, SEIU 2\%, and TIE 2.1\%

| DISTRICT 15 ADMINISTRATION |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2019-2020 SALARIES |  |  |  |  |  |
| Personnel Report Item 4 |  |  |  |  |  |
| Last Name | First | Location | FTE | Salary <br> (Inclusive of TRS) |  |
| ARENBERG | KATHERINE | HR | 1 | \$ | 86,594.94 |
| ARNIERI | SCOTT | ESC | 1 | \$ | 50,500.00 |
| BLAND | RACHEL | PADDOCK | 1 | \$ | 123,397.56 |
| BORRE | LISA | ESC | 0.4 | \$ | 36,897.79 |
| BRAMER | JUDITH | TRANSPORTATION | 1 | \$ | 63,984.60 |
| BULTEMEIER | COREY | ESC | 1 | \$ | 131,342.34 |
| BYRNE | TAMARA | PLUM GROVE | 1 | \$ | 110,136.54 |
| CARMODY | MICHAEL | ESC | 1 | \$ | 39,000.00 |
| CHRIST | JASON | PADDOCK | 1 | \$ | 83,232.00 |
| CIMO | JOSHUA | ESC | 1 | \$ | 61,200.00 |
| COHEN | RISA | JANE ADDAMS | 1 | \$ | 98,000.00 |
| COLEMAN | MICHAEL | WILLOW BEND | 1 | \$ | 89,528.46 |
| COOK | ROBYN | ESC | 1 | \$ | 73,440.00 |
| DELACK | MORGAN | ESC | 1 | \$ | 114,444.00 |
| HARDT | LUKE | MAINTENANCE | 1 | \$ | 90,440.34 |
| HARRIS | ROBERT | WILLOW BEND | 1 | \$ | 129,288.06 |
| HARTER | DOUGLAS | SANDBURG | 1 | \$ | 125,222.34 |
| JOHANSEN | ERIKA | GRAY M | 1 | \$ | 138,379.47 |
| KUECHENBERG | DAVID | TECHNOLOGY | 1 | \$ | 123,600.00 |
| LACAMERA | MICHELLE | KIMBALL HILL | 1 | \$ | 89,846.70 |
| LE | VAN | MAINTENANCE | 1 | \$ | 90,045.60 |
| LOH | CHRISTINE | CLA | 1 | \$ | 88,013.76 |
| MACIAS | MARICELA | SANDBURG | 1 | \$ | 93,906.13 |
| MAHER | KELLY | ESC | 1 | \$ | 102,000.00 |
| MAURO | MICHAEL | PLUM GROVE | 1 | \$ | 94,625.40 |
| MC ENERY-SCHNOOR | MARGARET | ESC | 1 | \$ | 187,693.26 |
| MC FADDEN | EMILY | ESC | 1 | \$ | 75,665.23 |
| MCFALLS | MEGAN | CLA | 1 | \$ | 81,600.00 |
| MILO | NATALIE | KIMBALL HILL | 1 | \$ | 116,280.00 |
| MOLINSKY | AMY | JANE ADDAMS | 1 | \$ | 119,768.40 |
| MOLLENHAUER | KELLY | ESC | 1 | \$ | 80,277.06 |
| MORRIS | DAVID | PLEASANT HILL | 1 | \$ | 140,781.42 |
| MULLINS | COLLEEN | ESC | 1 | \$ | 104,040.00 |
| OLIVERO | KELLY | ESC | 1 | \$ | 88,230.00 |
| ORTLUND | CHRISTINE | HUNTING RIDGE | 1 | \$ | 111,957.24 |
| PAPE | ELLEN | LINCOLN | 1 | \$ | 81,600.00 |
| PETERSON | JOHN | TRANSPORTATION | 1 | \$ | 89,233.02 |
| REYES | TOMAS | WCJH | 1 | \$ | 98,940.00 |
| RICE | KELLY | SUNDLING | 1 | \$ | 87,648.60 |
| RIEHMAN | JENNIFER | TJ | 1 | \$ | 92,951.58 |
| ROSSI | SARA | ESC | 1 | \$ | 77,448.60 |
| SCAFIDI | SCOTT | PLEASANT HILL | 1 | \$ | 98,120.49 |
| SEICK | COLLEEN | ESC | 1 | \$ | 90,845.28 |
| SEOANE | JENNIFER | LAKE LOUISE | 1 | \$ | 122,791.68 |
| SHOSTACHUK | JOANNA | MARION JORDAN | 1 | \$ | 101,749.58 |
| SWANLUND | LAURA | ESC | 1 | \$ | 113,812.62 |
| TRAUSCH | HEATHER | ESC | 1 | \$ | 91,736.76 |
| VAN WINKLE | PATRICIA | CENTRAL ROAD | 1 | \$ | 116,280.00 |
| WARREN | MATTHEW | CLA | 1 | \$ | 131,580.00 |


| WATSON | STEPHANIE | SANBORN | 1 | \$ | 83,232.00 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| WOOMERT | TIMOTHY | ESC | 1 | \$ | 126,798.24 |
| WROBEL | TRACEY | ESC | 1 | \$ | 124,758.24 |
| Retirement Track |  |  |  |  |  |
| ADAMCZYK | MICHAEL | ESC | 1 | \$ | 242,625.69 |
| BUDIN | PAUL | ESC | 0.5 | \$ | 67,668.25 |
| GEHRING | SUSAN | ESC | 1 | \$ | 200,169.34 |
| KNOEPPEL | MARY | LINCOLN | 1 | \$ | 138,751.12 |
|  |  |  |  |  |  |
| Personnel Report Item 5 |  |  |  |  |  |
| Last Name | First | Location | FTE |  | ary |
| WILSON | KERRY | PG | 1 | \$ | 147,603.89 |
| SASSO | LAWRENCE | TJ | 1 | \$ | 131,833.89 |
| DIETZ | JASON | WRS | 1 | \$ | 138,237.54 |
| GROSCH | JENNIFER | MJ | 1 | \$ | 115,888.01 |
| NUSS | LISA | ESC | 1 | \$ | 166,025.07 |
| CORRIGAN | ALICIA | ESC | 1 | \$ | 117,821.21 |

DATE: June 12, 2019
TO: Board of Education

FROM: Michael Adamczyk, CSBO
RE: $\quad$ Action Item - Resolution Setting a Hearing to Discuss an Interfund Transfer

The 2019-20 budget includes $\$ 7.23$ million of expenditures in Capital Projects. There is currently a negative fund balance of $\$ 2.858$ million. The District will need to transfer $\$ 7.5$ million from the Education Fund to the Operations \& Maintenance Fund, and then transfer $\$ 10.0$ million from the Operations \& Maintenance Fund to the Capital Projects Fund in order to comply with state accounting requirements.

In order to make an interfund transfer from the Education Fund to the Operations \& Maintenance Fund, the following criteria must be met:

1. A Public Hearing must be held. This hearing must be set by the Board or the Board President. The Public Hearing will be held on August 14, 2019.
2. At least seven (7) days and not more than thirty (30) days prior to the hearing, a notice over the name of the Clerk or the Secretary of the Board must be published in a newspaper of general circulation within the District and must set forth the time, date, place, and subject matter of the hearing.
3. At least forty-eight (48) hours before the hearing, a notice over the name of the Clerk or Secretary of the Board must be posted at the principal office of the Board, or at the building where the hearing is to be held if the principal office does not exist, setting forth the time, date, place, and subject matter of the hearing.
4. After the August BOE meeting, the Board must adopt a resolution authorizing the transfer.

# RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15, COOK COUNTY, ILLINOIS 

## RESOLUTION SETTING A HEARING TO DISCUSS AN INTERFUND TRANSFER

WHEREAS, pursuant to Section 17-2A of the School Code (105 ILCS 5/17-2A), the Board of Education ("Board") of the Community Consolidated School District No. 15, Cook County, Illinois ("School District"), by proper resolution, may authorize the Treasurer of the School District to make interfund transfers between the Education, Operations \& Maintenance, and Transportation Funds, or from the Tort Immunity Fund to the Operations \& Maintenance Fund; and

WHEREAS, the adoption of such resolution must follow a public hearing set by the Board or Board President that is preceded by 1) at least one notice, over the name of the Board Secretary or Clerk, published at least seven (7) days and not more than thirty (30) days prior to the hearing in a newspaper of general circulation within the School District, and 2) a notice, over the name of the Board Secretary or Clerk, posted at least forty-eight (48) hours before the hearing at the principal office of the School Board, or the building where the hearing is to be held if a principal office does not exist, with both notices setting forth the time, date, place, and subject matter of the hearing; and

WHEREAS, the Board has determined that it is in the best interests of the School District to transfer money currently in the Education Fund to the Operations \& Maintenance Fund.

NOW, THEREFORE, It Is Hereby Resolved by the Board of Education of Community Consolidated School District No. 15 as follows:

Section 1. The Board has determined that it is in the best interests of the School District to transfer the following amount between the following funds:

| Amount | Transfer From | Transfer To |
| :--- | :--- | :--- |
| $\$ 7,500,000$ | Education Fund |  |
|  |  | Maintenance Fund |

Section 2. A hearing shall be held on August 14, 2019, at 7:00 p.m., at the Walter R. Sundling Jr. High School, 1100 North Smith Street, Palatine, Illinois, to discuss the proposed transfer.

Section 3. The Secretary is authorized and directed to publish notice of said hearing at least seven (7) days and not more than thirty (30) days prior to the hearing in a newspaper of general circulation within the School District, and to post a notice, at least
forty-eight (48) hours before the hearing, at 580 North $1^{\text {st }}$ Bank Drive, Palatine, Illinois 60067. Both notices shall be in substantially the following form:

# NOTICE OF HEARING <br> COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15 COUNTY OF COOK, STATE OF ILLINOIS 

NOTICE IS HEREBY GIVEN that a hearing will be held on August 14, 2019, 7:00 p.m., at Walter R. Sundling Jr. High School, 1100 North Smith Street, Palatine, Illinois 60067, to discuss the intention of the Board of Education of Community Consolidated School District No. 15, Cook County, Illinois, to transfer Seven Million Five Hundred Thousand Dollars $(\$ 7,500,000)$ from the Education Fund to the Operations \& Maintenance Fund pursuant to Section 17-2A of the School Code (105 ILCS 5/17-2A).

Dated this 25th day of July, 2019.

Secretary, Board of Education
Section 4. This Resolution shall be in full force and effect immediately upon its adoption.

ADOPTED this $12^{\text {th }}$ day of June, 2019, by the following roll call vote:
AYE:
NAY:
ABSENT:

President, Board of Education

## ATTEST:

Secretary, Board of Education

Community Consolidated School District 15
Joseph M. Kiszka Educational Service Center Palatine, IL 60067-8110

Meg Schnoor, Ed.D.
Assistant Superintendent for Teaching and Learning
(847) 963-3101 Fax (847) 963-3119

## 580 N. 1st Bank Drive

Assistant Superintendent for Teaching and Learning www.ccsd15.net

DATE: June 12, 2019
TO: Board of Education


FROM: Meg Schnoor, Ed.D., Assistant Superintendent for Teaching and Learning
RE: Culturally and Linguistically Responsive Teaching Training and Classroom Coaching
The attached purchase order is provided for board consideration to continue and expand the implementation of Culturally and Linguistically Responsive Teaching (CLR) in District 15. The Department of Instruction, in cooperation with the Board Equity Committee, have partnered with Teacher Created Materials (TCM) to provide teacher training to increase efficacy in addressing the needs of our diverse student population. The Department of Instruction would like to continue to contract TCM to provide materials and training to teachers, specialists and leadership. Jane Addams Elementary and Winston Campus Junior High will continue their implementation, and Gray M. Sanborn, Lake Louise, and Virginia Lake Elementaries as well as Carl Sandburg Junior High will be added to the group of schools taking part in this important initiative.

CLR focuses the implementation of culturally and linguistically responsive teaching techniques and the experience for teachers consists of professional development materials, job-embedded coaching, workshops, and webinars. Culturally and linguistically responsive teaching validates and affirms students' home culture and language for the purpose of building and bridging to increase the prevalence school culture behaviors. TCM will continue to provide in classroom coaching, as well as workshops, and will continue to work closely with the district to tailor topics and content to meet our needs.

The total cost for this year-long professional learning for six schools is $\$ 566,000.02$. The funding is provided via a combination of Federal Title I, II and III grant funds.

[^4]
## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

PURCHASE REQUISITION


# Teacher Created Materials <br> Culturally and Linguistically Responsive <br> Professional Development Plan <br> CCSD 15, Palatine, IL 

## Professional Development Pricing

Consecutive days discount for training and/or coaching:
Keynote Presenter with Dr. Sharroky Hollie: \$8,000 per day 1 day: $\$ 5,500$ per day/per trainer
2 consecutive days: $\$ 5,000$ per day/per trainer
3 consecutive days: \$4,500 per day/per trainer
4 or 5 consecutive days: $\$ 4,000$ per day/per trainer

## Cost for CCSD 15-Palatine for Option A

Keynote Presenter with Dr. Sharroky Hollie: $\$ 7,000$ per day ( $\$ 1,000$ savings per day) Coaching: $\$ 4,000$ per day/per trainer ( $\$ 1,500$ savings per day)

## Teacher Created Materials

Culturally and Linguistically Responsive
Professional Development Plan
CCSD 15, Palatine, IL

## Professional Development for Addams and Winston PER SCHOOL Breakdown of Costs

| Jane Addams' Description and Costs | Price |
| :---: | :---: |
| Awareness and Interest Day 2: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie (1 day) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 6 days $=\$ 24,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) |  |
| Awareness and Interest Day 3: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie (1 day at $\$ 7,000 / 6$ Schools $=\$ 1,666.67$ Per School) | \$57,666.67 |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 6 days $=\$ 24,000$ ) <br> - CLR Demonstration Lessons (1 day $=\$ 4,000$ ) |  |
| Total of 16 days of Support |  |


| Winston Junior High's Description and Costs | Price |
| :---: | :---: |
| Awareness and Interest Day 2: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie (1 day) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 6 days $=\$ 24,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) |  |
| Awareness and Interest Day 3: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie (1 day at $\$ 7,000 / 6$ Schools $=\$ 1,666.67$ Per School) | \$57,666.67 |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 6 days $=\$ 24,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) |  |
| Total of 16 days of Support |  |

## Teacher Created Materials

Culturally and Linguistically Responsive
Professional Development Plan
CCSD 15, Palatine, IL
Professional Development for Carl Sandburg, Lake Louise, Sanborn, and Virginia Lake
PER SCHOOL Breakdown of Costs

| Carl Sandburg's Description and Costs | Price |
| :---: | :---: |
| Awareness and Interest Day 1: <br> - Journey to Responsiveness delivered by Dr. Sharroky Hollie (1 day) |  |
| Awareness and Interest Day 2: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Skarroky Hollie (1 day) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) | \$105,666.67 |
| Awareness and Interest Day 3: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie (1 day at \$7,000/6 Schools $=\$ 1,666.67$ Per School) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) |  |


| Lake Louise's Description and Costs | Price |
| :---: | :---: |
| Awareness and Interest Day 1: <br> Journey to Responsiveness delivered by Dr. Sharroky Hollie (1 day) |  |
| Awareness and Interest Day 2: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Skarroky Hollie (1 day $=\$ 7,000$ ) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) | \$112,666.67 |
| Awareness and Interest Day 3: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie ( 1 day at $\$ 7,000 / 6$ Schools $=\$ 1,666.67$ Per School) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) |  |
| Total of 29 days of Support |  |

## Teacher Created Materials P UBLISHING <br> Culturally and Linguistically Responsive <br> Professional Development Plan <br> CCSD 15, Palatine, IL

| Sanborn's Description and Costs | Price |
| :---: | :---: |
| Awareness and Interest Day 1: <br> Journey to Responsiveness delivered by Dr. Sharroky Hollie (1 day) |  |
| Awareness and Interest Day 2: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Skarroky Hollie ( 1 day $=\$ 7,000$ ) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons ( 1 day $=\$ 4,000$ ) | \$112,666.67 |
| Awareness and Interest Day 3: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie ( 1 day at $\$ 7,000 / 6$ Schools $=\$ 1,666.67$ Per School) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons (1 day $=\$ 4,000$ ) |  |
| Total of 29 days of Support |  |


| Virginia Lake's Description and Costs | Price |
| :---: | :---: |
| Awareness and Interest Day 1: <br> Journey to Responsiveness delivered by Dr. Sharroky Hollie (1 day) |  |
| Awareness and Interest Day 2: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Skarroky Hollie ( 1 day $=\$ 7,000$ ) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons (1 day = $\$ 4,000$ ) | \$112,666.67 |
| Awareness and Interest Day 3: <br> - CLR Jumpstart workshop and one additional workshop delivered by Dr. Sharroky Hollie ( 1 day at $\$ 7,000 / 6$ Schools $=\$ 1,666.67$ Per School) |  |
| Mental Tryout \& Real-World Tryout: <br> - CLR Coaching Cohort ( 12 days $=\$ 48,000$ ) <br> - CLR Demonstration Lessons (1 day $=\$ 4,000$ ) |  |

5301 Oceanus Drive | Huntington Beach, CA 92649| tcmpub.com | (800) 858-7339

# Teacher Created Materials 

Culturally and Linguistically Responsive
Professional Development Plan
CCSD 15, Palatine, IL

## Professional Development for Leadership Track

| Leadership's Description and Costs | Price |
| :--- | :---: |
| Awareness and Interest Day 1:  <br> $\bullet \quad$ Journey to Responsiveness delivered by Dr. Sharroky Hollie (1 full day)  <br> Awareness and Interest Day 2:  <br> $\bullet \quad$ CLR Jumpstart workshop and one additional workshop delivered by Dr.  <br> $\quad$ Skarroky Hollie (1 full day) $\$ 7,000$ <br> Leaders would attend sessions delivered by Dr. Sharroky Hollie during the same time <br> with Carl Sandburg, Lake Louise, and Sanborn.  <br> Session for all Leaders: <br> $\bullet \quad$ Culturally Responsive Leadership delivered by Dr. Sharroky Hollie (1 full day)  <br> Total of 3 days (charge for only 1 full day)  |  |

# Teacher Created Materials -P U B LISHING <br> Culturally and Linguistically Responsive <br> Professional Development Plan <br> CCSD 15, Palatine, IL 

Pricing Summary for Option A

| Description | Price |
| :--- | :---: |
| Jane Addams | $\$ 57,666.67$ |
| Winston Junior High | $\$ 57,666.67$ |
| Carl Sandburg | $\$ 105,666.67$ |
| Lake Louise | $\$ 112,666.67$ |
| Sanborn | $\$ 112,666.67$ |
| Virginia Lake | $\$ 112,666.67$ |
| Leadership Track | $\$ 7,000$ |
| Summary for Option A | $\mathbf{\$ 5 6 6 , 0 0 0 . 0 2}$ |

Total Savings for Option A: $\mathbf{\$ 2 0 4 , 0 0 0}$

Community Consolidated School District 15
Joseph M. Kiszka Educational Service Center
580 N. 1st Bank Drive Palatine, IL 60067-8110

Thomas Edgar, Ph.D.
Executive Director, Assessment, Accountability, and Programs

DATE: June 12, 2019

## TO: Board of Education

FROM: Thomas Edgar, Meg Schnoor
RE: Illustrative Math Teacher and Student Materials and Teacher Training

The attached purchase order is provided for board consideration to expand the implementation of the Illustrative Math program in District 15. The Department of Instruction, in alignment with the Every Student Success Act, has partnered with the Illustrative Math publisher to provide teacher training for the effective instruction of our diverse student population. The Department of Instruction would like to continue to use Illustrative Math materials and training to teachers for its use. These materials and trainings will directly support the improvement plans at Winston Campus Junior High, Carl Sandburg Junior High, and Walter R. Sundling Junior High. Plum Grove Junior High will also adopt Illustrative Math materials to provide a consistent math experience across the four junior high schools.

Illustrative Math is a top-rated middle school math curriculum as reviewed by EdReports, an independent nonprofit that reviews $\mathrm{K}-12$ instructional materials for focus, coherence, and rigor. This program has been piloted by District staff during the 2018-2019 school year and comes highly endorsed by our teaching staff.

The total cost for the curriculum materials and training for all four Junior High schools is $\$ 143,544$. The funding for the teacher and student materials and teacher training is supported by budgeted funds from the Title 1 (1003A) school improvement grant and other district funds that are designated for the purchase of instructional materials.

[^5]
## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

PURCHASE REQUISITION


OPEN-UP
resources ${ }^{\text {m }}$
Proposal for Partnership

| Quote Number | Q-03714 | Created Date | 05/10/2019 |
| :---: | :---: | :---: | :---: |
| Contact Name | Adrienne Bailey | Expiration Date | 06/09/2019 |
|  |  | Account Name | Palatine Community |
|  |  |  | Consolidated School |
|  |  |  | District 15 |
| Prepared By | Laura Khalil | Bill To | 580 North 1st Bank Drive |
| Title | Field Specialist |  | Palatine, IL |
| Email | laura.khalil@openup.org |  | 60067-8110 |
| Phone | 1-800-460-9216 |  |  |

## Introduction

Open Up Resources is pleased to submit this proposal for partnership. We are poised to deliver a best-in-class solution that suits your approach to teaching and learning.

The following quote outlines pricing for the requested materials and services; please contact us should your needs change. We will confirm this order upon receipt of your purchase order(s).

Thank you!

| Product | Product Code | Sales Price | Qty. | Total Price |
| :--- | :---: | ---: | ---: | ---: |
| OUR BL 2 DAY MATH DESIGN WKSHP | BL2DMTH2DESWK | $\$ 7,500.00$ | 1 | $\$ 7,500.00$ |
| OUR BL MATH LDR LRNG WALKS | BLMATHLRWLK | $\$ 4,000.00$ | 2 | $\$ 8,000.00$ |
| OUR BL MATH TCHR VIR COACH YEAR | BLMATHTVCHY | $\$ 2,250.00$ | 1 | $\$ 2,250.00$ |
| OUR BL VIR MATH WKSHP SERIES | BLVMATHWKSRS | $\$ 4,500.00$ | 4 | $\$ 18,000.00$ |

Subtotal: \$35,750.00
Total: \$35,750.00

## Terms \& Conditions

## Pricing Information:

- All prices are in US dollars and valid for 30 days from the date of this proposal. After this time period, prices, products, and services are subject to change without notice.
- Note: This is a cost proposal, not a formal contract.
- You agree to BetterLesson PersonalizedPD Terms and Conditions (see Attachment A) by signing this proposal, future quotes for additional solutions or by providing a purchase order.
- BetterLesson, Inc. is an intended third-party beneficiary of this quote with full recourse against your school or district for any nonpayment or violation of the PersonalizedPD Terms and Conditions (Attachment A).


## Ordering Information:

Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:

- Your complete billing address.
- A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
- A copy of this proposal.
- Any additional special requirements for delivery.


## Payment Information:

- We kindly request payment within 30 days. Open Up Resources is a 501C3 not-for-profit organization.
- Payment for BetterLesson services is required in advance of delivery.
- A 3\% service charge will be applied for credit card payments.
- After 90 days, a fee of $1.5 \%$ per month will be charged on unpaid balances

OPEN-UP
resources"
Proposal for Partnership

| Quote Number | Q-03712 | Created Date <br> Expiration Date <br> Account Name | 05/10/2019 <br> O6/09/2019 <br> Palatine Community <br> Consolidated School |
| :--- | :--- | :--- | :--- |
|  |  |  | District 15 |
|  |  | Bill To | 580 North 1st Bank Drive |
| Prepared By | Laura Khalil |  | Palatine, IL |
| Title | Field Specialist |  | $60067-8110$ |
| Email | laura.khalil@openup.org |  |  |
| Phone | $1-800-460-9216$ |  |  |

## Introduction

Open Up Resources is pleased to submit this proposal for partnership. We are poised to deliver a best-in-class solution that suits your approach to teaching and learning.

The following quote outlines pricing for the requested materials and services; please contact us should your needs change. We will confirm this order upon receipt of your purchase order(s).

Thank you!

| Product | Product Code | Sales Price | Qty. | Total Price |
| :---: | :---: | :---: | :---: | :---: |
| OUR MATH G6 SDNT COURSE | 9781643112824 | \$26.00 | 250 | \$6,500.00 |
| OUR MATH G6 TCHR COURSE | 9781643113012 | \$106.00 | 2 | \$212.00 |
| OUR MATH KIT G6 CONSUM | OURMSKITG6C | \$480.00 | 1 | \$480.00 |
| OUR MATH KIT G6 NON-CONSUM | OURMSKITG6NC | \$385.00 | 2 | \$770.00 |
| OUR MATH G7 SDNT COURSE | 9781643112831 | \$26.00 | 610 | \$15,860.00 |
| OUR MATH G7 TCHR COURSE | 9781643113029 | \$106.00 | 2 | \$212.00 |
| OUR MATH KIT G7 CONSUM | OURMSKITG7C | \$430.00 | 3 | \$1,290.00 |


| OUR MATH KIT G7 NON-CONSUM | OURMSKITG7NC | $\$ 275.00$ | 2 | $\$ 550.00$ |
| :--- | :---: | :---: | ---: | ---: |
| OUR MATH G8 SDNT COURSE | 9781643112848 | $\$ 26.00$ | 590 | $\$ 15,340.00$ |
| OUR MATH G8 TCHR COURSE | 9781643113036 | $\$ 106.00$ | 1 | $\$ 106.00$ |
| OUR MATH KIT G8 CONSUM | OURMSKITG8C | $\$ 435.00$ | 3 | $\$ 1,305.00$ |
| OUR MATH KIT G8 NON-CONSUM |  |  |  |  |

Subtotal: \$42,780.00
Total: \$42,780.00

## Terms \& Conditions

## Pricing Information:

- All prices are in US dollars and valid for 30 days from the date of this proposal. After this time period, prices, products, and services are subject to change without notice.
- Note: This is a cost proposal, not a formal contract.


## Shipping and Handling Charges:

- All orders for Alaska and Hawaii will be charged shipping based on weight and distance.
- Standard orders will be shipped via ground carrier, standard delivery.
- Books are packed in ca rtons labeled with Grade and Unit Number. Pallets will be organized by the receiving school or district to aid in distribution to the appropriate locations. To minimize the number of pallets shipped per school, materials for more than one grade level may appear on a single pallet.
- Additional charges may apply for expedited shipments or exceptionally large orders; please contact your field specialist if you have special shipping or delivery requirements. Requests for shipping or product order changes after submission of your order will be accommodated whenever possible, though fees for re-direction may apply.


## Ordering Information:

Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:

- Your complete billing address.
- A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
- A copy of this proposal.
- Any additional special requirements for delivery.


## Payment Information:

- We kindly request payment within 30 days. Open Up Resources is a $501 \mathrm{C3}$ not-for-profit organization.
- A $3 \%$ service charge will be applied for credit card payments.
- After 90 days, a fee of $1.5 \%$ per month will be charged on unpaid balances


## Shortages and Damaged Materials

Please inventory your materials upon receipt. Open Up Resources will replace damaged, missing, or incorrect materials from an order at no cost to the customer if notified within 30 days of the shipment arrival date.

## Returns

In most cases, Open Up Resources will refund returned materials that are unused and undamaged if notified within 30 days of the shipment arrival date. Please see below for more information on what materials can be returned.

Open Up Resources will accept returns of the following materials:

- Complete sets of unused, undamaged student workbooks and teacher materials
- Unused, undamaged a la carte trade books
- Complete sets of unused, undamaged required and recommended standard bundles in their bins
- Standard add-on packs
- Unused, undamaged additional bins (must be returned flat)


## The following materials are not refundable:

- Custom trade book bundles and their bins
- Lab Materials Kits


## Warranty:

- Open Up warrants to the District that for one year from the date of purchase (the 'Warranty Period'), all printed textbooks provided by Open Up pursuant to this RFP ('Textbooks') will be free from material manufacturing defects in material and workmanship that render such Textbooks unusable. To the extent that a material manufacturing defect that makes any Textbook unusable is discovered during the Warranty Period, Open Up will provide the District with a functionally equivalent replacement Textbook at no additional cost to the District. EXCEPT FOR THE WARRANTY SET FORTH ABOVE, OPEN UP MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO THE TEXTBOOKS, INCLUDING ANY (A) WARRANTY OF MERCHANTABILITY OR (B) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE, WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF trade or otherwise. This warranty does not apply to lab materials kits.
- The District must make best efforts to inspect books for material defects within 60 days of receipt to ensure timely replacement.
- Issues requiring warranty support may be directed to support@openup.org.

OPEN-UP
resources"
Proposal for Partnership

| Quote Number | Q-03711 | Created Date | 05/10/2019 |
| :---: | :---: | :---: | :---: |
| Contact Name | Adrienne Bailey | Expiration Date | 06/28/2019 |
|  |  | Account Name | Palatine Community |
|  |  |  | Consolidated School |
|  |  |  | District 15 |
| Prepared By | Laura Khalil | Bill To | 580 North 1st Bank Drive |
| Title | Field Specialist |  | Palatine, IL |
| Email | laura.khalil@openup.org |  | 60067-8110 |
| Phone | 1-800-460-9216 |  |  |

## Introduction

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The following quote outlines pricing for the requested materials and services; please contact us should your needs change. We will confirm this order upon receipt of your purchase order(s).

Thank you!

| Product | Product Code | Sales Price | Qty. | Total Price |
| :---: | :---: | :---: | :---: | :---: |
| OUR MATH G7 SDNT COURSE | 9781643112831 | \$26.00 | 1050 | \$27,300.00 |
| OUR MATH G7 TCHR COURSE | 9781643113029 | \$106.00 | 3 | \$318.00 |
| OUR MATH KIT G7 CONSUM | OURMSKITG7C | \$430.00 | 7 | \$3,010.00 |
| OUR MATH KIT G7 NON-CONSUM | OURMSKITG7NC | \$275.00 | 3 | \$825.00 |
| OUR MATH G7 SP SDNT COURSE | 9781643113050 | \$39.00 | 25 | \$975.00 |
| OUR MATH G8 SDNT COURSE | 9781643112848 | \$26.00 | 980 | \$25,480.00 |
| OUR MATH G8 TCHR COURSE | 9781643113036 | \$106.00 | 6 | \$636.00 |


| OUR MATH KIT G8 CONSUM | OURMSKITG8C | $\$ 435.00$ | 9 | $\$ 3,915.00$ |
| :--- | ---: | ---: | ---: | ---: |
| OUR MATH KIT G8 NON-CONSUM | OURMSKITG8NC | $\$ 155.00$ | 6 | $\$ 930.00$ |
| OUR MATH G8 SP SDNT COURSE | 9781643113067 | $\$ 39.00$ | 25 | $\$ 975.00$ |
| OUR MATH G6 SDNT COURSE | 9781643112824 | $\$ 26.00$ | 25 | $\$ 650.00$ |

Subtotal: \$65,014.00
Total: \$65,014.00

## Terms \& Conditions

## Pricing Information:

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- Note: This is a cost proposal, not a formal contract.


## Shipping and Handling Charges:

- All orders for Alaska and Hawaii will be charged shipping based on weight and distance.
- Standard orders will be shipped via ground carrier, standard delivery.
- Books are packed in ca rtons labeled with Grade and Unit Number. Pallets will be organized by the receiving school or district to aid in distribution to the appropriate locations. To minimize the number of pallets shipped per school, materials for more than one grade level may appear on a single pallet.
- Additional charges may apply for expedited shipments or exceptionally large orders; please contact your field specialist if you have special shipping or delivery requirements. Requests for shipping or product order changes after submission of your order will be accommodated whenever possible, though fees for re-direction may apply.


## Ordering Information:

Please submit your official purchase order, with authorized signature(s), electronically to your field specialist. Include:

- Your complete billing address.
- A primary contact name, email address, phone number, title, school, district, street address, city, state, and zip code.
- A copy of this proposal.
- Any additional special requirements for delivery.


## Payment Information:

- We kindly request payment within 30 days. Open Up Resources is a 501C3 not-for-profit organization.
- A 3\% service charge will be applied for credit card payments.
- After 90 days, a fee of $1.5 \%$ per month will be charged on unpaid balances


## Shortages and Damaged Materials

Please inventory your materials upon receipt. Open Up Resources will replace damaged, missing, or incorrect materials from an order at no cost to the customer if notified within 30 days of the shipment arrival date.

## Returns

In most cases, Open Up Resources will refund returned materials that are unused and undamaged if notified within 30 days of the shipment arrival date. Please see below for more information on what materials can be returned.

Open Up Resources will accept returns of the following materials:

- Complete sets of unused, undamaged student workbooks and teacher materials
- Unused, undamaged a la carte trade books
- Complete sets of unused, undamaged required and recommended standard bundles in their bins
- Standard add-on packs
- Unused, undamaged additional bins (must be returned flat)

The following materials are not refundable:

- Custom trade book bundles and their bins
- Lab Materials Kits


## Warranty:

- Open Up warrants to the District that for one year from the date of purchase (the 'Warranty Period'), all printed textbooks provided by Open Up pursuant to this RFP ('Textbooks') will be free from material manufacturing defects in material and workmanship that render such Textbooks unusable. To the extent that a material manufacturing defect that makes any Textbook unusable is discovered during the Warranty Period, Open Up will provide the District with a functionally equivalent replacement Textbook at no additional cost to the District. EXCEPT FOR THE WARRANTY SET FORTH ABOVE, OPEN UP MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO THE TEXTBOOKS, INCLUDING ANY (A) WARRANTY OF MERCHANTABILITY OR (B) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE, WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE OR OTHERWISE. THIS WARRANTY DOES NOT APPLY TO LAB MATERIALS KITS.
- The District must make best efforts to inspect books for material defects within 60 days of receipt to ensure timely replacement.
- Issues requiring warranty support may be directed to support@openup.org.

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: $\quad$ Action Item - Bid \#19-008 Stage Curtains

## Background

Bid \#19-008 - Stage Curtains - was published in the Daily Herald and posted on the District's website on May 18, 2019. Bid specifications were sent to eight vendors and four bids were received back.

This bid is to replace curtains that are worn and aged in the following schools: Virginia Lake, Carl Sandburg, Thomas Jefferson, Lake Louise, Winston Campus, Marion Jordan, Lincoln School, Stuart R. Paddock, Central Road, Conyers Learning Academy, Frank C. Whiteley, Jane Addams, and Kimball Hill.

## Results

| \#19-008 Stage Curtian Results |  |
| :--- | ---: |
| Vendor | Total Cost |
| North-West Drapery Services, Inc. | $95,008.00$ |
| Blind Spot | $277,461.00$ |
| Janson Industries | $113,113.00$ |
| Protolight | $132,312.50$ |

## Recommendation

It is recommended that the Board of Education award the bid to North-West Drapery Services, Inc., Chicago, IL for the amount of $95,008.00$. Award selection is based on lowest vendor meeting bid specifications.

These expenditures are budgeted in the 2019-20 Capital Projects Fund.

Bid documents are available for review in the Business Office.

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - RFP \#19-010 Multifunctional Devices and Print Management Software

## Background

Bid Notice \#19-010 - Multifunctional Devices and Print Management Software - was published in the Daily Herald and posted on the District's website on February 28, 2019. Bid specifications were sent to approximately thirty vendors and nine bids were received back.

The District currently has a fleet of approximately 60 copiers, not including the reprographics equipment, located throughout the District. The lease is set to expire at the end of June. This bid is to replace our current copier fleet with new copiers.

## Results

See attached results.

## Recommendation

It is recommended that the Board of Education award RFP \#19-010 Multifunctional Devices and Print Management Software to Imagetech Inc., Rosemont, IL for an estimated amount of \$778,109.59 for a 60 -month contract ( $\$ 155,621.92$ annually). Award selection is based on lowest vendor meeting bid specifications.

These funds are budgeted annually in the Education Fund.
Bid documents are available for review in the Business Office.
\#19-010 MULTIFUNCTIONAL DEVICES

## LOW BID

TOTAL CONTRACT LEASE COST
TOTAL CONTRACT PRINT COST
TOTAL CONTRACT COST FOR PAPERCUT
Annual Cost

SECOND LOW BID
TOTAL CONTRACT LEASE COST
OTAL CONTRACT PRINT COST
TOTAL CONTRACT COST FOR PAPERCUT
Annual Cost

THIRD LOW BID
OTAL CONTRACT LEASE COST
TOTAL CONTRACT PRINT COST
TOTAL CONTRACT COST FOR PAPERCUT

Annual Cost

| $\mathbf{3 6}$ Monthly Lease Cost <br> TOSHIBA, Arlington Heights, IL. |  |
| :---: | :---: |
|  | $312,912.00$ |
|  | $231,998.38$ |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



Imagetech, Rosemont, IL

| Imagetech, Rosemont, IL. | Imagetech, Rosemont, IL. |  |  |
| :---: | :---: | :---: | :---: |
|  | $338,828.40$ |  | $372,065.76$ |
|  | $236,814.96$ |  |  |
|  |  | included |  |
|  |  |  |  |

$575,643.36 \quad 687,819.03$
$191,881.12$ 171,954.76

Impact Networking, Inc. Lake Forest, IL. SOLUTION 1 Impact Networking, Inc. Lake Forest, IL. SOLUTION 1

| $293,063.04$ | $316,009.92$ |  |
| ---: | ---: | ---: |
| $245,846.23$ | $352,929.22$ |  |
| $51,574.32$ |  |  |
|  | $55,610.40$ |  |
|  |  | $724,549.54$ |

OTG, Bolingbrook, IL. Solution \#1
385,767.00 401,381.28 52,093.20 839,241.48 167,848.30

## Proven IT, Tinley Park, IL.

429,960.00 168,926.57

DATE: June 12, 2019
TO: Board of Education

FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Bid \#19-025 High Production Reproduction Multifunctional Devices

## Background

Bid \#19-025 - High Production Reproduction Multifunctional Devices - was published in the Daily Herald and posted on the District's website on March 3, 2019. Specifications were sent to ten vendors and nine bids were received back.

The District currently has three large reproduction copiers in the Reprographics Department. The lease is set to expire in July. The District has the option to extend the lease for one year. The District currently pays $\$ 9,760.35$ per month for the lease and service on these devices. Extending the contract under the same terms and conditions would cost the district $\$ 10,104.57$ per month for an annual cost increase of $\$ 4,130.64$ or $3.5 \%$.

## Recommendation

It is recommended the Board of Education reject Bid \#19-025 High Production Reproduction Multifunctional Devices. Extending the current contract by one year will allow the District to further evaluate printing/copying needs both at the District and building levels.

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Bid \#19-031 FCW Parking Lot Paving

## Background

Bid \#19-031 - FCW Parking Lot Paving - was published in the Daily Herald and posted on the District's website on April 26, 2019. Bids were sent to six vendors and six bids were received back.

This project is for pavement improvements at Frank C. Whiteley Elementary School. The District contracted with a consultant to prepare the specifications and oversee the project to completion.

## Results

Please see attached results.

## Recommendation

It is recommended the Board of Education award Bid \#19-031 FCW Parking Lot Paving to Chicagoland Paving, Lake Zurich, IL in the amount of $\$ 77,000.00$. The bid award is based on lowest vendor meeting bid specifications.

This project is budgeted in the 2019-20 Capital Projects Fund.

Bid documents are available for review in the Business Office.

June 3, 2019

Michael Adamczyk, SFO
Community Consolidated School District 15
580 1st Bank Drive
Palatine, Illinois 60067

## RE: <br> Frank Whiteley Pavement Improvements <br> IMEG \#19000376.00

Dear Michael:
Bids were opened and read for the above referenced project at 11:00A.M. on May 22, 2019 and Chicagoland Paving was the low bidder with a Base Bid of $\$ 77,000$. 0 .

Chicagoland Paving is reputable and capable of completing the work.

We therefore, recommend awarding the Base Bid to Chicagoland Paving in the amount of $\$ 77,000.00$.


Hartan M. Đoland, PE, PLS
Sénior Principal / Client Executive
harlan.m.doland@imegcorp.com
HMD/rlk
Document3


## DATE: June 12, 2019

TO: Board of Education

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

RE: $\quad$ Action Item - Bid \#19-032 HVAC Upgrades

## Background

Bid \#19-032 - HVAC Upgrades - was published in the Daily Herald and posted on the District's website on April 29, 2019. The District contracted with a consultant, CS2 Design Group, to prepare the specifications and oversee the project to completion. Seven vendors picked up specifications \& plan documents from CS2 Design Group. The District received seven responses.

This improvement is for the HVAC system at the warehouse. The current system is old and isn't functioning correctly.

## Recommendation

It is recommended that the Board of Education reject Bid \#19-032 HVAC Upgrades and rebid. The bid results were substantially higher than anticipated. The District will work with CS2 Design Group on design and schedule modifications to develop a more cost effective project.

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Bid \#19-033 Further Processed USDA Commodity Foods and Commercial Equivalents

## Background

Bid \#19-033 - Further Processed USDA Commodity Foods and Commercial Equivalents - was published in the Daily Herald and posted on the District's website on April 29, 2019. Specifications were sent to eight vendors and three bids were received back.

Further processed USDA commodity products are not like their commercial equivalents. The District is allotted a dollar amount based on number of lunches served the prior year. Products are then selected to be used in the school meals program. Pounds of raw product are sent (via the USDA) to a manufacturer, who then uses the raw product and turns out finished cases of usable food items. The District is then given a discount off the commercial price of the finished item, which is equivalent to the dollar value of the raw product needed to produce the finished case. This dollar value is established yearly by the USDA.

Currently, the bid for a manufacturer's item cannot be split between distributors, as the system only allows us to "bank" the value of the product with a single distributor. For example, if the majority of the cheese products from a manufacturer is less expensive from one distributor, then the District must select the distributor with the lowest pricing overall for those products. There can be no line item bids on commodities.

## Bid Results

Please see attached.

## Recommendation

It is recommended the Board of Education award this bid to Kohl Food Service in the amount of $\$ 326,953.85$, PFG in the amount of $\$ 10,561.60$, and Gordon Food Service in the amount of $\$ 148,293.45$ for a total bid amount of $\$ 485,808.90$.

These funds are budgeted in the 2019-20 Nutrition Services budget.
Bid documents are available for review in the Business Office.

## FURTHER PROCESSED COMMODITY BID AWARD BY CATEGORY 2019-2020

MANUFACTURER DISTRIBUTOR AWARD AMOUNT

| Bongards | PFG | \$ | 1,416.00 |
| :---: | :---: | :---: | :---: |
| ConAgra/Gilardi | KOHL | \$ | 5,701.10 |
| Del Monte Fruit | KOHL | \$ | 3,429.00 |
| J\&J Flour | KOHL | \$ | 13,778.40 |
| Jenni-O | KOHL | \$ | 11,962.45 |
| JTM | GFS | \$ | 13,507.00 |
| Lamb-Weston - Potatoes | GFS | \$ | 2,401.00 |
| Lamb-Weston - Sweet Potatoes | GFS | \$ | 3,586.80 |
| McCain - Potatoes | GFS | \$ | 25,489.00 |
| McCain - Sweet Potatoes | PFG | \$ | 9,145.60 |
| Michaels | KOHL | \$ | 32,161.80 |
| Muffintown | KOHL | \$ | 2,982.60 |
| Nardone Bros | KOHL | \$ | 17,188.05 |
| Pilgrim/Goldkist | KOHL | \$ | 75,897.50 |
| Red Gold | KOHL | \$ | 22,290.75 |
| Rich Seapak - Flour | GFS | \$ | 26,572.65 |
| Rich Seapak - Mozzarella Cheese | KOHL | \$ | 5,561.05 |
| SA Piazza | KOHL | \$ | 19,395.90 |
| Schwann's | KOHL | \$ | 44,262.25 |
| Simplot | KOHL | \$ | 8,726.50 |
| Smuckers | GFS | \$ | 76,737.00 |
| Sunny Fresh | KOHL | \$ | 4,218.70 |
| Tasty Brands | KOHL | \$ | 10,269.00 |
| Tyson Advance-Pierre | KOHL | \$ | 11,805.00 |
| Tyson Bosco | KOHL | \$ | 10,629.30 |
| Tyson Chicken | KOHL | \$ | 8,909.00 |
| Yang's Fifth Taste | KOHL | \$ | 17,785.50 |
| KOHL FOODSERVICE TOTAL BID AWARD |  | \$ | 326,953.85 |
| PFG TOTAL BID AWARD |  | \$ | 10,561.60 |
| GFS TOTAL BID AWARD |  | \$ | 148,293.45 |
| TOTAL BID AWARD |  | \$ | 485,808.90 |

EXHIBIT "B" - COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15
FURTHER PROCESSED USDA COMMODITY FOODS AND COMMERCIAL EQUIVALENTS 2019-2020



|  | 6132 | Turkey Sausage Patty |  | KOHL | 50 | \$ | 36.49 | \$ | 1.90 | \$ | 10.92 | \$ | 27.47 | \$ | 1,373.50 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | PFG | 50 | \$ | 36.49 | \$ | 1.93 | \$ | 10.92 | \$ | 27.50 | \$ | 1,375.00 |
|  |  |  |  | GFS | 50 | \$ | 36.49 | \$ | 1.25 | \$ | 12.91 | \$ | 24.83 | \$ | 1,241.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 232012 | Pre-Sliced Turkey Ham Coins |  | KOHL | 30 | \$ | 52.32 | \$ | 1.90 | \$ | 14.19 | \$ | 40.03 | \$ | 1,200.90 |
|  |  |  | no bid | PFG | 30 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  | no bid | GFS | 30 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 257412 | Pre-Sliced Turkey Breast Coins |  | KOHL | 30 | \$ | 52.32 | \$ | 1.90 | \$ | 13.30 | \$ | 40.92 | \$ | 1,227.60 |
|  |  |  |  | PFG | 30 | \$ | 41.40 | \$ | 2.19 | \$ | 11.73 | \$ | 31.86 | \$ | 955.80 |
|  |  |  | no bid | GFS | 30 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| JTM | CP5249 | Beef Taco Meat, Allergen Free | PTV SHOWN | KOHL | 375 | \$ | 93.77 | \$ | 2.10 | \$ | 68.77 | \$ | 27.10 | \$ | 10,162.50 |
|  |  |  |  | PFG | 375 | \$ | 25.00 | \$ | 1.33 | \$ | - | \$ | 26.33 | \$ | 9,873.75 |
|  |  |  |  | GFS | 375 | \$ | 25.00 | \$ | 1.25 | \$ | - | \$ | 26.25 | \$ | 9,843.75 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | CP5578 | Red. Fat Spaghetti Sauce | PTV SHOWN | KOHL | 90 | \$ | 58.74 | \$ | 2.10 | \$ | 33.24 | \$ | 27.60 | \$ | 2,484.00 |
|  |  |  |  | PFG | 90 | \$ | 25.50 | \$ | 1.35 | \$ | - | \$ | 26.85 | \$ | 2,416.50 |
|  |  |  |  | GFS | 90 | \$ | 25.50 | \$ | 1.25 | \$ | - | \$ | 26.75 | \$ | 2,407.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | CP579 | Red. Fat Chili w/Beans | PTV SHOWN | KOHL | 25 | \$ | 43.39 | \$ | 2.10 | \$ | 17.89 | \$ | 27.60 | \$ | 690.00 |
|  |  |  |  | PFG | 25 | \$ | 25.51 | \$ | 1.35 | \$ | - | \$ | 26.86 | \$ | 671.50 |
|  |  |  |  | GFS | 25 | \$ | 25.50 | \$ | 1.25 | \$ | - | \$ | 26.75 | \$ | 668.75 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | CP 5035 | Red. Sodium Beef Meatball | PTV SHOWN | KOHL | 20 | \$ | 84.43 | \$ | 2.10 | \$ | 56.33 | \$ | 30.20 | \$ | 604.00 |
|  |  |  |  | PFG | 20 | \$ | 28.10 | \$ | 1.49 | \$ | - | \$ | 29.59 | \$ | 591.80 |
|  |  |  |  | GFS | 20 | \$ | 28.10 | \$ | 1.25 | \$ | - | \$ | 29.35 | \$ | 587.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LAMB-WESTON | S0026 | Starz Potatoes |  | KOHL | 100 | \$ | 30.17 | \$ | 1.45 | \$ | 7.60 | \$ | 24.02 | \$ | 2,402.00 |
|  |  |  |  | PFG | 100 | \$ | 30.59 | \$ | 1.93 | \$ | 7.60 | \$ | 24.92 | \$ | 2,492.00 |
|  |  |  |  | GFS | 100 | \$ | 30.36 | \$ | 1.25 | \$ | 7.60 | \$ | 24.01 | \$ | 2,401.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | L0090 | Sweet Things Criss Cut |  | KOHL | 80 | \$ | 24.03 | \$ | 1.45 | \$ | 4.63 | \$ | 20.85 | \$ | 1,668.00 |
|  |  |  |  | PFG | 80 | \$ | 23.84 | \$ | 1.50 | \$ | 4.63 | \$ | 20.71 | \$ | 1,656.80 |
|  |  |  |  | GFS | 80 | \$ | 24.14 | \$ | 1.25 | \$ | 4.63 | \$ | 20.76 | \$ | 1,660.80 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | L0084 | Sweet Potato Crinkle Cut |  | KOHL | 100 | \$ | 22.53 | \$ | 1.45 | \$ | 4.63 | \$ | 19.35 | \$ | 1,935.00 |
|  |  |  |  | PFG | 100 | \$ | 23.34 | \$ | 1.41 | \$ | 4.63 | \$ | 20.12 | \$ | 2,012.00 |



|  | 46025-75016 | WG French Toast Sticks |  | KOHL | 350 | \$ | 35.00 | \$ | 2.10 | \$ | 4.19 | \$ | 32.91 | \$ | 11,518.50 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | PFG | 350 | \$ | 35.00 | \$ | 2.45 | \$ | 4.19 | \$ | 33.26 | \$ | 11,641.00 |
|  |  |  |  | GFS | 350 | \$ | 35.00 | \$ | 1.25 | \$ | 4.19 | \$ | 32.06 | \$ | 11,221.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 46025-85137 | Colby Cheese Omelet |  | KOHL | 60 | \$ | 42.56 | \$ | 2.10 | \$ | 8.54 | \$ | 36.12 | \$ | 2,167.20 |
|  |  |  |  | PFG | 60 | \$ | 42.56 | \$ | 2.26 | \$ | 8.54 | \$ | 36.28 | \$ | 2,176.80 |
|  |  |  |  | GFS | 60 | \$ | 42.56 | \$ | 1.25 | \$ | 8.54 | \$ | 35.27 | \$ | 2,116.20 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 46025-85017 | Round Egg Patty - 300-1.25 oz |  | KOHL | 45 | \$ | 42.59 | \$ | 2.10 | \$ | 11.41 | \$ | 33.28 | \$ | 1,497.60 |
|  |  |  |  | PFG | 45 | \$ | 42.59 | \$ | 2.26 | \$ | 11.41 | \$ | 33.44 | \$ | 1,504.80 |
|  |  |  | alt to spec-GFS item | GFS | 45 | \$ | 26.49 | \$ | 1.25 | \$ | 6.28 | \$ | 21.46 | \$ | 965.70 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 46025-85018 | Hard Cooked Eggs |  | KOHL | 25 | \$ | 27.04 | \$ | 2.10 | \$ | 10.84 | \$ | 18.30 | \$ | 457.50 |
|  |  |  |  | PFG | 25 | \$ | 27.04 | \$ | 1.43 | \$ | 10.84 | \$ | 17.63 | \$ | 440.75 |
|  |  |  |  | GFS | 25 | \$ | 27.04 | \$ | 1.25 | \$ | 10.84 | \$ | 17.45 | \$ | 436.25 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| MUFFINTOWN | 12228 | Sun Butter Sandwich |  | KOHL | 60 | \$ | 60.84 | \$ | 1.90 | \$ | 13.03 | \$ | 49.71 | \$ | 2,982.60 |
|  |  |  |  | PFG | 60 | \$ | 61.84 | \$ | 4.95 | \$ | 13.03 | \$ | 53.76 | \$ | 3,225.60 |
|  |  |  | no bid | GFS | 60 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| NARDONE BROS | 40WUM2 | Boxed French Bread Cheese Pizza |  | KOHL | 400 | \$ | 36.00 | \$ | 2.40 | \$ | 8.10 | \$ | 30.30 | \$ | 12,120.00 |
|  |  |  | spec order | PFG | 400 | \$ | 35.50 | \$ | 2.84 | \$ | - | \$ | 38.34 | \$ | 15,336.00 |
|  |  |  |  | GFS | 400 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 60WUM2 | French Bread Cheese Pizza |  | KOHL | 50 | \$ | 45.50 | \$ | 2.40 | \$ | 12.16 | \$ | 35.74 | \$ | 1,787.00 |
|  |  |  |  | PFG | 50 | \$ | 45.50 | \$ | 3.64 | \$ | - | \$ | 49.14 | \$ | 2,457.00 |
|  |  |  | no bid | GFS | 50 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 60WUMP2 | French Bread Pepperoni Pizza |  | KOHL | 65 | \$ | 45.40 | \$ | 2.40 | \$ | 19.13 | \$ | 28.67 | \$ | 1,863.55 |
|  |  |  |  | PFG | 65 | \$ | 55.25 | \$ | 4.42 | \$ | - | \$ | 59.67 | \$ | 3,878.55 |
|  |  |  | no bid | GFS | 65 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 80WBF | Breakfast Flatbread Pizza |  | KOHL | 50 | \$ | 30.00 | \$ | 2.40 | \$ | 4.05 | \$ | 28.35 | \$ | 1,417.50 |
|  |  |  | spec order | PFG | 50 | \$ | 30.00 | \$ | 2.40 | \$ | . | \$ | 32.40 | \$ | 1,620.00 |
|  |  |  | no bid | GFS | 50 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PILGRIMS/ | 7522 | Chicken Patty A+ |  | KOHL | 425 | \$ | 77.72 | \$ | 2.10 | \$ | 25.22 | \$ | 54.60 | \$ | 23,205.00 |
| GOLDKIST |  |  | ALT TO SPEC \#7520 | PFG | 425 | \$ | 75.24 | \$ | 6.02 | \$ | 21.24 | \$ | 60.02 | \$ | 25,508.50 |



|  | 72940-11139-5/REDSC2ZC84 | Salsa, 3 oz cup - 84 per case |  | KOHL | 30 | \$ | 26.91 | \$ | 1.60 | \$ | 0.97 | \$ | 27.54 | \$ | 826.20 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | PFG | 30 | \$ | 28.41 | \$ | 1.97 | \$ | 0.97 | \$ | 29.41 | \$ | 882.30 |
|  |  |  |  | GFS | 30 | \$ | 28.07 | \$ | 1.25 | \$ | 0.97 | \$ | 28.35 | \$ | 850.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 72940-11584/REDYL9G | Natural Ketchup with Sugar, No HFCS, 9 gm . |  | KOHL | 575 | \$ | 16.15 | \$ | 1.60 | \$ | 1.98 | \$ | 15.77 | \$ | 9,067.75 |
|  |  |  |  | PFG | 575 | \$ | 19.47 | \$ | 2.60 | \$ | 1.98 | \$ | 20.09 | \$ | 11,551.75 |
|  |  |  |  | GFS | 575 | \$ | 19.17 | \$ | 1.25 | \$ | 1.98 | \$ | 18.44 | \$ | 10,603.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 72940-10094/REDRL99 | Enchilada Sauce, 6/10 cans |  | KOHL | 10 | \$ | 23.56 | \$ | 1.60 | \$ | 2.15 | \$ | 23.01 | \$ | 230.10 |
|  |  |  |  | PFG | 10 | \$ | 23.76 | \$ | 1.74 | \$ | 2.15 | \$ | 23.35 | \$ | 233.50 |
|  |  |  | no bid | GFS | 10 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| RICH SEAPAK | 08061 | French Toast Bites |  | KOHL | 75 | \$ | 24.45 | \$ | 1.80 | \$ | 1.04 | \$ | 25.21 | \$ | 1,890.75 |
|  |  |  | spec order | PFG | 75 | \$ | 25.08 | \$ | 2.01 | \$ | 1.04 | \$ | 26.05 | \$ | 1,953.75 |
|  |  |  |  | GFS | 75 | \$ | 25.08 | \$ | 1.25 | \$ | 1.04 | \$ | 25.29 | \$ | 1,896.75 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 08733 | Ult. Breakfast Round IW Cinnamon WG |  | KOHL | 50 | \$ | 46.47 | \$ | 1.80 | \$ | 0.98 | \$ | 47.29 | \$ | 2,364.50 |
|  |  |  |  | PFG | 50 | \$ | 44.75 | \$ | 3.38 | \$ | - | \$ | 48.13 | \$ | 2,406.50 |
|  |  |  |  | GFS | 50 | \$ | 46.47 | \$ | 1.25 | \$ | 0.98 | \$ | 46.74 | \$ | 2,337.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 13862 | Ult. Breakfast Round IW Choc. Chip WG |  | KOHL | 75 | \$ | 46.47 | \$ | 1.80 | \$ | 0.99 | \$ | 47.28 | \$ | 3,546.00 |
|  |  |  |  | PFG | 75 | \$ | 44.75 | \$ | 4.03 | \$ | 0.99 | \$ | 47.79 | \$ | 3,584.25 |
|  |  |  |  | GFS | 75 | \$ | 46.47 | \$ | 1.25 | \$ | 0.99 | \$ | 46.73 | \$ | 3,504.75 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 00828 | 4" WG Rich Mini Flat |  | KOHL | 250 | \$ | 32.12 | \$ | 1.80 | \$ | 1.60 | \$ | 32.32 | \$ | 8,080.00 |
|  |  |  |  | PFG | 250 | \$ | 31.07 | \$ | 3.01 | \$ | 1.60 | \$ | 32.48 | \$ | 8,120.00 |
|  |  |  |  | GFS | 250 | \$ | 32.12 | \$ | 1.25 | \$ | 1.60 | \$ | 31.77 | \$ | 7,942.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 14839 | WG Yeast Ring Donut |  | KOHL | 385 | \$ | 28.31 | \$ | 1.80 | \$ | 1.27 | \$ | 28.84 | \$ | 11,103.40 |
|  |  |  |  | PFG | 385 | \$ | 27.68 | \$ | 3.32 | \$ | 1.27 | \$ | 29.73 | \$ | 11,446.05 |
|  |  |  |  | GFS | 385 | \$ | 28.31 | \$ | 1.25 | \$ | 1.27 | \$ | 28.29 | \$ | 10,891.65 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 65215 | Mozzarella Cheese Sticks |  | KOHL | 125 | \$ | 38.91 | \$ | 1.80 | \$ | 8.14 | \$ | 32.57 | \$ | 4,071.25 |
|  |  |  |  | PFG | 125 | \$ | 45.00 | \$ | 3.60 | \$ | 8.14 | \$ | 40.46 | \$ | 5,057.50 |
|  |  |  |  | GFS | 125 | \$ | 53.17 | \$ | 1.25 | \$ | 19.26 | \$ | 35.16 | \$ | 4,395.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 65224 | Buffalo Cheese Crunchers |  | KOHL | 30 | \$ | 63.03 | \$ | 1.80 | \$ | 15.17 | \$ | 49.66 | \$ | 1,489.80 |
|  |  |  |  | PFG | 30 | \$ | 63.03 | \$ | 4.96 | \$ | 15.17 | \$ | 52.82 | \$ | 1,584.60 |


|  |  |  |  | GFS | 30 |  | \$ 63.03 | \$ | 1.25 | \$ | 15.17 | \$ | 49.11 | \$ | 1,473.30 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| S.A. PIAZZA | 20211 | Wild Mikes Cheese Precut 10 cut |  | KOHL | 30 | \$ | \$ 68.47 | \$ | 2.25 | \$ | 18.54 | \$ | 52.18 | \$ | 1,565.40 |
|  |  |  |  | PFG | 30 | \$ | \$ 68.47 | \$ | 4.52 | \$ | 18.54 | \$ | 54.45 | \$ | 1,633.50 |
|  |  |  |  | GFS | 30 |  | \$ 59.21 | \$ | 1.25 | \$ | 14.83 | \$ | 45.63 | \$ | 1,368.90 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 20210 | Wild Mikes Pepperoni Precut 10 cut |  | KOHL | 30 | \$ | \$ 69.46 | \$ | 2.25 | \$ | 16.13 | \$ | 55.58 | \$ | 1,667.40 |
|  |  |  |  | PFG | 30 |  | \$ 69.46 | \$ | 4.65 | \$ | 16.13 | \$ | 57.98 | \$ | 1,739.40 |
|  |  |  |  | GFS | 30 |  | \$ 69.46 | \$ | 1.25 | \$ | 16.13 | \$ | 54.58 | \$ | 1,637.40 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 90501 | Wild Mikes IW Cheese Wedge Pizza |  | KOHL | 240 |  | \$ 74.08 | \$ | 2.25 | \$ | 18.54 | \$ | 57.79 | \$ | 13,869.60 |
|  |  |  |  | PFG | 240 |  | \$ 74.08 | \$ | 4.74 | \$ | 18.54 | \$ | 60.28 | \$ | 14,467.20 |
|  |  |  |  | GFS | 240 |  | \$ 68.47 | \$ | 1.25 | \$ | 18.54 | \$ | 51.18 | \$ | 12,283.20 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 11003 | Cheese Bites |  | KOHL | 50 |  | \$ 55.78 | \$ | 2.25 | \$ | 12.16 | \$ | 45.87 | \$ | 2,293.50 |
|  |  |  |  | PFG | 50 |  | \$ 83.50 | \$ | 5.34 | \$ | 12.16 | \$ | 76.68 | \$ | 3,834.00 |
|  |  |  |  | GFS | 50 |  | \$ 55.78 | \$ | 1.25 | \$ | 12.16 | \$ | 44.87 | \$ | 2,243.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SCHWANS | 68523 | Beef Fiestada Whole Grain |  | KOHL | 50 |  | \$ 40.50 | \$ | 1.85 | \$ | 5.54 | \$ | 36.81 | \$ | 1,840.50 |
|  |  |  |  | PFG | 50 |  | \$ 41.62 | \$ | 2.91 | \$ | 5.54 | \$ | 38.99 | \$ | 1,949.50 |
|  |  |  |  | GFS | 50 |  | \$ 42.54 | \$ | 1.25 | \$ | 5.54 | \$ | 38.25 | \$ | 1,912.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 78364 | Galaxy Smart Pizza Whole Grain |  | KOHL | 575 |  | \$ 46.87 | \$ | 1.85 | \$ | 11.84 | \$ | 36.88 | \$ | 21,206.00 |
|  |  |  |  | PFG | 575 |  | \$ 49.30 | \$ | 3.45 | \$ | 11.44 | \$ | 41.31 | \$ | 23,753.25 |
|  |  |  |  | GFS | 575 |  | \$ 48.61 | \$ | 1.25 | \$ | 11.44 | \$ | 38.42 | \$ | 22,091.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 78398 | Big Daddy Hand Tossed Cheese |  | KOHL | 150 |  | \$ 56.31 | \$ | 1.85 | \$ | 14.59 | \$ | 43.57 | \$ | 6,535.50 |
|  |  |  |  | PFG | 150 | \$ | \$ 57.49 | \$ | 4.08 | \$ | 14.59 | \$ | 46.98 | \$ | 7,047.00 |
|  |  |  |  | GFS | 150 |  | \$ 58.41 | \$ | 1.25 | \$ | 14.59 | \$ | 45.07 | \$ | 6,760.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 78399 | Big Daddy Hand Tossed Pepperoni |  | KOHL | 150 |  | \$ 58.48 | \$ | 1.85 | \$ | 11.67 | \$ | 48.66 | \$ | 7,299.00 |
|  |  |  |  | PFG | 150 | \$ | \$ 59.65 | \$ | 4.35 | \$ | 11.67 | \$ | 52.33 | \$ | 7,849.50 |
|  |  |  |  | GFS | 150 | \$ | \$ 69.75 | \$ | 1.25 | \$ | 11.17 | \$ | 59.83 | \$ | 8,974.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 72581 | Tony's 5" Deep Dish Turkey Pepp.Pizza |  | KOHL | 50 | \$ | \$ 43.81 | \$ | 1.85 | \$ | 3.94 | \$ | 41.72 | \$ | 2,086.00 |
|  |  |  | spec order | PFG | 50 | \$ | \$ 44.82 | \$ | 2.87 | \$ | 3.94 | \$ | 43.75 | \$ | 2,187.50 |
|  |  |  |  | GFS | 50 |  | \$ 44.78 | \$ | 1.25 | \$ | 3.94 | \$ | 42.09 | \$ | 2,104.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


|  | 72580 | Tony's 5" Deep Dish Cheese Pizza |  | KOHL | 50 |  | \$ 42.60 | \$ | 1.85 | \$ | 4.80 | \$ | 39.65 | \$ | 1,982.50 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | PFG | 50 |  | \$ 51.26 | \$ | 2.72 | \$ | 7.29 | \$ | 46.69 | \$ | 2,334.50 |
|  |  |  | no bid | GFS | 50 |  | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 78359 | Tony's French Bread Multi Cheese Pizza |  | KOHL | 75 |  | \$ 45.16 | \$ | 1.85 | \$ | 2.84 | \$ | 44.17 | \$ | 3,312.75 |
|  |  |  |  | PFG | 75 |  | \$ 47.45 | \$ | 3.80 | \$ | 2.84 | \$ | 48.41 | \$ | 3,630.75 |
|  |  |  |  | GFS | 75 |  | \$ 46.82 | \$ | 1.25 | \$ | 2.84 | \$ | 45.23 | \$ | 3,392.25 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SIMPLOT | 10071179004189 | Tater Gems ZTF |  | KOHL | 125 |  | \$ 22.09 | \$ | 1.70 | \$ | 7.60 | \$ | 16.19 | \$ | 2,023.75 |
|  |  |  |  | PFG | 125 |  | \$ 34.71 | \$ | 2.78 | \$ | 7.61 | \$ | 29.88 | \$ | 3,735.00 |
|  |  |  |  | GFS | 125 |  | \$ 22.87 | \$ | 1.25 | \$ | 7.61 | \$ | 16.51 | \$ | 2,063.75 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 10071179280224 | Classic Tritaters ZTF |  | KOHL | 150 |  | \$ 24.17 | \$ | 1.70 | \$ | 7.60 | \$ | 18.27 | \$ | 2,740.50 |
|  |  |  |  | PFG | 150 |  | \$ 37.08 | \$ | 3.26 | \$ | 7.61 | \$ | 32.73 | \$ | 4,909.50 |
|  |  |  | alt to spec 175233 Hash Brown Patty | GFS | 150 |  | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 10071179032168 | Conquest Sidewinders |  | KOHL | 100 |  | \$ 27.81 | \$ | 1.70 | \$ | 6.08 | \$ | 23.43 | \$ | 2,343.00 |
|  |  |  |  | PFG | 100 |  | \$ 29.75 | \$ | 2.23 | \$ | 6.08 | \$ | 25.90 | \$ | 2,590.00 |
|  |  |  |  | GFS | 100 |  | \$ 28.45 | \$ | 1.25 | \$ | 6.09 | \$ | 23.61 | \$ | 2,361.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 10071179470144 | Savory Loops |  | KOHL | 75 |  | \$ 27.49 | \$ | 1.70 | \$ | 7.60 | \$ | 21.59 | \$ | 1,619.25 |
|  |  |  |  | PFG | 75 |  | \$ 35.01 | \$ | 2.91 | \$ | 7.61 | \$ | 30.31 | \$ | 2,273.25 |
|  |  |  |  | GFS | 75 |  | \$ 28.27 | \$ | 1.25 | \$ | 7.61 | \$ | 21.91 | \$ | 1,643.25 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SMUCKERS | 5150006960 | Peanut Butter \& Grape Jelly 2.6 oz | did Not inc add'L Allowance | KOHL | 200 |  | \$ 35.41 | \$ | 1.95 | \$ | 2.02 | \$ | 35.34 | \$ | 7,068.00 |
|  |  |  |  | PFG | 200 |  | \$ 35.33 | \$ | 5.30 | \$ | 3.39 | \$ | 37.24 | \$ | 7,448.00 |
|  |  |  |  | GFS | 200 |  | \$ 35.83 | \$ | 1.25 | \$ | 3.39 | \$ | 33.69 | \$ | 6,738.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 5150021027 | Peanut Butter and Grape Jelly 5.3 oz | DID NOT INC ADD'L ALLOWANCE | KOHL | 650 |  | \$ 64.25 | \$ | 1.95 | \$ | 4.04 | \$ | 62.16 | \$ | 40,404.00 |
|  |  |  |  | PFG | 650 |  | \$ 64.10 | \$ | 9.62 | \$ | 5.81 | \$ | 67.91 | \$ | 44,141.50 |
|  |  |  |  | GFS | 650 |  | \$ 64.90 | \$ | 1.25 | \$ | 5.81 | \$ | 60.34 | \$ | 39,221.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 5150021028 | Peanut Butter and Strawberry Jelly 5.3 oz | DID NOT INC ADD'L ALLOWANCE | KOHL | 450 |  | \$ 67.38 | \$ | 1.95 | \$ | 4.04 | \$ | 65.29 | \$ | 29,380.50 |
|  |  |  |  | PFG | 450 |  | \$ 67.23 | \$ | 10.09 | \$ | 8.03 | \$ | 69.29 | \$ | 31,180.50 |
|  |  |  |  | GFS | 450 |  | \$ 68.02 | \$ | 1.25 | \$ | 8.03 | \$ | 61.24 | \$ | 27,558.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SUNNYFRESH | 50038 | Pillow Pack Hard Cooked Eggs |  | KOHL | 50 |  | \$ 30.52 | \$ | 1.90 | \$ | 10.15 | \$ | 22.27 | \$ | 1,113.50 |
|  |  |  |  | PFG | 50 |  | \$ 32.75 | \$ | 2.24 | \$ | 10.15 | \$ | 24.84 | \$ | 1,242.00 |


|  |  |  |  | GFS | 50 | \$ | \$ 31.60 | \$ | 1.25 | \$ | 10.15 | \$ | 22.70 | \$ | 1,135.00 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 40187 | Fiesta Cheese Omelette |  | KOHL | 40 | \$ | \$ 66.57 | \$ | 1.90 | \$ | 14.53 | \$ | 53.94 | \$ | 2,157.60 |
|  |  |  | spec order | PFG | 40 | \$ | \$ 71.72 | \$ | 4.28 | \$ | 14.53 | \$ | 61.47 | \$ | 2,458.80 |
|  |  |  | no bid | GFS | 40 | \$ | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 40262 | Skillet Frittata Wrap - IW w/Chorizo | disc by manuf - alt item | KOHL | 20 | \$ | \$ 50.40 | \$ | 1.90 | \$ | 4.92 | \$ | 47.38 | \$ | 947.60 |
|  |  |  | discont by manuf | PFG | 20 | \$ | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  | no bid | GFS | 20 | \$ | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TASTY BRANDS | 62002 | WG Twisted Mozz Filled Breadstick |  | KOHL | 300 | \$ | \$ 41.31 | \$ | 1.95 | \$ | 9.03 | \$ | 34.23 | \$ | 10,269.00 |
|  |  |  |  | PFG | 300 | \$ | \$ 41.02 | \$ | 4.01 | \$ | 9.03 | \$ | 36.00 | \$ | 10,800.00 |
|  |  |  | no bid | GFS | 300 | \$ | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TYSON | 69051 | Mini Steak Burger with WG Buns | PTV SHOWN | KOHL | 200 | \$ | \$ 34.17 | \$ | 1.95 | \$ | 18.92 | \$ | 17.20 | \$ | 3,440.00 |
| (Advance-Pierre) |  |  |  | PFG | 200 | \$ | \$ 15.26 | \$ | 3.36 | \$ | - | \$ | 18.62 | \$ | 3,724.00 |
|  |  |  | no bid | GFS | 200 | \$ | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3779 | Beef Patty with Onion 2.6 oz. | PTV SHOWN | KOHL | 300 | \$ | \$ 58.87 | \$ | 1.95 | \$ | 41.10 | \$ | 19.72 | \$ | 5,916.00 |
|  |  |  |  | PFG | 300 | \$ | \$ 17.78 | \$ | 3.91 | \$ | - | \$ | 21.69 | \$ | 6,507.00 |
|  |  |  |  | GFS | 300 | \$ | \$ 17.77 | \$ | 1.25 | \$ | - | \$ | 19.02 | \$ | 5,706.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3717 | Honey BBQ Pork Rib 3.25 oz | PTV SHOWN | KOHL | 100 | \$ | \$ 34.94 | \$ | 1.95 | \$ | 12.40 | \$ | 24.49 | \$ | 2,449.00 |
|  |  |  |  | PFG | 100 | \$ | \$ 22.55 | \$ | 4.96 | \$ | - | \$ | 27.51 | \$ | 2,751.00 |
|  |  |  | alt to spec 451410 | GFS | 100 | \$ | \$ 24.58 | \$ | 1.25 | \$ | - | \$ | 25.83 | \$ | 2,583.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TYSON (Bosco) | 702011-1120 | 6" WG Red. Fat Mozzarella Bosco Sticks |  | KOHL | 150 | \$ | \$ 61.90 | \$ | 2.10 | \$ | 14.59 | \$ | 49.41 | \$ | 7,411.50 |
|  |  |  |  | PFG | 150 | \$ | \$ 61.09 | \$ | 4.91 | \$ | 14.59 | \$ | 51.41 | \$ | 7,711.50 |
|  |  |  |  | GFS | 150 | \$ | \$ 61.09 | \$ | 1.25 | \$ | 14.59 | \$ | 47.75 | \$ | 7,162.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 702015-1120 | 7" WG Bosco Sticks |  | KOHL | 60 | \$ | \$ 67.95 | \$ | 2.10 | \$ | 16.42 | \$ | 53.63 | \$ | 3,217.80 |
|  |  |  |  | PFG | 60 | \$ | \$ 67.95 | \$ | 4.76 | \$ | 16.42 | \$ | 56.29 | \$ | 3,377.40 |
|  |  |  |  | GFS | 60 | \$ | \$ 53.92 | \$ | 1.25 | \$ | 10.94 | \$ | 44.23 | \$ | 2,653.80 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TYSON (Chicken) | 029494-928 | Waffle Battered Nuggets |  | KOHL | 80 | \$ | \$ 99.94 | \$ | 2.50 | \$ | 23.39 | \$ | 79.05 | \$ | 6,324.00 |
|  |  |  | alt to spec - \#38387-928 | PFG | 80 | \$ | \$ 19.05 | \$ | 1.01 | \$ | - | \$ | 20.06 | \$ | 1,604.80 |
|  |  |  | no bid | GFS | 80 | \$ | \$ | \$ | - | \$ | - | \$ | - | \$ | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |


|  | 4621-928 | Dark \& White Chicken Strips |  | KOHL | 50 | \$ | 92.04 | \$ | 2.50 | \$ | 42.84 | \$ | 51.70 | \$ | 2,585.00 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | PFG | 50 | \$ | 92.04 | \$ | 12.66 | \$ | 42.84 | \$ | 61.86 | \$ | 3,093.00 |
|  |  |  |  | GFS | 50 | \$ | 92.04 | \$ | 1.25 | \$ | 42.84 | \$ | 50.45 | \$ | 2,522.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yang'S 5TH | 15554-8 | Chicken Teriyaki |  | KOHL | 75 | \$ | 116.18 | \$ | 2.60 | \$ | 21.09 | \$ | 97.69 | \$ | 7,326.75 |
| TASTE |  |  |  | PFG | 75 | \$ | 116.18 | \$ | 11.62 | \$ | 21.09 | \$ | 106.71 | \$ | 8,003.25 |
|  |  |  |  | GFS | 75 | \$ | 123.24 | \$ | 1.25 | \$ | 21.09 | \$ | 103.40 | \$ | 7,755.00 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 15555-5 | Orange Chicken JR |  | KOHL | 75 | \$ | 116.78 | \$ | 2.60 | \$ | 17.47 | \$ | 101.91 | \$ | 7,643.25 |
|  |  |  |  | PFG | 75 | \$ | 116.78 | \$ | 11.68 | \$ | 17.47 | \$ | 110.99 | \$ | 8,324.25 |
|  |  |  |  | GFS | 75 | \$ | 123.84 | \$ | 1.25 | \$ | 17.47 | \$ | 107.62 | \$ | 8,071.50 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1550-0 | Sweet Thai Chili Chicken |  | KOHL | 25 | \$ | 127.49 | \$ | 2.60 | \$ | 17.47 | \$ | 112.62 | \$ | 2,815.50 |
|  |  |  |  | PFG | 25 | \$ | 127.49 | \$ | 9.21 | \$ | 17.47 | \$ | 119.23 | \$ | 2,980.75 |
|  |  |  | no bid | GFS | 25 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |

DATE: June 12, 2019

TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Bid \#19-034 Cafeteria Packaging Supplies

## Background

Bid \#19-034 - Cafeteria Packaging Supplies - was published in the Daily Herald and posted on the District's website on May 9, 2019. Bids were sent to twenty vendors and five bids were received back including one no bid. The bid consists of packaging supplies for our School Nutrition Services department's daily operations.

## Results

| PACKAGING SUPPLIES BID COMPARISON 2019-2020 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { FOIL } \\ \text { CASSEROLE } \end{gathered}$ | $\begin{gathered} \text { FOIL HOT } \\ \text { DOG } \end{gathered}$ | FOIL HAMB | SQP 6195 | $\begin{gathered} \text { BID } \\ \text { TOTAL } \end{gathered}$ |
|  | 150 | 130 | 350 | 2300 |  |
| BOELTER | NO BID | NO BID | NO BID | \$23.27 |  |
| Chicago, IL |  |  |  |  |  |
| Total Cost |  |  |  | \$53,521.00 | \$53,521.00 |
| EDWARD DON | \$59.09 | \$65.30 | \$62.17 | \$20.23 |  |
| Woodridge, IL |  |  |  |  |  |
| Total Cost | \$8,863.50 | \$8,489.00 | \$21,759.50 | \$46,529.00 | \$85,641.00 |
| NORTH AMERICAN PAPER | NO BID | NO BID | NO BID | \$21.99 |  |
| Glenview, IL |  |  |  |  |  |
| Total Cost |  |  |  | \$50,577.00 | \$50,577.00 |
| PACKAGING SALES | NO BID | NO BID | NO BID | NO BID |  |
| St. Paul, MN |  |  |  |  |  |
| Total Cost |  |  |  |  |  |
| WEBCO | \$67.57 | \$74.93 | \$74.97 | NO BID |  |
| Fort Wayne, IN |  |  |  |  |  |
| Total Cost | \$10,135.50 | \$9,740.90 | \$26,239.50 |  | \$46,115.90 |

## Recommendation

It is recommended that the Board of Education award the bid to Edward Don, Woodridge, IL for the SQP products in the amount of $\$ 46,529.00$ and the foil containers in the amount of $\$ 39,112.00$ for a total bid award of $\$ 85,641.00$. The bid award is based on lowest vendor meeting bid specifications.

These funds are budgeted in the 2019-20 Nutrition Services budget.
Bid documents are available for review in the Business Office.

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: $\quad$ Action Item - Bid \#19-035 Fire Alarm Testing and Inspection

## Background

Bid \#19-035 - Fire Alarm Testing and Inspection - was published in the Daily Herald and posted on the District's website on May 10, 2019. Bids were sent to nine vendors and six bids were received back.

Within the last five years, our fire system has gone through an upgrade. During the equipment evaluation for the District's bid specifications, the additional equipment added with the most recent upgrade was excluded due to a clerical error.

## Recommendation

Due to the inaccuracy of the bid specifications, it is recommended that the Board of Education reject Bid \#19-035 - Fire Alarm Testing and Inspection and rebid for an award at the August BOE meeting. This will give the District the opportunity to solicit bids with the correct equipment quantities.

Bid documents are available for review in the Business Office.

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Bid \#19-036 Custodial Cleaning Equipment

## Background

Bid \#19-036 - Custodial Cleaning Equipment - was published in the Daily Herald and posted on the District's website on May 9, 2019. Bids were sent to eight vendors and two bids were received back. The purchase will be used for equipment replacement at various schools within the District.

## Results

See attached results.

## Recommendation

It is recommended that the Board of Education award the bid to Supplyworks, Lombard, IL in the amount of $\$ 29,985.00$ and Warehouse Direct, Des Plaines, IL in the amount of $\$ 24,939.28$ for a total bid award of $\$ 54,924.28$. The bid award is based on lowest vendors meeting bid specifications.

These funds are budgeted in the 2019-20 Operations \& Maintenance budget.

Bid documents are available for review in the Business Office

Community Consolidated School District 15

## CUSTODIAL CLEANING EQUIPMENT BID \#19-036

 June 12, 2019| Vendors | Windsor Commodore 20 <br> Extractor \& Attachments, <br> Model CMD20 |  | Adgility 10XP Backpack Vacuum <br> \& Attachments, Model 9060705010 |  | Nilfisk Advance Wet <br>  <br> Attachments Model 56384676 |  | Clarke Focus II Mid-size <br> Autoscrubber Boost 28 |  | Windsor Mini Pro Carpet Extractor Model MPRO |  | Clarke Orbital Floor Machine 20" Model FM-40LX |  | Clarke CFP Pro 17" Floor Machine, Model CLARKE1715HD |  | Windsor AM3 <br> Portable Air Mover or Equal |  | TOTAL BID AWARD |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ITEM No. | 1. |  | 2. |  | 3. |  | 4. |  | 5. |  | 6. |  | 7. |  | 8. |  |  |
| Quantity: | Unit Cost | 2 | Unit <br> Cost | 6 | Unit Cost | 1 | Unit Cost | 2 | Unit Cost | 6 | Unit Cost | 2 | Unit <br> Cost | 1 | Unit <br> Cost | 24 |  |
| Supplyworks Lombard IL | \$6,825.00 | \$13,650.00 | \$375.00 | \$2,250.00 | \$825.00 | \$825.00 | \$10,100.00 | \$20,200.00 | \$1,370.00 | \$8,220.00 | \$2,650.00 | \$5,300.00 | \$625.00 | \$625.00 | \$210.00 | \$5,040.00 | \$29,985.00 |
| Warehouse <br> Direct <br> Des Plaines IL | \$7,400.00 | \$14,800.00 | \$425.00 | \$2,550.00 | \$875.00 | \$875.00 | \$9,851.98 | \$19,703.96 | \$1,425.00 | \$8,550.00 | \$2,345.02 | \$4,690.04 | \$545.28 | \$545.28 | \$249.00 | \$5,976.00 | \$24,939.28 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | TOTAL: | \$ 54,924.28 |

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Rebid \#19-037 Taxi Services for Student Transportation

## Background

Bid \#19-037 - Rebid Taxi Services for Student Transportation - was published in the Daily Herald and posted on the District's website on May 17, 2019. Bid specifications were sent to nine vendors and four bids were received back.

## Results

| \#19-037 Taxi Bid Results |  |  |
| :--- | ---: | :---: |
|  | Minimum Charge | Mileage Charge |
| American Taxi Dispatch Inc. | 12.00 | $2.20 /$ mile |
| Axess Transportation | 16.00 | $2.50 /$ mile |
| 303 Taxi |  |  |
| Safeway | 25.00 for 1st 4 miles | $2.45 /$ mile |
| Zum | 25.00 for 1st 7 miles | $2.50 /$ mile |
|  |  |  |
|  |  |  |

## Recommendation

It is recommended that the Board of Education award the lead contract for taxi services for student transportation to American Taxi Dispatch Inc., Mt. Prospect, IL based upon low minimum charge and mileage charge meeting bid specifications. Administration is requesting approval to utilize the other three vendors on an as-needed basis when American Taxi Dispatch Inc. is unable to accommodate the District needs.

These expenditures are budgeted in the 2019-20 Transportation Fund.

Bid documents are available for review in the Business Office.

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Action Item - Bid \#19-038 Road Construction Materials

## Background

Bid \#19-038 - Road Construction Materials - was published in the Daily Herald and posted on the District's website on May 17, 2019. Bids were sent to six vendors and two bids were received back. The materials will be used for pavement resurfacing at Willow Bend Elementary School, Plum Grove Junior High School, and Marion Jordan Elementary School.

The District requested pricing for two options for the base aggregate CA-6. This will allow the District to have the ability to pick up the CA-6 or have it delivered based upon the District's project timeline.

## Results

|  |  |  | Arrow Road Construction |  | Bergman Trucking |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ITEM | QTY | UNIT MEASURE | UNIT COST | $\frac{\text { EXTENDED }}{\text { COST }}$ | UNIT COST | $\frac{\text { EXTENDED }}{\text { COST }}$ |
| 1. Base Aggregate CA-6 Grade 8 | 673 | Ton | No bid |  | \$24.00 | \$16,152.00 |
| 2. Base Aggregate CA-6 Grade 8, delivered | 673 | Ton | No bid |  | \$21.00 | \$14,133.00 |
| 3. Asphalt Binder Type N-50 | 400 | Ton | \$47.00 | \$18,800.00 | No bid |  |
| 4. Surface Asphalt Type N-50 | 400 | Ton | \$50.00 | \$20,000.00 | No bid |  |

## Recommendation

It is recommended that the Board of Education award the bid for road construction materials to Arrow Road Construction, Mt. Prospect, IL for an estimated amount of $\$ 38,800.00$ and Bergman Trucking, Palatine, IL for an estimated amount of $\$ 16,152.00$ for a total estimated bid award of $\$ 54,952.00$. The bid award is based on lowest vendors meeting bid specifications.

These funds are budgeted in the 2019-20 Operations \& Maintenance budget.

Bid documents are available for review in the Business Office.

Community Consolidated School District 15
Joseph M. Kiszka Educational Service Center 580 N. 1st Bank Drive Palatine, IL 60067-8110

Cheryl Wolfel, Ed.D.
Executive Director, Second Language Programs
(847) 963-3136 • Fax (847) 963-3119
www.ccsd15.net

DATE: June 12, 2019
TO: Board of Education

FROM: Meg Schnoor, Ed.D., Assistant Superintendent, Teaching and Learning Cheryl Wolfel, Ed.D., Executive Director of Second Language Programs

## RE: Pearson SuccessMaker Math Expansion

A Multi-Tiered System of Support (MTSS) is a framework that helps schools improve the performance of all students by identifying and addressing academic, behavioral and social emotional needs. A comprehensive MTSS system is designed to screen all students and provide interventions that can be intensified as needed. Currently, the district has an established framework to support behavior and literacy interventions. The Department of Instruction is working to establish a stronger MTSS framework for math that would include a targeted Tier-2 math intervention.

The attached request is to purchase site licenses for the expansion of SuccessMaker Math to four additional schools to continue use as a Tier-2 math intervention. The digital program, from Pearson Education, is a supplement to the enVision core (Tier 1) math program. SuccessMaker Math provides our students targeted instruction and personalized support to increase math achievement. The cost will exceed $\$ 25,000$ and federal and state Title I and III funds will be used for the purchase.

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

PURCHASE REQUISTION


| Ms. Cheryl Wolfel | Quote Number: $67807-4$ |
| :--- | :--- |
| Bilingual/ELL Director | Quote Creation Date: 01-09-2019 |
| Community Cons School Dist 15 | Quote Expiration Date: 09-30-2019 |
| 580 N 1st Bank Dr | Quote Release: 4 |

Community Consolidated SD 15 SuccessMaker Math Expansion \& Upgrade

Price Quote Summary

| Solution | Base Amount | Total |
| :--- | ---: | ---: |
| SuccessMaker | $\$ 89,100.00$ | $\$ 89,100.00$ |
| SuccessMaker Next Generation | $\$ 2,080.00$ | $\$ 2,080.00$ |
| Solution Subtotal | $\$ 91,180.00$ | $\$ 91,180.00$ |
|  | Shipping \& Handling | $\$ \mathbf{0 . 0 0}$ |
|  |  | Total |

Price Quote Detail

| Solution | UOM | Term | List Price | Contract \$ | Quantity | Base Amount | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SuccessMaker |  |  |  |  |  |  |  |
| License |  |  |  |  |  |  |  |
| 6000227 - SM Math Curr Site Subscription License | MO | 60 | $\begin{array}{r} \$ 37,125.0 \\ 0 \end{array}$ | $\begin{array}{r} \$ 22,275.0 \\ 0 \end{array}$ | 4 | \$89,100.00 | \$89,100.00 |
| License Subtotal |  |  |  |  |  | \$ 89,100.00 | \$ 89,100.00 |
| SuccessMaker Subtotal |  |  |  |  |  | \$89,100.00 | \$89,100.00 |

## SuccessMaker Next Generation

| License |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| 9781402625848 - SuccessMaker Math 1 Year part of enVision <br> MATH-SM Bundle | MO | 12 | $\$ 16.00$ | $\$ 16.00$ | 130 | $\$ 2,080.00$ |$\$ \$ 2,080.00$


| Solution | UOM | Term List Price Contract \$ Quantity | Base <br> Amount |
| :--- | :--- | :--- | :--- |
| SuccessMaker Next Generation Subtotal |  | $\$ 2,080.00$ | $\$ 2,080.00$ |
|  |  |  |  |
|  |  | Total | $\$ 91,180.00$ |

## Special Pricing - The below special pricing has been applied to your proposal:

## Addendum

To place your order please submit a copy of this price quote with your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:
e-Form: https://pearsonnacommunity.force.com/support/s/pearson-order-form
Fax: 1-877-260-2530
Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246
Pearson does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.
For questions regarding your order please call Customer Service: 1-800-848-9500 .
Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Pearson at its offices. Pearson reserves the right to correct typographical, computational or other errors. Pearson's standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Pearson proprietary information and not subject to disclosure by the customer.

Shipping \& handling charges (where applicable) are shown on the quote. S\&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Pearson warehouse by the customer or a third party carrier contracted by the customer, a $2 \%$ handling charge will be applied to shippable items. The $2 \%$ charge will show up on the customer proposal and invoice as a S\&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Pearson reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within one year from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Pearson within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year.Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: https://www.k12pearson.com/worktext-subscription.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly, unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by emailing k12customerservice@pearson.com .

Technical support services are included with purchase of Pearson digital products eform:
https://pearsonnacommunity.force.com/support/s/k12-curriculum-support-form phone: 1-800-234-5832
MyPearson Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. https://mypearsontraining.com/

Date: June 12, 2019

## To: Board of Education



From: Dr. Meg Schnoor, Assistant Superintendent for Teaching and Learning Colleen Mullins, District Literacy Coordinator

RE: Request for Purchase - Fountas and Pinnell Classroom, Grades 4-6

As part of the comprehensive literacy/ELA adoption, the district will begin the implementation of Fountas and Pinnell Classroom (FPC) in Grades 4 through 6 in the 2019-2020 school year. The success of the K-3 pilot has prompted the district to launch Grades 4-6 ahead of schedule. The FPC Interactive Read-Aloud (IRA) Professional Learning and Implementation Cycle will begin in January 2020. The IRA instructional context materials will be purchased in FY20. The remainder of the 4-6 FPC resources and materials will be purchased in FY21 as originally planned.

[^6]
## Heinemann

Dedicated to Teachers

| Palatine 15 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| FPC Intermediate Grades 4-6 IRA |  |  |  |  |  |
| DATE: 5-29-19 |  |  |  |  |  |
| ORDER \# | title | AUTHOR | PRICE | QTY | SUB-TOTAL |
| 978-0-325-11213-8 | Interactive Read-Aloud Collection (Gr. 4) | Fountas \& Pinnell | \$ 1,500.00 | 53 | \$ 79,500.00 |
| 978-0-325-11214-5 | Interactive Read-Aloud Collection (Gr. 5) | Fountas \& Pinnell | \$ 1,500.00 | 50 | \$ 75,000.00 |
| 978-0-325-11215-2 | Interactive Read-Aloud Collection (Gr. 6) | Fountas \& Pinnell | \$ 1,500.00 | 60 | \$ 90,000.00 |
| **NOT AN OFFICIAL QUOTE. THIS FORM IS FOR BUDGETING PURPOSES ONLY** |  |  |  | Subtotal | \$ 244,500.00 |
|  |  |  |  | Shipping 4\% | \$ 9,780.00 |
|  |  |  |  | Total | \$ 254,280.00 |

If you have any questions about the ordering process please contact:
Megan Grimm
847-767-4822
megan@crosslandit.com


## MEMORANDUM

DATE: June 12, 2019
$\begin{array}{ll}\text { TO: } & \text { Board of Education } \\ \text { FROM: } & \text { Meg Schnoor, Ed.D. }\end{array}$
RE: $\quad$ 8th Grade Social Studies Materials Adoption


In accordance with Board Policy, the following activities were completed as part of a comprehensive review of materials to be adopted to address the new Illinois Social Studies Standards and C3 Framework for K-8 students.

- In November of 2017, the Department of Instruction began the review process of the social studies curriculum and material alignment to the new Common Core Social Studies Standards and the C3 Framework. After a thorough review, completed with the Illinois Quality Review Rubric for Social Science Lessons \& Unit, it was determined that the current social studies materials did not align to the new standards and framework. In addition, the content, published between 1999 and 2002, was outdated.
- A Social Studies Curriculum Committee was convened, comprising of staff representatives of grades K-8 classroom teachers, special education resource, bilingual education, literacy, instructional coaches, and instructional technology coaches. The committee was provided social studies training based on the latest research-based practices, Common Core Standards, the C3 Framework, and the Illinois Quality Review Rubric.
- Members of the committee piloted two programs during the months of March and April 2018, and ultimately selected TCI History Alive! and Social Studies Alive! Materials for grades K-8. The TCI materials are current and consistent with research-based practices, Common Core Social Studies Standards, and the C3 Framework. These materials also align with our 1:1 chromebook and technology initiatives.
- Because neither TCI nor Pearson had a completed 8th grade revision that aligned to the new Common Core Social Studies Standards and the C3 Framework it was agreed that 8th grade teachers would pilot the TCI program for one year (2018-2019) and then determine which program best fit district and state standards.
- In May 2019, the eighth grade teachers voted to recommend the formal adoption and implementation of the Pearson "My World Interactive" program for the 2019-2020 school year. A set of materials is available at the district office for parents and community members to review. A comment sheet is also available.
- These 8th grade social studies materials will be purchased for $\$ 191,788.25$ with 20192020 Department of Instruction funds.


## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

PURCHASE REQUISITION


| Meg Schnoor | Quote Number: 69431-1 |
| :--- | :--- |
| Dr. | Quote Creation Date: 01-18-2019 |
| Community Cons School Dist 15 |  |
| 580 N 1st Bank Dr | Quote Expiration Date: 09-30-2019 |
| Palatine, IL 60067-8110 | Quote Release: 1 |

## MyWorld Interactive American History 8th Grade Purchase and 7th Grade Pilot

Price Quote Summary

| Solution | Base Amount | Free Amount |
| :--- | ---: | ---: |
| Project Imagine: U.S. History | Total |  |
| myWorld Interactive American History | $\$ 46,378.29$ | $\$ 45,803.33$ |
| Solution Subtotal | $\$ 46,378.29$ |  |
|  | $\$ 140,412.87$ | $\$ 18,315.90$ |

Price Quote Detail

| ISBN | Description | Price | Free Qty | $\begin{gathered} \text { Charged } \\ \text { Qty } \\ \hline \end{gathered}$ | Free Amount | Total Charged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Project Imagine: U.S. History |  |  |  |  |  |  |
| Project Imagine: U.S. History ©2019 |  |  |  |  |  |  |
| 9781418278137 | IMAGINE UNITED STATES HISTORY ©2019 DIGITAL COURSE 1 YEAR LICENSE | \$15.97 | 150 | 0 | \$2,395.50 | \$0.00 |
| 9781418286224 | IMAGINE UNITED STATES HISTORY 2019 DIGITAL COURSE 6-YEAR LICENSE | \$57.47 | 714 | 807 | \$41,033.58 | \$46,378.29 |
| 9781418278151 | IMAGINE UNITED STATES HISTORY ©2019 TEACHER EDITION | \$94.97 | 25 | 0 | \$2,374.25 | \$0.00 |
|  | Project Imagine: U.S. History ©2019 Subtotal |  |  |  | \$ 45,803.33 | \$ 46,378.29 |
| Project Imagine: U.S. History Subtotal |  |  |  |  | \$ 45,803.33 | \$ 46,378.29 |

myWorld Interactive American History

| ISBN | Description | Price | Free Qty | Charged <br> Qty |
| :--- | :--- | :--- | :--- | :--- |
| myWorld Interactive American History 2019 Illinois |  | Free <br> Amount | Total Charged |  |

## Addendum

To place your order please submit a copy of this price quote with your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:
e-Form: https://pearsonnacommunity.force.com/support/s/pearson-order-form
Fax: 1-877-260-2530
Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246
Pearson does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.
For questions regarding your order please call Customer Service: 1-800-848-9500 .
Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Pearson at its offices. Pearson reserves the right to correct typographical, computational or other errors. Pearson's standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Pearson proprietary information and not subject to disclosure by the customer.

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Technical support services are included with purchase of Pearson digital products eform:
https://pearsonnacommunity.force.com/support/s/k12-curriculum-support-form phone: 1-800-234-5832
MyPearson Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. https://mypearsontraining.com/

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 INVESTMENT SUMMARY <br> MAY 2019

| INV\# | FUND | BANK | RATE | PURCHASE DATE | MATURITY DATE | COST | TYPE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | CD |
| 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 |
| FY1904 | Multiple | PMA(Brookline Bank) | 2.42\% | 4/3/2019 | 1/14/2020 | 245,300 | CD |
| FY1905 | Multiple | PMA(Servisfirst Bank) | 2.43\% | 4/3/2019 | 1/14/2020 | 245,000 | CD |
| FY1906 | Multiple | PMA(Landmark Comm.) | 2.44\% | 4/3/2019 | 1/14/2020 | 240,800 | CD |
| FY1907 | Multiple | PMA(Private Bank MI) | 2.49\% | 4/3/2019 | 8/27/2020 | 241,400 | CD |
| FY1908 | Multiple | PMA(Pacfic Western) | 2.52\% | 4/3/2019 | 8/27/2020 | 241,100 | CD |
| FY1909 | Multiple | PMA(1st Internet Bank of IN) | 2.49\% | 4/3/2019 | 8/27/2020 | 241,400 | CD |
| FY1910 | Multiple | PMA(Western Alliance) | 2.48\% | 4/3/2019 | 8/27/2020 | 241,500 | CD |
| FY1911 | Multiple | PMA(Sonabank) | 2.49\% | 4/3/2019 | 8/27/2020 | 241,300 | CD |
| FY1912 | Multiple | BMO Harris | 2.39\% | 4/4/2019 | 10/30/2019 | 5,000,000 | CD |
| FY1913 | Multiple | BMO Harris | 2.39\% | 4/4/2019 | 11/14/2019 | 5,000,000 | CD |
| FY1914 | Multiple | BMO Harris | 2.39\% | 4/4/2019 | 12/12/2019 | 5,000,000 | CD |
| FY1915 | Multiple | JP Morgan | 2.37\% | 4/4/2019 | 11/15/2019 | 4,977,735 | US-Treasury |
| FY1916 | Multiple | JP Morgan | 2.37\% | 4/4/2019 | 1/15/2020 | 4,976,527 | US-Treasury |
| FY1917 | Multiple | PMA(Bank of China) | 2.45\% | 4/11/2019 | 10/10/2019 | 5,000,000 | CDARs |
| FY1918 | Multiple | PMA(Bank of China) | 2.53\% | 4/11/2019 | 4/9/2020 | 5,000,000 | CDARs |


| FUND | RECONCILED CASH* BALANCE 4/30/2019 |  | $\begin{gathered} \text { MAY } \\ \text { RECEIPTS } \\ \hline \end{gathered}$ |  | YTD RECEIPTS | MAY <br> EXPENDITURES | YTD <br> EXPENDITURES |  | $\begin{gathered} \text { CASH BALANCE } \\ 5 / 31 / 2019 \\ \text { (NOT RECONCILED) } \\ \hline \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EDUCATIONAL | \$ | 68,781,470.24 | \$ | 3,089,955.97 | \$ 122,451,428.05 | \$ 10,963,803.64 | \$ | 106,649,740.25 | \$ | 60,907,622.57 |
| OPERATIONS \& MAINT. |  | 3,766,201.15 |  | 544,763.59 | 19,393,771.82 | 899,683.37 |  | 18,578,699.20 |  | 3,411,281.37 |
| DEBT SERVICE FUND |  | 3,631,612.78 |  | 36,447.64 | 5,625,204.10 | 672,325.00 |  | 5,841,075.00 |  | 2,995,735.42 |
| TRANSPORTATION |  | 5,557,433.01 |  | 1,233,629.35 | 7,855,509.88 | 883,900.66 |  | 8,644,219.82 |  | 5,907,161.70 |
| IMRF |  | 1,026,119.75 |  | 13,715.48 | 2,289,259.15 | 169,365.60 |  | 2,137,597.92 |  | 870,469.63 |
| SOCIAL SECURITY |  | 2,877,943.14 |  | 17,206.66 | 2,753,055.64 | 251,456.02 |  | 2,448,365.17 |  | 2,643,693.78 |
| CAPITAL PROJECTS |  | $(147,411.81)$ |  | 828,875.35 | 9,517,015.26 | 37,514.98 |  | 4,776,468.12 |  | 643,948.56 |
| WORKING CASH |  | 115,055.67 |  | 60.52 | 2,125.69 | - |  | - |  | 115,116.19 |
| TORT IMMUNITY |  | 113,997.41 |  | 8,598.34 | 1,334,327.85 | 74,559.41 |  | 1,647,300.87 |  | 48,036.34 |
| FIRE PREVENTION, SAFETY |  | 18,891.66 |  | 9.94 | 1,901.60 | - |  | - |  | 18,901.60 |
| TOTALS | \$ | 85,741,313.00 | \$ | 5,773,262.84 | \$ 171,223,599.04 | \$ 13,952,608.68 | \$ | 150,723,466.35 | \$ | 77,561,967.16 |

RECONCILED BANK \& ACCOUNT TOTALS AS OF APRIL 30, 2019

| ISDLAF/PMA | $\$$ | $99,395.99$ |
| :--- | ---: | ---: |
| ISDLAF/PMA CD'S | $13,425,800.00$ |  |
| ILLINOIS FUNDS | $1,143,686.95$ |  |
| IMPREST | $19,637.19$ |  |
| BMO HARRIS LOCKBOX | $85,538.76$ |  |
| BMO HARRIS WORK COMP | $44,278.57$ |  |
| BMO HARRIS GENERAL | $5,319,996.84$ |  |
| BMO HARRIS CD'S | $25,000,000.00$ |  |
| BANK OF BARRINGTON | $5,060,800.68$ |  |
| PMA | - |  |
| PMA (CITIBANK SDA) | $1,086,611.22$ |  |
| PMA (Preferred Bank SDA) | $18,063,536.48$ |  |
| PMA (Ozarks Bank SDA) | $115,724.53$ |  |
| PMA | - |  |
| JP MORGAN CHASE | $6,317,768.44$ |  |
| PETTY CASH | $4,275.00$ |  |
| JP MORGAN (US Treasury) | $9,954,262.35$ |  |
| PMA | - |  |
|  | $\$$ | $85,741,313.00$ |


| INTEREST EARNED THIS MONTH | $\$$ | $41,286.86$ |
| :--- | :--- | ---: |
|  |  |  |
| INTEREST EARNED YEAR-TO-DATE | $\$$ | $1,279,034.32$ |

DIFFERENCE
*Unaudited cash balance

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

## AUTHORIZATION OF PAYROLL

May-19

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PAY DATE | EDUCATION FUND |  | O\&M FUND |  | TRANSPORTATION FUND |  | IMRF FUND |  | SOCIAL SECURITY FUND |  | TEACHERS' RETIREMENT |  | THIS |  | TOTAL BY PAY PERIOD |  |
| 5/15/19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular Payroll | \$ | 4,288,598.57 | \$ | 197,631.77 | \$ | 249,619.17 | \$ | 84,503.90 | \$ | 126,187.30 | \$ | 21,322.13 | \$ | 33,811.71 | \$ | 5,001,674.55 |
| 5/31/19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Regular Payroll | \$ | 4,224,501.50 | \$ | 195,401.27 | \$ | 243,540.17 | \$ | 84,861.70 | \$ | 125,407.34 | \$ | 21,011.29 | \$ | 33,329.23 | \$ | 4,928,052.50 |
| TOTAL PAYROLL | \$ | 8,513,100.07 | \$ | 393,033.04 | \$ | 493,159.34 |  | 169,365.60 | \$ | 251,594.64 | \$ | 42,333.42 | \$ | 67,140.94 | \$ | 9,929,727.05 |

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 June 12, 2019 and you are requested to issue checks for the same.

VOUCHER NO.'S 297852-298017
ACH NO. 'S 181900994-181901057
(CHECK REGISTERS ATTACHED)

| 10 EDUCATION FUND | $\$$ | $276,964.42$ |
| :--- | :---: | ---: |
| 20 OPERATIONS \& MAINTENANCE FUND | $\$$ | $290,330.99$ |
| 40 TRANSPORTATION FUND | $\$$ | $83,062.11$ |
| 60 CAPITAL PROJECTS FUND | $\$$ | $47,514.98$ |
| 80 TORT IMMUNITY/JUDGEMENT | $\$$ | - |
| 30 DEBT SERVICE FUND | $\$$ |  |
| 97 STUDENT ACTIVITY FUND | $\$$ | $10,337.34$ |
| TOTAL | $\$$ | $708,209.84$ |

Check \# Payee Key Payee Name_ Theck Date Check Amount Date

ABC TRANO00 ABC TRANSPORTATION SERVIC R 05/14/2019 297853 ACCURATE000 ACCURATE DOCUMENT DESTRUC R 05/14/2019 297854 ACCURATE004 ACCURATE PIANO R 05/14/2019 297855 297856 297857 297858 297859 297860 297861 297862 297863 297864 297865 297866 297867 297868 297869 297870 297871 297872 297873 297874 297875 297876 297877 297878 297879 297880 297881 297882 297883 297884 297885 297886 297887 297888 297889 297890 297891 297892 297893 297894 297895 297896 297897 297898 297899 297900 297901 297902

297903

AL WARRE000 AL WARREN OIL CO INC R 05/14/2019 ALEXIAN 000 ALEXIAN BROTHERS BEHAVIOR R 05/14/2019 ALL-WAYSOOO ALL-WAYS TRANSPORTATION R 05/14/2019 AMAZON WOOO AMAZON WEB SERVICES R 05/14/2019 AMPLIFIEOOO AMPLIFIED IT R 05/14/2019 ANDERSONOOO ANDERSON LOCK CO R 05/14/2019 ANDERSONO05 ANDERSON'S BOOKS INC R 05/14/2019 ANIXTER 000 ANIXTER INC R 05/14/2019 APPRAISA000 APPRAISAL ASSOCIATES INC R 05/14/2019 ARLINGTOOOO ARLINGTON HEIGHTS FORD IN R 05/14/2019 ASSURED 000 ASSURED HEALTHCARE R 05/14/2019 AT\&T 000 AT\&T R 05/14/2019 AT\&T 000 AT\&T R 05/14/2019 AWAD JUL000 AWAD, JULIA R 05/14/2019 BERGMAN 000 BERGMAN TRUCKING R 05/14/2019 BILINGUA006 BILINGUAL SPEECH SOLUTION R 05/14/2019 BORENSONOOO BORENSON \& ASSOCIATES INC R 05/14/2019 BRAKE AL000 BRAKE ALIGN PARTS \& SERVI R 05/14/2019 CAMELOT 000 CAMELOT EDUCATION R 05/14/2019 CASSANDR000 CASSANDRA STRINGS R 05/14/2019 CENTRAL 010 CENTRAL ILLINOIS TRUCKS I R 05/14/2019 CENTURY 000 CENTURY SPRINGS R 05/14/2019 CHAMPIONOOO CHAMPION ENERGY LLC C 05/14/2019 CHAMPIONOOO CHAMPION ENERGY LLC R 05/14/2019 CHICAGO 034 CHICAGO KILN SERVICE R 05/14/2019 CHICAGO 038 CHICAGO LIGHTHOUSE FOR TH R 05/14/2019 CHICAGO 040 CHICAGO FILTER SUPPLY INC C 05/14/2019 CHICAGO 040 CHICAGO FILTER SUPPLY INC R 05/14/2019 CHILD'S 000 CHILD'S VOICE SCHOOL R 05/14/2019 CHUNGMI 000 CHUNG, MI R 05/14/2019 CINTAS FOO1 CINTAS FIRST AID \& SAFETY R 05/14/2019 CITY OF 000 CITY OF ROLLING MEADOWS R 05/14/2019 CITY OF 003 CITY OF ROLLING MEADOWS R 05/14/2019 CLARKJEN000 CLARKE, JENNIFER R 05/14/2019 COMED 000 COMED R 05/14/2019 COMMERCIOOO COMMERCIAL FOOD SYSTEMS I R 05/14/2019 CONSERV 000 CONSERV FS INC R 05/14/2019 COVE SCHOOO COVE SCHOOL, THE R 05/14/2019 CPI 000 CPI R 05/14/2019 CREATIVE005 CREATIVE CULTURE CONSULTI R 05/14/2019 CROWN TROOO CROWN TROPHY R 05/14/2019 CS2 DESI000 CS2 DESIGN GROUP LLC R 05/14/2019 DESERT SOOO DESERT SPRINGS R 05/14/2019 DREISILKO01 DREISILKER ELECTRIC MOTOR R 05/14/2019 EAGLE SE001 EAGLE SECURITY FIRE \& LIF R 05/14/2019 EBS HEALOOO EBS HEALTHCARE R 05/14/2019 ESCOBOLG000 ESCOBEDO, OLGA R 05/14/2019 EVEREST 000 EVEREST ENERGY \& CONTROL R 05/14/2019 FITNESS 004 FITNESS MECHANIC INC R 05/14/2019
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| 297904 | FOLLETT 009 FOLLETT SCHOOL SOLUTIONS | R 05/14/2019 |
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| 297905 | FOLTAMAR000 FOLTA, MARIUSZ | R 05/14/2019 |
| 297906 | FORM PLA000 FORM PLASTICS CO | R 05/14/2019 |
| 297907 | FRANK COOOO FRANK COONEY CO INC | R 05/14/2019 |
| 297908 | FRONIPENO00 FRONIMOS, PENNY | R 05/14/2019 |
| 297909 | GENERAL 006 GENERAL PARTS LLC | R 05/14/2019 |
| 297910 | GENERAL 008 GENERAL MECHANICAL SERVIC | R 05/14/2019 |
| 297911 | GET FRESOO0 GET FRESH PRODUCE INC | R 05/14/2019 |
| 297912 | GORDON FO02 GORDON FOOD SERVICE | R 05/14/2019 |
| 297913 | GRAINGER000 GRAINGER | R 05/14/2019 |
| 297914 | GRANICUS001 GRANICUS, INC. | R 05/14/2019 |
| 297915 | GRAYBAR 000 GRAYBAR ELECTRIC | R 05/14/2019 |
| 297916 | NAPAW000 | 5/14 |

297917 HOME DEPOOO HOME DEPOT CREDIT SERVICE R 05/14/2019
FOLLETT 009 FOLLETT SCHOOL SOLUTIONS
R 05/14/2019 R 05/14/2019 R 05/14/2019 R 05/14/2019 R 05/14/2019 R 05/14/2019 R 05/14/2019 HOMESTEA000 HOMESTEAD ELECTRICAL CONT R 05/14/2019 IDESIGN 000 IDESIGN SOLUTIONS R 05/14/2019 ILLINOIS028 ILLINOIS STATE POLICE R 05/14/2019 IMEG COR000 IMEG CORP R 05/14/2019 INDEPEND003 INDEPENDENCE PLUS INC R 05/14/2019 INTEGRAT002 INTEGRATED SYSTEMS CORP R 05/14/2019 INTERSTA000 INTERSTATE BATTERY SYS OF R 05/14/2019 ITOUCHBIOOO ITOUCHBIOMETRICS LLC R 05/14/2019 ITR SYSTOOO ITR SYSTEMS

ITU ABSOOOO ITU ABSORB TECH INC R 05/14/2019 R 05/14/2019 ITZKOBRYOOO ITZKOWITZ, BRYAN JC LICHTOOO JC LICHT LLC JEFFREY 000 JEFFREY ELEVATOR COMPANY JOANN PAOOO JOANN PALDO READING AND L R 05/14/2019 JOHNSON 004 JOHNSON CONTROLS FIRE PRO R 05/14/2019 JOSEPH A000 JOSEPH ACADEMY IN DES PLA R 05/14/2019 JOSEPH POOO JOSEPH PHILLIP GROUP INC, R 05/14/2019 KENT AUTOOO KENT AUTOMOTIVE/LAWSON PR R 05/14/2019 LAKE ZUROOO LAKE ZURICH RADIATOR \& A/ R 05/14/2019 LEACH ENOOO LEACH ENTERPRISES INC R 05/14/2019 LECHNER 000 LECHNER AND SONS INC R 05/14/2019 MELON INOOO MELON INK R 05/14/2019 MENARDS 000 MENARDS INC R 05/14/2019 MENTA AC000 MENTA ACADEMY HILLSIDE R 05/14/2019 METRO TA000 METRO TANK AND PUMP COMPA R 05/14/2019 MF ATHLE001 MF ATHLETIC R 05/14/2019 MIDWEST 004 MIDWEST ENVIRONMENTAL CON R 05/14/2019 MIDWEST 005 MIDWEST FUEL INJECTION R 05/14/2019 MIDWEST 012 MIDWEST TRANSIT EQUIPMENT R 05/14/2019 MORRIDAV002 MORRIS, DAVID R 05/14/2019 MUSIC \& 000 MUSIC \& ARTS CENTERS ATTN R 05/14/2019 NAPA OF 000 NAPA OF PALATINE R 05/14/2019 NELCO 000 NELCO R 05/14/2019

NEUCO INOOO NEUCO INC R 05/14/2019 NEW CONNOOO NEW CONNECTIONS ACADEMY R 05/14/2019 NICOR ENOO1 NICOR ENERCHANGE LLC / SE R 05/14/2019 NICOR GA002 NICOR GAS R 05/14/2019
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$\$ 1,959.99$ 05/14/2019
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$\$ 92.10$ 05/14/2019
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\$360.82 05/14/2019
\$6,213.68 05/14/2019
\$29,004.16 05/14/2019 $\$ 58.94$ 05/14/2019
Check \# Payee Key Payee Name_ Theck Date Check Amount Date
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NORTH COOO1 NORTH COOK INTERMEDIATE S R 05/14/2019 NORTHWES019 NORTHWEST COMMUNITY HEALT R 05/14/2019 NOVAK \& 000 NOVAK \& PARKER INC R 05/14/2019 ONE-FIVE000 ONE-FIVE FOUNDATION R 05/14/2019 OPEN UP 001 OPEN UP RESOURCES R 05/14/2019 PACKAGIN000 PACKAGING SALES \& SERVICE R 05/14/2019 PADDOCK 002 PADDOCK PUBLICATIONS INC R 05/14/2019 PALOS SPOOO PALOS SPORTS INC R 05/14/2019 PARK JUNO03 PARK, JUNG R 05/14/2019 PARKLANDO00 PARKLAND PREPARATORY ACAD R 05/14/2019 PENTEGRA001 PENTEGRA SYSTEMS LLC R 05/14/2019 POZNAMIC000 POZNANSKI, MICHELLE R 05/14/2019 PRESUKAR000 PRESUTTI, KAREN J. R 05/14/2019 PREUSCAI000 PREUSS, CAITLIN R 05/14/2019 PROCOM SOOO PROCOM SOUND SYSTEMS R 05/14/2019 PROWARE 000 PROWARE / AC DYNA-TITE R 05/14/2019 PV BUSIN000 PV BUSINESS SOLUTION INC R 05/14/2019 RAMIRFEROOO RAMIREZ, FERNEY R 05/14/2019 REHFIMAR000 REHFIELD, MARY C. R 05/14/2019 REISEJULOOO REISER, JULIE R 05/14/2019 ROGNER'SOO1 ROGNER'S TOWING \& RECOVER R 05/14/2019 ROSINBOGOOO ROSINSKI, BOGUSLAW R 05/14/2019 RUSH TRUOO2 RUSH TRUCK CENTER GRAYSLA R 05/14/2019 SAM ASH 001 SAM ASH QUIKSHIP CORP R 05/14/2019 SAUBER MOOO SAUBER MFG CO R 05/14/2019 SCHOLASTOOO SCHOLASTIC BOOK FAIRS R 05/14/2019 SCHOOL SOOO SCHOOL SPECIALTY INC R 05/14/2019 SCOPE SH001 SCOPE SHOPPE, THE R 05/14/2019 SENTINELOOO SENTINEL TECHNOLOGIES INC R 05/14/2019 SEPTRAN 000 SEPTRAN R 05/14/2019 SHAFIMUHOOO SHAFI, MUHAMMAD R 05/14/2019 SHARP WE000 SHARP WEAR INC R 05/14/2019 SHERWIN 000 SHERWIN ACE HARDWARE R 05/14/2019 SMITHLOROOO SMITHE, LORI A. R 05/14/2019 SOKOLMAROOO SOKOLOWSKI, MAREK R 05/14/2019 SOLARIS 000 SOLARIS ROOFING SOLUTIONS R 05/14/2019 SOLIANT 000 SOLIANT HEALTH R 05/14/2019 SOUTH SIOOO SOUTH SIDE CONTROL SUPPL R 05/14/2019 SPECIAL 000 SPECIAL EDUCATION SYSTEMS R 05/14/2019 SPRING-A000 SPRING-ALIGN R 05/14/2019 STANDARD007 STANDARD PIPE \& SUPPLY IN R 05/14/2019 STATE FIOOO STATE FIRE MARSHAL/CASHIE R 05/14/2019 STR PART000 STR PARTNERS LLC R 05/14/2019 STREAMWO000 STREAMWOOD BEHAVIORAL HEA R 05/14/2019 SUBURBANO04 SUBURBAN TRIM \& GLASS R 05/14/2019 SUNBELT 000 SUNBELT STAFFING R 05/14/2019 SUPPLYWO001 SUPPLYWORKS R 05/14/2019 THERMOSYOOO THERMOSYSTEMS R 05/14/2019 TRANSWOROOO TRANSWORLD SYSTEMS INC R 05/14/2019 TSA CONS000 TSA CONSULTING GROUP INC R 05/14/2019 ULINE 000 ULINE R 05/14/2019

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| \$298.50 | 05/14/2019 |
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| \$1, | 05/14/2019 |
| \$1 | 05/14/2019 |
| \$6 | 05/14/2019 |
| \$1 | 05/14/2019 |
| \$3 | 05/14/2019 |
| \$6 | 05/14/2019 |
| \$3 | 05/14/2019 |
| \$5,186 | 05 |
| \$1,998.50 | 05 |
| \$2,625 | 05/14 |
| \$2,66 | 05/14/ |
| \$2,284 | 05 |
| \$456.34 | 05/14/2019 |
| \$1,315.30 | 05/14/2019 |
| \$118.14 | 05/14/2019 |
| \$155.12 | 05/14 |
| \$142.14 | 05/14/2019 |
| \$2,130.7 | 05/14/2019 |
| \$3,725.09 | 05/14/2019 |
| \$1,530.90 | 05/14/2019 |
| \$2,428.40 | 05/14/2019 |
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| \$384.00 | 05/14/2019 |
| \$200.00 | 05/14/2019 |
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| \$100.00 | 05/14/2019 |
| \$339.60 | 05/14/2019 |
| \$3,486.67 | 05/14/2019 |
| \$15,602.50 | 05/14/2019 |
| \$8,086.46 | 05/14/2019 |
| \$5,000.00 | 05/14/2019 |
| \$1,433.80 | 05/14/2019 |
| \$4,723.33 | 05/14/2019 |

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2,284.12 05/14/2019
$\$ 456.34$ 05/14/2019 \$118.14 05/14/2019 \$155.12 05/14/2019
\$2,130.75 05/14/2019
3,725.09 05/14/2019
$\$ 2,428.40 \quad 05 / 14 / 2019$
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15,602.50 05/14/2019
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\$4,723.33 05/14/2019
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| 298006 | UNITY SCOOO UNITY SCHOOL BUS PARTS | R 05/14/2019 | \$2,858.72 | 05/14/2019 |
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| 298007 | US ALLIA001 US ALLIANCE FIRE PROTECTI | R 05/14/2019 | \$827.52 | 05/14/2019 |
| 298008 | US GAMESOO1 US GAMES | R 05/14/2019 | \$1,394.21 | 05/14/2019 |
| 298009 | VERITIV 001 VERITIV OPERATING COMPANY | R 05/14/2019 | \$6,880.50 | 05/14/2019 |
| 298010 | VERIZON 000 VERIZON WIRELESS | R 05/14/2019 | \$34.95 | 05/14/2019 |
| 298011 | VILLAGE 000 VILLAGE OF HOFFMAN ESTATE | R 05/14/2019 | \$1,350.37 | 05/14/2019 |
| 298012 | VILLAGE 002 VILlage Of PALATINE | R 05/14/2019 | \$3,729.19 | 05/14/2019 |
| 298013 | VIRTUAL 000 VIRTUAL CONNECTIONS ACADE | R 05/14/2019 | \$7,501.56 | 05/14/2019 |
| 298014 | WEBCO PA000 WEBCO PACKAGING INC | R 05/14/2019 | \$2,196.00 | 05/14/2019 |
| 298015 | WEST MUSOOO WEST MUSIC CO | R 05/14/2019 | \$99.55 | 05/14/2019 |
| 298016 | WISCONSIOO2 WISCONSIN GLACIER SPRINGS | R 05/14/2019 | \$360.90 | 05/14/2019 |
| 298017 | YALA DANO00 YALA, DANA A. | R 05/14/2019 | \$2,500. | 05/14/20 |


| Number Of Checks: | 166 | $\$ 700,225.73$ |
| :--- | :---: | ---: |
| Total Checks: | 166 | $\$ 700,225.73$ |
|  | $\underline{\text { Totals }:}$ | $\frac{\text { Bank }}{\text { AP }}$ | | Total $\$ \$$ |
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ARNDTSUSOO2 ARNDT, SUSAN D.
BARROANJOOO BARROS, ANJANETTE M. BAUMLJAC002 BAUMLER, JACQUELINE M. BUBARNIK002 BUBARIS, NIKOLAOS CHRISLAU000 CHRIST, LAUREN M. CONSIJACOOO CONSIGLIO, JACLYN S. CYGNAANNOO3 CYGNAR, ANN M.

DALY KAROOO DALY KLEIN, KAREN DEGIUPATOO2 DEGIULIO, PATRICIA DELACMOROOO DELACK, MORGAN DEROSROBOOO DEROSA, ROBERT A. DEVLIGAB002 DEVLIN, GABRIELLE M. DIME SAROOO DIME, SARAH E. DONATJEFOOO DONATOWICZ, JEFFREY J. EDGARTHOOOO EDGAR, THOMAS A. EMERSDIA002 EMERSON, DIANE M. FALKEELIOOO FALKENBERG, ELIZABETH FORTNTAYOOO FORTNER, TAYLOR GANGAJANOOO GANGALOO, JANICE A. GARCIKEIOO3 GARCIA, KEITH A. GEHRISUSOOO GEHRING, SUSAN M. GRABOANNOO2 GRABOWSKI, ANNETTE M. GUSKEGIA002 GUSKEY, GIANNA HARRIROBOO2 HARRIS, ROBERT W. HEINTWENOOO HEINTZ, WENDI C. HOOTMKATOO3 HOOTMAN, KATHRYN E. JAMNIANIOOO JAMNIK, ANITA L. JENKIKIM002 JENKINSON, KIMBERLY JEREZJEA000 JEREZ, JEANETTE JESSUCHROOO JESSUP, CHRISTINE OJO WAMOOO OJO, WAMBUI D. LAVINLAUOOO LAVIN, LAURENE MAHERKELOOO MAHER, KELLY MAKASDEAOOO MAKAS, DEANNA MALS HEIOOO MALS, HEIDI MARTICOLOOO MARTINEZ, COLLEEN MCCARLISOOO MCCARTY-MEINCKE, LISA MEYERTHOOOO MEYERS, THOMAS R. MICHATIMOOO MICHALSKI, TIMOTHY D. MOLLEKELOO2 MOLLENHAUER, KELLY J. NELSOROB002 NELSON, ROBIN B. OLIVEKELOO3 OLIVERO, KELLY K. OSTERKATOOO OSTERMEYER, KATY M. PILGUVIC000 PILGUY, VICKY PRIESKELOOO PRIEST, KELLI M. QUITSJUL003 QUITSCHAU, JULIE A. ROSSISAROOO ROSSI, SARA RUDE SAMOOO RUDE, SAMANTHA SABATMELOOO SABATINO, MELISSA D. SANCHMEGOO2 SANCHEZ, MEGHAN J. SANTIADE000 SANTILLAN, ADELENA SASSOLAW002 SASSO, LAWRENCE

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$\$ 38.86 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 63.80 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 140.97$ 05/14/2019 05/14/2019
$\$ 72.50 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 16.8205 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 151.38$ 05/14/2019 05/14/2019
$\$ 38.66$ 05/14/2019 05/14/2019
\$121.51 05/14/2019 05/14/2019
$\$ 459.40 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
\$51.09 05/14/2019 05/14/2019
$\$ 21.27$ 05/14/2019 05/14/2019
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\$11.27 05/14/2019 05/14/2019
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$\$ 72.00 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 34.66$ 05/14/2019 05/14/2019
$\$ 85.5505 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 47.85$ 05/14/2019 05/14/2019
$\$ 90.65$ 05/14/2019 05/14/2019
\$96.28 05/14/2019 05/14/2019
$\$ 55.39$ 05/14/2019 05/14/2019
\$21.65 05/14/2019 05/14/2019
\$225.33 05/14/2019 05/14/2019
$\$ 174.00 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 88.74$ 05/14/2019 05/14/2019
$\$ 54.95 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 66.41$ 05/14/2019 05/14/2019
$\$ 26.97$ 05/14/2019 05/14/2019
$\$ 20.59$ 05/14/2019 05/14/2019
$\$ 45.81 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 119.01$ 05/14/2019 05/14/2019
$\$ 134.28$ 05/14/2019 05/14/2019
$\$ 241.91$ 05/14/2019 05/14/2019
\$329.63 05/14/2019 05/14/2019
$\$ 93.67$ 05/14/2019 05/14/2019
$\$ 95.1205 / 14 / 2019 \quad 05 / 14 / 2019$
$\$ 89.74 \quad 05 / 14 / 2019 \quad 05 / 14 / 2019$
$\qquad$ Stmnt Date
$\qquad$ HARRIS BANK
****************Continued***************

| 181901046 | SCHWAJIL002 | SCHWARTZERS, JILL S. | A | 05/14/2019 | \$700.00 | 05/14/2019 | 05/14/2019 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 181901047 | SEICKCOLO 02 | SEICK, COLLEEN M. | A | 05/14/2019 | \$361.33 | 05/14/2019 | 05/14/2019 |
| 181901048 | SOLE KAT003 | SOLE, KATHARINE M. | A | 05/14/2019 | \$136.19 | 05/14/2019 | 05/14/2019 |
| 181901049 | SWANLLAU002 | SWANLUND, LAURA J. | A | 05/14/2019 | \$109.62 | 05/14/2019 | 05/14/2019 |
| 181901050 | THOMPHEA000 | THOMPSON, HEATHER L. | A | 05/14/2019 | \$93.82 | 05/14/2019 | 05/14/2019 |
| 181901051 | THOMPMAR000 | THOMPSON, MARCIA L. | A | 05/14/2019 | \$66.12 | 05/14/2019 | 05/14/2019 |
| 181901052 | THOMPSCOOO1 | THOMPSON, SCOTT B. | A | 05/14/2019 | \$44.78 | 05/14/2019 | 05/14/2019 |
| 181901053 | VAN DAMY002 | VAN DYKE, AMY | A | 05/14/2019 | \$39.12 | 05/14/2019 | 05/14/2019 |
| 181901054 | WARREMAT002 | WARREN, MATTHEW R. | A | 05/14/2019 | \$199.98 | 05/14/2019 | 05/14/2019 |
| 181901055 | WILLEDEB000 | WILLE, DEBRA L. | A | 05/14/2019 | \$110.40 | 05/14/2019 | 05/14/2019 |
| 181901056 | ZARR MAR002 | ZARR, MARY | A | 05/14/2019 | \$436.60 | 05/14/2019 | 05/14/2019 |
| 181901057 | ZASTRMAT000 | ZASTROW, MATHEW | A | 05/14/2019 | \$140.10 | 05/14/2019 | 05/14/2019 |


| Number Of Checks: | 64 | $\$ 7,984.11$ |
| :--- | :---: | ---: |
| Total Checks: | 64 | $\$ 7,984.11$ |
|  | Totals: | $\frac{\text { Bank }}{\text { AP }}$ |

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 June 12, 2019 and you are requested to issue checks for the same.

| 10 EDUCATION FUND | $\$$ | $438,751.08$ |
| :--- | :---: | ---: |
| 20 OPERATIONS \& MAINTENANCE FUND | $\$$ | $84,891.06$ |
| 40 TRANSPORTATION FUND | $\$$ | $74,229.88$ |
| 60 CAPITAL PROJECTS FUND | $\$$ | - |
| 80 TORT IMMUNITY/JUDGEMENT | $\$$ | $10,980.61$ |
| 90 FIRE PREVENTION \& SAFETY FUND | $\$$ | - |
| 97 STUDENT ACTIVITY FUND | $\$$ | $23,591.13$ |
| TOTAL | $\$$ | $632,443.76$ |



1ST AYD 000 1ST AYD CORPORATION
R 05/29/2019
R 05/29/2019
AL WARRE000 AL WARREN OIL CO INC R 05/29/2019
ALEXIAN 000 ALEXIAN BROTHERS BEHAVIOR R 05/29/2019 ALUMINUMOOO ALUMINUM ATHLETIC EQUIPME R 05/29/2019 AMBASSADOOO AMBASSADOR ATHLETIC APPAR R 05/29/2019 ANDERSONOOO ANDERSON LOCK CO R 05/29/2019 ANDERSONOO5 ANDERSON'S BOOKS INC R 05/29/2019 ANDRIKAR000 ANDRIANOPOULOS, KARISA R 05/29/2019 ANESTHAROOO ANESTOPOULOS, HARRY R 05/29/2019 R 05/29/2019 R 05/29/2019 R 05/29/2019 R 05/29/2019 R 05/29/2019 R 05/29/2019 R 05/29/2019 R 05/29/2019 R 05/29/2019

R 05/29/2019 BENNY'S 000 BENNY'S SERVICE CENTER IN R 05/29/2019 BOUSKMATOOO BOUSK, MATTHEW R 05/29/2019 BRAKE ALOOO BRAKE ALIGN PARTS \& SERVI R 05/29/2019 BUS AIR 001 BUS AIR MANUFACTURING LLC R 05/29/2019 CAIRS 000 CAIRS R 05/29/2019 CASCIO /000 CASCIO / INTERSTATE MUSIC R 05/29/2019 CASSANDR000 CASSANDRA STRINGS R 05/29/2019 CENTER FOO5 CENTER FOR PSYCHOLOGICAL R 05/29/2019 CENTRAL 010 CENTRAL ILLINOIS TRUCKS I R 05/29/2019 CHICAGO 009 CHICAGO OFFICE TECH GROUP R 05/29/2019 CHICAGO 036 CHICAGO COOLING TOWER COR R 05/29/2019 CHICAGO 040 CHICAGO FILTER SUPPLY INC R 05/29/2019 CLASS AC000 CLASS ACT/HERFF JONES R 05/29/2019 CLASSROOOO7 CLASSROOM CONNECTION DAY R 05/29/2019 COMCAST 002 COMCAST CABLE R 05/29/2019 COMED 000 COMED R 05/29/2019 COMPUTEROOO COMPUTER INFORMATION CONC R 05/29/2019 CONSERV 000 CONSERV FS INC R 05/29/2019 COZzINI 000 COZZINI R 05/29/2019 CPI 000 CPI R 05/29/2019 CZAJARYS000 CZAJA, RYSZARD R 05/29/2019 DAUGHJOHOOO DAUGHERTY, JOHN R 05/29/2019 DEANDBET001 DEANDA, BETH R 05/29/2019 DEFRANCOOOO DEFRANCO PLUMBING DOUGLAS 001 DOUGLAS EQUIPMENT EBS HEALOOO EBS HEALTHCARE R 05/29/2019 ERWINBOBOOO ERWIN, BOB R 05/29/2019 EVEREST 000 EVEREST ENERGY \& CONTROL R 05/29/2019 FANKHBREOO1 FANKHAUSER, BRETT R 05/29/2019 FIELD TROOO FIELD TRIPS ON WHEELS FOU R 05/29/2019 FOLLETT 009 FOLLETT SCHOOL SOLUTIONS R 05/29/2019 FOLTAMAROOO FOLTA, MARIUSZ R 05/29/2019
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$\$ 4,099.60$ 05/29/2019
\$1,263.95 05/29/2019
\$203.88 05/29/2019
\$36.00 05/29/2019
\$71.07 05/29/2019
\$5,954.95 05/29/2019
\$17,305.30 05/29/2019
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$\$ 5,790.4705 / 29 / 2019$
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$\$ 105.58$ 05/29/2019
$\$ 71.07$ 05/29/2019
$\$ 36,607.00$ 05/29/2019
$\$ 80.75$ 05/29/2019
\$12.45 05/29/2019
\$779.50 05/29/2019
\$12.00 05/29/2019
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\$583.23 05/29/2019
\$228.75 05/29/2019
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\$121.23 05/29/2019
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\$2,873.85 05/29/2019
\$12.00 05/29/2019
$\$ 476.00 \quad 05 / 29 / 2019$
$\$ 71.07$ 05/29/2019
\$100.00 05/29/2019
\$2,019.10 05/29/2019
$\$ 71.07$ 05/29/2019
Check \# Payee Key Payee Name_T Check Date Check Amount Date Stmnt Date

## AP HARRIS BANK

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| 298070 | FRANCZEK000 | FRANCZEK | R | 05/29/2019 |
| :---: | :---: | :---: | :---: | :---: |
| 298071 | FRANK COOOO | FRANK COONEY CO INC | R | 05/29/2019 |
| 298072 | FREEMCHR000 | FREEMAN, CHRISTY | R | 05/29/2019 |
| 298073 | GAMBHROH000 | GAMBHIR, ROHIT | R | 05/29/2019 |
| 298074 | GENERAL 008 | GENERAL MECHANICAL SERVIC | R | 05/29/2019 |
| 298075 | GEORGELO000 | GEORGELO PIZZA-CHICAGO IN | R | 05/29/2019 |
| 298076 | GET FRES000 | GET FRESH PRODUCE INC | R | 05/29/2019 |
| 298077 | GORDON FOOO | GORDON FLESCH CO INC | R | 05/29/2019 |
| 298078 | GORDON F002 | GORDON FOOD SERVICE | R | 05/29/2019 |
| 298079 | GRAYBAR 000 | GRAYBAR ELECTRIC | R | 05/29/2019 |
| 298080 | HALLORAN000 | HALLORAN POWER EQUIPMENT | R | 05/29/2019 |
| 298081 | HAULOAND000 | HAULOTTE, ANDREW | R | 05/29/2019 |
| 298082 | HEALTHPR000 | HEALTHPRO HERITAGE LLC | R | 05/29/2019 |
| 298083 | HEINEMAN000 | HEINEMANN | R | 05/29/2019 |
| 298084 | HERFF JO001 | HERFF JONES INC | R | 05/29/2019 |

298085 HODGES LOOO HODGES LOIZZI EISENHAMMER R 05/29/2019
298086 HOH WATEOOO HOH WATER TECHNOLOGY INC R 05/29/2019
298087 HOMESTEA000 HOMESTEAD ELECTRICAL CONT R 05/29/2019
298088 IAASE - 000 IAASE - SPECIAL EDUC DIRE R 05/29/2019
298089 IMAGE MAOOO IMAGE MARKET R 05/29/2019

298090 INTEGRAT002 INTEGRATED SYSTEMS CORP R 05/29/2019
298091 INTENTIOOOO INTENTIONAL SYNERGY R 05/29/2019
298092
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298116 298117 298118 298119 298120
Check \# Payee Key Payee Name T Check Date Check Amount Date Stmnt Date

## AP HARRIS BANK

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| 298121 | METRO TA000 | METRO TANK AND PUMP COMPA | R | 05/29/ |
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| 298122 | MIDWEST 005 | MIDWEST FUEL INJECTION | R | 05/29/2019 |
| 298123 | MIDWEST 008 | MIDWEST PRINCIPALS CENTER | R | 05/29 |
| 298124 | MIDWEST 012 | MIDWEST TRANSIT EQUIPMENT | R | 05/29/ |
| 298125 | MIDWEST 025 | MIDWEST PAVING EQUIPMENT | R | 05/29/ |
| 298126 | MILLEFRA000 | MILLER, FRANK | R | 05/29 |
| 298127 | MOFFENIC000 | MOFFETT, NICOLE | R | 05/29/ |
| 298128 | MORE THAOOO | MORE THAN WORDS INTERPRET | R | 05/29/ |
| 298129 | MUSIC \& 000 | MUSIC \& ARTS CENTERS ATTN | R | 05/29/2019 |
| 298130 | NAPA OF 000 | NAPA OF PALATINE | R | 05/29/20 |
| 298131 | NARAYSANO00 | NARAYAN, SANKARA | R | 05/29/20 |
| 298132 | NEUCO INOOO | NEUCO INC | R | 5/2 |

298133 NORTHWESOO7 NORTHWEST ELECTRICAL SUPP R 05/29/2019 298134 NORTHWESO14 NORTHWEST TRUCKS INC R 05/29/2019 298135 NORTHWESO19 NORTHWEST COMMUNITY HEALT R 05/29/2019 298136 NORTHWES022 NORTHWEST COMMUNITY HOSPI R 05/29/2019 298137 NOVAK \& 000 NOVAK \& PARKER INC R 05/29/2019 298138 298139 298140 298141 298142 298143 298144 298145 298146 298147 298148 298149 298150 298151 298152 298153 298154 298155 298156 298157 298158 298159 298160 298161 298162 298163 298164 298165 298166 298167 298168 298169 298170 298171

NOVAKJENOOO NOVAK, JENNIFER R 05/29/2019 OPEN UP 001 OPEN UP RESOURCES R 05/29/2019 ORTIZTEROOO ORTIZ, TERESA S. R 05/29/2019 PADDOCK 002 PADDOCK PUBLICATIONS INC R 05/29/2019 PANAGDIMOOO PANAGIOTIDIS, DIMITRIOS G R 05/29/2019 PARK JASOOO PARK, JASON R 05/29/2019 PENTCKAL000 PENTCHEV, KALIN R 05/29/2019 PETERJODOOO PETERSON, JODI R 05/29/2019 POYRACEMOOO POYRAZ, CEM R 05/29/2019 PRESUKAR000 PRESUTTI, KAREN J. R 05/29/2019 PROWARE 000 PROWARE / AC DYNA-TITE R 05/29/2019 $R \& G C O O O R$ \& $G$ CONSULTANTS $R$ 05/29/2019 RAO SANO01 RAO, SANTOSH R 05/29/2019 ROSINBOGOOO ROSINSKI, BOGUSLAW R 05/29/2019 RUSH TRU002 RUSH TRUCK CENTER GRAYSLA R 05/29/2019 SABATELL000 SABATELLO TREE CARE R 05/29/2019 SAM ASH 001 SAM ASH QUIKSHIP CORP R 05/29/2019 SCHOOL SOOO SCHOOL SPECIALTY INC R 05/29/2019 SCOPE SHOO1 SCOPE SHOPPE, THE R 05/29/2019 SHERWIN-000 SHERWIN-WILLIAMS R 05/29/2019 SIGNET POOO SIGNET PAVEMENT SUPPLY IN R 05/29/2019 SKYWARD 000 SKYWARD INC R 05/29/2019 SOKOLMAROOO SOKOLOWSKI, MAREK R 05/29/2019 SOLARIS 000 SOLARIS ROOFING SOLUTIONS R 05/29/2019 SOLIANT 000 SOLIANT HEALTH R 05/29/2019 SPENCJEN000 SPENCE, JENNIFER R 05/29/2019 STANDARD007 STANDARD PIPE \& SUPPLY IN R 05/29/2019 STAVRPETOOO STAVROPOULOS, PETER R 05/29/2019 STORTJAMOOO STORTZ, JAMIE R 05/29/2019 SUPPLYWOOO1 SUPPLYWORKS R 05/29/2019 TEACHER 003 TEACHER CREATED MATERIALS R 05/29/2019 TEOTIRUCOOO TEOTIA, RUCHI R 05/29/2019 TERRACE 000 TERRACE SUPPLY COMPANY R 05/29/2019 THERMOSYOOO THERMOSYSTEMS R 05/29/2019
$\$ 275.00 \quad 05 / 29 / 2019$
$\$ 249.00 \quad 05 / 29 / 2019$
$\$ 805.00 \quad 05 / 29 / 2019$
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\$6,500.00 05/29/2019
$\$ 12.00$ 05/29/2019
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\$580.06 05/29/2019
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\$12.00 05/29/2019
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\$12.00 05/29/2019
\$12.00 05/29/2019
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$\$ 213.21$ 05/29/2019
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\$15,136.25 05/29/2019
\$12,000.00 05/29/2019
$\$ 12.00$ 05/29/2019
\$6.60 05/29/2019
\$718.11 05/29/2019
AP

HARRIS BANK
****************Continued***************
298172 TOSHIBA 000 TOSHIBA BUSINESS SOLUTION R 05/29/2019 \$702.69 05/29/2019
298173 TOSHIBA 003 TOSHIBA FINANCIAL SERVICE R 05/29/2019 \$12,805.20 05/29/2019
298174 TOWNSHIPOOO TOWNSHIP HIGH SCHOOL DIST R 05/29/2019 \$10,770.00 05/29/2019
298175 ULINE 000 ULINE $R$ 05/29/2019 \$2,040.95 05/29/2019
298176 UNITY SCOOO UNITY SCHOOL BUS PARTS R 05/29/2019 \$1,642.69 05/29/2019
298177 VERITIV 001 VERITIV OPERATING COMPANY R 05/29/2019 \$5,767.25 05/29/2019
298178 VERIZON 000 VERIZON WIRELESS R 05/29/2019 \$4,203.38 05/29/2019
298179 VILLAGE 000 VILLAGE OF HOFFMAN ESTATE R 05/29/2019 \$55.00 05/29/2019
298180 VORA KEYOO VORA, KEYUR R 05/29/2019 \$12.00 05/29/2019
298181 WAREHOUSOOO WAREHOUSE DIRECT / METRO R 05/29/2019 \$935.04 05/29/2019
298182 WASHINGT003 WASHINGTON MUSIC CENTER R 05/29/2019 \$8,290.70 05/29/2019
298183 WASTE MA000 WASTE MANAGEMENT R 05/29/2019 \$10,127.16 05/29/2019
298184 WEST MUSOOO WEST MUSIC CO R 05/29/2019
298185 WINSTON 007 WINSTON KNOLLS EDUCATION
R 05/29/2019
298186 WURTH USOOO WURTH USA INC R 05/29/2019 \$152.39 05/29/2019
298187 XEROX COOO1 XEROX CORPORATION R 05/29/2019 \$372.18 05/29/2019
298188 YALA DANOOO YALA, DANA A. R 05/29/2019 \$500.00 05/29/2019

| Number Of Checks: | 171 | $\$ 625,728.65$ |
| :--- | :---: | :---: |
| Total Checks: | 171 | $\$ 625,728.65$ |
|  | Totals: | $\frac{\text { Bank }}{\text { AP }}$ |

ANGELROC002 ANGELACCIO, ROCHELLE M. BEATTSHE002 BEATTIE, SHERI BLANDRAC002 BLAND, RACHEL CARO VANOOO CARO, VANESSA COUGHANNOOO COUGHLAN, ANNICE DENGLKATOO2 DENGLER, KATHRYN E. DEVLIGAB002 DEVLIN, GABRIELLE M. DIETZJASOO3 DIETZ, JASON DONATJEFOOO DONATOWICZ, JEFFREY J. DOWNSBAROOO DOWNS, BARBARA J. ECKBEKAT000 ECKBERG, KATHERINE A. FLOR KAROOO FLOR, KAREN E. FUNK CAROOO FUNK, CARLY GARCISUS000 GARCIA, SUSAN M. GIMRELEA000 GIMRE, LEAH E. GUSKEGIA002 GUSKEY, GIANNA HALLOJAZOOO HALLORAN, JAZLYNN A. HOEFTMELOO2 HOEFT, MELISSA A. JENKIKIM002 JENKINSON, KIMBERLY JIMENRENOOO JIMENEZ, RENA JOHANERIOO2 JOHANSEN, ERIKA B. JORDAELIOOO JORDAN, ELIZABETH KAIN MICOOO KAIN, MICHAEL J. KESSLJENOOO KESSLER, JENNA L. LACAMMICOOO LACAMERA, MICHELLE LYON BREOOO LYON, BRENDA O. MANKASTE000 MANKA, STEVEN J. MICHATIMOOO MICHALSKI, TIMOTHY D. NOVAKANGOOO NOVAK, ANGELA S. OLIVEKEL003 OLIVERO, KELLY K. PREBIPAT000 PREBIL, PATRICIA RAMIRERIOOO RAMIREZ-ABADIE, ERIKA ROSSISAR000 ROSSI, SARA SCHUBKELOOO SCHUBERT, KELLY SUBLEDUSO02 SUBLETT, DUSTIN M SURELSHAOOO SURELL, SHANNON E. TODD CASOOO TODD, CASEY M. TRAUSHEA002 TRAUSCH, HEATHER WERNEMELOOO WERNER, MELISSA A. WROBETRA003 WROBEL, TRACEY J.
ZARR MAR002 ZARR, MARY
ZILKEJEF002 ZILKE, JEFFREY S.

A $05 / 29 / 2019$
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| \$889 | 05 |  |
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| \$18 |  |  |
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| \$1 | 05 |  |
| \$6 | 0 |  |
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| \$5 |  |  |
| \$2 |  |  |
| \$ |  |  |
| \$ | 05/29/201 |  |
| \$31.21 | 05 |  |
| \$1 | 05 |  |
| \$47.27 |  |  |
| \$ | 05 | 05/29/2019 |
| \$ | 0 | 05/29/2019 |
| \$ | 05/29/2019 |  |
| \$1 | 05 | 0 |
| \$12.0 | 05 | 0 |
| \$6.5 | 05 |  |
| \$5 | 05 |  |
| \$7.89 | 05/29/201 | 05/29/2019 |
| \$ | 05 | 9 |
| \$45. | 05/29/20 | 05 |
| \$134.5 | 05/29/201 | 05 |
| \$114.5 | 05/29/201 | 0 |
| \$183.5 | 05 |  |
| \$60.00 | 05 | 05/29/2019 |
| \$192.49 | 05/29/2 | 05/29/2019 |
| \$24.86 | 05/29/201 | 05/29/2019 |
| \$12.00 | 05/29/201 | 05/29 |
| \$114.31 | 05/29/201 | 05/2 |
| \$20.00 | 05/29/2019 |  |
| \$180.00 | 05/29/2019 | 05/29/2019 |
| \$53.15 | 05/29/2019 | 05/29/2019 |
| \$56.96 | 05/29/2019 | 05/29 |
| \$184.97 | 05/29/2019 | 05/29/2 |
| \$28.45 | 05/29/2019 | 05/29 |
| \$410.93 | 05/29/2019 | 05/29/2 |
| \$375.27 | 05/29/2019 | 05/29/2 |
| 22.62 | 05/29/2019 |  |


| Number Of Checks: | 43 | $\$ 6,715.11$ |
| :--- | :---: | :---: |
| Total Checks: | 43 | $\$ 6,715.11$ |
|  | Totals: | $\frac{\text { Bank }}{\text { AP }}$ |

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 June 12, 2019 and you are requested to issue checks for the same.

| 10 EDUCATION FUND | $\$$ | $399,456.98$ |
| :--- | :---: | ---: |
| 20 OPERATIONS \& MAINTENANCE FUND | $\$$ | $8,101.89$ |
| 30 DEBT SERVICE FUND | $\$$ | - |
| 40 TRANSPORTATION FUND | $\$$ | $59,335.32$ |
| 80 TORT IMMUNITY/JUDGEMENT | $\$$ | $2,142.00$ |
| 90 FIRE PREVENTION \& SAFETY FUND | $\$$ |  |
| 97 STUDENT ACTIVITY FUND | $\$$ | $24,142.19$ |
| TOTAL | $\$$ | $493,178.38$ |

Check \# Payee Key Payee Name Th Check Date Check Amount $\quad$ Date
298236 AL WARRE000 AL WARREN OIL CO INC R 06/12/2019 298237 ALEXIAN 000 ALEXIAN BROTHERS BEHAVIOR R 06/12/2019 298238 ALPHA BA000 ALPHA BAKING CO INC C 06/12/2019 298239 ALPHA BAOOO ALPHA BAKING CO INC R 06/12/2019 298240 AMBASSAD000 AMBASSADOR ATHLETIC APPAR R 06/12/2019

AMERICAN012 AMERICAN READING COMPANY R 06/12/2019 ARLINGTOOOO ARLINGTON HEIGHTS FORD IN R 06/12/2019 ASSURED 000 ASSURED HEALTHCARE R 06/12/2019 AUTISM, 000 AUTISM, BEHAVIOR, TECHNOL R 06/12/2019 BADOWAMY000 BADOWSKI, AMY R 06/12/2019 BARONE COOO BARONE CRYSTAL R 06/12/2019 BJORNKEL000 BJORNHOLM, KELLY R 06/12/2019 BOB'S DA000 BOB'S DAIRY SERVICE R 06/12/2019 BOUDRMARO00 BOUDREAUX, MARCY R 06/12/2019 BRAKE ALOO0 BRAKE ALIGN PARTS \& SERVI R 06/12/2019 BRAVOJOR000 BRAVO, JORGE R 06/12/2019 BRUSCGIA000 BRUSCATO, GIANA R 06/12/2019 BURNECAMOOO BURNER, CAMILLE R 06/12/2019 CARRIDAVOOO CARRILLO, DAVID R 06/12/2019 CASCIO /O00 CASCIO / INTERSTATE MUSIC R 06/12/2019 CDW GOVE001 CDW GOVERNMENT R 06/12/2019 CENTER FO05 CENTER FOR PSYCHOLOGICAL R 06/12/2019 CENTRAL 010 CENTRAL ILLINOIS TRUCKS I R 06/12/2019 CHAMARADO00 CHAMAKURA, RADHISHINI R 06/12/2019 CHANGYASO00 CHANG, YASUKO R 06/12/2019 CHICAGO 017 CHICAGO TRIBUNE R 06/12/2019 CHIU CAIOOO CHIU, CAILI R 06/12/2019 CINTAS FO01 CINTAS FIRST AID \& SAFETY R 06/12/2019 CLEARBRO000 CLEARBROOK R 06/12/2019 COOLEDEBOOO COOLEY, DEBORAH R 06/12/2019 CORONCYNOOO CORONEOS, CYNTHIA R 06/12/2019 CRUZ LETOOO CRUZ, LETICIA R 06/12/2019 DAIDOJENOOO DAIDONE-PAVLOVICH, JENNIF R 06/12/2019 DELL MAROO DELL MARKETING LP R 06/12/2019 DONNEMARO00 DONNELLY, MARGARET R 06/12/2019 DOUGLAS 000 DOUGLAS TRUCK PARTS R 06/12/2019 DRUCKVIC000 DRUCKER, VICTORIA R 06/12/2019 DUPAGE HOOO DUPAGE HIGH SCHOOL DISTRI R 06/12/2019 DURANMAR000 DURAN, MARGARET R 06/12/2019 FLETCLES000 FLETCHER, LESLEY R 06/12/2019 FOLLETT 009 FOLLETT SCHOOL SOLUTIONS R 06/12/2019 GET FRESO00 GET FRESH PRODUCE INC R 06/12/2019 GILLIALEOOO GILLIES, ALEXANDRA R 06/12/2019 GORDON F002 GORDON FOOD SERVICE R 06/12/2019 HANSRMONOOO HANSRA, MONA R 06/12/2019 HEIKKTAMOOO HEIKKINEN, TAMI R 06/12/2019 HERFF JOOO1 HERFF JONES INC R 06/12/2019 HERSHEY'001 HERSHEY'S ICE CREAM R 06/12/2019 HU BIBOOO HU, BIBIN R 06/12/2019 ICON GRAOOO ICON GRAPHICS R 06/12/2019 ILLINOIS045 ILLINOIS STATE UNIV - PS R 06/12/2019
$\$ 526.42 \quad 06 / 12 / 2019$ $\$ 34,055.70 \quad 06 / 12 / 2019$ $\$ 40.00 \quad 06 / 12 / 2019$ $\$ 0.00 \quad 06 / 12 / 2019 \quad 06 / 12 / 2019$ $\$ 2,452.85 \quad 06 / 12 / 2019$ $\$ 2,760.00 \quad 06 / 12 / 2019$ \$13,440.00 06/12/2019 $\$ 20.78 \quad 06 / 12 / 2019$ $\$ 6,407.33$ 06/12/2019 \$9,400.00 06/12/2019 \$13.40 06/12/2019 \$1,791.50 06/12/2019 $\$ 42.90 \quad 06 / 12 / 2019$ $\$ 58,496.00 \quad 06 / 12 / 2019$ $\$ 12.85$ 06/12/2019 $\$ 1,106.26$ 06/12/2019 $\$ 21.30 \quad 06 / 12 / 2019$ $\$ 16.20 \quad 06 / 12 / 2019$ $\$ 68.55$ 06/12/2019
$\$ 4,800.00 \quad 06 / 12 / 2019$
$\$ 494.24 \quad 06 / 12 / 2019$ \$12,616.54 06/12/2019 $\$ 2,100.00$ 06/12/2019
$\$ 451.0206 / 12 / 2019$
\$21.40 06/12/2019
$\$ 20.85$ 06/12/2019
\$1,095.00 06/12/2019
$\$ 37.65$ 06/12/2019
$\$ 105.47$ 06/12/2019
$\$ 700.00 \quad 06 / 12 / 2019$
$\$ 19.5506 / 12 / 2019$
$\$ 28.20$ 06/12/2019
$\$ 16.95$ 06/12/2019 $\$ 50.8506 / 12 / 2019$
$\$ 37,467.80$ 06/12/2019 $\$ 18.35$ 06/12/2019
$\$ 119.00$ 06/12/2019 $\$ 43.75$ 06/12/2019 $\$ 40.00 \quad 06 / 12 / 2019$ $\$ 27.15$ 06/12/2019 $\$ 21.40 \quad 06 / 12 / 2019$ $\$ 10,402.71$ 06/12/2019 $\$ 2,341.4306 / 12 / 2019$ $\$ 35.70 \quad 06 / 12 / 2019$
$\$ 7,465.61 \quad 06 / 12 / 2019$
\$18.46 06/12/2019
$\$ 27.10$ 06/12/2019
$\$ 2,898.00$ 06/12/2019
\$1,832.31 06/12/2019
\$102.95 06/12/2019
\$3,748.50 06/12/2019
$\$ 700.00 \quad 06 / 12 / 2019$
Check \# Payee Key Payee Name T Check Date Check Amount Date Stmnt Date

## AP HARRIS BANK

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298310 MIDWEST 012 MIDWEST TRANSIT EQUIPMENT R 06/12/2019
298311 MIRABLIS000 MIRABELLI, LISA R 06/12/2019
298312 MORA MELOO MORA, MELISSA R 06/12/2019
298313 MURPHRYAOOO MURPHY, RYAN R 06/12/2019
298314 MUSIC \& 000 MUSIC \& ARTS CENTERS ATTN R 06/12/2019
298315 MUSIC ISOOO MUSIC IS ELEMENTARY R 06/12/2019
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NAPA OF 000 NAPA OF PALATINE R 06/12/2019
NICOLMAROOO NICOLAS, MARISSA R 06/12/2019
NICOR GA002 NICOR GAS R 06/12/2019
NSSEO 000 NSSEO R 06/12/2019
OCAMPMAUOOO OCAMPO, MAUREEN R 06/12/2019
ON LOCATOOO ON LOCATION MEDIA
R 06/12/2019
ONE-FIVEOOO ONE-FIVE FOUNDATION R 06/12/2019 P\&M DIST001 P\&M DISTRIBUTORS INC R 06/12/2019 PALATINE010 PALATINE TOWNSHIP FOOD PA R 06/12/2019 PARKLAND000 PARKLAND PREPARATORY ACAD R 06/12/2019 PARTNERS000 PARTNERS FOR OUR COMMUNIT R 06/12/2019 PATH 000 PATH R 06/12/2019 PENA CHEOOO PENA, CHERYL G. R 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019

| \$2,142.00 | 06/12/2019 |  |
| :---: | :---: | :---: |
| \$617.08 | 06/12/2019 |  |
| \$7,704.00 | 06/12/2019 |  |
| \$67.16 | 06/12/2019 |  |
| \$4,411.40 | 06/12/2019 |  |
| \$32.70 | 06/12/2019 |  |
| \$456.00 | 06/12/2019 |  |
| \$0.00 | 06/12/2019 | 06/12/2019 |
| \$0.00 | 06/12/2019 | 06/12/2019 |
| \$0.00 | 06/12/2019 | 06/12/2019 |
| \$0.00 | 06/12/2019 | 06/12/2019 |
| \$57,463.26 | 06/12/2019 |  |
| \$16.40 | 06/12/2019 |  |
| \$164.76 | 06/12/2019 |  |
| \$6,075.70 | 06/12/2019 |  |
| \$1,712.67 | 06/12/2019 |  |
| \$913.35 | 06/12/2019 |  |
| \$410.14 | 06/12/2019 |  |
| \$23.40 | 06/12/2019 |  |
| \$4,875.00 | 06/12/2019 |  |
| \$10,241.00 | 06/12/2019 |  |
| \$8,714.64 | 06/12/2019 |  |
| \$38.60 | 06/12/2019 |  |
| \$2,854.23 | 06/12/2019 |  |
| \$25.00 | 06/12/2019 |  |
| \$271.20 | 06/12/2019 |  |
| \$79.75 | 06/12/2019 |  |
| \$2,145.00 | 06/12/2019 |  |
| \$19,330.74 | 06/12/2019 |  |
| \$1,798.34 | 06/12/2019 |  |
| \$13.95 | 06/12/2019 |  |
| \$184.12 | 06/12/2019 |  |
| \$978.11 | 06/12/2019 |  |
| \$30.40 | 06/12/2019 |  |
| \$175.00 | 06/12/2019 |  |
| \$15.00 | 06/12/2019 |  |
| \$216.30 | 06/12/2019 |  |
| \$5,200.00 | 06/12/2019 |  |
| \$11,970.00 | 06/12/2019 |  |
| \$17,070.00 | 06/12/2019 |  |
| \$5,200.00 | 06/12/2019 |  |
| \$10.95 | 06/12/2019 |  |
| \$0.00 | 06/12/2019 | 06/12/2019 |
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| \$0.00 | 06/12/2019 | 06/12/2019 |

$\$ 617.08 \quad 06 / 12 / 2019$
7,704.00 06/12/2019 \$67.16 06/12/2019

4,411.40 06/12/2019 $\$ 32.70$ 06/12/2019 06/12/2019 $\$ 0.00$ 06/12/2019 \$0.00 06/12/2019 \$0.00 06/12/2019 $\$ 16.40$ 06/12/2019
$\$ 164.76$ 06/12/2019
$\$ 6,075.70 \quad 06 / 12 / 2019$
1,712.67 06/12/2019
$\$ 913.35$ 06/12/2019
$\$ 410.14$ 06/12/2019
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\$10,241.00 06/12/2019
8,714.64 06/12/2019
$\$ 38.60$ 06/12/2019 $\$ 25.00$ 06/12/2019
$\$ 271.20 \quad 06 / 12 / 2019$
$\$ 79.7506 / 12 / 2019$
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$\$ 19,330.74$ 06/12/2019
98.34 06/12/201
$\$ 184.1206 / 12 / 2019$
$\$ 978.11$ 06/12/2019
$\$ 30.40 \quad 06 / 12 / 2019$
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$\$ 5,200.00 \quad 06 / 12 / 2019$
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Check \# Payee Key Payee Name_ Theck Date Check Amount Date

## AP HARRIS BANK

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298354 298355

| 298338 | PERFORMA002 | PERFORMANCE FOODSERVICE-C | $C$ | $06 / 12 / 2019$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 298339 | PERFORMA002 | PERFORMANCE | FOODSERVICE-C | $C$ | $06 / 12 / 2019$ |
| 298340 | PERFORMA002 | PERFORMANCE FOODSERVICE-C | $C$ | $06 / 12 / 2019$ |  |
| 298341 | PERFORMA002 | PERFORMANCE | FOODSERVICE-C C | $06 / 12 / 2019$ |  |
| 298342 | PERFORMA002 | PERFORMANCE | FOODSERVICE-C C | $06 / 12 / 2019$ |  |
| 298343 | PERFORMA002 | PERFORMANCE FOODSERVICE-C C | $06 / 12 / 2019$ |  |  |
| 298344 | PERFORMA002 | PERFORMANCE FOODSERVICE-C C | $06 / 12 / 2019$ |  |  |
| 298345 | PERFORMA002 | PERFORMANCE FOODSERVICE-C | R | $06 / 12 / 2019$ |  |
| 298346 | POPOVMIT000 | POPOVIC, MITCH | $R$ | $06 / 12 / 2019$ |  |
| 298347 | PORTINAN000 | PORTILLO, NANCY | $R$ | $06 / 12 / 2019$ |  |

298348 ROGNER'S001 ROGNER'S TOWING \& RECOVER R 06/12/2019 298349 ROKKASTA000 ROKKAS, STACY R 06/12/2019 298350 ROTARY C000 ROTARY CLUB OF PALATINE R 06/12/2019 298351 ROZANJEF000 ROZANSKI, JEFF R 06/12/2019 298352 RUSH TRU002 RUSH TRUCK CENTER GRAYSLA R 06/12/2019 298353 RYNESAMB000 RYNES, AMBER R 06/12/2019

PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C C 06/12/2019 PERFORMA002 PERFORMANCE FOODSERVICE-C R 06/12/2019 OPOVMIT000 POPOVIC, MITCH PORTILLO, NANCY SABBIKATOOO SABBINI, KATHY R 06/12/2019 SAMS CLU000 SAMS CLUB DIRECT R 06/12/2019 SAUBER MOOO SAUBER MFG CO R 06/12/2019 SCHMIKATO02 SCHMIDT, KATHLEEN M. R 06/12/2019 SCHOLASTOOO SCHOLASTIC BOOK FAIRS R 06/12/2019 SCHOOL DO05 SCHOOL DISTRICT 54 R 06/12/2019 SCHOOL O001 SCHOOL OUTFITTERS R 06/12/2019 SOLIANT 000 SOLIANT HEALTH R 06/12/2019 SONOVA UOOO SONOVA USA INC / PHONAK R 06/12/2019 SOTIRIVE000 SOTIROVA, IVETA R 06/12/2019 SPRINCHAOOO SPRINKLE, CHAD R 06/12/2019 STREAMWOOOO STREAMWOOD BEHAVIORAL HEA R 06/12/2019 SUCHYDAVOOO SUCHY, DAVID R 06/12/2019 TECHNOLOOO3 TECHNOLOGY MANAGEMENT REV R 06/12/2019 TERNOJEAOOO TERNOVITS, JEAN R 06/12/2019 TSA CONSO00 TSA CONSULTING GROUP INC R 06/12/2019 TWOTREESOOO TWOTREES TECHNOLOGIES LLC R 06/12/2019 TYLER TEOOO TYLER TECHNOLOGIES INC R 06/12/2019 ULINE 000 ULINE R 06/12/2019 UNITY SCOOO UNITY SCHOOL BUS PARTS R 06/12/2019 VALVOLIN001 VALVOLINE LLC R 06/12/2019 VARDALIS000 VARDAMASKOS, LISA R 06/12/2019 VERITIV 001 VERITIV OPERATING COMPANY R 06/12/2019 VIRDIPAYOO0 VIRDI, PAYAL R 06/12/2019 WAGNEMARO00 WAGNER, MARY R 06/12/2019 WESTPAMYOOO WESTPHAL, AMY R 06/12/2019 WISCONSIO02 WISCONSIN GLACIER SPRINGS R 06/12/2019 WNA 001 WNA R 06/12/2019 YAMAMSATOOO YAMAMOTO, SATOKO R 06/12/2019 YAMASRYOOOO YAMASHITA, RYOSUKE R 06/12/2019 YU SHAOOO YU, SHARON YUNG JOCOOO YUNG, JOCELYN ZIOMENANOOO ZIOMEK, NANCY

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\begin{aligned}
& \$ 0.00 \quad 06 / 12 / 2019 \quad 06 / 12 / 2019 \\
& \$ 0.00 \quad 06 / 12 / 2019 \quad 06 / 12 / 2019 \\
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& \text { \$0.00 06/12/2019 06/12/2019 } \\
& \text { \$47,168.23 06/12/2019 } \\
& \text { \$22.15 06/12/2019 } \\
& \$ 44.05 \text { 06/12/2019 } \\
& \text { \$202.50 06/12/2019 } \\
& \$ 14.15 \text { 06/12/2019 } \\
& \$ 175.00 \quad 06 / 12 / 2019 \\
& \$ 97.78 \quad 06 / 12 / 2019 \\
& \$ 5,831.0606 / 12 / 2019 \\
& \$ 24.50 \quad 06 / 12 / 2019 \\
& \$ 20.00 \quad 06 / 12 / 2019 \\
& \text { \$268.81 06/12/2019 } \\
& \$ 521.00 \quad 06 / 12 / 2019 \\
& \$ 20.40 \text { 06/12/2019 } \\
& \$ 12,800.00 \text { 06/12/2019 } \\
& \text { \$1,864.90 06/12/2019 } \\
& \text { \$101.98 06/12/2019 } \\
& \text { \$4,396.56 06/12/2019 } \\
& \$ 100.00 \quad 06 / 12 / 2019 \\
& \$ 21.00 \quad 06 / 12 / 2019 \\
& \$ 67.80 \quad 06 / 12 / 2019 \\
& \$ 100.00 \quad 06 / 12 / 2019 \\
& \$ 20.00 \quad 06 / 12 / 2019 \\
& \$ 6,075.00 \quad 06 / 12 / 2019 \\
& \$ 48.55 \text { 06/12/2019 } \\
& \$ 1,433.80 \quad 06 / 12 / 2019 \\
& \$ 600.00 \quad 06 / 12 / 2019 \\
& \text { \$1,975.00 06/12/2019 } \\
& \text { \$666.82 06/12/2019 } \\
& \$ 1,479.93 \text { 06/12/2019 } \\
& \text { \$1,689.46 06/12/2019 } \\
& \$ 34.70 \quad 06 / 12 / 2019 \\
& \$ 866.50 \quad 06 / 12 / 2019 \\
& \$ 28.50 \quad 06 / 12 / 2019 \\
& \$ 10.40 \quad 06 / 12 / 2019 \\
& \$ 20.10 \quad 06 / 12 / 2019 \\
& \text { \$150.12 06/12/2019 } \\
& \text { \$7,768.52 06/12/2019 } \\
& \$ 15.05 \text { 06/12/2019 } \\
& \$ 44.40 \quad 06 / 12 / 2019 \\
& \$ 10.50 \quad 06 / 12 / 2019 \\
& \text { \$10.25 06/12/2019 } \\
& \$ 46.79 \text { 06/12/2019 }
\end{aligned}
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181901105 ADAMCMICOO3 ADAMCZYK, MICHAEL M. 181901106 ASHMAELIOOO ASHMANN, ELIZABETH 181901107 BRYANKATOOO BRYAN, KATIE 181901108 CHUBOSHA002 CHUBOFF, SHARON A. 181901109 181901110 181901111 181901112 181901113 181901114 181901115 181901116 181901117 181901118 181901119 181901120 181901121 181901122 181901123 181901124 181901125 181901126 181901127 181901128 181901129 181901130 181901131 181901132 181901133 181901134 181901135 181901136 181901137 181901138 181901139

DAHL RAYOOO DAHL, RAYNA E. DALY KAROOO DALY KLEIN, KAREN DELUCJESOOO DELUCA, JESSICA DION AMYOOO DION, AMY L. ESPARCHEOOO ESPARZA, CHERI T. FALK PATOO2 FALK, PATIENCE GARDNLEEOOO GARDNER, LEE D. GOODWMIN000 GOODWIN, MIN C. HARRILINOO3 HARRIS, LINDSAY L. HAYESJAYOOO HAYES, JAYNE HERMABRIOOO HERMAN, BRITTANY R. JOHANMIMOO3 JOHANSON, MIMI D. KARNIDAN000 KARNIA, DANA W. KEELEFILOOO KEELE, FILKA E. LANDEMAR002 LANDERMAN, MARY E. LYON BREOOO LYON, BRENDA O. MARCHKRIOOO MARCHIANDO, KRISTEN NEZIRKATOO2 NEZIRI, KATHLEEN O'CONCAROO2 O'CONNOR, CARLA L. OWSLESHAOOO OWSLEY, SHANNON ROHANCLAOOO ROHAN, CLARICE A. ROSENAMY000 ROSENBARGER, AMY R. SIMONGAROO2 SIMONIAN, GARY V. STRIKDAVOOO STRIK, DAVID S. THOMAKAROO2 THOMAS, KARA L. THOMASHEOO3 THOMAS, SHERRI L. UHRICDOROO2 UHRICH, DORSEY WIATRAMAOOO WIATRAK, AMANDA L. WIDMATRA000 WIDMAIER, TRACIE E. WILSOKEROO3 WILSON, KERRY A. WROBETRAOO3 WROBEL, TRACEY J.

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| $\$ 92.86$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| ---: | ---: | ---: |
| $\$ 60.32$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 23.40$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 80.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 47.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 43.58$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 55.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 13.99$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 130.10$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 111.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 120.06$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 34.50$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 3.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 128.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 49.40$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 23.50$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 60.70$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 55.71$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
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| $\$ 23.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 41.30$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 111.53$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 20.00$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 132.60$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 16.20$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 61.35$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 25.20$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 19.72$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 41.20$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 47.10$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |
| $\$ 28 / 2019$ | $06 / 12 / 2019$ | $06 / 12 / 2019$ |


| Number Of Checks: | 35 | $\$ 2,134.79$ |
| :--- | :---: | :---: |
| Total Checks: | 35 | $\$ 2,134.79$ |
|  | Totals: | $\frac{\text { Bank }}{\text { AP }}$ |

## Community Consolidated School District 15 <br> Activity Fund Report <br> Month Ending April 30, 2019



## Difference <br> $\$ 0.00$

| Community Consolidated School District 15 Student Activity Fund Report Month Ending April 30, 2019 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School | Beginning Balance |  | Receipts |  | Expenditures |  | Ending Cash Balance |  | Encumbrances |  | Balance |  |
| Jane Addams | \$ | 5,165.92 | \$ | - | \$ | 604.73 | \$ | 4,561.19 | \$ | - | \$ | 4,561.19 |
| John G. Conyers Learning Academy |  | 2,100.00 |  | 2,176.00 |  | - |  | 4,276.00 |  | - |  | 4,276.00 |
| Central Road |  | 49,335.23 |  | 356.40 |  | 493.02 |  | 49,198.61 |  | - |  | 49,198.61 |
| Marion Jordan |  | 9,538.12 |  | - |  | 170.87 |  | 9,367.25 |  | - |  | 9,367.25 |
| Kimball Hill |  | 5,785.96 |  | 737.50 |  | 894.85 |  | 5,628.61 |  | - |  | 5,628.61 |
| Stuart R. Paddock |  | 38,312.13 |  | 4,266.64 |  | 3,697.72 |  | 38,881.05 |  | - |  | 38,881.05 |
| Pleasant Hill |  | 17,223.93 |  | 981.40 |  | 384.63 |  | 17,820.70 |  | - |  | 17,820.70 |
| Plum Grove Jr. High |  | 54,974.02 |  | 16,449.26 |  | 29,405.05 |  | 42,018.23 |  | - |  | 42,018.23 |
| F. C. Whiteley |  | 31,848.05 |  | - |  | - |  | 31,848.05 |  | - |  | 31,848.05 |
| Gray M. Sanborn |  | 23,856.25 |  | - |  | 104.94 |  | 23,751.31 |  | - |  | 23,751.31 |
| Carl Sandburg Jr. High |  | 17,606.32 |  | 2,921.00 |  | 4,473.31 |  | 16,054.01 |  | - |  | 16,054.01 |
| Winston Campus Jr. High |  | 30,438.37 |  | 2,901.62 |  | 4,117.02 |  | 29,222.97 |  | - |  | 29,222.97 |
| Virginia Lake |  | 6,139.09 |  | 944.19 |  | 1,724.86 |  | 5,358.42 |  | - |  | 5,358.42 |
| Winston Campus Elementary |  | 13,822.56 |  | 2,379.57 |  | 568.59 |  | 15,633.54 |  | - |  | 15,633.54 |
| Hunting Ridge |  | 10,681.60 |  | - |  | - |  | 10,681.60 |  | - |  | 10,681.60 |
| Lake Louise |  | 6,686.38 |  | - |  | - |  | 6,686.38 |  | - |  | 6,686.38 |
| Lincoln |  | 11,206.08 |  | - |  | 891.30 |  | 10,314.78 |  | - |  | 10,314.78 |
| Willow Bend |  | 25,302.80 |  | - |  | 1,104.28 |  | 24,198.52 |  | - |  | 24,198.52 |
| W. R. Sundling Jr. High |  | 42,012.76 |  | 11,352.64 |  | 2,632.96 |  | 50,732.44 |  | - |  | 50,732.44 |
| Thomas Jefferson |  | 39,430.68 |  | 2,622.00 |  | 3,715.26 |  | 38,337.42 |  | - |  | 38,337.42 |
| Special Olympics |  | 10,769.06 |  | - |  | - |  | 10,769.06 |  | - |  | 10,769.06 |
| Total Student Accts | \$ | 452,235.31 | \$ | 48,088.22 | \$ | 54,983.39 | \$ | 445,340.14 | \$ | - | \$ | 445,340.14 |


| Community Consolidated School District 15 Convenience Account Fund Report and Summary Month Ending April 30, 2019 |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School | Beginning Balance |  | Receipts |  | Expenditures |  | Ending Cash Balance |  | Encumbrances |  | Balance |  |
| Jane Addams | \$ | $(2,977.09)$ | \$ | - | \$ | - | \$ | $(2,977.09)$ | \$ | - | \$ | $(2,977.09)$ |
| John G. Conyers Learning Academy | \$ | 4,765.09 |  | - |  | - | \$ | 4,765.09 |  | - |  | 4,765.09 |
| Central Road | \$ | 17.78 |  | - |  | - | \$ | 17.78 |  | - |  | 17.78 |
| Marion Jordan | \$ | - |  | - |  | - | \$ | - |  | - |  | - |
| Kimball Hill | \$ | (624.02) |  | 120.00 |  | 120.00 | \$ | (624.02) |  | - |  | (624.02) |
| Stuart R. Paddock | \$ | 848.99 |  | - |  | - | \$ | 848.99 |  | - |  | 848.99 |
| Pleasant Hill | \$ | 1,229.29 |  | - |  | - | \$ | 1,229.29 |  | - |  | 1,229.29 |
| Plum Grove Jr. High | \$ | (1,053.97) |  | 349.00 |  | - | \$ | (704.97) |  | - |  | (704.97) |
| F. C. Whiteley | \$ | 238.81 |  | - |  | - | \$ | 238.81 |  | - |  | 238.81 |
| Gray M. Sanborn | \$ | 263.32 |  | - |  | - | \$ | 263.32 |  | - |  | 263.32 |
| Carl Sandburg Jr. High | \$ | 6,193.06 |  | - |  | - | \$ | 6,193.06 |  | - |  | 6,193.06 |
| Winston Campus Jr. High | \$ | 105.83 |  | - |  | - | \$ | 105.83 |  | - |  | 105.83 |
| Virginia Lake | \$ | 2,064.90 |  | 633.00 |  | - | \$ | 2,697.90 |  | - |  | 2,697.90 |
| Winston Campus Elementary | \$ | (921.49) |  | - |  | - | \$ | (921.49) |  | - |  | (921.49) |
| Hunting Ridge | \$ | 99.96 |  | - |  | - | \$ | 99.96 |  | - |  | 99.96 |
| Lake Louise | \$ | (363.83) |  | - |  | - | \$ | (363.83) |  | - |  | (363.83) |
| Lincoln | \$ | 453.77 |  | - |  | - | \$ | 453.77 |  | - |  | 453.77 |
| Willow Bend | \$ | 10,260.79 |  | - |  | - | \$ | 10,260.79 |  | - |  | 10,260.79 |
| Willow Bend Experience | \$ | $(3,922.82)$ |  | - |  | - | \$ | $(3,922.82)$ |  | - |  | $(3,922.82)$ |
| W. R. Sundling Jr. High | \$ | (61.15) |  | 109.00 |  | - | \$ | 47.85 |  | - |  | 47.85 |
| Thomas Jefferson | \$ | 446.58 |  | - |  | - | \$ | 446.58 |  | - |  | 446.58 |
| Transportation | \$ | 2,817.80 |  | - |  | 72.18 | \$ | 2,745.62 |  | - |  | 2,745.62 |
| Social Work | \$ | 559.29 |  | - |  | 50.00 | \$ | 509.29 |  | - |  | 509.29 |
| Total Convenience Accts | \$ | 20,440.89 | \$ | 1,211.00 | \$ | 242.18 | \$ | 21,409.71 | \$ | - | \$ | 21,409.71 |
| Total Student Accts (See Page 1) | \$ | 452,235.31 | \$ | 48,088.22 | \$ | 54,983.39 | \$ | 445,340.14 | \$ | - | \$ | 445,340.14 |
| Total Student \& Convenience Accts | \$ | 472,676.20 | \$ | 49,299.22 | \$ | 55,225.57 | \$ | 466,749.85 | \$ | - | \$ | 466,749.85 |

## EDUCATIONAL FUND <br> MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | $\begin{aligned} & \text { REVENUE } \\ & \text { COLLECTED } \end{aligned}$ |  | PERCENT <br> RECEIVED | $\begin{gathered} \text { TO BE } \\ \text { COLLECTED } \end{gathered}$ |  | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 96,683,851.00 | \$ | 94,539,257.05 | 97.78\% | \$ | 2,144,593.95 |  |
| INTEREST ON INVESTMENTS |  |  | 1,100,000.00 |  | 1,021,180.64 | 92.83\% |  | 78,819.36 |  |
| CPP REPLACEMENT TAXES |  |  | 618,142.00 |  | 618,142.00 | 100.00\% |  |  |  |
| OTHER LOCAL REVENUE |  |  | 2,775,486.00 |  | 2,726,251.58 | 98.23\% |  | 49,234.42 |  |
| STATE REVENUE |  |  | 17,105,305.00 |  | 15,663,337.95 | 91.57\% |  | 1,441,967.05 |  |
| FEDERAL REVENUE |  |  | 9,725,569.00 |  | 7,883,258.83 | 81.06\% |  | 1,842,310.17 |  |
|  |  |  | - |  | - |  |  |  |  |
|  | TOTALS | \$ | 128,008,353.00 | \$ | 122,451,428.05 | 95.66\% | \$ | 5,556,924.95 |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 94,925,848.00 | \$ | 74,622,703.25 |  | - | 78.61\% | \$ | 20,303,144.75 |
| BENEFITS |  | 19,430,966.00 |  | 14,842,853.10 |  | - | 76.39\% |  | 4,588,112.90 |
| PURCHASED SERVICES |  | 3,767,745.00 |  | 3,376,350.57 | \$ | 190,611.90 | 94.67\% |  | 200,782.53 |
| SUPPLIES |  | 5,651,146.00 |  | 5,249,617.22 |  | 477,665.02 | 101.35\% |  | $(76,136.24)$ |
| CAPITAL OUTLAY |  | 2,855,613.00 |  | 2,451,588.61 |  | 350,869.21 | 98.14\% |  | 53,155.18 |
| TUITION / OTHER |  | 1,411,833.00 |  | 1,606,627.50 |  | - | 113.80\% |  | $(194,794.50)$ |
| CONTINGENCY |  | - |  | - |  | - | - |  | - |
| TRANSFER AMONG FUNDS |  | 4,654,186.00 |  | 4,500,000.00 |  | - | - |  | 154,186.00 |
| TOTALS | \$ | 132,697,337.00 | \$ | 106,649,740.25 | \$ | 1,019,146.13 | 81.14\% | \$ | 25,028,450.62 |



OPERATIONS \& MAINTENANCE FUND
MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED |  | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 13,691,426.00 | \$ | 14,034,861.51 | 102.51\% |  |  | \$343,435.51 |
| INTEREST ON INVESTMENTS |  |  | 45,000.00 |  | 48,535.42 | 107.86\% |  |  | \$3,535.42 |
| OTHER LOCAL REVENUE |  |  | 230,250.00 |  | 185,033.10 | 80.36\% | 45,216.90 |  |  |
| CPP REPLACEMENT TAXES |  |  | 618,142.00 |  | 625,341.79 | 101.16\% |  | \$ | 7,199.79 |
| STATE REVENUE |  |  | - |  | - | 0.00\% |  |  |  |
| TRANSFER AMONG FUNDS |  |  | 4,500,000.00 |  | 4,500,000.00 | 100.00\% |  |  |  |
|  | TOTALS | \$ | 19,084,818.00 | \$ | 19,393,771.82 | 101.62\% |  |  | \$308,953.82 |


| EXPENDITURES | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB |  | \% OF BUDGET EXPENDED |  | AVAILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SALARIES | \$ | 5,316,856.00 | \$ | 4,607,406.87 | \$ | - | 86.66\% | \$ | 709,449.13 |
| BENEFITS |  | 1,031,432.00 |  | 940,127.10 |  | - | 91.15\% |  | 91,304.90 |
| PURCHASED SERVICES |  | 1,196,255.00 |  | 729,806.63 |  | 94,372.01 | 68.90\% |  | 372,076.36 |
| UTILITIES |  | 2,496,924.00 |  | 1,814,282.14 |  | - | 72.66\% |  | 682,641.86 |
| SUPPLIES |  | 1,002,250.00 |  | 668,966.35 |  | 124,769.36 | 79.20\% |  | 208,514.29 |
| CAPITAL OUTLAY |  | 697,750.00 |  | 1,567,071.35 |  | 129,983.12 | 243.22\% |  | (999,304.47) |
| OTHER |  | 750.00 |  | 1,038.76 |  | - | 138.50\% |  | (288.76) |
| TRANSFER AMONG FUNDS |  | 8,250,000.00 |  | 8,250,000.00 |  | - | 100.00\% |  | - |
|  | \$ | 19,992,217.00 | \$ | 18,578,699.20 | \$ | 349,124.49 | 94.67\% | \$ | 1,064,393.31 |



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

## DEBT SERVICE FUND MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED | REVENUE OVER BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 5,704,450.00 | \$ | 5,582,308.57 | 97.86\% | 122,141.43 |  |  |
| OTHER LOCAL REVENUE |  |  | - |  | - | 0.00\% |  |  |  |
| INTEREST ON INVESTMENTS |  |  | 38,000.00 |  | 42,895.53 | 112.88\% |  | \$ | 4,895.53 |
| TRANSFER AMONG FUNDS |  |  | 154,186.00 |  | - | 0.00\% | 154,186.00 |  |  |
|  | TOTALS | \$ | 5,896,636.00 | \$ | 5,625,204.10 | 95.40\% | \$271,431.90 |  |  |


| EXPENDITURES | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET <br> EXPENDED |  | AILABLE BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DEBT RETIREMENT / INTEREST | \$ | 5,993,835.00 | \$ | 5,839,650.00 |  | 97.43\% | \$ | 154,185.00 |
| SERVICES |  | 1,500.00 |  | 1,425.00 |  | 95.00\% | \$ | 75.00 |
|  |  | - |  | - |  | 0.00\% |  | - |
| TOTALS | \$ | 5,995,335.00 | \$ | 5,841,075.00 |  | 97.43\% | \$ | 154,260.00 |



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

ACTUAL REVENUES \& EXPENDITURES - UNAUDITED CASH BASIS AMOUNTS

## TRANSPORTATION FUND

## MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT <br> RECEIVED |  | TO BE COLLECTED | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 4,240,802.00 | \$ | 3,994,365.20 | 94.19\% | \$ | 246,436.80 |  |
| INTEREST ON INVESTMENTS |  |  | 48,000.00 |  | 95,639.63 | 199.25\% |  |  | \$47,639.63 |
| BUS FEES |  |  | 175,000.00 |  | 159,316.25 | 91.04\% |  | 15,683.75 |  |
| STATE REVENUE |  |  | 4,840,120.00 |  | 3,577,228.60 | 73.91\% |  | 1,262,891.40 |  |
| OTHER LOCAL REVENUE |  |  | 25,000.00 |  | 28,960.20 | 115.84\% |  |  | 3,960.20 |
|  | TOTALS | \$ | 9,328,922.00 | \$ | 7,855,509.88 | 84.21\% | \$ | 1,473,412.12 |  |


| 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 |  |  |  |  |$]$



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

## ILLINOIS MUNICIPAL RETIREMENT FUND (IMRF) <br> MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED |  | REVENUE OVER BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 2,170,461.00 | \$ | 2,150,475.82 | 99.08\% | \$ | 19,985.18 |  |  |
| INTEREST ON INVESTMENTS |  |  | 11,500.00 |  | 13,783.33 | 119.86\% |  |  | \$ | 2,283.33 |
| CPP REPLACEMENT TAXES |  |  | 125,000.00 |  | 125,000.00 | 100.00\% |  |  |  |  |
|  | TOTALS | \$ | 2,306,961.00 | \$ | 2,289,259.15 | 99.23\% | \$ | 17,701.85 |  |  |


| EXPENDITURES |  | EXPENDITUREBUDGET |  | ACTUALEXPENDITURES |  | ENCUMB | \% OF BUDGET <br> EXPENDED | AVAILABLE BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BENEFITS |  | \$ | 2,280,704.00 | \$ | 2,137,597.92 |  | 93.73\% | \$ | 143,106.08 |
|  | TOTALS | \$ | 2,280,704.00 | \$ | 2,137,597.92 |  | 93.73\% | \$ | 143,106.08 |



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

## SOCIAL SECURITY FUND MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED |  | REVENUE OVER BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 2,946,392.00 | \$ | 2,704,308.53 | 91.78\% | \$ | 242,083.47 |  |  |
| INTEREST ON INVESTMENTS |  |  | 31,000.00 |  | 48,747.11 | 157.25\% |  |  | \$ | 17,747.11 |
|  | TOTALS | \$ | 2,977,392.00 | \$ | 2,753,055.64 | 92.47\% | \$ | - 224,336.36 |  |  |


| EXPENDITURES |  | EXPENDITURE BUDGET |  | ACTUAL EXPENDITURES |  | ENCUMB | \% OF BUDGET <br> EXPENDED | AVAILABLE BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BENEFITS |  | \$ | 2,944,191.00 | \$ | 2,448,365.17 |  | 83.16\% | \$ | 495,825.83 |
|  | TOTALS | \$ | 2,944,191.00 | \$ | 2,448,365.17 |  | 83.16\% |  | \$495,825.83 |



CAPITAL PROJECTS FUND
MAY 2019 - BUDGET REPORT



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

## WORKING CASH FUND <br> MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED | REVENUE OVER BUDGET |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | - | \$ | - |  |  |  |  |
| INTEREST ON INVESTMENTS |  |  | 1,300 |  | 2,125.69 | 163.51\% |  | \$ | 825.69 |
|  | TOTALS | \$ | 1,300 | \$ | 2,125.69 |  |  | \$ | 825.69 |


| 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
MAY 2019 - BUDGET REPORT

| REVENUE |  | REVENUE BUDGET |  | REVENUE COLLECTED |  | PERCENT RECEIVED | TO BE COLLECTED |  | REVENUE OVER BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LOCAL TAXES |  | \$ | 1,287,259.00 | \$ | 1,331,443.77 | 103.43\% |  |  | \$44,184.77 |
| INTEREST ON INVESTMENTS |  |  | 3,300.00 |  | 2,859.08 | 86.64\% | 440.92 |  |  |
| OTHER LOCAL REVENUE |  |  | - |  | 25.00 | 0.00\% |  |  | 25.00 |
| TRANSFERS IN |  |  | - |  | - | 0.00\% |  |  |  |
|  | TOTALS | \$ | 1,290,559.00 | \$ | 1,334,327.85 | 103.39\% |  | \$ | 43,768.85 |




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

FIRE PREVENTION \& SAFETY FUND
MAY 2019 - 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 |  | 1,901.60 | 475.40\% |  | \$ | 1,501.60 |
| PRINCIPAL ON BONDS SOLD |  |  | - |  | - | 0.00\% |  |  |  |
| PREMIUM ON BONDS SOLD |  |  | - |  | - | 0.00\% |  |  |  |
|  | TOTALS | \$ | 400.00 | \$ | 1,901.60 | 475.40\% |  |  | \$1,501.60 |


| 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

DATE: June 12, 2019
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 three (3) temporary modular units at Kimball Hill Elementary School that were once utilized as classrooms. These units are no longer needed and are not suitable for future use. The District has been in correspondence with the North Cook Intermediate Service Center to provide them with the requested information related to the removal of these units.

It is further requested that the Board approve the disposal of several instruments in poor/unusable condition, and Speech/Language Assessment and Protocol Forms that are now obsolete and have been replaced with newer versions.

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.


Other Descriptive Comments: The three mobile units were acquired in the 1990s building program and moved numerous times, used as portable classrooms, with their final or current location being Kimball Hill School.

The administration will be going out for bids to demolish the 3 units and remove
concrete foundation, gravel, disconnect utilities, place dirt and grade with new seed.
What was Original Value of Item (Estimated)?
N/A
What is its Present Value (Estimated)? . We do not have information related to
manufature date, serial numbers or other information.

Originator:
APPROVALS


Date: $\qquad$ 5/24/2019
Craig S. Phillips, Environmental Services Manager

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


Date: $\qquad$
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: $\qquad$ Music BuIlding Item
Housed In:


Description of Item: $\qquad$
Brand Name: $\qquad$
Model Number: $\qquad$ PG- 625 Dimensions:

$$
+15 w 18+29
$$

Serial Number: $\qquad$
Age of Item (s): $\qquad$ approx. Condition: $\qquad$
Other Descriptive Comments: Broken legs, leg braces, music: stand. wont turn on at all.
$\qquad$
$\qquad$

What was Original Value of Item (Estimated)?
$\$ 700$
$\$ 50$ ?

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


Date: $\qquad$
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.

Name of Item:


Dept. Item Used In: $\qquad$ Building Item Housed In:

WCJH
Description of lem: ald Yamaha digital pianos
Brand Name:
Model Number:
 Yamaha
$\qquad$
$\qquad$ w $\qquad$ H $\qquad$

Serial Number: $\qquad$
815449122277122052 Weight:
10 lbs each
Age of Items): $\qquad$ Condition: $\qquad$
Other Descriptive Comments: very large + heavy, missing cords, etc. district just bought class set of smaller ones with Chromebook functionality
$\qquad$
$\qquad$
What was Original Value of Item (Estimated)?
$\$ 300$ each
What is its Present Value (Estimated)?
\$50 each

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

$\qquad$

Date: $\qquad$ $5 / 24 / 19$

Date: $\qquad$ | $5 / 30 / 19$ |
| :--- |
| $6 / 5 / 19$ |

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.


Other Descriptive Comments: Unusable $\rightarrow$ rios is rotting.
over $75 \%$ of bars broken in some co y y
$\qquad$
$\qquad$

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


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

APPROVALS


Date: $\qquad$ $5 / 24 / 19$

Date: $\frac{5 / 30 / 19}{4 / 5 / 19}$
Date: $\qquad$
Date:

## 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:
old
Model Number:
Dimensions: L $\qquad$ H $\qquad$

Serial Number: 981568 weight:
$10 / \mathrm{bs}$
$40 y 5$
Broken
Other Descriptive Comments:
$\qquad$
$\qquad$
$\qquad$

What was Original Value of Item (Estimated)?
400

What is its Present Value (Estimated)? $\qquad$
25

## APPROVALS

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

Date: $5 / 29 / 19$
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:
Description of Item:
Brand Name:


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

Serial Number:
953289 Weight:

Age of Items):
20 yrs Condition:

Other Descriptive Comments:
Cost more to repair than buy nerd

What was Original Value of Item (Estimated)?


What is its Present Value (Estimated)?
100

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

## APPROVALS



Date: $5 / 29 / 19$
Date:


Date:


Date:

## 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: Speech/Language Assessments oud Protocaltorms Dept. Item Used In:

Studrat Services
Building Item
Student Services
Description of Item: 39 tests/6ms 1971-2000; 15 tests 2001-2007
Brand Name:
rarcois
Model Number: $\qquad$ Dimensions:
L $\qquad$ W $\qquad$ H $\qquad$

Serial Number: $\qquad$ Weight: $\qquad$
Age of Items):
1971-2007 $\qquad$ Condition: $\qquad$ worn
Other Descriptive Comments: obsolete r speen/language forms and assessment kits j no longer usable due to new versions
$\qquad$
$\qquad$

What was Original Value of Item (Estimated)?


What is its Present Value (Estimated)?


## APPROVALS

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


Date: $\qquad$

DATE: June 12, 2019
TO: Board of Education

FROM: Michael Adamczyk, CSBO
RE: Consent Calendar Item - Renewal of District's Property/Casualty/Liability Insurance

Annually the District renews its Property/Casualty/Liability Insurance policies through its consultant, Presidio (formerly Wine Sergi). Presidio shops the independent insurance market on behalf of the District, and presents a comprehensive insurance package to the District for renewal. Liberty Mutual is the incumbent carrier for most product lines. Other carriers include Markel, Chubb, Zurich, and Lloyd's of London.

Administration recommends awarding the insurance proposal as presented by Presidio for the 2019-20 school year. The renewal amount is \$789,304.00, an increase of $5.5 \%$.

Detailed premium and marketing summaries are attached.


Policy Term: 7/1/2019 to 7/1/2020

|  |  | 8-2019 |  | 9.2020 |
| :---: | :---: | :---: | :---: | :---: |
| Package |  |  |  |  |
| Property - Real and Personal | \$ | 257,270 | \$ | 262,370 |
| Boiler \& Machinery |  | Included |  | Included |
| Inland Marine | \$ | 20,495 | \$ | 20,495 |
| Crime | \$ | 2,999 | \$ | 2,999 |
| General Liability | \$ | 84,834 | \$ | 93,548 |
| - School Board Legal Liability |  | Included |  | Included |
| - Directors \& Officers Liability |  | Included |  | Included |
| - Employment Practices Liability |  | Included |  | Included |
| - Sexual Abuse \& Molestation |  | Included |  | Included |
| - Violent Act Response Coverage |  | Included |  | Included |
| Terrorism | \$ | 9,858 | \$ | 9,870 |
| Commercial Auto | \$ | 194,435 | \$ | 212,160 |
| Umbrella Liability - \$10,000,000 Limit | \$ | 47,167 | \$ | 51,797 |
| Excess Liability - \$15,000,000 excess of \$ $10,000,000$ | \$ | 30,300 | \$ | 33,280 |
| Additional Excess Liability - \$15,000,000 excess of \$25,000,000 | \$ | 27,644 | \$ | 30,030 |
| Pollution Legal Liability - ( 2 year prepaid policy) | \$ | 22,036 | \$ | 21,921 |
| Student Accident - Mandatory and Catastrophic (\$5,000,000 Limit) | \$ | 34,383 | \$ | 34,383 |
| Cyber Liability | \$ | 16,458 | \$ | 16,451 |
| TOTAL | \$ | 747,879 | \$ | 789,304 |

## NOTE:

- All premiums above include terrorism and surplus lines taxes and fees where applicable
- Pollution Legal Liability is a two year pre-paid policy. A one year alternative is available for $\$ 13,701$.

| coivpany | Fineoicaveras | Untarmins hesprise |
| :---: | :---: | :---: |
| Liberty Mutual (Incumbent) | Primary P\&C / Auto / Umbrella | Quoted |
| Cincinnati | Primary P\&C / Auto / Umbrella | Not Competitive - Coverage \& Pricing Terms |
| Hanover | Primary P\&C / Auto / Umbrella | Not Competitive - Coverage \& Pricing Terms |
| Ohio Casualty (Liberty Mutual) (Incumbent - $\$ 15 \mathrm{M} \times \$ 10 \mathrm{M}$ ) | Excess Liability | Quoted |
| Markel (Incumbent - \$15 M $\times$ \$ 25 M ) | Excess Liability | Quoted |
| Allianz | Excess Liability | Not Competitive |
| Hallmark | Excess Liability | Not Competitive |
| Great American | Excess Liability | Not Competitive |
| Navigators | Excess Liability | Not Competitive |
| Zurich | Excess Liability | Not Competitive |
| Arch | Excess Liability | Not Competitive - Coverage Limitations |
| Berkley | Excess Liability | Not Competitive |
| Everest | Excess Liability | Awaiting Response |
| RSUI | Excess Liability | Awaiting Response |
| Westchester | Excess Liability | Awaiting Response |
| Starstone | Excess Liability | Awaiting Response |
| Axon | Pollution Legal Liability | Not Competitive - Underground Storage Tanks |

DATE: June 12, 2019
TO: Board of Education

FROM: Michael Adamczyk, CSBO
RE: $\quad$ Consent Calendar Item - Reciprocal Agreements with Palatine Park District and Salt Creek Park District

CCSD 15 has reciprocal agreements with both the Palatine Park District and the Salt Creek Park District, in which CCSD 15 allows the park districts to utilize space in certain buildings in exchange for the park districts maintaining the grounds for these buildings. The agreements expire on June 30, 2019.

Administration believes it will be beneficial to renew these agreements with the park districts. Furthermore, both the Palatine and Salt Creek Park Districts have received approval to renew from their Boards.

The new agreements will cover the period of July 1, 2019 through June 30, 2022, and are attached for your reference.

The status of CCSD 15's other park district agreements are as follows:

- Rolling Meadows Park District: July 1, 2018 - June 30, 2023
- Hoffman Estates Park District: July 1, 2018 - June 30, 2023
- Inverness Park District eliminated its youth basketball league due to low enrollment, and is no longer in need of CCSD 15 facilities.


## A RESOLUTION GRANTING AUTHORITY TO <br> THE PRESIDENT OF THE BOARD OF PARK COMMISSIONERS OF THE PALATINE PARK DISTRICT <br> TO ENTER INTO AN AGREEMENT WITH THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

WHEREAS, Cooperation between the Palatine Park District, Cook County, lllinois (hereinafter known as the "Park District") and Community Consolidated School District 15, Cook County, Illinois (hereinafter known as the "School District") results in benefits to both public bodies, and;

WHEREAS, the specific benefits that accrue to the Park District are:

1. Priority availability of space three (3) weeknights at Gray M. Sanborn, Hunting Ridge, Jane Addams, Lake Louise, Lincoln, Marion Jordan, Pleasant Hill, Stuart R. Paddock, Virginia Lake, and W.R. Sundling schools and two (2) weeknights at Plum Grove school for the conduct of all seasonal recreation programs conducted by the Park District. In order to receive priority scheduling, all building use applications for the upcoming school year must be submitted to individual school building use coordinators by the end of the previous school year.
2. Secondary priority of space at Winston Campus after Salt Creek Park District for two (2) weeknights and Saturday use of both gyms for the conduct of all seasonal recreation programs conducted by the Park District. In order to receive priority scheduling, all building use applications for the upcoming school year must be submitted to the school building use coordinator by the end of the previous school year.

WHEREAS, the specific benefits that accrue to the School District are:

1. Grounds maintenance activities as specified herein to be performed by the Park District at the following School District locations:
a. Gray M. Sanborn, Hunting Ridge, Jane Addams, Lake Louise, Lincoln, Marion Jordan, Pleasant Hill, Plum Grove, Stuart R. Paddock, Virginia Lake, Winston Campus, and W.R. Sundling.
2. The availability of two (2) shared use Park District soccer fields, in cooperation with Palatine Celtic Soccer (an affiliate of the Park District) to accommodate the School District's JH soccer leagues.
a. Soccer field locations will be determined by the Park District every season.
b. The Park District agrees to notify the School District of soccer field closures by $12: 00 \mathrm{pm}$ that day.

## THEREFORE, BE IT RESOLVED BY THE BOARD OF PARK COMMISSIONERS OF THE PALATINE PARK DISTRICT, COOK COUNTY, ILLINOIS:

Section 1. That the President of the Palatine Park District is hereby authorized to enter into an agreement with the School Board of Community Consolidated School District 15, as follows:

The Park District and the School District, for and in consideration of the mutual promises herein above and below contained, agree as follows:

## PARK DISTRICT GROUNDS MAINTENANCE AGREEMENT

1. The Park District agrees to mow the entire school grounds for the duration of the growing season at sites dictated under this Agreement. All mowing will be performed when no children are present on the grounds. The Park District will provide the School District with a mowing schedule that does not interfere with scheduled school starting/ending times and recess. Notifications of mowing schedule changes will be provided to the School District at least 24 hours before the mowing occurs.
2. The Park District agrees to perform turf maintenance activities to worn out areas as a result of Park District activities. Prior to the start of the school year, the Park District will inspect all athletic areas to determine the condition of the turf. The Park District will perform restoration activities based on conditions discovered during the inspection. Any other turf restoration activity requests that are not a result of Park District's use of School District property will be submitted to the Park District in a formal written request. If the Park District determines that Park Department Staff can perform the requested work, the Park District will provide all the labor at no charge but will invoice the School District for all materials used to complete the restoration.
3. The Park District will apply one (1) application of weed and feed fertilizer to prevent growth of dandelions and other undesirable weeds at the specified locations within the agreement. Prior to the application of any fertilizer or weed control treatment, the Park District will provide the School District with a Material Safety Data Sheet for approval of the application. The Park District will provide the School District with at least a fortyeight (48) hour notice prior to the application of any weed control, pesticide, or fertilizer treatment. The Park District will provide the School District with specific dates for the application and will schedule all applications when school is not in session.
4. The Park District agrees to aerate school grounds by tractor (no handwork) at the sites dictated under this Agreement
5. Each Fall, the Park District will perform top seeding of athletic fields used by the Park District and other areas by mutual agreement provided the School District can control traffic on these areas following top seeding.
6. The Park District will maintain School District baseball infields at locations specified within this agreement. Maintenance activities provided by the Park District will include: annual turning and leveling of the infields; weed control of the infields; weekly grooming during the baseball season (depending on environmental conditions); minor fence repairs; and cleaning up the transition arc (where the infield mix meets the turn) when needed. After the baseball season is over and prior to the start of the school year, the Park District will provide the School District with a list of infields that need field renovations. The Park District will provide 100\% of the labor to perform the necessary infield renovations. The Park District and the School District will share all material costs associated with the renovations.
7. The Park District will provide and maintain on a regular basis all refuse containers on School District fields at the sites dictated under this Agreement (except Winston Campus).
8. The Park District agrees to permit the School District to use the Community Center, at no cost, for the School District's 2-Ball events.

## THE SCHOOL DISTRICT AGREES

1. To permit the Park District to use school buildings at sites dictated under this Agreement at no cost during the designated weeknights during the school term when custodians are already assigned to said facilities as part of their normal work schedule, and playground facilities without charge. Other out-of-pocket expenses such as unscheduled overtime and any utility usage costs outside of the normal building usage hours will be billed to the Park District. If the Park District schedules the school building for use during weeknights designated for non-use, fees shall be charged. The School District reserves the right to invoice the Park District for missing equipment or damages to facilities as a direct result of the Park District's use of school facilities.
2. To mow at a School District site if activities will be taking place at that site on a designated mowing date, provided that a mowing schedule was provided to the School District. Any change in schedule requires one-day notice to the Park District.
3. Provide a school time schedule designating class times and lunch hours prior to the new school year.
4. School District will assure custodial coverage during the times of the Park District summer camps in order to prevent the Park District from incurring custodial overtime charges.
5. After the School District (including PTA groups) has scheduled events, the Park District will receive first priority in the scheduling of the School District's indoor facilities, with the exception of classrooms, unless scheduled through special arrangements. In order to receive priority scheduling, all building use applications for the upcoming school year must be submitted to individual school building use coordinators by the end of the previous school year. By the 1st of March each year, the Building Principal shall designate which of the three days each week their respective building will be available for use for the following year.

## CAPITAL EXPENDITURES

Park District and School District (50/50) shared expenditures for capital improvement items:

1. Either party requesting the capital improvement must submit a written request to the other party prior to the other agency's budget planning cycle.
2. Both parties must agree that the requested capital improvement is mutually beneficial.
3. Both parties must agree when the requested capital improvement will be implemented.
4. Both parties must agree to the capital funding plan option for each improvement.

Park District / School District / PCBS-Palatine Community Baseball and Softball (33/33/33) shared expenditures for capital improvements to School District baseball fields:

1. Any party requesting the capital improvement must submit a written request to all parties prior to all agencies' budget planning cycles.
2. All parties must agree that the requested capital improvement is mutually beneficial for all.
3. All parties must agree when the requested capital improvement will be implemented.
4. All parties must agree to the capital funding plan option for each improvement.

Park District / School District / Salt Creek Park District (33/33/33) shared expenditures for interior capital improvements at Winston Campus that mutually benefits all parties:

1. Any party requesting the capital improvement must submit a written request to all parties prior to all agencies' budget planning cycles.
2. All parties must agree that the requested capital improvement is mutually beneficial for all.
3. All parties must agree when the requested capital improvement will be implemented.
4. All parties must agree to the capital funding plan option for each improvement.

## Funding Source Options:

1. School District and Park District capital budget.
2. School District/Park District capital budget and PCBS surplus funds.
3. School District/Park District shared C.A.R.E. surplus funds.
4. School District/Park District capital budget and Salt Creek Park District.

Capital Replacement Plan Items:

1. School District Baseball Fields
a. Baseball field fencing replacements.
b. Bleachers and dugout bench replacements.
c. Dugout surface area improvements.
d. Major baseball infield renovations (contracted out).
e. Drainage structure improvements around baseball fields (contracted out).
2. School District playground replacements.
3. School District gymnasium scoreboard replacements.
4. Other School District expenditures that will mutually benefit both School District and Park District.

## INDEMNIFICATION AND HOLD HARMLESS

In consideration of Community Consolidated School District 15, Cook County, lllinois (the "School District") permitting the Palatine Park District, Cook County, Illinois (the "Park District") to utilize the School District's facilities for Park District sponsored and operated recreational activities, the Park District does hereby agree to indemnify, defend and hold harmless the School District, its Board of Education and the members thereof individually and all employees and agents of the Board (hereinafter "Indemnitee") from and against any and all claims, actions, damages, liability and expenses in connection with loss of life or personal injury arising from or out of any occurrence in, upon or at the said premises occasioned wholly or in part by any
act or omission of any person present on the premises as a participant or spectator of the program being sponsored or operated by the Palatine Park District. In case the Indemnitee shall without fault on its part be a party to any litigation in which a claim as aforesaid is made arising out of the use of the premises by the Park District, then the Park District shall protect and hold harmless and pay all costs, expenses and reasonable attorneys' fees incurred or paid by the Indemnitee in connection with such litigation.

Section 2. That this resolution shall be in effect immediately upon its passage and acceptance.

1. It shall be a provision of this agreement that the agreement covers the dates July 1,2019 through June 30, 2022.

WITNESS our hands and seals this $\qquad$ day of $\qquad$ 2019.

APPROVED:

President, Board of Park Commissioners
Palatine Park District

## ATTEST:

Secretary, Board of Park Commissioners
Palatine Park District

APPROVED:

President, Board of Education
Community Consolidated School District 15

ATTEST:

Secretary, Board of Education
Community Consolidated School District 15

## A RESOLUTION GRANTING AUTHORITY TO THE PRESIDENT OF THE BOARD OF PARK COMMISSIONERS OF THE SALT CREEK PARK DISTRICT TO ENTER INTO AN AGREEMENT WITH THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

WHEREAS: Cooperation between the Salt Creek Park District, Cook County, Illinois (hereinafter known as the "Park District") and the Community Consolidated School District 15, Cook County, Illinois (hereinafter known as the "School District") results in benefits to both public bodies, and;

WHEREAS: The specific benefits that accrue to the Park District are:

1. Priority availability of space three (3) weeknights and Saturdays (in cooperation with Palatine Park District) at Winston Campus for the conduct of all seasonal recreation programs conducted by the Park District. In order to receive priority scheduling, all building use applications for the upcoming school year must be submitted to the school building use coordinator by the end of the previous school year.

WHEREAS, the specific benefits that accrue to the School District are:

1. A program of grounds maintenance as specified at Winston Campus that assures the School District that the physical assets of this property are preserved.

## THEREFORE, BE IT RESOLVED BY THE BOARD OF PARK COMMISSIONERS OF THE SALT CREEK PARK DISTRICT, COOK COUNTY, ILLINOIS:

Section 1. That the President of the Salt Creek Park District is hereby authorized to enter into an agreement with the School Board of Community Consolidated School District 15, as follows:

The Park District and the School District, for and in consideration of the mutual promises herein above and below contained, agree as follows:

## PARK DISTRICT GROUNDS MAINTENANCE AGREEMENT

1. The Park District agrees to mow (or reimburse Palatine Park District for the mowing) of school grounds at Winston Campus (except Geiske Field). All close trimming of school property and boulevards will be the responsibility of the Park District.
2. The Park District will provide and maintain on a regular basis all refuse containers on School District fields at the site dictated under this Agreement.

## THE SCHOOL DISTRICT AGREES

1. To permit the Park District to use Winston Campus at no cost during the designated three weeknights during the school term when custodians are already assigned to said facilities as part of their normal work schedule, and playground facilities without charge. Other out-of-pocket expenses such as unscheduled overtime and any utility usage costs outside of the normal building usage hours will be billed to the Park District. If the Park District schedules the school building for use during either or both of the two days designated for non-use, fees shall be charged. The School District reserves the right to invoice the Park District for missing equipment or damages to facilities as a direct result of the Park District's use of school facilities.
2. To mow at the School District site dictated in this agreement if activities will be taking place at that site on a designated mowing date, provided that a mowing schedule was provided to the School District. Any change in schedule requires at least a one-day notice to the Park District.
3. Provide a school time schedule designating class times and lunch hours prior to the new school year.
4. After the School District (including PTA groups and Community School) has scheduled events, the Park District will receive first priority in the scheduling of the School District's indoor facilities, with the exception of classrooms, unless scheduled through special arrangements. In order to receive priority scheduling, all building use applications for the upcoming school year must be submitted to the school building use coordinator by the end of the previous school year. By the 1st of March each year, the Building Principal shall designate which of the three days each week their respective building will be available for use for the following year.

## CAPITAL EXPENDITURES

Park District / School District / Palatine Park District (33/33/33) shared expenditures for interior capital improvements at Winston Campus that mutually benefits all parties:

1. Any party requesting the capital improvement must submit a written request to all parties prior to all agencies' budget planning cycles.
2. All parties must agree that the requested capital improvement is mutually beneficial for all.
3. All parties must agree when the requested capital improvement will be implemented.
4. All parties must agree to the capital funding plan option for each improvement.

## INDEMNIFICATION AND HOLD HARMLESS

In consideration of Community Consolidated School District 15, Cook County, Illinois (the "School District") permitting the Salt Creek Park District, Cook County, Illinois (the "Park District") to utilize the School District's facilities for Park District sponsored and operated recreational activities, the Park District does hereby agree to indemnify, defend and hold harmless the School District, its Board of Education and the members thereof individually and all employees and agents of the Board (hereinafter "Indemnitee") from and against any and all claims, actions, damages, liability and expenses in connection with loss of life or personal injury arising from or out of any occurrence in, upon or at the said premises occasioned wholly or in part by any act or omission of any person present on the premises as a participant or spectator of the program being sponsored or operated by the Salt Creek Park District. In case the Indemnitee shall without fault on its part be a party to any litigation in which a claim as aforesaid is made arising out of the use of the premises by the Park District, then the Park District shall protect and hold harmless and pay all costs, expenses and reasonable attorneys' fees incurred or paid by the Indemnitee in connection with such litigation.

Section 2. That this resolution shall be in effect immediately upon its passage and acceptance.
It shall be a provision of this agreement that the agreement covers the dates July 1, 2019 through June 30, 2022.

WITNESS our hands and seals this $\qquad$ day of $\qquad$ 2019.

APPROVED:

President, Board of Park Commissioners Salt Creek Park District

## ATTEST:

Secretary, Board of Park Commissioners
Salt Creek Park District

Date: $\qquad$

APPROVED:

President, Board of Education
Community Consolidated School District 15

## ATTEST:

## Secretary, Board of Education <br> Community Consolidated School District 15

Date: $\qquad$

DATE: June 12, 2019
TO: Board of Education

FROM: Michael Adamczyk, CSBO
RE: Consent Calendar Item - Recertification of Use of Temporary Facilities

Each year it is necessary for the District to recertify its continued use of temporary facilities. In order to recertify the units, the North Cook Intermediate Service Center requires that the units be inspected by a licensed architect to meet code and safety standards. Craig Phillips of the District's Environmental Services department has inspected these units and made any corrections necessary to meet standards.

Board approval for the continued use of temporary facilities for the 2019-20 school year is recommended as follows:

| School | $\frac{\text { Units }}{}$ |  | Use |
| :--- | :--- | :--- | :--- |
| Lake Louise | 1 |  | One unit to be used as a classroom |
| Lincoln | 2 |  | Two units to be used as classrooms |
| Winston Campus | 1 |  | One unit to be used as a classroom |

Please note the three (3) units previously utilized at Kimball Hill Elementary School are no longer being used as classrooms, and are included in this month's Disposals request.

## APPLICATION FOR OCCUPANCY

| DISTRICT NAME AND NUMBER <br> Palatine Community Consolidated School District 15 | 【 GENERAL CERTIFICATE OF OCCUPANCY <br> CERTIFICATE OF PARTIAL OCCUPANCY |  |  |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
| FACILITY NAME |  |  |  |
| Lake Louise School | $\square$ CERTIFICATE FOR A VEHICULARFACILITY <br> $\square$ CERTIFICATE OF TEMPORARY OCCUPANCY |  |  |
| FACILITY LOCATION <br> 500 N. Jonathan Dr., Palatine, IL 60074 |  |  |  |
| 凹 Property is owned by the district. 1 of 1 | $\square$ | New Use - Bldg Permit \# <br> New Construction - Project \# | Bldg Permit \# |
| $\square$ Property is not owned by district (Attach Owner Authorization) | $\square$ | Addition - Project \# <br> Renovation/Repair - Project \# | Bldg Permit \# <br> Bldg Permit \# |

## III. ARCHITECT/ENGINEER'S CERTIFICATION

To the best of my knowledge and belief (check and complete applicable statement):
$\boxtimes 1$. Based upon my survey of the above named facility on_5/24/19__I find and hereby certify that the facility is in full compliance with Part 180. The INSPECTION STATEMENTS and the CONFIRMATION OF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORDS have been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.
$\square$ 2. I find that the facility fails to comply fully with the requirements of Part 180 . However, based upon my survey of the above named facility on $\qquad$ and the attached TEMPORARY FACILITY REPORT (includes the Temporary Facility Elimination Plan and the Temporary Facility Checklist), I hereby certify that such noncompliance does not jeopardize the general health and safety of the student and others who occupy the facility.
$\square$ 3. Based upon my survey of the work within the above named facility on $\qquad$ I find and hereby certify that the work is in full compliance with Part 180. The INSPECTION STATEMENTS and the CONFIRMATIONOF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORPS have been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.

This statement, as selected above, is valid as of the day of the survey indicated. Changes todferacily or condions affecting it after that date may render this statement invalid.


# TEMPORARY FACILITY REPORT - Part I 

Temporary Facility Elimination Plan

The Board of Education for
Palatine Community Consolidated School District 15
District Name and Number
in_ Cook $\qquad$ County, IL, upon resolution adopted at a duly convened meeting, hereby
requests an approval for usage of temporary facility to be used in connection with the
$\frac{\text { Lake Louise School }}{\text { Name of School Building }}$
until June 30,_2020 $\qquad$ -.

This temporary facility will be used for:
$\boxtimes$ Classrooms - 1 temporary classroom
$\square$ Storage
$\square$ Library
$\square$ Gymnasium
$\square$ Auditorium
$\square$ Other

This temporary facility will be:
® Relocatables - 1 classroom
$\square$ Temporary rooms in: $\qquad$ . Name of Location (rental of churches, etc)

Number of units, rooms or buildings to be used: 1 relocatable as classroom.
Number of pupils to be housed in temporary housing: $\qquad$ $\ldots$

The Board of Education has diligently attempted to eliminate the need for this temporary facility by: Completing a building/renovation program.

What is the plan for elimination of the code deficiencies to bring this facility into compliance with 23 Ill. Adm. Code, Part 180 or to eliminate the need to use this facility?
Anticipated decrease in enrollment.

This plan will be accomplished by $\qquad$ -.
$\frac{6 / 12 / 19}{\text { Date } \quad \text { Signature of Board President }} \frac{6 / 12 / 19}{\text { Date }}$

I have reviewed the request of School District No. $\qquad$ , and approve the request for temporary housing as submitted by the Board of Education and certified by their architect/engineer.

|  | Date |
| :--- | :---: |
| $(3 / 09)$ Form $36-26$ (Prescribed by the Regional Superintendent for local board use) | Signature of Regional Superintendent |
| 180.230 c$)$ |  |

# TEMPORARY FACILITY REPORT - Part II <br> Temporary Facility Checklist 



| $\boxtimes$ | $\square$ | $\square$ | 27. Have all heat exchanges of forced warm air furnaces andunit heater been examined to determine that they are <br> airtight to prevent carbon monoxide and other combustion gases from getting into occupied space? |
| :--- | :--- | :--- | :--- |
| $\boxed{\square}$ | $\square$ | $\square$ | 28. Are all combustible waste materials disposed of daily from classroom and building? |
| $\boxed{\text { 2 }}$ |  |  |  |

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| ARCHITEET |  |  |
| :---: | :---: | :---: |
| The State of Illinois ligensed (Gy chiteck apdlor engineer, employed by this district, has certified to this Board of Education that to the best of his/her knowledge and belief, the above'mentioned strucilkefilli, not present a healthlife safety hazard to the students housed therein for the school year $20 / 8$ - 2019 . Further, such architect andso en ensiheer has listed the area of noncompliance with the Health/Life Safety Code. |  |  |
|  |  |  |
| S(eal) :00 | 01-9549 | 11/30/2020 |
|  | License Number | Expiration Date |
|  | Craig S. Phillips \& Assoc | 5/24/2019 |
|  | Name of Firm | Date of Inspection |
|  |  |  |

$\frac{6 / 12 / 19}{\text { Date }} \begin{aligned} & \text { Signature of President, Board of Education }\end{aligned}$

## REGIONAL SUPERINTENDENT

The above Annual Inspection Checklist for a temporary facility is hereby accepted as submitted.

Date $\quad$ Signature Regional Superintendent
(3/09) Form 36-26 (Prescribed by the Regional Superintendent for local board use)
$180.230 \mathrm{c}) 4$

| DISTRICT NAME AND NUMBER |  |  |
| :---: | :---: | :---: |
| Palatine Community Consolidated School District 15 | 【 GENERAL CERTIFICATE OF OCCUPANCYCERTIFICATE OF PARTIAL OCCUPANCY |  |
| FACILITY NAME |  |  |
| Lincoln School |  | CERTIFICATE FOR A VEHICULAR FACILITY |
| FACILITY LOCATION <br> 1021 N. Ridgewood Ln., Palatine, IL 60067 |  | CERTIFICATE OF TEMPORARY OCCUPANCY |
| $\triangle$ Property is owned by the district. 1 of 2 |  | $\begin{aligned} & \text { New Use - Bldg Permit\# } \\ & \text { New Construction - Project \# Bldg Permit \# } \end{aligned}$ |
| Property is not owned by district (Attach Owner Authorization) |  | Addition - Project \# Bldg Permit \#  <br> Renovation/Repair - Project \# Bldg Permit \# |

## III. ARCHITECT/ENGINEER'S CERTIFICATION

To the best of my knowledge and belief (check and complete applicable statement):
$\boxtimes$ 1. Based upon my survey of the above named facility on_5/24/19 I find and hereby certify that the facility is in full compliance with Part I80. The INSPECTION STATEMENTS and the CONFIRMATION OF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORDS have been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.
$\square$ 2. I find that the facility fails to comply fully with the requirements of Part 180 . However, based upon my survey of the above named facility on___ $\quad$ and the attached TEMPORARY FACILITY REPORT (includes the Temporary Facility Elimination Plan and the Temporary Facility Checklist), I hereby certify that such noncompliance does not jeopardize the general health and safety of the student and others who occupy the facility.
$\square 3$. Based upon my survey of the work within the above named facility on $\qquad$ I find and hereby certify that the work is in full compliance with Part 180. The INSPECTION STATEMENTS and the CONFIRMATIQNOF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORDS haye been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.

This statement, as selected above, is valid as of the day of the survey indicated. Changes to tre facilityor conditions affecting it after that date may render this statement invalid.

| 5/24/19 | Craig S. Phillips | Craig S. Phillips \& Assoc |  |
| :---: | :---: | :---: | :---: |
| Date | Architect/Engineer Name | Firm Name |  |
|  | 01-9549 | 847-963-3950 |  |
|  | License Number | Phone Number |  |

We hereby certify that this application accurately describes the status of the work and the occupancy we are seeking in order to occupy the above named facility for the primary purpose of:

| 6/12/19 |  | 6/12/19 |  |
| :---: | :---: | :---: | :---: |
| Date | President of the Board of Education | Date | District Superintendent |

## FOR REGIONAL SUPERINTENDENT'S USE

INSPECTION RECORDS: Date Reviewed $\qquad$

INSPECTION STATEMENT: Date Received $\qquad$ 1

CONFIRMATION OF CALLED INSPECTION RECORDS: Date Received $\qquad$ 1

An inspection was made or caused to be made upon the completion of the work and before issuance of a CERTIFICATE OF OCCUPANCY for the above named facility on , /, Any violations of the approved construction documents and building permits were noted, and the holder of the permit was notified of the discrepancies. No certificate of occupancy was issued until the discrepancies were remedied.

# TEMPORARY FACILITY REPORT - Part I 

Temporary Facility Elimination Plan
The Board of Education for_ Palatine Community Consolidated School District 15
in Cook $\qquad$ County, IL, upon resolution adopted at a duly convened meeting, hereby
requests an approval for usage of temporary facility to be used in connection with the
$\frac{\text { Lincoln School }}{\text { Name of School Building }}$ located at_1021 N. Ridgewood Ln., Palatine, IL 60067
until June 30, 2020
This temporary facility will be used for:
$\boxtimes$ Classrooms - 2 temporary classrooms, Module 1Storage
Library
GymnasiumAuditorium
Other $\qquad$ $-$

This temporary facility will be:
Relocatables - 2 classrooms
$\square$ Temporary rooms in: $\qquad$ .
Name of Location (rental of churches, etc)
Number of units, rooms or buildings to be used: $\underline{2}$ relocatables as classrooms.
Number of pupils to be housed in temporary housing: $\qquad$ .

The Board of Education has diligently attempted to eliminate the need for this temporary facility by:
Completing a building/renovation program.

What is the plan for elimination of the code deficiencies to bring this facility into compliance with 23 Ill. Adm. Code, Part 180 or to eliminate the need to use this facility?
Anticipated decrease in enrollment.

This plan will be accomplished by $\quad$ 6/30/20.

| $6 / 12 / 19$ | Signature of Board President |
| :---: | :---: |
| Date | Date |
| Signature of Board Secretary |  |

I have reviewed the request of School District No. $\qquad$ , and approve the request for temporary housing as submitted by the Board of Education and certified by their architect/engineer.

|  | Date | Signature of Regional Superintendent |
| :--- | :---: | :---: |
| (3/09) Form 36-26 (Prescribed by the Regional Superintendent for local board use) | $180.230 \mathrm{c})$ |  |

# TEMPORARY FACILITY REPORT－Part II 

Temporary Facility Checklist

| District Name／Number <br> Palatine Community Consolidated School District 15 |  |  | Building Name Lincoln School |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| Number of Units 1 of 2 | Year Originally Constructed 1988 | Area Square Feet 896 | Enrollment $26$ | Grade Level $1-6$ | Number of years in use $31$ |

## CHECK FOR THE FOLLOWING CONDITIONS

| YES | NO | NA |  |
| :---: | :---: | :---: | :---: |
| 区 | $\square$ | $\square$ | 1．Was the unit constructed according to 77 lL Adm Code Part 880 and the seal of approval from IDPH posted as required？ |
| 区 |  | $\square$ | 2．Does the district have on file the compliance certificate from IDPH（pink copy）？ |
| 区 | $\square$ | $\square$ | 3．Architect／Engineer has verified with the IL Dept of Natural Resources／IDOT that the unit（s）is／are not located in a designated floodplain area． |
| 区 |  |  | 4．Is the building securely anchored to the foundation as to withstand the wind load as described in ASCE 7－95？ |
| 区 |  |  | 5．Are there 2 exits on opposite sides of building？ |
| 区 |  | $\square$ | 6．Is there an interconnecting door between classrooms？ |
| 区 | $\square$ | $\square$ | 7．Is the building located in accordance with Section 175.120 of 23 IL Administrative Code，Part 175 ？（ 30 feet from adjacent building or separated by two－hour fire wall；or BOCA $705.220^{\prime}-0^{\prime \prime}$ or fire wall） |
| 区 |  | $\square$ | 8．Are the foundation walls maintained plumb and free from open cracks and breaks and kept in such condition as to prevent entry of weather，animals and insects？ |
| 区 | $\square$ | $\square$ | 9．Is the enclosure between the floor and ground in good condition？（Tight to prevent entrance of weather， animals and insects） |
| 区 | $\square$ | $\square$ | 10．Are the steel floor support members in good rust－free condition？ |
| 区 | $\Gamma$ | $\square$ | 11．Is the general exterior appearance of the building in an acceptable，well－maintained condition free of loose strips or battens？ |
| Q | $\square$ | $\square$ | 12．Is the roof and flashing in good condition？ |
| $\triangle$ | $\square$ | $\square$ | 14．Are stair tread and ramps maintained with non－slip finish and platforms in good condition？ |
| $\square$ | $\square$ | 区 | 15．Are the restrooms clean，adequate and in operable condition and properly ventilated？ |
| $\square$ | $\square$ | $\triangle$ | 16．Are the plumbing fixtures properly installed and maintained in working order，free from leaks and defects？ |
| 区 |  | $\square$ | 17．Are the lighting fixtures properly maintained，complete with lenses and louvers？ |
| $\triangle$ |  | $\square$ | 18．Do the doors lock securely without additional locks，bolts or chains？ |
| 区 |  | $\square$ | 19．Are doors equipped with panic hardware（If occupancy is over 100 occupants） |
| Q |  | $\square$ | 20．When building is occupied，are all the doors free from devices or wedges to prevent normal operation？ |
| 区 |  | $\square$ | 21．Are screened or barred windows easily opened from inside without keys or tools？ |
| 】 | $\square$ | $\square$ | 22．Is the exit lighting system used and all exit lights operable when the building is occupied？（rooms／corridors with more than 2 doors） |
| ถ | $\square$ | $\square$ | 23．Is the building equipped with an approved operable alarm and detector system？ |
| Q |  | $\square$ | 24．Are utility shut－offs properly and clearly marked？ |
| 区 | $\square$ | $\square$ | 25．Is all fuel－burning and heating equipment（flues，ducts，pumps，etc．）maintained and in serviceable condition？ |
| $\otimes$ | $\square$ |  | 26．Is automatic fuel－burning and heating equipment serviced annually by a qualifiedperson？ |


| $\boxtimes$ | $\square$ | $\square$ | 27. Have all heat exchanges of forced warm air furnaces and unit heater been examined to determine that they are <br> airtight to prevent carbon monoxide and other combustion gases from getting into occupied space? |
| :--- | :--- | :--- | :--- |
| $\boxed{Z}$ | $\square$ | $\square$ | 28. Are all combustible waste materials disposed of daily from classroom and building? |
| $\boxed{\text { 2 }}$ |  |  |  |

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| 11]. ARCHITE |  |  |
| :---: | :---: | :---: |
| The State of Illinois licensed architect and/or enyine bl bmplbjed by this district, has certified to this Board of Education that to the best of his/her kywledge <br>  <br>  |  |  |
| $(\text { Seat }) \infty: \quad 9$ | 01-9549 | 11/30/2020 |
| F-PHILPS | License Number | Expiration Date |
|  | Craig S. Phillips \& Assoc | 5/24/2019 |
| Name and Signature of Architect/Efgineer | Name of Firm | Date of Inspection |
| SCHOOL DISTRICT |  |  |

$\frac{6 / 12 / 19}{\text { Date }}$ Signature of President, Board of Education $\quad 6 / 12 / 19 \quad$ Date $\quad$ Signature of District Superintendent

| REGIONAL SUPERINTENDENT |  |
| :---: | :---: |
| The above Anmual Inspection Checklist for a temporary facility is hereby accepted as submitted. |  |
| Date Signature Regional Superintendent |  |
| (3/09) Form 36-26 (Prescribed by the Regional Superintendent for local board use) | 180.230 c) 4) |



## III. ARCHITECT/ENGINEER'S CERTIFICATION

To the best of my knowledge and belief (check and complete applicable statement):
$\boxtimes 1$. Based upon my survey of the above named facility on_5/24/19 I find and hereby certify that the facility is in full compliance with Part 180. The INSPECTION STATEMENTS and the CONFIRMATION OF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORDS have been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.
$\square 2$. I find that the facility fails to comply fully with the requirements of Part 180 . However, based upon my survey of the above named facility on_, / , and the attached TEMPORARY FACILITY REPORT (includes the Temporary Facility Elimination Plan and the Temporary Facility Checklist), I hereby certify that such noncompliance does not jeopardize the general health and safety of the student and others who occupy the facility.
$\square 3$. Based upon my survey of the work within the above named facility on $\qquad$ I find and hereby certify that the work is in full compliance with Part 180. The INSPECTION STATEMENTS and the CONFIRMATIONOF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORDS have been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.

This statement, as selected above, is valid as of the day of the survey indicated. Changes topthe facility or coflitions affecting it after that date may render this statement invalid.

| 5/24/19 | Craig S. Phillips | Craig S. Phillips \& Assoc |
| :---: | :---: | :---: |
| Date | Architect/Engineer Name | Firm Name |
|  | 01-9549 | 847-963-3950 |
|  | License Number | Phone Number |



SCHOOL DISTRICT CERTIFICATION
We hereby certify that this application accurately describes the status of the work and the occupancy we are seeking in order to occupy the above named facility for the primary purpose of: $\qquad$
$\frac{6 / 12 / 19}{\text { Date }} \quad$ President of the Board of Education $\quad 6 / 12 / 19 \quad$ District Superintendent $\quad$ Date

FOR REGIONAL SUPERINTENDENT'S USE
INSPECTION RECORDS: Date Reviewed $\qquad$

INSPECTION STATEMENT: Date Received $\qquad$ 1

CONFIRMATION OF CALLED INSPECTION RECORDS: Date Received: $\qquad$ 1

An inspection was made or caused to be made upon the completion of the work and before issuance of a CERTIFICATE OF OCCUPANCY for the above named facility on , , Any violations of the approved construction documents and building permits were noted, and the holder of the permit was notified of the discrepancies. No certificate of occupancy was issued until the discrepancies were remedied.
$\overline{\text { Date Regional Superintendent }}$

# TEMPORARY FACILITY REPORT - Part I 

Temporary Facility Elimination Plan

The Board of Education for $\qquad$
District Name and Number
in $\qquad$ County, IL, upon resolution adopted at a duly convened meeting, hereby
requests an approval for usage of temporary facility to be used in connection with the
$\qquad$ located at_1021 N. Ridgewood Ln., Palatine, IL 60067
until June 30,_2020
This temporary facility will be used for:
$\boxed{\square}$ Classrooms - 2 temporary classrooms, Module 2
$\square$ Storage
$\square$ Library
$\square$ Gymnasium
$\square$ Auditorium
$\square$ Other
This temporary facility will be:
【 Relocatables - 2 classrooms
$\square$ Temporary rooms in: $\qquad$ -. Name of Location (rental of churches, etc)

Number of units, rooms or buildings to be used: $\quad \underline{2}$ relocatables as classrooms $\qquad$
Number of pupils to be housed in temporary housing: 26 $\qquad$ .

The Board of Education has diligently attempted to eliminate the need for this temporary facility by: Completing a building/renovation program.

What is the plan for elimination of the code deficiencies to bring this facility into compliance with 23 Ill. Adm. Code, Part 180 or to eliminate the need to use this facility? Anticipated decrease in enrollment.
$\qquad$
$\qquad$

This plan will be accomplished by $\qquad$ 0 . -
$\frac{}{6 / 12 / 19}$ Date Signature of Board President $\quad 6 / 12 / 19 \quad$ Date $\quad$ Signature of Board Secretary

I have reviewed the request of School District No. $\qquad$ , and approve the request for temporary housing as submitted by the Board of Education and certified by their architect/engineer.

| Date_n_ Signature of Regional Superintendent |
| :--- |

# TEMPORARY FACILITY REPORT - Part II <br> Temporary Facility Checklist 

| District Name/Number <br> Palatine Community Consolidated School District 15 |  |  | Building Name Lincoln School |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| Number of Units $2 \text { of } 2$ | Year Originally Constructed 1988 | Area Square Feet 896 | Enrollment $26$ | Grade Level $1-6$ | Number of years in use $31$ |

## CHECK FOR THE FOLLOWING CONDITIONS

| YES | NO | NA |  |
| :--- | :--- | :--- | :--- |
| Q | $\square$ | $\square$ | 1. Was the unit constructed according to 77 IL Adm Code Part 880 and the seal of approval from IDPH posted |
| as required? |  |  |  |


| V | $\square \quad \square$ | 27. Have all heat exchanges of forced warm air furnaces and unit heater been examined to determine that they are airtight to prevent carbon monoxide and other combustion gases from getting into occupied space? |
| :---: | :---: | :---: |
| Х |  | 28. Are all combustible waste materials disposed of daily from classroom and building? |
| $\triangle$ |  | 29. Is the insulation material non-combustible and interior finishing flamespread 75 or less? |
| $\triangle$ | $\square \quad \square$ | 30. Are non-flammable cleaning materials used? |
| $\triangle$ |  | 31. Are storerooms and closets free from waste accumulations and unnecessary materials? |
| 区 | $\square$ | 32. Are enough fire extinguishers of approved type for intended use installed in the building? ( 75 feet max. from any point in the facility to a fire extinguisher.) |
| $\triangle$ | $\square$ | 33. Have fire extinguishers been inspected and so tagged within the past year? |
| $\triangle$ | $\square \quad \square$ | 34. Is the temperature control of the heating and/or cooling system adequate? |
| 区 | $\square$ | 35. Is the supply of fresh air adequate (classroom, assemblies and toilets) as required? |
|  |  | List all areas of noncompliance: |

$\qquad$
$\qquad$
$\qquad$
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$\qquad$
$\qquad$
$\qquad$


We hereby certify that this application accurately describes the work to be performed, and that, upon approval all work will be completed in accordance with this application and all applicable law's and regulations.
$\frac{6 / 12 / 19}{\text { Date }}$ Signature of President, Board of Education $\quad 6 / 12 / 19 \quad$ Date $\quad$ Signature of DistrictSuperintendent

## REGIONAL SUPERINTENDENT

The above Anmual Inspection Checklist for a temporary facility is hereby accepted as submitted.
Date Signature Regional Superintendent

## APPLICATION FOR OCCUPANCY

## DISTRICT NAME AND NUMBER

Palatine Community Consolidated School District 15
FACILITY NAME
Winston Campus
FACILITY LOCATION
【 GENERAL CERTIFICATE OF OCCUPANCY

900 E. Palatine Rd., Palatine, IL 60074
$\boxtimes$ Property is owned by the district. 1 of 1
$\square$ Property is not owned by district (Attach Owner Authorization)
$\square$ CERTIFICATE OF PARTIAL OCCUPANCY
$\square$ CERTIFICATE FOR A VEHICULARFACILITY
$\square$ CERTIFICATE OF TEMPORARY OCCUPANCY

| $\square$ | Property is owned by the district. 1 of 1 |
| :--- | :--- |
| $\square$ | Property is not owned by district (Attach Owner |
| Authorization) |  |


| $\square$ | New Use - Bldg Permit \# |  |
| :--- | :--- | :---: |
| $\square$ | New Construction - Project \# | Bldg Permit \# |
| $\square$ | Addition - Project \# | Bldg Permit \# |
| $\square$ | Renovation/Repair - Project \# | Bldg Permit \# |

## III. ARCHITECT/ENGINEER'S CERTIFICATION

To the best of my knowledge and belief (check and complete applicable statement):
$\boxtimes 1$. Based upon my survey of the above named facility on_5/24/19_I find and hereby certify that the facility is in full compliance with Part 180. The INSPECTION STATEMENTS and the CONFIRMATION OF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORDS have been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.
$\square$ 2. I find that the facility fails to comply fully with the requirements of Part 180. However, based upon my survey of the above named facility on $/, /$ and the attached TEMPORARY FACILITY REPORT (includes the Temporary Facility Elimination Plan and the Temporary Facility Checklist), I hereby certify that such noncompliance does not jeopardize the general health and safety of the student and others who occupy the facility.
$\square$ 3. Based upon my survey of the work within the above named facility on $\qquad$ I find and hereby certify that the work is in full compliance with Part 180. The INSPECTION STATEMENTS and the CONFIRMATIONOF CALLED INSPECTION RECORDS have been submitted to, and the CALLED INSPECTIONS RECORDS have been reviewed by the Regional Superintendent during and/or upon completion as applicable to the work.
This statement, as selected above, is valid as of the day of the survey indicated. Change afthe cacility or ornditions affecting it after that date may render this statement invalid.

| 5/24/19 | Craig S. Phillips | Craig S. Phillips \& Assoc |  |
| :---: | :---: | :---: | :---: |
| Date | Architect/Engincer Name | Firm Name |  |
|  | 01-9549 | 847-963-3950 |  |
|  | License Number | Phone Number |  |

We hereby certify that this application accurately describes the status of the work and the occupancy we are seeking in order to occupy the above named facility for the primary purpose of:
$\frac{6 / 12 / 19}{\text { Date }} \quad$ President of the Boardof Education $\quad 6 / 12 / 19$

FOR REGIONAL SUPERINTENDENT'S USE

INSPECTION RECORDS: Date Reviewed: $/$
INSPECTION STATEMENT: Date Received: 1
CONFIRMATION OF CALLED INSPECTION RECORDS: Date Received $\qquad$ 11

An inspection was made or caused to be made upon the completion of the work and before issuance of a CERTIFICATE OF OCCUPANCY for the above named facility on $\quad, \quad$. Any violations of the approved construction documents and building permits were noted, and the holder of the permit was notified of the discrepancies. No certificate of occupancy was issued until the discrepancies were remedied.

# TEMPORARY FACILITY REPORT - Part I 

Temporary Facility Elimination Plan

The Board of Education for $\qquad$ Palatine Community Consolidated School District 15
District Name and Number
in $\qquad$ County, IL, upon resolution adopted at a duly convened meeting, hereby
requests an approval for usage of temporary facility to be used in connection with the
Winston Campus
Name of School Building
until June 30, 2020

This temporary facility will be used for:
$\boxtimes$ Classrooms - 1 temporary classroom
$\square$ Storage
$\square$ Library
$\square$ Gymnasium
$\square$ AuditoriumOther $\qquad$ $-$

This temporary facility will be:
$\boxtimes$ Relocatables - 1 classroom
$\square$ Temporary rooms in: $\qquad$ $\ldots$.
Name of Location (rental of churches, etc)
Number of units, rooms or buildings to be used: 1 relocatable as classroom
Number of pupils to be housed in temporary housing: $\qquad$ -.

The Board of Education has diligently attempted to eliminate the need for this temporary facility by: Completing a building/renovation program.

What is the plan for elimination of the code deficiencies to bring this facility into compliance with 23 Ill. Adm. Code, Part 180 or to eliminate the need to use this facility?
Anticipated decrease in enrollment.

This plan will be accomplished by $\qquad$ .
$\frac{6 / 12 / 19}{\text { Date }}$ Signature of Board President $\quad 6 / 12 / 19 \quad$ Date $\quad$ Signature of Board Secretary

I have reviewed the request of School District No. $\qquad$ , and approve the request for temporary housing as submitted by the Board of Education and certified by their architect/engineer.

Date Signature of Regional Superintendent

Temporary Facility Checklist

| District Name／Number <br> Palatine Community Consolidated School District 15 |  |  | Building Name <br> Winston Campus |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Number of Units 1 of 1 | Year Originally Constucted 1988 | Area Square Feet $896$ | Enrollment $26$ | Grade Level 1-6 | Number of years in use $31$ |

## CHECK FOR THE FOLLOWING CONDITIONS

| YES | NO | NA |  |
| :---: | :---: | :---: | :---: |
| 区 | $\square$ | $\square$ | 1．Was the unit constructed according to 77 IL Adm Code Part 880 and the seal of approval from IDPH posted as required？ |
| 区 | $\square$ | $\square$ | 2．Does the district have on file the compliance certificate from IDPH（pink copy）？ |
| 区 | $\square$ | $\square$ | 3．Architect／Engineer has verified with the IL Dept of Natural Resources／IDOT that the unit（s）is／are not located in a designated floodplain area． |
| 区 | $\square$ | $\square$ | 4．Is the building securely anchored to the foundation as to withstand the wind load as described in ASCE 7－95？ |
| 区 |  | $\square$ | 5．Are there 2 exits on opposite sides of building？ |
| 区 |  | $\square$ | 6．Is there an interconnecting door between classrooms？ |
| 区 | $\square$ | $\square$ | 7．Is the building located in accordance with Section 175.120 of 23 IL Administrative Code，Part 175 ？（ 30 feet from adjacent building or separated by two－hour fire wall；or BOCA $705.220^{\prime}-0^{\prime \prime}$ or fire wall） |
| 区 | $\square$ | $\square$ | 8．Are the foundation walls maintained plumb and free from open cracks and breaks and kept in such condition as to prevent entry of weather，animals and insects？ |
| 区 | $\square$ | $\square$ | 9．Is the enclosure between the floor and ground in good condition？（Tight to prevent entrance of weather， animals and insects） |
| ถ | $\square$ | $\square$ | 10．Are the steel floor support members in good rust－free condition？ |
| 区 | $\Gamma$ | $\square$ | 11．Is the general exterior appearance of the building in an acceptable，well－maintained condition free of loose strips or battens？ |
| Q | $\square$ | $\square$ | 12．Is the roof and flashing in good condition？ |
| $\triangle$ | $\square$ | $\square$ | 14．Are stair tread and ramps maintained with non－slip finish and platforms in good condition？ |
| $\square$ | $\square$ | $\triangle$ | 15．Are the restrooms clean，adequate and in operable condition and properly ventilated？ |
| $\square$ | $\square$ | 区 | 16．Are the plumbing fixtures properly installed and maintained in working order，free from leaks and defects？ |
| Q | $\square$ | $\square$ | 17．Are the lighting fixtures properly maintained，complete with lenses and louvers？ |
| 区 | $\square$ | $\square$ | 18．Do the doors lock securely without additional locks，bolts or chains？ |
| 区 | $\square$ | $\square$ | 19．Are doors equipped with panic hardware（If occupancy is over I00 occupants） |
| Q | $\square$ | $\square$ | 20．When building is occupied，are all the doors free from devices or wedges to prevent normal operation？ |
| Q | $\square$ | $\square$ | 21．Are screened or barred windows easily opened from inside without keys or tools？ |
| 区 | $\square$ | $\square$ | 22．Is the exit lighting system used and all exit lights operable when the building is occupied？（rooms／corridors with more than 2 doors） |
| 】 | $\square$ | $\square$ | 23．Is the building equipped with an approved operable alarm and detector system？ |
| Q |  |  | 24．Are utility shut－offs properly and clearly marked？ |
| 凶 | $\square$ | $\square$ | 25．Is all fuel－burning and heating equipment（flues，ducts，pumps，etc．）maintained and in serviceable condition？ |
| 囚 | $\square$ |  | 26．Is automatic fuel－burning and heating equipment serviced annually by a qualifiedperson？ |


27. Have all heat exchanges of forced warm air furnaces and unit heater been examined to determine that they are airtight to prevent carbon monoxide and other combustion gases from getting into occupied space?
28. Are all combustible waste materials disposed of daily from classroom and building?
29. Is the insulation material non-combustible and interior finishing flamespread 75 or less?
30. Are non-flammable cleaning materials used?
31. Are storerooms and closets free from waste accumulations and unnecessary materials?
32. Are enough fire extinguishers of approved type for intended use installed in the building? ( 75 feet max. from any point in the facility to a fire extinguisher.)
33. Have fire extinguishers been inspected and so tagged within the past year?
34. Is the temperature control of the heating and/or cooling system adequate?
35. Is the supply of fresh air adequate (classroom, assemblies and toilets) as required?

List all areas of noncompliance:
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

| ARCHITECT |  |  |  |
| :---: | :---: | :---: | :---: |
| The State of Illinois licensed architect and/or engineer employed by this district, has certified to this Board of Education that to the best of his/her, kspowledge and belief, the above mentioned structure will not present wliealthllfelsafety hazard to the students housed therein for the school year $20 / 8$ - 20 f Further, such architect and/or engineer has listed the area of noneompliance with the fiealth/Life Safety Code. |  |  |  |
|  |  | 01-9549 | 11/30/2020 |
|  |  | License Number | Expiration Date |
|  |  | Craig S. Phillips \& Assoc | 5/24/2019 |
|  |  | Name of Fimm | Date of Inspection |
|  |  |  |  |
| We hereby certify that this application accurately describes the work to be performed, and that, upon approval all work will be completed in accordance with this application and all applicable laws and regulations. |  |  |  |

$\frac{6 / 12 / 19}{\text { Date }}$ Signature of President, Board of Education $\quad 6 / 12 / 19 \quad$ Date $\quad$ Signature of District Superintendent

|  |  |
| :---: | :---: |

The above Anmual Inspection Checklist for a temporary facility is hereby accepted as submitted.

Date Signature Regional Superintendent
(3/09) Form 36-26 (Prescribed by the Regional Superintendent for local board use)
$180.230 \mathrm{c}) 4$ )

DATE: June 12, 2019
TO: Board of Education

FROM: Michael Adamczyk, CSBO
RE: Consent Calendar Item - Asbestos Removal Project Management

Administration is requesting approval of the attached contract from Midwest Environmental Consulting Services, Inc. to perform air quality and project management services for the asbestos abatement project at Virginia Lake Elementary School. The amount of the proposal is $\$ 30,220.00$.

The District is replacing portions of the carpeting at Virginia Lake this summer. As part of its due diligence, the Maintenance Department performed its obligatory testing for asbestos, and asbestos was discovered in the old floor tile glue in some areas of the building. The asbestos must be removed, or abated, before the new carpeting can be installed.

Midwest Environmental will perform all air monitoring during the course of the abatement project, which is being performed by ARC Environmental, Inc.

Consulting Strviters line

Consultants 4 Engineers Scientists

Tuesday, May 21, 2019
Proposal \#1903235-rev. 1
Palatine Community Unit School District \# 15
580 North First Bank Drive
Palatine, IL 60067
Attention: Craig Phillips, Manager of Environmental Services
Subject: Proposal for Asbestos Air Quality Testing \& Project Management for Palatine Community Unit School District \# 15
Project Location: Virginia Lake Elementary School, 925 North Glenn Drive, Palatine, IL 60074
MEC Project \#: 19-01-051 PM
Dear Mr. Phillips;
Thank you for your continued interest in Midwest Environmental Consulting Services, Inc. (MEC). MEC will complete the following scope of work at the above location. The proposal is as follows:

## Item One - Air Quality Testing and Project Management

- MEC's Project Manager / Air Sampling Professional (PM/ASP) will hold a preconstruction meeting prior to the contractor mobilizing to the project site. All interested parties will meet at the project site prior to mobilization and discuss issues regarding the asbestos abatement project.
- MEC's PM/ASP will conduct background air monitoring prior to the contractor mobilization to the site.
- Progress air monitoring will be conducted daily for the duration of the abatement work.
- Air samples will be analyzed daily in order to detect any elevated fiber levels. If fiber levels are excessive, then the contractor will be notified and requested to adjust his removal procedures.
- Barriers will be checked continuously.
- Conduct clearance air monitoring in each area. Clearance standards will follow current criteria established by EPA for asbestos abatement. Clearance criteria shall be equal to or less than $.01 \mathrm{f} / \mathrm{per}$ cc. All sample analysis will follow the NIOSH 7400 Method.
- The PM/ASP will maintain daily project logs of all observations made including a description of project activities, smoke testing of barriers, documentation of both post abatement visual inspection of the abatement area and a description of the procedures used during clearance air sampling.
- The PM/ASP will check daily the contractor workers submittals including license numbers, medicals, and fit test documentation.
- Disposal of waste will be documented.

Yorkville Location
2551 N. Bridge St.
Yorkville, IL 60560
P: (630) 553-3989
F: (630) 553-3990

## Peoria Location

 3100 N. Knoxville Ave. Suite 204Peoria, IL 61603
P: (309) 621-4680
F: (309) 621-4690

At the end of the project, MEC will provide a copy of the project log to the client. Included in the project log will be project design drawings showing the scope of work and the location of clearance air sampling completed by MEC's PM/ASP (if applicable). All submittals by the contractor which include worker submittals, medicals, fit test, all notifications which include local, state, and federal notifications, waste manifest, and the contractor's daily logs will be included in the log. MEC will provide copies of our daily logs and all air monitoring reports, which were completed during the project and final documentation on clearance sampling.

## Item Two - Project Cost

Project Management \& Air Quality Testing:
Daily Air Samples (217 samples @ \$12.00 per sample):
TEM Air Clearances:
\$25,216.00
\$ 2,604.00
\$ 1,200.00 per set

## Project Cost:

\$30,220.00*

* Project cost shall not exceed thirty-two (32) regular shifts, two-hundred and seventeen daily air samples, and two (2) TEM air clearances. Work will be done in 2 phases. No overtime, weekend or holiday work is included in this cost. Additional time, daily air samples, or clearances required will be billed accordingly.


## Palatine Community Unit School District \# 15 will have a separate contract with the abatement contractor and be billed directly.

Midwest Environmental Consulting Services, Inc. will provide an electronic copy of the final report. No hard copy reports will be provided unless requested by the Client.

If you have any additional questions, please feel free to contact me at 630-553-3989.
Best Regards,
Midwest Environmental Consulting Services, Inc.


Barb Ward
Vice President of Client Relations
If this proposal is acceptable please sign and return.
Name of Organization


Blake Mellecker
President

Date

Signature of Authorized Person and Title

Printed Name and Title
Terms: 30 days

Filename: Userverl2019proposals\1903235-rev.1.doc

## Lighting The Way <br> To Excellence in School Governance

PLEASE REPLY TO:

- 2921 Baker Drive

Springfield, illinois
62703-5929
217/528-9688
Fax: 217/528-2831

- One Imperial Place

1 East 22nd Street
Suite 20
Lombard, illinois
60148-6120
630/629-3776
Fax: 630/629-3940

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Joanne Osmond
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Thomas Neeley
Vice President

Phil Pritzker
Immediate Past President

Linda Eades
Treasurer

Thomas E. Bertrand, PhD. Executive Director

I am committed to working with our staff to provide maximum value and excellent services to our membership resulting in high levels of satisfaction. I intend to continue the dialogue with you around this issue and welcome your input at any time.

Best wishes with the end of the school year.
Sincerely,


Thomas E. Bertrand, PhD
Executive Director
Illinois Association of School Boards

## Remit Payment To:

Illinois Association of School Boards
2921 Baker Drive
Springfield, Illinois 62703-5929


Bill To:
Customer \#: 160150
Invoice \#: 270286
Palatine CCSD 15
580 N 1st Bank DR
Palatine, IL 60067-8110

| Select Payment Method |
| :--- |
| $\quad$ Check Enclosed Check Number |
| If you wish to use another form of payment, please contact |
| IASB at 217/528-9888, ext. 1145. Please note that due to |
| processing fees, payment via credit card will incur an |
| additional 3\% transaction fee. |

PLEASE DETACH AND REMIT WITH YOUR PAYMENT

Customer \#: 160150
2921 Baker Drive
Springfield, Illinois 62703-5929
217/528-9688
Fax: 217/528-2831
FEIN: 31-1540788

Invoice \#: 270286
BILL TO
Palatine CCSD 15 580 N 1st Bank DR
Palatine, IL 60067-8110

## Annual Dues Report

| Restricted Ànnual Dues for the 2019-2020 Schooi Year | $\$ 16,998.00$ |
| :--- | ---: |
| Average Daily Attendance for 2016-2017 | $11,312.27$ |
| Net Operating Expense for $2016-2017$ | $\$ 142,228,393.00$ |
| Calculated Dues by Dues Formula | $\$ 18,919.00$ |

## AMOUNT DUE:

Please note: By accepting membership in the Illinois Assn. of School Boards you are consenting to the receipt of faxed and e-mailed solicitations.

# What you get for your dues 

## Excellence in local school board governance

The work of the Illinois Association of School Boards (IASB) would not be possible without the continued commitment of local boards of education to the improvement of education for the children of their communities. IASB strives to protect and preserve local school board governance.

The Association's mission is to light the way for its members by developing their competence and confidence through a robust toolkit designed to build excellence in local school board governance. Some of the resources and services to member districts are highlighted on the back of this page.

We hope you will take advantage of all the resources of your Association.
To learn more, please contact IASB at 217/528-9688 or 630/629-3776, or go to www.iasb.com.
Thank you for your dedicated leadership in public education.


## Premier training experiences

Many options and materials are available to help individuals learn how to become effective school board members. State-mandated training for all elected or appointed school board members is just the beginning. Board members are encouraged to develop an ongoing professional development plan so they can continue to gain knowledge and skills that can be applied to their school board service.

- Online learning and free webinars
- In-district training
- School Board LeaderShop workshops


## Networking opportunities for mutual support

Whether for a veteran school board member, one newly elected or appointed, or
 someone considering school board service, IASB offers a variety of ways to connect with colleagues and develop and maintain life-long friendships with others who serve.

- Division Meetings
- Division leadership
- Board governance recognition programs
- Joint Annual Conference


## Valuable benefits, pooled services, information, and expertise

Member services are provided in print, in person, and online. Many are direct member services, provided free as part of the district's dues, while others are fee-based.

- Legal resources
- Policy services
- Sponsored programs and Service Associates
- The Illinois School Board Journal
- Online resources at www.iasb.com


## Advocacy on behalf of public education

The ability to influence public policy is enhanced through the cooperative efforts
 of the Illinois Statewide School Management Alliance, which directs its efforts at producing legislation that fosters a favorable educational climate in Illinois and promotes effective school leadership. IASB lobbyists maintain close liaison with the State Board of Education, lawmakers, governmental offices and agencies, and dozens of organizations and interest groups that influence public policy.

- Resolutions adopted by the IASB Delegate Assembly
- State legislative reports

- Federal legislative reports


## A platform for a strong collective voice on common interests and concerns

IASB believes that it is our responsibility as community leaders to reflect upon the current state of education in Illinois and take action to create an education system that meets the needs of all students. There are multiple platforms for members to unite as one strong collective voice.

- Vision 20/20
- Legislative calls to action
- Support for national advocacy campaigns

Community Consolidated School District 15

Joseph M. Kiszka Educational Service Center 580 N. 1st Bank Drive Palatine, IL 60067-8110

Cheryl Wolfel, Ed.D.
Executive Director, Second Language Programs
(847) 963-3136 • Fax (847) 963-3119
www.ccsd15.net

DATE: June 12, 2019
TO: Board of Education

FROM: Meg Schnoor, Ed.D., Assistant Superintendent, Teaching and Learning Cheryl Wolfel, Ed.D., Executive Director of Second Language Programs

## RE: Pearson miVisión/ My View Lectura Materials

After an in-depth exploration of many different programs, materials and resources available, the Department of Instruction recommends purchasing Pearson miVisión/My View Lectura materials and resources for Dual-Language Grades K-2 as well as supporting professional development with coaching.
miVisión/My View Lectura is an interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening, and viewing using a collection of authentic reading texts and collaborative writing workshops in Spanish and English. Reading and writing workshops focus on teaching the critical skills and strategies students need.

These materials directly align and support the district's vision of comprehensive literacy instruction and biliteracy. The dollar amount for these materials will exceed $\$ 25,000$. These materials are a part of the larger district adoption for literacy.

| REQ DATE |
| :---: |
| $05 / 23 / 2019$ |

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Community Consolidated School District 15
580 N First Bank Drive Palatine IL 60067
(847) 963-3000

Attn: Accounts Payable

## VENDOR:

PEARSON K12 CUSTOMER SERVICE
PO BOX 6820
CHANDLER, AZ 85246

SHIP TO:
CENTRAL DISTRIBUTION FACILITY
1001 S ROHLWING ROAD
ROLLING MEADOWS, IL 60008

ATTN: ERNIE BAEZ/CHERYL WOLFEL
katie.grafrath@pearson.com

| QUANTITY | UNIT | DESCRIPTION OF ITEMS OR MATERIALS | UNIT PRICE | AMOUNT |
| :---: | :---: | :---: | :---: | :---: |
| 325 | EA | CATALOG/ITEM NUMBER: 9781428443877 READING SPOT 2020 APP 6-YEAR LICENSE GRADES K/12 | 12.00000 | 3,900.00 |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134907796 <br> MIVISION LECTURA 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL A (\$359.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134906904 <br> MIVISION LECTURA 2020 SMALL GROUP GUIDE GRADE K (\$126.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134941912 <br> MIVISION LECTURA 2020 BIG BOOK PACKAGE GRADE K (\$1,150.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134921440 <br> MIVISION LECTURA 2020 LEVELED READER BOOKSHELF COLLECTION GRADE K (\$2,639.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134963938 <br> MIVISION LECTURA 2020 TEACHER ASSESSMENT PACKAGE GRADE K (\$299.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134972411 <br> MIVISION LECTURA 2020 TEACHER EDITION PACKAGE GRADE K (\$1,796.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9781486926244 <br> MIVISION LECTURA 2020 LEVELED READER TEACHERS GUIDE GRADE K (\$119.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9781486926251 <br> MIVISION LECTURA 2020 LEVELED READER TEACHERS GUIDE GRADE 1 (\$119.47) |  |  |
| 5 5 | EA | CATALOG/ITEM NUMBER: 9780134906911 <br> MIVISION LECTURA 2020 SMALL GROUP GUIDE GRADE 1 (\$126.47) <br> CATALOG/ITEM NUMBER: 9780134921457 <br> MIVISION LECTURA 2020 LEVELED READER BOOKSHELF COLLECTION |  |  |
| CONTINUED ON NEXT PAGE |  |  | PAGE TOTAL | 3,900.00 |
|  |  |  | TOTAL | 74,879.83 |

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

| REQ DATE |
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Community Consolidated School District 15
580 N First Bank Drive Palatine IL 60067 (847) 963-3000

Attn: Accounts Payable

## VENDOR:

PEARSON K12 CUSTOMER SERVICE PO BOX 6820
CHANDLER, AZ 85246

SHIP TO:
CENTRAL DISTRIBUTION FACILITY
1001 S ROHLWING ROAD
ROLLING MEADOWS, IL 60008

ATTN: ERNIE BAEZ/CHERYL WOLFEL
katie.grafrath@pearson.com

| QUANTITY | UNIT | DESCRIPTION OF ITEMS OR MATERIALS | UNIT PRICE | AMOUNT |
| :---: | :---: | :---: | :---: | :---: |
| 5 | EA | GRADE 1 (\$2,999.47) CATALOG/ITEM NUMBER: 9780134947730 MIVISION LECTURA 2020 MYFOCUS INTERVENTION PACKAGE LEVEL B $(\$ 504.47)$ |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134963945 <br> MIVISION LECTURA 2020 TEACHER ASSESSMENT PACKAGE GRADE 1 (\$390.47) |  |  |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134972428 MIVISION LECTURA 2020 TEACHER EDITION PACKAGE GRADE 1 |  |  |
| 3 | EA | CATALOG/ITEM NUMBER: 9781486926268 <br> MIVISION LECTURA 2020 LEVELED READER TEACHERS GUIDE GRADE 2 |  |  |
| 3 | EA | CATALOG/ITEM NUMBER: 9780134906928 <br> MIVISION LECTURA 2020 SMALL GROUP GUIDE GRADE 2 (\$126.47) |  |  |
| 3 | EA | CATALOG/ITEM NUMBER: 9780134921464 <br> MIVISION LECTURA 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 2 ( $\$ 2,639.47$ ) |  |  |
| 3 | EA | CATALOG/ITEM NUMBER: 9780134947747 <br> MIVISION LECTURA 2020 MYFOCUS INTERVENTION PACKAGE LEVEL C (\$504.47) |  |  |
| 3 | EA | CATALOG/ITEM NUMBER: 9780134963952 <br> MIVISION LECTURA 2020 TEACHER ASSESSMENT PACKAGE GRADE 2 (\$390.47) |  |  |
| 3 | EA | CATALOG/ITEM NUMBER: 9780134972435 <br> MIVISION LECTURA 2020 TEACHER EDITION PACKAGE GRADE 2 (\$1,796.47) |  |  |
| 125 | EA | CATALOG/ITEM NUMBER: 9780134976389 <br> MIVISION LECTURA 2020 GOLD CONSUMABLE STUDENT PACKAGE 6-YEAR SUBSCRIPTION WITH DIGITAL COURSEWARE 6-YEAR LICENSE GRADE K | 208.47000 | 26,058.75 |
| CONTINUED ON NEXT PAGE |  |  | PAGE TOTAL | 26,058.75 |
|  |  |  |  | 74,879.83 |

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

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(847) 963-3000

Attn: Accounts Payable

## VENDOR:

PEARSON K12 CUSTOMER SERVICE
PO BOX 6820
CHANDLER, AZ 85246

SHIP TO:
CENTRAL DISTRIBUTION FACILITY
1001 S ROHLWING ROAD
ROLLING MEADOWS, IL 60008

ATTN: ERNIE BAEZ/CHERYL WOLFEL
katie.grafrath@pearson.com

| QUANTITY | UNIT | DESCRIPTION OF ITEMS OR MATERIALS | UNIT PRICE | AMOUNT |
| :---: | :---: | :---: | :---: | :---: |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134907765 <br> MIVISION LECTURA 2020 FOUNDATIONAL SKILLS KIT GRADE K (\$1,438.47) |  |  |
| 125 | EA | CATALOG/ITEM NUMBER: 9780134976396 <br> MIVISION LECTURA 2020 GOLD CONSUMABLE STUDENT PACKAGE 6-YEAR SUBSCRIPTION WITH DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 1 | 208.47000 | 26,058.75 |
| 5 | EA | CATALOG/ITEM NUMBER: 9780134907772 <br> MIVISION LECTURA 2020 FOUNDATIONAL SKILLS KIT GRADE 1 $(\$ 1,304.47)$ |  |  |
| 75 | EA | CATALOG/ITEM NUMBER: 9780134976402 <br> MIVISION LECTURA 2020 GOLD CONSUMABLE STUDENT PACKAGE 6-YEAR SUBSCRIPTION WITH DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 2 | 185.47000 | 13,910.25 |
| 3 | EA | CATALOG/ITEM NUMBER: 9780134907789 <br> MIVISION LECTURA 2020 FOUNDATIONAL SKILLS KIT GRADE 2 $(\$ 1,304.47)$ |  |  |
| 1 |  | Shipping and Handling | 4952.08000 | 4,952.08 |

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

| Ms. Cheryl Wolfel | Quote Number: 79771-2 |
| :--- | :--- |
| Bilingual/ELL Director | Quote Creation Date: 05-15-2019 |
| Community Cons School Dist 15 |  |
| 580 N 1st Bank Dr | Quote Expiration Date: 09-30-2019 |
| Palatine, IL 60067-8110 | Quote Release: 2 |

## GOLD miVision K2

Price Quote Summary

| Solution | Base Amount | Free Amount | Total |
| :---: | :---: | :---: | :---: |
| Reading Spot | \$ 3,900.00 |  | \$ 3,900.00 |
| miVisión Lectura | \$ 0.00 | \$ 78,871.01 | \$ 0.00 |
| miVisión Lectura Professional | \$ 0.00 | \$ 1,900.00 | \$ 0.00 |
| myView Literacy Spanish (miVisión | \$ 66,027.75 | \$ 17,628.11 | \$ 66,027.75 |
| Solution Subtotal | \$ 69,927.75 | \$ 98,399.12 | \$ 69,927.75 |
|  | Shipping \& Handling |  | \$ 4,952.08 |
|  |  | Total | \$ 74,879.83 |

Price Quote Detail

| ISBN | Description | Price | Free Qty | Charged <br> Qty | Free <br> Amount |
| :--- | :--- | :---: | :---: | :---: | :---: |
| Reading Spot |  |  |  |  |  |
| Total Charged |  |  |  |  |  |

Community Cons School Dist 15

| ISBN | Description | Price | Free Qty | $\begin{gathered} \text { Charged } \\ \text { Qty } \\ \hline \end{gathered}$ | $\begin{gathered} \text { Free } \\ \text { Amount } \\ \hline \end{gathered}$ | Total Charged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9780134906904 | MIVISION LECTURA 2020 SMALL GROUP GUIDE GRADE K | \$126.47 | 5 | 0 | \$632.35 | \$0.00 |
| 9780134941912 | MIVISION LECTURA 2020 BIG BOOK PACKAGE GRADE K | \$1,150.47 | 5 | 0 | \$5,752.35 | \$0.00 |
| 9780134921440 | MIVISION LECTURA 2020 LEVELED READER BOOKSHELF COLLECTION GRADE K | \$2,639.47 | 5 | 0 | \$13,197.35 | \$0.00 |
| 9780134963938 | MIVISION LECTURA 2020 TEACHER ASSESSMENT PACKAGE GRADE K | \$299.47 | 5 | 0 | \$1,497.35 | \$0.00 |
| 9780134972411 | MIVISION LECTURA 2020 TEACHER EDITION PACKAGE GRADE K | \$1,796.47 | 5 | 0 | \$8,982.35 | \$0.00 |
|  | miVisión Lectura ©2020-Grade K Subtotal |  |  |  | \$ 31,859.10 | \$ 0.00 |
| miVisión Lectura © 2020 - Grade 1 |  |  |  |  |  |  |
| 9781486926244 | MIVISION LECTURA 2020 LEVELED READER TEACHERS GUIDE GRADE K | \$119.47 | 5 | 0 | \$597.35 | \$0.00 |
| 9781486926251 | MIVISION LECTURA 2020 LEVELED READER TEACHERS GUIDE GRADE 1 | \$119.47 | 5 | 0 | \$597.35 | \$0.00 |
| 9780134906911 | MIVISION LECTURA 2020 SMALL GROUP GUIDE GRADE 1 | \$126.47 | 5 | 0 | \$632.35 | \$0.00 |
| 9780134921457 | MIVISION LECTURA 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 1 | \$2,999.47 | 5 | 0 | \$14,997.35 | \$0.00 |
| 9780134947730 | MIVISION LECTURA 2020 MYFOCUS INTERVENTION PACKAGE LEVEL B | \$504.47 | 5 | 0 | \$2,522.35 | \$0.00 |
| 9780134963945 | MIVISION LECTURA 2020 TEACHER ASSESSMENT PACKAGE GRADE 1 | \$390.47 | 5 | 0 | \$1,952.35 | \$0.00 |
| 9780134972428 | MIVISION LECTURA 2020 TEACHER EDITION PACKAGE GRADE 1 | \$1,796.47 | 5 | 0 | \$8,982.35 | \$0.00 |
| miVisión Lectura ©2020-Grade 1 Subtotal |  |  |  |  | \$ 30,281.45 | \$ 0.00 |


| ISBN | Description | Price | Free Qty | $\begin{gathered} \hline \text { Charged } \\ \text { Qty } \\ \hline \end{gathered}$ | Free Amount | Total Charged |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| miVisión Lectura ©2020-Grade 2 |  |  |  |  |  |  |
| 9781486926268 | MIVISION LECTURA 2020 LEVELED READER TEACHERS GUIDE GRADE 2 | \$119.47 | 3 | 0 | \$358.41 | \$0.00 |
| 9780134906928 | MIVISION LECTURA 2020 SMALL GROUP GUIDE GRADE 2 | \$126.47 | 3 | 0 | \$379.41 | \$0.00 |
| 9780134921464 | MIVISION LECTURA 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 2 | \$2,639.47 | 3 | 0 | \$7,918.41 | \$0.00 |
| 9780134947747 | MIVISION LECTURA 2020 MYFOCUS INTERVENTION PACKAGE LEVEL C | \$504.47 | 3 | 0 | \$1,513.41 | \$0.00 |
| 9780134963952 | MIVISION LECTURA 2020 TEACHER ASSESSMENT PACKAGE GRADE 2 | \$390.47 | 3 | 0 | \$1,171.41 | \$0.00 |
| 9780134972435 | MIVISION LECTURA 2020 TEACHER EDITION PACKAGE GRADE 2 | \$1,796.47 | 3 | 0 | \$5,389.41 | \$0.00 |
| miVisión Lectura ©2020-Grade 2 Subtotal |  |  |  |  | \$ 16,730.46 | \$ 0.00 |
| miVisión Lectura Subtotal |  |  |  |  | \$ 78,871.01 | \$ 0.00 |

miVisión Lectura Professional Development
miVisión Lectura Professional Development ©2020

myView Literacy Spanish (miVisión Lectura)
myView Literacy Spanish (miVisión Lectura) ©2020 - Grade K



Discounted Shipping \& Handling Applied

Special Pricing - The below special pricing has been applied to your proposal:
Reading Spot :* RSA18 - Reading Spot with myView Promotion (\$36.00000)

## Addendum

To place your order please submit a copy of this price quote with your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:
e-Form: https://pearsonnacommunity.force.com/support/s/pearson-order-form
Fax: 1-877-260-2530
Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246
Pearson does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.
For questions regarding your order please call Customer Service: 1-800-848-9500 .
Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Pearson at its offices. Pearson reserves the right to correct typographical, computational or other errors. Pearson's standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Pearson proprietary information and not subject to disclosure by the customer.

Shipping \& handling charges (where applicable) are shown on the quote. S\&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Pearson warehouse by the customer or a third party carrier contracted by the customer, a $2 \%$ handling charge will be applied to shippable items. The $2 \%$ charge will show up on the customer proposal and invoice as a S\&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Pearson reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within one year from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Pearson within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year.Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: https://www.k12pearson.com/worktext-subscription.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly, unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by emailing k12customerservice@pearson.com .

Technical support services are included with purchase of Pearson digital products eform:
https://pearsonnacommunity.force.com/support/s/k12-curriculum-support-form phone: 1-800-234-5832
MyPearson Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. https://mypearsontraining.com/

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 <br> PURCHASE REQUISTION



## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 <br> PURCHASE REQUISTION



## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 <br> PURCHASE REQUISTION



## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 <br> PURCHASE REQUISTION



## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 <br> PURCHASE REQUISTION



| Ms. Cheryl Wolfel Bilingual/ELL Director | Quote Number: 79771-1 |  |  |
| :---: | :---: | :---: | :---: |
| Community Cons School Dist 15 580 N 1st Bank Dr <br> Palatine, IL 60067-8110 United States | Quote Creation Date: 04-29-2019 |  |  |
|  | Quote Expiration Date: 09-30-2019 |  |  |
|  |  | Quote Release: 1 |  |
|  |  |  |  |
|  | Price Quote Summary |  |  |
| Solution | Base Amount | Free Amount | Total |
| _myView Literacy | \$ 0.00 | \$ 1,293.11 | \$ 0.00 |
| myView Literacy | \$ 54,702.75 | \$ 78,389.36 | \$ 54,702.75 |
| myView Literacy Professional | \$ 1,900.00 |  | \$ 1,900.00 |
| Solution Subtotal | \$ 56,602.75 | \$ 79,682.47 | \$ 56,602.75 |
|  | Shipping \& Handling |  | \$ 4,102.71 |
|  |  | Total | \$ 60,705.46 |

Price Quote Detail

| ISBN | Description | Price | Free Qty | Charged <br> Qty |
| :--- | :--- | :---: | :---: | :---: |
| myView Literacy |  |  |  | Free <br> Amount |
| myView Literacy ©2020 - Grade K |  |  |  |  |
|  |  |  |  |  |
| Total Charged |  |  |  |  |


| ISBN | Description | Price | Free Qty | Charged <br> Qty |
| :---: | :---: | :---: | :---: | :---: |
| myView Literacy ©2020 - Grade 2 |  |  |  |  |
|  |  |  |  |  |
| Amount |  |  |  |  |

myView Literacy
myView Literacy ©2020-Grade K

| 9780134968254 | MYVIEW LITERACY 2020 GOLD CONSUMABLE STUDENT PACKAGE WITH DIGITAL COURSEWARE 6-YEAR LICENSE GRADE K | \$172.47 | 0 | 125 | \$0.00 | \$21,558.75 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9780328993901 | MYVIEW LITERACY 2020 MYFOCUS INTERVENTION TEACHING GUIDE LEVEL A | \$299.47 | 5 | 0 | \$1,497.35 | \$0.00 |
| 9780134904740 | MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE K | \$105.47 | 5 | 0 | \$527.35 | \$0.00 |
| 9780134941677 | MYVIEW LITERACY 2020 BIG BOOK PACKAGE GRADE K | \$854.47 | 5 | 0 | \$4,272.35 | \$0.00 |
| 9780328983506 | MYVIEW LITERACY 2020 FOUNDATIONAL SKILLS KIT GRADE K | \$1,213.47 | 5 | 0 | \$6,067.35 | \$0.00 |
| 9780134921181 | MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE K | \$2,270.47 | 5 | 0 | \$11,352.35 | \$0.00 |
| 9780134963877 | MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE K | \$249.47 | 5 | 0 | \$1,247.35 | \$0.00 |
| 9780134972183 | MYVIEW LITERACY 2020 TEACHER EDITION PACKAGE GRADE K | \$1,496.47 | 5 | 0 | \$7,482.35 | \$0.00 |

myView Literacy ©2020-Grade 1

Community Cons School Dist 15

| ISBN | Description | Price | Free Qty <br> Charged <br> Qty | Free <br> Amount |
| :--- | :--- | :--- | :--- | :--- |
| 9780134904764 | MYVIEW LITERACY 2020 SMALL GROUP | Charged |  |  |


| myView Literacy ©2020-Grade 1 Subtotal |  |  |  |  | \$ 30,121.45 | \$ 21,558.75 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| myView Literacy © 2020 - Grade 2 |  |  |  |  |  |  |
| 9780134968278 | MYVIEW LITERACY 2020 GOLD CONSUMABLE STUDENT PACKAGE WITH DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 2 | \$154.47 | 0 | 75 | \$0.00 | \$11,585.25 |
| 9780134904771 | MYVIEW LITERACY 2020 SMALL GROUP GUIDE GRADE 2 | \$105.47 | 3 | 0 | \$316.41 | \$0.00 |
| 9780328983520 | MYVIEW LITERACY 2020 FOUNDATIONAL SKILLS KIT GRADE 2 | \$727.47 | 3 | 0 | \$2,182.41 | \$0.00 |
| 9780134921204 | MYVIEW LITERACY 2020 LEVELED READER BOOKSHELF COLLECTION GRADE 2 | \$2,199.47 | 3 | 0 | \$6,598.41 | \$0.00 |
| 9780134934365 | MYVIEW LITERACY 2020 MYFOCUS INTERVENTION PACKAGE LEVEL C | \$419.47 | 3 | 0 | \$1,258.41 | \$0.00 |
| 9780134963891 | MYVIEW LITERACY 2020 TEACHER ASSESSMENT PACKAGE GRADE 2 | \$325.47 | 3 | 0 | \$976.41 | \$0.00 |



## Addendum

To place your order please submit a copy of this price quote with your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:
e-Form: https://pearsonnacommunity.force.com/support/s/pearson-order-form
Fax: 1-877-260-2530
Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246
Pearson does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.
For questions regarding your order please call Customer Service: 1-800-848-9500 .
Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Pearson at its offices. Pearson reserves the right to correct typographical, computational or other errors. Pearson's standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Pearson proprietary information and not subject to disclosure by the customer.

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Technical support services are included with purchase of Pearson digital products eform:
https://pearsonnacommunity.force.com/support/s/k12-curriculum-support-form phone: 1-800-234-5832
MyPearson Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. https://mypearsontraining.com/

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15 <br> PURCHASE REQUISTION



| Ms. Cheryl Wolfel | Quote Number: $82411-1$ |
| :--- | :--- |
| Bilingual/ELL Director | Quote Creation Date: 06-04-2019 |
| Community Cons School Dist 15 | Quote Expiration Date: 09-30-2019 |
| 580 N 1st Bank Dr | Quote Release: 1 |

PIE, 4 Lesson Analysis, 12 Coaching and Modeling for miVision Dual K-2

Price Quote Summary


Price Quote Detail


## myView Literacy Professional Development

myView Literacy Professional Development ©2020

| ISBN | Description | Price | Charged <br> Qty |
| :---: | :--- | :---: | :---: |
| MYVIEW LITERACY PROGRAM CONSULTING | $\$ 2,990.01$ | 1 | Total Charged |

## Addendum

To place your order please submit a copy of this price quote with your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:
e-Form: https://pearsonnacommunity.force.com/support/s/pearson-order-form
Fax: 1-877-260-2530
Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246
Pearson does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.
For questions regarding your order please call Customer Service: 1-800-848-9500 .
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Technical support services are included with purchase of Pearson digital products eform:
https://pearsonnacommunity.force.com/support/s/k12-curriculum-support-form phone: 1-800-234-5832
MyPearson Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. https://mypearsontraining.com/

Community Consolidated School District 15
Joseph M. Kiszka Educational Service Center
580 N. 1st Bank Drive Palatine, IL 60067-8110

Cheryl Wolfel, Ed.D.
Executive Director, Second Language Programs
(847) 963-3136 • Fax (847) 963-3119
(87)
www.ccsd15.net

DATE: June 12, 2019

TO:
Board of Education
FROM: Cheryl Wolfel, Ed.D., Executive Director of Second Language Programs

## RE: Learning A-Z Renewal

Acknowledging that they key to literacy is knowledge of the ways in which written language represents the spoken language, the Second Language Program would like to purchase licenses to the Learning A-Z program for Second Language staff for the 2019-20 school year. This program is well researched to help improve literacy skills in Spanish and English and allows 24/7 access to reading and writing through online accounts including summer access. The cost of the curriculum and materials will exceed $\$ 25,000$. State TBE monies will be used to fund this project.

[^7]

## Learning A-Z License Quote

## Cheryl Wolfel

Community Cons School Dist 15
580 N. 1st Bank Dr
Palatine, IL 60067

## 847-963-3136

wolfelc@ccsd15.net

Thank you for requesting a quote from Learning A-Z, Cheryl Wolfel!
Your username is wolfelc
Your reference number is 7082828.
Please include this reference number on your purchase order.

| Products | Type | License Terms | List Price | Discounts | Final Cost |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ReadingA-Z.com | Renew | 152 classrooms, Start: 09/12/19 End: 09/12/20 | \$16,712.40 | -\$11.97 Promo Code | \$13,372.96 |
| Raz-Kids.com | Renew | 152 classrooms, Start: 09/12/19 End: 09/12/20 | \$16,712.40 | -\$11.98 Promo Code | \$13,371.44 |
| ELL Edition | Renew | 152 classrooms, <br> Start: 09/12/19 <br> End: 09/12/20 | \$9,120.00 |  | \$8,360.00 |
| Headsprout | Renew | 70 classrooms, <br> Start: 09/12/19 <br> End: 09/12/20 | \$13,996.50 |  | \$12,316.50 |
| WritingA-Z.com | Renew | 2 classrooms, <br> Start: 09/25/19 <br> End: 09/25/20 | \$179.90 |  | \$179.90 |
| VocabularyA-Z.com | Renew | 47 classrooms, <br> Start: 09/12/19 <br> End: 09/12/20 | \$1,877.65 |  | \$1,642.65 |
| LAZ WEBINAR TRAINING | Training | 10 sessions | \$2,000.00 | Complimentary | -- |
| LAZ ONSITE TRAINING | Training | 3 sessions | \$7,500.00 | Complimentary | -- |

Sales Tax:
$\$ 0.00$
YOUR TOTAL COST:
(*) Taxes (if applicable) to be calculated at time of purchase.
All prices are in U.S. dollars.
This quote is valid until 12/31/19.
Quoted prices are based on specified quantities and terms.
Please contact your representative for adjustments.
Prepared by: Dan Dunham and Tabatha Santa Maria
1840 East River Road, Suite 320
Tucson, AZ, 85718
phone: 520.999.3780|520.232.5064
fax: 520.999.3855 | 520.618.3735
Dan.Dunham@learninga-z.com |
Tabatha.SantaMaria@learninga-z.com

If you are paying by purchase order, your PO must have:

1. PO number
2. Learning $\mathrm{A}-\mathrm{Z}$ as the vendor
3. Bill To information
4. The product(s) being purchased
5. Total dollar amount
6. If your PO has a signature line, it must be signed
7. Include a Learning A-Z quote matching your purchase order

## Learning A-Z License Agreement

Licenses grant registered classrooms only permission to use materials on the designated website(s) during the terms of the license. Sharing user information or materials with non-registered classrooms is not authorized.
© Learning A-Z

Community Consolidated School District 15
Joseph M. Kiszka Educational Service Center 580 N. 1st Bank Drive Palatine, IL 60067-8110

Cheryl Wolfel, Ed.D.
Executive Director, Second Language Programs
(847) 963-3136 • Fax (847) 963-3119
www.ccsd15.net

DATE: June 12, 2019
TO: Board of Education

FROM: Meg Schnoor, Ed.D., Assistant Superintendent, Teaching and Learning Cheryl Wolfel, Ed.D., Executive Director of Second Language Programs

## RE: $\quad$ Newsela Subscriptions with Custom Collections English and Spanish

One of the biggest challenges that we face as a district is finding high quality, relevant, non-fiction texts for students that align to the curriculum. Newsela is an online reading resource that provides high interest current events articles and non-fiction text at differentiated reading levels in English and Spanish. The Department of Instruction recommends purchasing Newsela PRO with Power Words for all elementary buildings and Custom Collections in English and Spanish with two days of professional development for a 3 year rollout.

Newsela publishes articles daily at five levels of complexity using a proprietary, rapid text-leveling process. By combining relevant and interesting nonfiction content with standards-aligned assessments, Newsela gives educators the primary solution to dramatically improve students' literacy skills for the 21st century. Power Words allows vocabulary instruction in context with embedded student-friendly definitions, low-stakes practice, repeated exposure, and insights for both students and teachers. The Custom Collections will be designed to align to our district's academic preferences, instructional best practices, and curricular requirements specifically at the 4th grade IL required unit.

This online resource directly aligns and supports the district's vision. The dollar amount for these materials will exceed $\$ 25,000$ and District EBF funds will be used.

## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

PURCHASE REQUISITION



## $\square$ newsela

## Differentiation done right. Newsela is the world's first Instructional Content Platform.

Newsela is the only platform purpose-built to get students not just reading but truly engaged with every word and the world around them. We do this by providing teachers with engaging, accessible content with integrated assessments and insights to supercharge reading engagement and learning in every subject.

NEWSELA PROPOSAL FOR Palatine Community Consolidated School District 15
Presented by Lauren Sterwerf
lauren.sterwerf@newsela.com /

## Newsela is Reading Evolved

## Content adapted to meet students at every level

We publish content every day from over 100 premier sources to bring teachers of all subjects fresh and engaging nonfiction content to support their instruction. Our content covers a range of topics and exposes students to different types of texts, including: current events, primary sources, issue overviews, and more.

Newsela gives teachers the power to assign each article at multiple reading levels, so they can scaffold reading for students who need additional support while encouraging students who are ready to take on new challenges.

## The Washington Joost

Tribune ContentAgency

SCIENTIFIC AMERICAN ${ }^{-}$

## guardian

## Curate and share articles with Text Sets

Teachers can organize articles by topic or theme to support any unit across the curriculum. PRO teachers can assign entire Text Sets with instructions to students.


## Newsela is Reading Evolved

## Flexible and personalized student learning

Newsela provides integrated activities like sharable annotations, standards-aligned quizzes, and writing prompts for every article to help educators differentiate instruction and monitor student engagement in real-time. These embedded activities also encourage students to practice active reading strategies.


## School-wide and district-wide transparency

With Newsela PRO, each teacher will have a window into their students reading in their classes, as well as other classes, so it's easier to see a holistic picture of each student throughout their school day and collaborate with teachers across subject areas. School and district administrators can access all of their students' reading information all in one place.

## Teacher Binder View



Administrator Binder View


## Our Partnership Plan

## We're with you, every step of the way

Our team of former classroom educators turned expert trainers will partner with you every step of the way, from getting started and general best practices to more advanced classroom applications that will empower teachers to get all of their students (even the most hesitant) engaged with reading.

## Onboarding

During an Implementation Call, an Educator Specialist helps you get started with technology integration, best practices, and classroom applications.


## Professional Learning

Partner with us to build a custom professional learning plan and integrate Newsela into your curriculum.


## Ongoing Support

Continue learning on Newsela with monthly webinars, on-demand videos, and Newsela's PRO Educator Community.


## Pricing

## Newsela PRO is just the beginning

We allow you to customize your Newsela PRO experience based on your budgetary needs and instructional priorities. Schools and districts can purchase additional Add-on products and get even more out of Newsela.

## Power Words

An authentic way to learn vocabulary. Power Words allows Newsela PRO educators to deliver vocabulary instruction in context with embedded student-friendly definitions, lowstakes practice, repeated exposure, and insights for both students and teachers.

## Premium Collections



Exclusive content to support instruction. Collections provide standards-aligned content and resources that are sourced and organized specifically to support a specific topic, like Social Emotional Learning or U.S. History.

## Custom Collections

Your Curriculum - Powered by Newsela Content. Newsela's Custom Services Team will work with you to design Collections aligned to your district's academic priorities, instructional best practices, and curricular requirements across any content
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## Pricing

## Licensing for Palatine Community Consolidated School District 15

| Product | Discounted Subscription Price- $\mathbf{3}$ Year |
| :--- | :--- |
| Three Year Newsela Subscription | $\$ 56,503$ (per year) |
| *Includes PRO License, $4^{\text {th }}$ Grade Custom |  |
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| Two On-Site Professional Development Days | $\$ 6,000$ (per year) |

Newsela is pleased to submit this proposal for your review and consideration. We look forward to partnering with you.

## Professional Personnel

## Administrative Personnel Limited Supplemental Retirement Plan

The Board allows District Administrators (defined as anyone required to hold a Type 75 certificate) to participate in the Retirement Incentive Option Program (RIOP) as that program is set forth in the Classroom Teachers' Council Negotiated Agreement ("CBA") under the same terms and conditions as set forth therein. That program allows eligible employees, who wish to retire, the option of receiving salary increases of six percent (6\%) over the prior year's creditable earnings for a maximum of four (4) years upon notice of retirement to the District.

Except for as provided in this Policy, the RIOP shall continue to be available for eligible District Administrators under the same terms and conditions as they are set forth under the CBA for as long as the RIOP exists under the CBA. As further described by this Policy, the Board has modified the RIOP effective for any District Administrator currently participating in the RIOP or giving notice during the 2013/2014 school year and beyond, to retire pursuant to the RIOP.

1. Effective for District Administrators who are currently participating in the RIOP or providing retirement notices to the Board during the 2013/2014 school year and beyond, the RIOP is modified by eliminating the guaranteed six percent (6\%) increases in creditable earnings and replacing them with salary increases equal to a total of six percent (6\%) over the District Administrator's prior year's salary, when added to the salary addition made for the District Administrator pursuant to the Board's resolution regarding the reduction in premium payments for group health insurance dated May 14,2014 . Such six percent (6\%) increases in salary shall continue for each year of the RIOP. In no event, shall the creditable earnings for such District Administrators in any year exceed one hundred and six percent (106\%) of the prior year's creditable earnings.
2. Effective for District Administrators who are currently participating in the RIOP or providing retirement notices to the Board during the 2013/2014 school year and beyond, the Board shall provide such District Administrators with a non-elective, post-retirement 403(b) contribution equal to the amount of increase in salary lost due to the elimination of the guaranteed six percent $(6 \%)$ increases in creditable earnings described in paragraph number 1 herein.

Such non-elective, post-retirement 403(b) contribution shall be made the later of either: (1) the first January following the effective date of the resignation of the District Administrator from the District; or (2) one week following the District Administrator's receipt of his/her final paycheck for regular earnings from the District and his/her last day of service in the District. Such contribution shall be made to the extent allowed by limitations set forth by the Internal Revenue Code or its governing regulations ("IRC") and the Board's 403(b) Plan. If the IRC or the Board's 403(b) Plan does not allow for the full amount of the benefit to be paid at such time, the Board will pay the balance of such in years subsequent, up to a maximum of five (5) years following the District Administrator's separation from the District in accordance with the Board's 403(b) Plan document and the IRC. If the total benefit cannot be contributed within such five (5) year period due to IRC limitations or the Board's 403(b)

Plan, the remaining amount shall be distributed only as allowed by the IRC and the Board's 403(b) Plan. The payment of such benefit is non-elective and, thus, at no time shall any District Administrator have the option of receiving the benefit in any form other than a 403(b).

This Policy shall not modify the RIOP for or otherwise affect any employee covered by the CBA.

LEGAL REF.: 26 USC 40326 CFR 1.403(b)-1 through 1.403(b)-11
ADOPTED: May 14, 2014
SUSPENDED: April 10, 2019

## Board of Education

## Powers and Duties of the Board of Education; Indemnification

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

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

## Indemnification

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless School Board members, employees, volunteer personnel (pursuant to 105 ILCS 5/10-22.34, 10-22.34a and 1022.34 b), mentors of certified staff (pursuant to 105 ILCS 5/2-3.53a, 2-3.53b, and 105 ILCS $5 / 21$ A- 5 et seq.), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

LEGAL REF.: $\quad 105$ ILCS 5/10, 5/17-1, and 5/27-1.
115 ILCS 5/, Ill. Educational Labor Relations Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
CROSS REF.: $\quad$ 1:10 (School District Legal Status), 1:20 (District Organization, Operations, and Cooperative Agreements), 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:140 (Communications To and From the Board), 2:210 (Organizational School Board Meeting), 2:240 (Board Policy Development), 4:60 (Purchases and Contracts), 4:70 (Resource Conservation), 4:100 (Insurance Management), 4:110 (Transportation), 4:150 (Facility
Management and Building Programs), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: $\quad$ October 13, 1993
REVISED: June 12, 2019

## Board of Education

## Organizational School Board Meeting

During a March meeting in odd-numbered years, the School Board establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. At the organizational meeting the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, Board Member Oath and Conduct.
2. The new Board members shall be seated.
3. The Board shall elect its officers, who assume office immediately upon their election.
4. The Board shall fix a time and date for its regular meetings.

## LEGAL REF.: 10 ILCS 5/2A-1 et seq.

 105 ILCS 5/10-5, 5/10-16, and 5/10-16.5.CROSS REF.: 2:30 (School District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

ADOPTED: October 13, 1993
REVISED: June 12, 2019

## Operational Services

## Revenue and Investments

## Revenue

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

## Investments

The Chief Business Official shall serve as the District's Chief Investment Officer. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.
The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

## Investment Objectives

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

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

## Authorized Investments

The Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.
2. Bonds, notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.
The term "agencies of the United States of America" includes: (a) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit Act of 1971 and Acts amendatory thereto, (b) the federal home loan banks and the federal home loan mortgage corporation, and (c) any other agency created by Act of Congress.
3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Obligations of corporations organized in the United States with assets exceeding $\$ 500,000,000$ if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and that mature not later than three years from the date of purchase, (b) such purchases do not exceed $10 \%$ of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in short term obligations of corporations.
5. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.
6. Interest-bearing bonds of any county, township, city, village, incorporated town, municipal corporation, school district, the State of Illinois, any other state, or any political subdivision or agency of the State of Illinois or any other state, whether the interest earned is taxable or taxexempt under federal law. The bonds shall be (a) registered in the name of the municipality, county, or other governmental unit, or held under a custodial agreement at a bank, and (b) rated at the time of purchase within the four highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.
7. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.
8. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principle office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.
9. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.
10. The Illinois School District Liquid Asset Fund Plus.
11. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities that are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments that constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet all of the following requirements:
a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
e. The security interest must be perfected.
f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.
g. Agreements shall be for periods of 330 days or less.
h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.
i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.
j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.
k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.
12. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 11 supersedes paragraphs 1-10 and controls in the event of conflict.
Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

## Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.
In order to be an authorized depository, each institution must submit copies of the last two sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.
The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interestbearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.
The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

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

## Collateral Requirements

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

## Safekeeping and Custody Arrangements

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

## Controls and Report

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

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.
The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

## Ethics and Conflicts of Interest

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

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

LEGAL REF.: 30 ILCS 235/.
105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.
CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

ADOPTED: October 13, 1993
REVISED: June 12, 2019

## Operational Services

## Transportation

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious safety hazard due to either (a) vehicular traffic or rail crossing or (b) a course or pattern of criminal activity, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740 ILCS 147/. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.
If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the one and one-half miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.
Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.
No school employee may transport students in school or private vehicles unless authorized by the administration.
Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.
All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

## Pre-Trip and Post-Trip Vehicle Inspection

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

| LEGAL REF.: | 20 U.S.C. $\S 6312(\mathrm{cc})(5)(\mathrm{B})$, Elementary and Secondary Education Act. |
| :--- | :--- |
|  | 42 U.S.C. $\S 11431$ et seq., McKinney-Vento Homeless Assistance Act. |
|  | 105 ILCS 5/10-22.22 and 5/29-1 et seq. |
|  | 105 ILCS 45/1-15 and $/ 1-17$. |

## Operational Services

## Facility Management and Building Programs

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

## Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed $\$ 12,500$, including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

## Standards for Green Cleaning

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

Standards for Facility Construction and Building Programs
As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.
When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

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

## Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board. 1 When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

LEGAL REF.: 42 U.S.C. § 12101 et seq., Americans with Disabilities Act of 1990, implemented by 28 C.F.R. Parts 35 and 36.
20 ILCS 3130/, Green Buildings Act.
105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.63, and 5/17-2.11.
105 ILCS 140/, Green Cleaning Schools Act.
105 ILCS 230/, School Construction Law.
410 ILCS 25/, Environmental Barriers Act.
820 ILCS 130/, Prevailing Wage Act.
23 Ill.Admin.Code Part 151, School Construction Program; Part 180, Health/Life Safety Code for Public Schools; and Part 2800, Green Cleaning for Elementary and Secondary Schools.
71 Ill.Admin.Code Part 400, Ill. Accessibility Code.
CROSS REF.: $\quad$ 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70
(Accommodating Individuals with Disabilities)
ADOPTED: October 13, 1993
REVISED: June 12, 2019

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## Professional Personnel

## Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.
A substitute teacher must hold either a valid teaching or substitute license or short-term substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.
3. A short-term substitute teacher holding a short-term substitute teaching license may teach for any one licensed teacher under contract with the District only for a period not to exceed five consecutive school days.
The Illinois Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2020, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.
The School Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

## Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

## Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five business days after the employment of a substitute teacher in an emergency situation.

LEGAL REF.: 105 ILCS 5/10-20.67 (P.A. 100-596, final citation pending), 5/21B-20(2), 5/21B20(3), and 5/21B-20(4).
23 Ill.Admin.Code $\S 1.790$ (Substitute Teacher) and $\S 25.520$ (Substitute Teaching License).

CROSS REF.: $\quad$ 5:30 (Hiring Process and Criteria)
ADOPTED: February 9, 1994
REVISED: June 12, 2019

## Instruction

## School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared State Goals for Learning with accompanying Illinois Learning Standards.
The School Board gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

## Quality Assurance

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

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with 105 ILCS 5/2-3.153, annually administer a climate survey on the instructional environment within the school to, at minimum, students in grades 4 through 12 and teachers.

LEGAL REF.: $\quad 105$ ILCS $5 / 2-3.25,5 / 2-3.25 a, 5 / 2-3.25 b, 5 / 2-3.25 c, 5 / 2-3.25 d-5,5 / 2-3.25 \mathrm{e}-5,5 / 2-$ 3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/2-3.153, 5/10-21.3a, and 5/27-1.

23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.
CROSS REF.: $\quad$ 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

ADOPTED: June 15, 1994
REVISED: June 12, 2019

## Instruction

## Remote Educational Program

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with 105 ILCS 5/10-29. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.
The remote educational program shall:

1. Align its curriculum with the Ill. Learning Standards and Board policies 6:10, Educational Philosophy and Objectives and 6:15, School Accountability.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, Organization of Instruction and 6:300, Graduation Requirements.
3. Provide instructors that meet the teacher qualifications in Board policy 5:190, Teacher Qualifications. Instructors are responsible for the following elements of the program:
a. Planning instruction,
b. Diagnosing learning needs,
c. Prescribing content delivery through class activities,
d. Assessing learning,
e. Reporting outcomes to administrators and parents/guardians, and
f. Evaluating the effects of instruction.
4. Provide a remote educational program anytime during the period of time from and including the opening date to the closing date of the District's regular school term. It may operate on any calendar day, notwithstanding whether it is a student attendance day or institute day on the District's calendar or any other provision of law restricting instruction on that day. The District's regular school term is established by Board policies 2:20, Powers and Duties of the School Board; Indemnification, and 6:20, School Year Calendar and Day. The remote educational program may be offered outside of the regular school term as part of any authorized summer school program.
5. Establish a system to determine student participation in instruction in alignment with Board policy 6:20, School Year Calendar and Day.
6. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis.
7. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of:
a. Enrollment in the District pursuant to Board policies 7:60, Residence and 7:30, Student Assignment and Intra-District Transfer.
b. Prior approval from their individualized educational program (IEP) team, if applicable.
c. How the remote educational program best serves the student's individual learning needs.
d. A consistent, appropriate attendance record, no disciplinary record, and a 2.5 minimum grade point average.
8. Include a process for developing and approving a written remote educational plan for each student participating in the program.
9. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
10. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, Student Testing and Assessment Program.
11. Align with the requirements of Board policy $7: 340$, Student Records.
12. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Ill. State Board of Education along with any amendments to it and any data on student participation.
13. Be monitored by the Board pursuant to Board policy 2:240, Board Policy Development, and included as a topic for discussion in the annual report required by Board policy 6:10, Educational Philosophy and Objectives. It shall include a discussion of the process for renewal of the program when applicable.

LEGAL REF.: 105 ILCS 5/10-29.
23 Ill.Admin.Code §226.360.
CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 2:240 (Board Policy Development), 5:190 (Teacher Qualifications), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:30 (Organization of Instruction), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:340 (Student Records)

ADOPTED: June 12, 2019

## Agenda Item No. 19-640Q

## Destruction of Executive Session Audio Recordings (July/August 2017)

(No Enclosure)


From: Susan Gehring, Assistant Superintendent for Student Services
Re :
Consent Calendar Item—Contracted Nurse Services, Assured Healthcare Staffing

Please review and approve contracted services with Assured Healthcare Staffing for 1:1 and substitute nursing services for the 2019-2020 school year. This contract is for 16.5 hours per week at an anticipated cost of $\$ 32,729$.

## AGREEMENT FOR PROFESSIONAL THERAPY SERVICES

This Agreement is entered into this $3^{\text {rd }}$ day of May 2019, between Assured Healthcare Staffing (hereinafter referred to as the "Provider") and the BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15, COOK COUNTY, ILLINOIS (hereinafter referred to as the "District").

## WITNESSETH:

WHEREAS, the District has identified a need for certain nursing services in the areas it is authorized to provide to its students; and

WHEREAS, the Provider employs or contracts with a qualified Registered Nurse (hereinafter collectively referred to as "Nurse") who are able to provide Nursing services for District students; and

WHEREAS, the District and the Provider desire to enter into this Agreement to procure certain services for special education students in the District;

NOW, THEREFORE, in consideration of the terms and conditions contained herein and other good and valuable consideration, the receipt of which is expressly acknowledged by the parties, the District and the Provider agree as follows:

1. Definition. For the purpose of this Agreement the term "days" shall mean calendar days unless otherwise specified.
2. Term. This Agreement shall be effective from June 1, 2019 to June 1, 2020, unless otherwise terminated in accordance with this Agreement.
3. Termination. The District may terminate this Agreement at any time by giving written notice to the Provider at least thirty (30) days prior to the date of termination. Termination shall be effective upon the date stated in said notice.
4. Nursing Services. Pursuant to its general responsibilities set forth below in this Agreement, the Provider agrees to provide Registered Nurse(s) to perform nursing services as needed to cover nurse absences within the District. The name of the assigned Registered Nurse, the services to be provided by that Nurse, the work location, work hours, and hourly rate of any Registered Nurse performing services for the District under this Agreement shall be listed on separate Statement of Work Forms, a specimen of which is attached hereto as Exhibit A. The parties further acknowledge that this is not an exclusive contract. The District is fully entitled to utilize the services of other providers, independent contractors, and its own employees. Likewise, the Provider is fully entitled to provide services to other clients.
5. Payment for Services. The District shall reimburse the Provider at the hourly rate set forth on the Statement of Work. Fees for services used by the District shall be billed directly to the District on a monthly basis. Billing shall be in increments of 15 minutes. The District shall pay the Provider only for time actually worked by the Registered Nurse and shall not be responsible
for travel time. No overtime shall be paid to the Provider absent the prior written consent of the District. The District shall reimburse the Provider in accordance with the Illinois Local Government Prompt Payment Act. Unless otherwise directed in writing, the Provider shall send all invoices to the attention of the Coordinator of Health Services at the District's administrative offices.
6. Provider's General Responsibilities. The Provider shall provide the services set forth below to the District. All services provided by the Provider shall be performed in accordance with the highest standards of professional care.
A. The Provider shall make available to the District qualified Registered Nurse to provide nursing services to students of the District for an approved amount of hours as set forth in the Statement of Work.
B. The Provider shall provide clinical support to and will monitor performance of all nurses providing medical services to the District.
C. The Provider shall ensure that the Nurse provides health services to students, and generate and maintain all necessary records related to such services as are required by the District, in accordance with accepted standards of his/her profession, the code of ethics of his/her professional association, all applicable state, federal and local rules, regulations and laws, as well as District policies, and the student's Individualized Educational Plan (hereinafter referred to as "IEP").
7. District's General Responsibilities. The District shall:
A. Provide each Nurse with access to relevant District polices and procedures for the purpose of orientation.
B. Provide all necessary equipment, treatment space, and materials for provision of the therapy services as set forth in a student's IEP.
C. Provide supervision via a District supervisor with respect to Nurse's interaction with staff and students. However, the Nurse is solely responsible for all matters pertaining to the therapy services he/she provides to students.
8. Compliance With Applicable Statutes, Ordinances and Regulations. In performing the services required under this Agreement, the Provider shall comply with all county, municipal, state, and federal ordinances, rules, and laws now in force, or which may hereafter be in force, pertaining to the services provided under this Agreement.
9. Compliance With Applicable Licensing and Certification Requirements. The Provider shall ensure that all Nurses providing services under the Agreement shall hold and maintain licenses, certifications, and qualifications as required under the Illinois School Code and by all applicable government authorities.
10. Removal of Nurse. The District retains the right to reject any individual Nurse assigned to it. The Provider shall immediately remove a Nurse from the District worksite at the
request and in the sole discretion of the District with cause. Upon the request of the District, without cause, within thirty (30) days the Provider shall remove the nurse and supply a replacement for said Nurse.
11. Non-Solicitation. It is agreed between the Provider and the District that any Nurse providing services under the terms of this Agreement shall not be allowed to and shall not solicit for or provide private services to students served by the Nurse in accordance with this Agreement. The Provider or its affiliates shall not solicit or offer employment to any District-employed Nurse during the term of this Agreement and for a period of twelve (12) months following its termination. During the term of this Agreement and for a period of twelve (12) months thereafter, the District agrees not to directly or indirectly contract or employ any Nurse who has been assigned by the Provider to service the District.

## 12. Insurance.

## A. Form and Limits of Coverage

The Provider shall at all times during the term of this Agreement, and any extension or continuation thereof, at its sole cost and expense, secure and maintain the following insurance: (1) a standard comprehensive general liability insurance policy, on an occurrence basis, at limits of not less than $\$ 1,000,000$ in the aggregate and per occurrence, naming the District, its individual Board members, agents, consultants and employees as additional insureds; and (2) a professional liability insurance policy at limits of not less than $\$ 1,000,000$.

The Provider shall also obtain an insurance policy covering both Provider and the District from claims under Workers Compensation laws for not less than the limits of liability under applicable federal and Illinois statutory requirements. To the fullest extent permitted by each insurance policy and without invalidating any coverage there under, the Provider waives any right of subrogation that it or any of its agents may have.

## B. Certificates of Insurance

Prior to any Nurse performing services under the terms of this Agreement, the Provider shall deliver to the District certificates of insurance evidencing the insurance required under this Agreement. Such insurance shall be primary and non-contributory. Each certificate of insurance shall contain a clause stating that policies will not be canceled or reduced without thirty (30) days prior written notice to the District.
13. Independent Contractor Status. No relationship of employer and employee is created by this Agreement between the Provider, or Nurses, and the District, it being understood that the Provider, its agents and employees, including the Nurses, will act hereunder as independent contractors. The Provider acknowledges that it is providing health services separately and independently from the District's control, supervision, direction and evaluation; that it has a full opportunity to find other business; that it has made its own investment in its business; and that it will utilize a high level of skill necessary to perform the services described herein. This Agreement shall not be construed as creating any joint employment relationship between the Provider and the District, and the District will not be liable for any obligation incurred by the Provider, including,
but not limited to, unpaid minimum wages and/or overtime premiums. Further, the Provider shall be responsible for payroll taxes and other taxes associated with the employment of the Provider's Nurses.

The provision of services by any Nurse under this Agreement shall not constitute probationary service or otherwise contribute toward tenure with the District under the Illinois School Code. The Provider and its Nurses shall have no claim under this Agreement or otherwise against the District for vacation pay, sick leave, retirement benefits, workers' compensation, disability or unemployment insurance benefits, or any other wages or benefits of any kind.
14. Indemnification. To the fullest extent permitted by law, the Provider shall defend, indemnify, and hold harmless the District from any and all claims, suits, disputes, demands, losses, damages, injuries, liabilities, judgments, costs and expenses (including attomeys' fees) resulting from, arising out of, based upon or connected in any way with any act or omission of the Provider, its employees, agents, and contractors or any breach of this Agreement. The foregoing indemnification shall survive the expiration or termination of this Agreement. Additionally, the Provider waives any and all rights against the District it may have under any Worker's Compensation Act or interpretations of the such laws, including, but not limited to those rights under the judicial decision in Kotecki v. Cyclops Welding Corporation.
15. Conditions of Contractual Service. Prior to any Nurse providing services to any District student, the Provider shall tender the following information to the District for each assigned Nurse:
A. Evidence of a physical exam and a negative patch or Tuberculosis test (documentation must include date of exam/test performed by a licensed physician not more than ninety ( 90 ) days prior to the commencement of services with the District); and
B. Written verification of Hepatitis $B$ vaccine or waiver, and
C. Evidence of required certification and/or licenses; and
D. Completed fingerprint criminal background check, including required checks of the Statewide Sex Offender Database and Child Murderer and Violent Offender Against Youth Database; and
E. Evidence of training regarding occupational exposure to blood borne pathogens; and
F. Evidence of training in the mandated reporter requirements under the Illinois Abused and Neglected Child Reporting Act, and
G. Completed Department of Children and Family Services Child Abuse Registry background investigation;.
16. In-Service Training. The District may require an assigned Therapist to attend training deemed by the District to be necessary for performing professional services, including
state or federally mandated training for school staff. The therapist may seek approval from administration for compensation of his/her time spent on completing the required trainings.
17. Notices. Every notice or other communication required to be given by either party to the other with respect to this Agreement shall be in writing and shall not be effective for any purpose unless the same is served personally, by registered United States mail, or by express overnight delivery, addressed to the following parties:

If to the District:
Susan Arndt, Coordinator of Health Services
Community Consolidated School
District No. 15
580 North First Bank Drive
Palatine, IL 60067

# ASSURED HEALTHCARE STAFFING 

Ms. Kathy Fontana
495 North Riverside Drive, Suite 203
Gurnee, IL 60031
847-775-7445
18. Student Records. The District and the Provider acknowledge and agree that all medical or other student records generated in performing health services hereunder shall be the property of District. The parties agree to comply with all state and federal laws, including, but not limited to, the Illinois Student Records Act, the Illinois Mental Health Act and the federal Family Educational Rights and Privacy Act, and all rules and regulations governing the release of student and medical records. The Provider and its Nurse(s) who are assigned to provide services for the District shall also abide by all other student confidentiality obligations of the District.
19. Non-Discrimination. The Provider agrees to comply fully with the requirements of the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.) including, but not limited to, the provision of sexual harassment policies and procedures pursuant to Section 2-105 of the Act. The Provider further agrees to comply with all federal Equal Employment Opportunity Laws, including, but not limited to, the Americans With Disabilities Act (42 U.S.C. § 12101 et seq.), and their rules and regulations.

As required by lllinois law, in the event of the Provider's non-compliance with the provisions of this non-discrimination provision, the Illinois Human Rights Act, or the Rules and Regulations of the Illinois Department of Human Rights ("Department"), the Provider may be declared ineligible for future contracts or sub-contracts with the State of Illinois or any of its political subdivisions or municipal corporations, and this Agreement may be canceled or voided in whole or in part, and such other sanctions or penalties may be imposed or remedies invoked as provided by statute or regulation.

During the performance of this Agreement, the Provider agrees as follows:
A. That it will not discriminate against any employee or applicant for employment because of race, color, religion, creed, sex, sexual orientation, marital status, national origin or ancestry, age, citizenship, physical or mental handicap or disability, military status, unfavorable discharge from military service or arrest record status; and further that it will examine all job classifications to determine if minority persons or women are underutilized and will take appropriate affirmative action to rectify any such underutilization.
B. That, if it hires additional employees in order to perform this Agreement or any portion thereof, it will determine the availability (in accordance with the Department's Rules) of minorities and women in the area(s) from which it may reasonably recruit and it will hire for each job classification for which employees are hired in such a way that minorities and women are not underutilized.
C. That, in all solicitations or advertisements for employees placed by it or on its behalf, it will state that all applicants will be afforded equal opportunity without discrimination because of race, color, religion, sex, sexual orientation, marital status, national origin or ancestry, age, physical or mental handicap unrelated to ability, or an unfavorable discharge from military service.
D. That it will send to each labor organization or representative of workers with which it has or is bound by a collective bargaining or other agreement or understanding, a notice advising such labor organization or representative of the Provider's obligation under the Illinois Human Rights Act and the Department's Rules. If any such labor organization or representative fails or refuses to cooperate with the Provider in its efforts to comply with such Act and Rules, the Provider will promptly so notify the Department and the contracting agency and will recruit employees from other sources when necessary to fulfill its obligations thereunder.
E. That it will submit reports as required by the Department's Rules, furnish all relevant information as may from time to time be requested by the Department or the contracting agency, and in all respects comply with the Illinois Human Rights Act and the Department's Rules.
F. That it will permit access to all relevant books, records, accounts and work sites by personnel of the contracting agency and the Department for purposes of investigation to ascertain compliance with the Illinois Human Rights Act and the Department's Rules.
G. That it will include verbatim or by reference the provisions of this clause in every sub-contract it awards under which any portion of the Agreement obligations are undertaken or assumed, so that such provisions will be binding upon such subcontractor. In the same manner as with other provisions of this Agreement, the Provider will be liable for compliance with applicable provisions of this clause by such sub-contractors, and, further, it will promptly notify the contracting agency and the Department in the event any sub-contractor fails to refuse to comply therewith. In addition, the Provider will not utilize any sub-contractor declared by the Illinois Human Rights Commission to be ineligible for contractors or subcontractors with the State of Illinois or any of its political subdivisions or municipal corporations
20. Default. If either party violates any of the terms of this Agreement, such violation shall entitle the other party to terminate this Agreement, provided that the party desiring to terminate for such cause shall give the offending party at least fifteen (15) days' written notice. Said notice shall specify the particulars of the default and the party's intent to terminate this

## EXHIBIT A

## STATEMENT OF WORK

Nurse's Name: Gail Saliba, Barbara Brown, Linda Knight, Ellen Goldman Kanter, Andrea Seifert, Stephanie Fausher, Jeannette Hope, Kamran Vastani, Vanessa Hanson, Paula Jablonski, Marsha Wright

Assignment: Nursing
Hourly Rate: $\quad \$ 55.10$
Location: $\quad$ multiple school sites
Assigned Nurse shall provide services to the District on school days between June 1, 2019 to June 1,2020. Nurse shall work as needed to cover nurse absences during the term of this assignment. In the event of illness or other absence, services shall not be billed. No overtime shall be paid to Provider absent the prior written consent of the District.

Specifically. Nurse duties shall include:

Providing health services and nursing care to students during school hours and/or at after school activities/programs/sports programs

The agency is subject to the terms and conditions of this Statement of Work as well as the terms and provision of the Professional Services Agreement.


Date: 5-3-2019

Addendum:

The District agrees to pay to the Provider a 4-hour minimum fee at the agreed upon rate for any shift which the District desires to cancel which has not been cancelled 1 hour prior to the starting time of the shift. If the scheduled shift is less than 4 hours, the cancellation fee would be the total amount of the shift, if the shift has not been cancelled 1 hour before the start time of the shift.

By: $\qquad$ for the District

Date: $\qquad$
By: $\qquad$ for the Provider

Date: $\qquad$

Agreement if such default is not remedied within the 15-day period.
21. Complete Understanding. This Agreement contains all of the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
22. Severability Clause. If any provision of this Agreement is held invalid, such invalidity shall not affect the other provisions of this Agreement, which may be given effect without the invalid provision.
23. Choice of Law. The rights and duties arising under this Agreement shall be governed by the laws of the State of Illinois.
24. Successors and Assignees. This Agreement binds and benefits the heirs, successors, and assignees of the parties.
25. Amendments. Any modification of this Agreement will be effective only if it is in writing and signed by all parties to this Agreement.
26. Third Party Beneficiaries. This Agreement is solely between the District and the Provider. No other party, including any third party, either express or implied, may rely upon the terms and conditions hereof whatsoever.
27. Execution. Each of the parties executing this Agreement represents and warrants that they have the proper and necessary authority to execute this Agreement and to bind their representative entities. The parties agree to accept facsimile copies of this Agreement as if original copies.

IT WITNESS WHEREOF, the undersigned duly authorize representatives of the parties have executed this Agreement on the date specified above.

ASSURED HEALTHCARE STAFFING
495 N Riverside Drive, Suite 203
Glume, IL 6003I

BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15<br>580 North First Bank Drive Palatine, IL 60067



ATTEST:


By: $\qquad$ President

ATTEST: Secretary


From: Susan Gehring, Assistant Superintendent for Student Services
Re: Consent Calendar Item—Contracted Nurse Services, N\&C Impact Care Solutions, Inc.

Please review and approve contracted services with N\&C Impact Care Solutions, Inc. for 1:1 nursing care services for the 2019-2020 school year, on days when the student is in attendance. This contract is for 32.5 hours per week at an anticipated cost of $\$ 58,500$.

## AGREEMIENT FOR <br> PROFESSIONAL THERAPY SERVICES

This Agreement is entered into this $30^{\text {th }}$ day of April, 2019, between N\&C Impact Care Solutions Inc (hereinafter referred to as the "Provider") and the BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15, COOK COUNTY, ILLINOIS (hereinafter referred to as the "District").

## WITNESSETH:

WHEREAS, the District has identified a need for certain nursing services in the areas it is authorized to provide to its students; and

WHEREAS, the Provider employs or contracts with a qualified Registered Nurse (RN) and Licensed Practical Nurse (LPN) (hereinafter collectively referred to as "Nurse") who are able to provide Nursing services for District students; and

Whereas, the District and the Provider desire to enter into this Agreement to procure certain services for special education students in the District;

NOW, THEREFORE, in consideration of the terms and conditions contained herein and other good and valuable consideration, the receipt of which is expressly acknowledged by the parties, the District and the Provider agree as follows:

1. Definition. For the purpose of this Agreement the term "days" shall mean calendar days unless otherwise specified.

## 10:00-12:00

2. Term. This Agreement shall be effective from June 1, 2019 to June 1, 2020 unless otherwise terminated in accordance with this Agreement.
3. Termination. The District and provider may terminate this Agreement at any time by giving written notice to the Provider at least thirty (30) days prior to the date of termination. Termination shall be effective upon the date stated in said notice.
4. Nursing Services. Pursuant to its general responsibilities set forth below in this Agreement, the Provider agrees provide Registered Nurse (RN) and Licensed Practical Nurse (LPN) to provide nursing care for a student(s) within the District. The name of the assigned nurse, the services to be provided by that nurse, the work location, work hours, and hourly rate of any any Registered Nurse (RN) and Licensed Practical Nurse (LPN) performing services for the District under this Agreement shall be listed on separate Statement of Work Forms, a specimen of which is attached hereto as Exhibit A. The parties further acknowledge that this is not an exclusive contract. The District is fully entitled to utilize the services of other providers, independent contractors, and its own employees. Likewise, the Provider is fully entitled to provide services to other clients.
5. Pavment for Services. The District shall reimburse the Provider at the hourly rate set forth on the Statement of Work. Fees for services used by the District shall be billed directly
to the District on a monthly basis. Billing shall be in increments of 15 minutes. The District shall pay the Provider only for time actually worked by the Registered Nurse (RN) and Licensed Practical Nurse (LPN) and shall not be responsible for travel time. Overtime should be restricted to emergency situations unless provider obtains prior written consent of the District. The District shall reimburse the Provider in accordance with the Illinois Local Government Prompt Payment Act. Unless otherwise directed in writing, the Provider shall send all invoices to the attention of the Coordinator of Health Services at the District's administrative offices.
6. Provider's General Resnonsibilities. The Provider shall provide the services set forth below to the District. All services provided by the Provider shall be performed in accordance with the highest standards of professional care.
A. The Provider shall make available to the District qualified Registered Nurse (RN) and Licensed Practical Nurse (LPN) to provide nursing services to students of the District for an approved amount of hours as set forth in the Statement of Work.
B. The Provider shall provide clinical support to and will monitor performance of all nurses providing medical services to the District.
C. The Provider shall ensure that the Nurse provides health services to student, and generate and maintain all necessary records related to such services as are required by the District, in accordance with accepted standards of his/her profession, the code of ethics of his/her professional association, all applicable state, federal and local rules, regulations and laws, as well as District policies, and the student's Individualized Educational Plan (hereinafter referred to as "IEP").
D. The Provider shall ensure that competent replacement Nurses are available and ready to fill a vacancy created by a planned or last minute Nurse absence.
7. District's General Responsibilities. The District shall:
A. Provide each Nurse with access to relevant District policies and procedures for the purpose of orientation.
B. Provide all necessary equipment, treatment space, and materials for provision of the therapy services as set forth in a student's IEP.
C. Provide supervision via a District supervisor with respect to Nurse's interaction with staff and students. However, the Nurse is solely responsible for all matters pertaining to the therapy services he/she provides to students.
8. Compliance With Applicable Statutes, Ordinances and Regulations. In performing the services required under this Agreement, the Provider shall comply with all county, municipal, state, and federal ordinances, rules, and laws now in force, or which may hereafter be in force, pertaining to the services provided under this Agreement.
9. Compliance With Applicable Licensing and Certification Requirements. The Provider shall ensure that all Nurses providing services under the Agreement shall hold and
maintain licenses, certifications, and qualifications as required under the Illinois School Code and by all applicable government authorities.
10. Removal of Nurse. The District retains the right to reject any individual Nurse assigned to it. The Provider shall immediately remove a Nurse from the District worksite at the request and in the sole discretion of the District with cause. Upon the request of the District, without cause, within thirty (30) days the Provider shall remove the nurse and supply a replacement for said Nurse.
11. Mutual Non-Solicitation. It is agreed between the Provider and the District that any Nurse providing services under the terms of this Agreement shall not be allowed to and shall not solicit for, be solicited or provide private services to students served by the Nurse in accordance with this Agreement. The Provider/District or its affiliates shall not solicit or offer employment to any District or provider employed Nurse during the term of this Agreement and for a period of twelve (12) months following its termination. During the term of this Agreement and for a period of twelve (12) months thereafter, the District agrees not to directly or indirectly contract or employ any Nurse who has been assigned by the Provider to service the District.

## 12. Insurance.

## A. Form and Limits of Coverage

The Provider shall at all times during the term of this Agreement, and any extension or continuation thereof, at its sole cost and expense, secure and maintain the following insurance: (1) a standard comprehensive general liability insurance policy, on an occurrence basis, at limits of not less than $\$ 1,000,000$ in the aggregate and per occurrence, naming the District, its individual Board members, agents, consultants and employees as additional insureds; and (2) a professional liability insurance policy at limits of not less than $\$ 1,000,000$.

The Provider shall also obtain an insurance policy covering both Provider and the District from claims under Workers Compensation laws for not less than the limits of liability under applicable federal and Illinois statutory requirements. To the fullest extent permitted by each insurance policy and without invalidating any coverage there under, the Provider waives any right of subrogation that it or any of its agents may have.

## 8. Certificates of Insurance

Prior to any Nurse performing services under the terms of this Agreement, the Provider shall deliver to the District certificates of insurance evidencing the insurance required under this Agreement. Such insurance shall be primary and non-contributory. Each certificate of insurance shall contain a clause stating that policies will not be canceled or reduced without thirty (30) days prior written notice to the District.
13. Independent Contractor Status. No relationship of employer and employee is created by this Agreement between the Provider, or Nurses, and the District, it being understood that the Provider, its agents and employees, including the Nurses, will act hereunder as independent contractors. The Provider acknowledges that it is providing health services separately and
independently from the District's control, supervision, direction and evaluation; that it has a full opportunity to find other business; that it has made its own investment in its business; and that it will utilize a high level of skill necessary to perform the services described herein. This Agreement shall not be construed as creating any joint employment relationship between the Provider and the District, and the District will not be liable for any obligation incurred by the Provider, including, but not limited to, unpaid minimum wages and/or overtime premiums. Further, the Provider shall be responsible for payroll taxes and other taxes associated with the employment of the Provider's Nurses.

The provision of services by any Nurse under this Agreement shall not constitute probationary service or otherwise contribute toward tenure with the District under the Illinois School Code. The Provider and its Nurses shall have no claim under this Agreement or otherwise against the District for vacation pay, sick leave, retirement benefits, workers' compensation, disability or unemployment insurance benefits, or any other wages or benefits of any kind.
14. Indemnification. To the fullest extent permitted by law, the Provider shall defend, indemnify, and hold harmless the District from any and all claims, suits, disputes, demands, losses, damages, injuries, liabilities, judgments, costs and expenses (including attomeys' fees) resulting from, arising out of, based upon or connected in any way with any act or omission of the Provider, its employees, agents, and contractors or any breach of this Agreement. The foregoing indemnification shall survive the expiration or termination of this Agreement. Additionally, the Provider waives any and all rights against the District it may have under any Worker's Compensation Act or interpretations of the such laws, including, but not limited to those rights under the judicial decision in Kotecki v. Cyclops Welding Corporation.
15. Conditions of Contractual Service. Prior to any Nurse providing services to any District student, the Provider shall tender the following information to the District for each assigned Nurse:
A. Evidence of a physical exam and a negative patch or Tuberculosis test (documentation must include date of exam/test performed by a licensed physician not more than ninety (90) days prior to the commencement of services with the District); and
B. Written verification of Hepatitis $B$ vaccine or waiver; and
C. Evidence of required certification and/or licenses; and
D. Completed fingerprint criminal background check, including required checks of the Statewide Sex Offender Database and Child Murderer and Violent Offender Against Youth Database; and
E. Evidence of training regarding occupational exposure to blood born pathogens; and
F. Evidence of training in the mandated reporter requirements under the Illinois Abused and Neglected Child Reporting Act, and
G. Completed Department of Children and Family Services Child Abuse Registry background investigation;
16. In-Service Training. The District may require an assigned Nurse at agreed hourly rate to attend training deemed by the District to be necessary for performing professional services
17. Notices. Every notice or other communication required to be given by either party to the other with respect to this Agreement shall be in writing and shall not be effective for any purpose unless the same is served personally, by registered United States mail, or by express overnight delivery, addressed to the following parties:

If to the District:
Susan Arndt, Coordinator of Health Services
Community Consolidated School
District No. 15
580 North First Bank Drive Palatine, IL 60067

N\&C Impact Care Solutions Inc.<br>Darlene C Akabogu<br>DBA-Reliance Home Health Caregivers<br>2625 Butterfield Road, Suite 314E<br>Oakbrook IL 60523<br>708-213-7976

18. Student Records. The District and the Provider acknowledge and agree that all medical or other student records generated in performing health services hereunder shall be the property of District. The parties agree to comply with all state and federal laws, including, but not limited to, the Illinois Student Records Act, the Illinois Mental Health Act and the federal Family Educational Rights and Privacy Act, and all rules and regulations governing the release of student and medical records. The Provider and its Nurse(s) who are assigned to provide services for the District shall also abide by all other student confidentiality obligations of the District.
19. Non-Discrimination. The Provider will follow federal regulations regarding nondiscrimination policies. .

During the performance of this Agreement, the Provider agrees as follows:
A. That it will not discriminate against any employee or applicant for employment because of race, color, religion, creed, sex, sexual orientation, marital status, national origin or ancestry, age, citizenship, physical or mental handicap or disability, military status, unfavorable discharge from military service or arrest record status; and further that it will examine all job classifications to determine if minority persons or women are underutilized and will take appropriate affirmative action to rectify any such underutilization.
B. That, if it hires additional employees in order to perform this Agreement or any portion thereof, it will determine the availability (in accordance with the Department's Rules) of minorities and women in the area(s) from which it may reasonably recruit and it will hire for each job classification for which employees are hired in such a way that minorities and women are not underutilized.
C. That, in all solicitations or advertisements for employees placed by it or on its behalf, it will state that all applicants will be afforded equal opportunity without
discrimination because of race, color, religion, sex, sexual orientation, marital status, national origin or ancestry, age, physical or mental handicap unrelated to ability, or an unfavorable discharge from military service.
D. That it will send to each labor organization or representative of workers with which it has or is bound by a collective bargaining or other agreement or understanding, a notice advising such labor organization or representative of the Provider's obligation under the Illinois Human Rights Act and the Department's Rules. If any such labor organization or representative fails or refuses to cooperate with the Provider in its efforts to comply with such Act and Rules, the Provider will promptly so notify the Department and the contracting agency and will recruit employees from other sources when necessary to fulfill its obligations thereunder.
E. That it will submit reports as required by the Department's Rules, furnish all relevant information as may from time to time be requested by the Department or the contracting agency, and in all respects comply with the Illinois Human Rights Act and the Department's Rules.
F. That it will permit access to all relevant books, records, accounts and work sites by personnel of the contracting agency and the Department for purposes of investigation to ascertain compliance with the Illinois Human Rights Act and the Department's Rules.
G. That it will include verbatim or by reference the provisions of this clause in every sub-contract it awards under which any portion of the Agreement obligations are undertaken or assumed, so that such provisions will be binding upon such subcontractor. In the same manner as with other provisions of this Agreement, the Provider will be liable for compliance with applicable provisions of this clause by such sub-contractors, and, further, it will promptly notify the contracting agency and the Department in the event any sub-contractor fails to refuse to comply therewith. In addition, the Provider will not utilize any sub-contractor declared by the Illinois Human Rights Commission to be ineligible for contractors or subcontractors with the State of Illinois or any of its political subdivisions or municipal corporations
20. Default. If either party violates any of the terms of this Agreement, such violation shall entitle the other party to terminate this Agreement, provided that the party desiring to terminate for such cause shall give the offending party at least fifteen (15) days' written notice. Said notice shall specify the particulars of the default and the party's intent to terminate this Agreement if such default is not remedied within the 15 -day period.
21. Complete Understanding. This Agreement contains all of the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
22. Severability Clause. If any provision of this Agreement is held invalid, such invalidity shall not affect the other provisions of this Agreement, which may be given effect
without the invalid provision.
23. Choice of Law. The rights and duties arising under this Agreement shall be governed by the laws of the State of Illinois.
24. Successors and Assignees. This Agreement binds and benefits the heirs, successors, and assignees of the parties.
25. Amendments. Any modification of this Agreement will be effective only if it is in writing and signed by all parties to this Agreement.
26. Third Party Beneficiaries. This Agreement is solely between the District and the Provider. No other party, including any third party, either express or implied, may rely upon the terms and conditions hereof whatsoever.
27. Execution. Each of the parties execuing this Agreement represents and warrants that they have the proper and necessary authority to execute this Agreement and to bind their representative entities. The parties agree to accept facsimile copies of this Agreement as if original copies.

IT WITNESS WHEREOF, the undersigned duly authorizes representatives of the parties have executed this Agreement on the date specified above.

N\&C Impact Care Solutions Inc.
DBA-Reliance Home Health Caregivers 2625 Butterfield Road, Suite 314 E
Oakbrook IL 60523
BOARD OF EDUCATION OF
COMMUNITY CONSOLIDATED
SCHOOL DISTRICT NO. 15
580 North First Bank Drive
Palatine, IL 60067

By: $\qquad$ President

ATTEST: Secretary

## EXHIBIT A

## STATEMENT OF WORK

Assignment: 1:1 Nursing care for student
Hourly Rate: $\quad \$ 50.00$ for RN, $\$ 46.00$ for LPN
Location: CCSD15 schools
Assigned Nurses shall provide services to the District on school days between June 1, 2019 to June 1. 2020. Nurse shall accompany students during transport toffrom school and the hours that student is in school for each day the student attends school. In the event of illness or other absence, services shall not be billed. Overtime should be restricted to emergency situations unless provider obtains prior written consent of the District.

Specifically, Nurse duties shall include:
Providing direct nursing care of student, including but not limited to toileting, nutrition, respiratory support, movement within building, consultation with staff and parents, and completion of required reports/paperwork.

The agency is subject to the terms and conditions of this Statement of Work as well as the terms and provision of the Professional Services Agreement.


Date: $5 / 221,9$
N\&C Impact Care Solutions Inc.

From: Susan Gehring, Assistant Superintendent for Student Services
Re: Consent Calendar Item—Contracted Occupational Therapist, The Stepping Stones Group, Rikki Ostrowski, OT

Please review and approve contracted services with The Stepping Stones Group for occupational therapy services for the 2019-2020 school year. This contract is for 32.5 hours per week and the anticipated cost for the contract is $\$ 80,730$.

## AGREEMENT FOR <br> PROFESSIONAL THERAPY SERVICES

This Agreement is entered into this $20^{\text {th }}$ day of May, 2019, between The Stepping Stones Group (hereinafter referred to as the "Provider") and the BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15, COOK COUNTY, ILLINOIS (hereinafter referred to as the "District").

## WITNESSETH:

WHEREAS, the District has identified a need for certain therapy services in the areas it is authorized to provide to its students; and

WHEREAS, the Provider employs or contracts with qualified occupational therapists (hereinafter collectively referred to as "Therapists") who are able to provide therapy services for District students; and

WHEREAS, the District and the Provider desire to enter into this Agreement to procure certain therapy services for special education students in the District;

NOW, THEREFORE, in consideration of the terms and conditions contained herein and other good and valuable consideration, the receipt of which is expressly acknowledged by the parties, the District and the Provider agree as follows:

1. Definition. For the purpose of this Agreement the term "days" shall mean calendar days unless otherwise specified.
2. Term. This Agreement shall be effective from August 14, 2019 until May 26, 2020 unless otherwise terminated in accordance with this Agreement.
3. Termination. The District may terminate this Agreement at any time by giving written notice to the Provider at least thirty (30) days prior to the date of termination. Termination shall be effective upon the date stated in said notice.
4. Therapist Services. Pursuant to its general responsibilities set forth below in this Agreement, the Provider agrees to provide licensed Therapists to perform approximately thirtytwo and a half (32.5) of occupational therapy services per week for students of the District. The name of the assigned Therapist, the services to be provided by that Therapist, the work location, work hours, and hourly rate of any Therapist performing services for the District under this Agreement shall be listed on separate Statement of Work Forms, a specimen of which is attached hereto as Exhibit A. The parties further acknowledge that this is not an exclusive contract. The District is fully entitled to utilize the services of other providers, independent contractors, and its own employees. Likewise, the Provider is fully entitled to provide services to other clients.
5. Payment for Services. The District shall reimburse the Provider at the hourly rate set forth on the Statement of Work. Fees for services used by the District shall be billed directly to the District on a monthly basis. Billing shall be in increments of 15 minutes. The District shall pay the Provider only for time actually worked by the Therapist and shall not be responsible for
travel time. No overtime shall be paid to the Provider absent the prior written consent of the District. The District shall reimburse the Provider in accordance with the Illinois Local Government Prompt Payment Act. Unless otherwise directed in writing, the Provider shall send all invoices to the attention of the Coordinator of OT/PT Services at the District's administrative offices.
6. Provider's General Responsibilities. The Provider shall provide the services set forth below to the District. All services provided by the Provider shall be performed in accordance with the highest standards of professional care.
A. The Provider shall make available to the District qualified Therapists to provide occupational therapy services to students of the District for an approved amount of hours as set forth in the Statement of Work.
B. The Provider shall provide clinical support to and will monitor performance of all Therapists providing occupational therapy services to the District.
C. The Provider shall ensure that the Therapist provides occupational therapy services to students, and generate and maintain all necessary records related to such services as are required by the District, in accordance with accepted standards of his/her profession, the code of ethics of his/her professional association, all applicable state, federal and local rules, regulations and laws, as well as District policies, and the student's Individualized Educational Plan (hereinafter referred to as "IEP").
7. District's General Responsibilities. The District shall:
A. Provide each Therapist with access to relevant District policies and procedures for the purpose of orientation.
B. Provide all necessary equipment, treatment space, and materials for provision of the therapy services as set forth in a student's IEP.
C. Provide supervision via a District supervisor with respect to Therapist interaction with staff and students. However, the Therapist is solely responsible for all matters pertaining to the therapy services he/she provides to students.
8. Compliance With Applicable Statutes, Ordinances and Regulations. In performing the services required under this Agreement, the Provider shall comply with all county, municipal, state, and federal ordinances, rules, and laws now in force, or which may hereafter be in force, pertaining to the services provided under this Agreement.
9. Compliance With Applicable Licensing and Certification Requirements. The Provider shall ensure that all Therapists providing services under the Agreement shall hold and maintain licenses, certifications, and qualifications as required under the Illinois School Code and by all applicable government authorities.
10. Removal of Therapist. The District retains the right to reject any individual Therapist assigned to it. The Provider shall immediately remove a Therapist from the District worksite at the request and in the sole discretion of the District with cause. Upon the request of the

District, without cause, within thirty (30) days the Provider shall remove the therapist and supply a replacement for said Therapist.
11. Non-Solicitation. It is agreed between the Provider and the District that any Therapist providing services under the terms of this Agreement shall not be allowed to and shall not solicit for or provide private services to students served by the Therapist in accordance with this Agreement. The Provider or its affiliates shall not solicit or offer employment to any Districtemployed therapist during the term of this Agreement and for a period of twelve (12) months following its termination. During the term of this Agreement and for a period of twelve (12) months thereafter, the District agrees not to directly or indirectly contract or employ any Therapist who has been assigned by the Provider to service the District.

## 12. Insurance.

## A. Form and Limits of Coverage

The Provider shall at all times during the term of this Agreement, and any extension or continuation thereof, at its sole cost and expense, secure and maintain the following insurance: (1) a standard comprehensive general liability insurance policy, on an occurrence basis, at limits of not less than $\$ 1,000,000$ in the aggregate and per occurrence, naming the District, its individual Board members, agents, consultants and employees as additional insureds; and (2) a professional liability insurance policy at limits of not less than $\$ 1,000,000$.

The Provider shall also obtain an insurance policy covering both Provider and the District from claims under Workers Compensation laws for not less than the limits of liability under applicable federal and Illinois statutory requirements. To the fullest extent permitted by each insurance policy and without invalidating any coverage thereunder, the Provider waives any right of subrogation that it or any of its agents may have.

## B. Certificates of Insurance

Prior to any Therapist performing services under the terms of this Agreement, the Provider shall deliver to the District certificates of insurance evidencing the insurance required under this Agreement. Such insurance shall be primary and non-contributory. Each certificate of insurance shall contain a clause stating that policies will not be canceled or reduced without thirty (30) days prior written notice to the District.
13. Independent Contractor Status. No relationship of employer and employee is created by this Agreement between the Provider, or Therapists, and the District, it being understood that the Provider, its agents and employees, including the Therapists, will act hereunder as independent contractors. The Provider acknowledges that it is providing therapy services separately and independently from the District's control, supervision, direction and evaluation; that it has a full opportunity to find other business; that it has made its own investment in its business; and that it will utilize a high level of skill necessary to perform the services described herein. This Agreement shall not be construed as creating any joint employment relationship between the Provider and the District, and the District will not be liable for any obligation incurred by the Provider, including, but not limited to, unpaid minimum wages and/or overtime premiums. Further, the Provider shall be responsible for payroll taxes and other taxes associated with the
employment of the Provider's Therapists.
The provision of services by any Therapist under this Agreement shall not constitute probationary service or otherwise contribute toward tenure with the District under the Illinois School Code. The Provider and its Therapists shall have no claim under this Agreement or otherwise against the District for vacation pay, sick leave, retirement benefits, workers ${ }^{\text { }}$ compensation, disability or unemployment insurance benefits, or any other wages or benefits of any kind.
14. Indemnification. To the fullest extent permitted by law, the Provider shall defend, indemnify, and hold harmless the District from any and all claims, suits, disputes, demands, losses, damages, injuries, liabilities, judgments, costs and expenses (including attomeys' fees) resulting from, arising out of, based upon or connected in any way with any act or omission of the Provider, its employees, agents, and contractors or any breach of this Agreement. The foregoing indemnification shall survive the expiration or termination of this Agreement. Additionally, the Provider waives any and all rights against the District it may have under any Worker's Compensation Act or interpretations of the such laws, including, but not limited to those rights under the judicial decision in Kotecki v. Cyclops Welding Corporation.
15. Conditions of Contractual Service. Prior to any Therapist providing services to any District student, the Provider shall tender the following information to the District for each assigned Therapist:
A. Evidence of a physical exam and a negative patch or Tuberculosis test (documentation must include date of exam/test performed by a licensed physician not more than ninety ( 90 ) days prior to the commencement of services with the District); and
B. Written verification of Hepatitis $B$ vaccine or waiver; and
C. Evidence of required certification and/or licenses; and
D. Completed fingerprint criminal background check, including required checks of the Statewide Sex Offender Database and Child Murderer and Violent Offender Against Youth Database; and
E. Evidence of training regarding occupational exposure to blood borne pathogens; and
F. Evidence of training in the mandated reporter requirements under the llinois Abused and Neglected Child Reporting Act, and
G. Completed Department of Children and Family Services Child Abuse Registry background investigation;
16. In-Service Training. The District may require an assigned Therapist, at his/her own expense, to attend training deemed by the District to be necessary for performing professional services.
17. Notices. Every notice or other communication required to be given by either party to the other with respect to this Agreement shall be in writing and shall not be effective for any purpose unless the same is served personally, by registered United States mail, or by express overnight delivery, addressed to the following parties:

## If to the District:

Kaern Flor, Coordinator of OT/PT Services Community Consolidated
School District No. 15
580 North First Bank Drive
Palatine, IL 60067

If to the Provider:

The Stepping Stone Group
2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026
18. Student Records. The District and the Provider acknowledge and agree that all medical or other student records generated in performing therapy services hereunder shall be the property of District. The parties agree to comply with all state and federal laws, including, but not limited to, the Illinois Student Records Act, the Illinois Mental Health Act and the federal Family Educational Rights and Privacy Act, and all rules and regulations goveming the release of student and medical records. The Provider and its Therapists who are assigned to provide services for the District shall also abide by all other student confidentiality obligations of the District.
19. Non-Discrimination. The Provider agrees to comply fully with the requirements of the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.) including, but not limited to, the provision of sexual harassment policies and procedures pursuant to Section 2-105 of the Act. The Provider further agrees to comply with all federal Equal Employment Opportunity Laws, including, but not limited to, the Americans With Disabilities Act (42 U.S.C. § 12101 et seq.), and their rules and regulations.

As required by Illinois law, in the event of the Provider's non-compliance with the provisions of this non-discrimination provision, the Illinois Human Rights Act, or the Rules and Regulations of the Illinois Department of Human Rights ("Department"), the Provider may be declared ineligible for future contracts or sub-contracts with the State of Illinois or any of its political subdivisions or municipal corporations, and this Agreement may be canceled or voided in whole or in part, and such other sanctions or penalties may be imposed or remedies invoked as provided by statute or regulation.

During the performance of this Agreement, the Provider agrees as follows:
A. That it will not discriminate against any employee or applicant for employment because of race, color, religion, creed, sex, sexual orientation, marital status, national origin or ancestry, age, citizenship, physical or mental handicap or disability, military status, unfavorable discharge from military service or arrest record status; and further that it will examine all job classifications to determine if minority persons or women are underutilized and will take appropriate affirmative action to rectify any such underutilization.
B. That, if it hires additional employees in order to perform this Agreement or any portion thereof, it will determine the availability (in accordance with the Department's Rules) of minorities and women in the area(s) from which it may
reasonably recruit and it will hire for each job classification for which employees are hired in such a way that minorities and women are not underutilized.
C. That, in all solicitations or advertisements for employees placed by it or on its behalf, it will state that all applicants will be afforded equal opportunity without discrimination because of race, color, religion, sex, sexual orientation, marital status, national origin or ancestry, age, physical or mental handicap unrelated to ability, or an unfavorable discharge from military service.
D. That it will send to each labor organization or representative of workers with which it has or is bound by a collective bargaining or other agreement or understanding, a notice advising such labor organization or representative of the Provider's obligation under the Illinois Human Rights Act and the Department's Rules. If any such labor organization or representative fails or refuses to cooperate with the Provider in its efforts to comply with such Act and Rules, the Provider will promptly so notify the Department and the contracting agency and will recruit employees from other sources when necessary to fulfill its obligations thereunder.
E. That it will submit reports as required by the Department's Rules, furnish all relevant information as may from time to time be requested by the Department or the contracting agency, and in all respects comply with the Illinois Human Rights Act and the Department's Rules.
F. That it will permit access to all relevant books, records, accounts and work sites by personnel of the contracting agency and the Department for purposes of investigation to ascertain compliance with the Illinois Human Rights Act and the Department's Rules.
G. That it will include verbatim or by reference the provisions of this clause in every sub-contract it awards under which any portion of the Agreement obligations are undertaken or assumed, so that such provisions will be binding upon such subcontractor. In the same manner as with other provisions of this Agreement, the Provider will be liable for compliance with applicable provisions of this clause by such sub-contractors, and, further, it will promptly notify the contracting agency and the Department in the event any sub-contractor fails to refuse to comply therewith. In addition, the Provider will not utilize any sub-contractor declared by the Illinois Human Rights Commission to be ineligible for contractors or subcontractors with the State of Illinois or any of its political subdivisions or municipal corporations
20. Default. If either party violates any of the terms of this Agreement, such violation shall entitle the other party to terminate this Agreement, provided that the party desiring to terminate for such cause shall give the offending party at least fifteen (15) days' written notice. Said notice shall specify the particulars of the default and the party's intent to terminate this Agreement if such default is not remedied within the 15-day period.
21. Complete Understanding. This Agreement contains all of the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether
oral or written.
22. Severability Clause. If any provision of this Agreement is held invalid, such invalidity shall not affect the other provisions of this Agreement, which may be given effect without the invalid provision.
23. Choice of Law. The rights and duties arising under this Agreement shall be governed by the laws of the State of Illinois.
24. Successors and Assignees. This Agreement binds and benefits the heirs, successors, and assignees of the parties.
25. Amendments. Any modification of this Agreement will be effective only if it is in writing and signed by all parties to this Agreement.
26. Third Party Beneficiaries. This Agreement is solely between the District and the Provider. No other party, including any third party, either express or implied, may rely upon the terms and conditions hereof whatsoever.
27. Execution. Each of the parties executing this Agreement represents and warrants that they have the proper and necessary authority to execute this Agreement and to bind their representative entities. The parties agree to accept facsimile copies of this Agreement as if original copies.

IT WITNESS WHEREOF, the undersigned duly authorize representatives of the parties have executed this Agreement on the date specified above.

The Stepping Stone Group 2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026


BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. $15_{2}$ COOK COUNTY, ILLINOIS

By:


ATTEST: $\qquad$ Secretary

## EXHIBIT A

## STATEMENT OF WORK

Therapist Name: Rikki Ostrowski
Assignment: Occupational Therapist
Hourly Rate: $\quad \$ 69.00$
Location: $\quad$ CCSD15 schools
Assigned Therapist shall provide services to the District from August 14, 2019 to May 26. 2020. Therapist shall work thirty-two and a half (32.5) hours of onsite service per week during the term of this assignment. In the event of illness or other absence, services shall not be billed. No overtime shall be paid to Provider absent the prior written consent of the District.

Specifically, Therapist's duties shall include:
direct occupational therapy services to students, evaluation of students, consult with staff and parents, team meetings, IEP meetings, and completion of required reports/paperwork.

The undersigned Therapist is subject to the terms and conditions of this Statement of Work as well as the terms and provision of the Professional Services Agreement.

The Stepping Stone Group
By:

Date:


From: Susan Gehring, Assistant Superintendent for Student Services
Re: Consent Calendar Item—Contracted Occupational Therapist, Sunbelt Staffing, AnneMichelle Julius, OT

Please review and approve contracted services with Sunbelt Staffing for occupational therapy services for the 2019-2020 school year. This contract is for 26 hours per week and the anticipated cost for the contract is $\$ 67,289$.

## AGREEMENT FOR PROFESSIONAL THERAPY SERVICES

This Agreement is entered into this 29th day of April, 2019, between SUNBELT STAFFING (hereinafter referred to as the "Provider") and the BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 15, COOK COUNTY, ILLINOIS (hereinafter referred to as the "District"). WITNESSETH:

WHEREAS, the District has identified a need for certain therapy services in the areas it is authorized to provide to its students; and

WHEREAS, the Provider employs or contracts with qualified occupational therapists (hereinafter collectively referred to as "Therapists") who are able to provide therapy services for District students; and

WHEREAS, the District and the Provider desire to enter into this Agreement to procure certain therapy services for special education students in the District;

NOW, THEREFORE, in consideration of the terms and conditions contained herein and other good and valuable consideration, the receipt of which is expressly acknowledged by the parties, the District and the Provider agree as follows:

1. Definition. For the purpose of this Agreement the term "days" shall mean calendar days unless otherwise specified.
2. Term. This Agreement shall be effective from, August 14, 2019 until May 26, 2020, unless otherwise terminated in accordance with this Agreement. [This agreement may be extended for one (1) additional year upon the mutual agreement of the parties which must be received thirty (30) days prior to the expiration of this Agreement.]
3. Termination. Either party may terminate this Agreement at any time by giving written notice to the other party at least thirty (30) days prior to the date of termination. Termination shall be effective upon the date stated in said notice.
4. Therapist Services. Pursuant to its general responsibilities set forth below in this Agreement, the Provider agrees to provide licensed Therapists to perform approximately twenty-six (26) hours of occupational therapy services per week for students of the District. The name of the assigned Therapist, the services to be provided by that Therapist, the work location, work hours, and hourly rate of any Therapist performing services for the District under this Agreement shall be listed on separate Statement of Work Forms, a specimen of which is attached hereto as Exhibit A. The parties further acknowledge that this is not an exclusive contract. The District is fully entitled to utilize the services of other providers, independent contractors, and its own employees. Likewise, the Provider is fully entitled to provide services to other clients.
5. Payment for Services. The District shall reimburse the Provider at the hourly rate set forth on the Statement of Work. Fees for services used by the District shall be billed directly to the District on a monthly basis. Billing shall be in increments of fifteen (15) minute units. The District shall pay the Provider only for time actually worked by the Therapist and shall not be responsible for travel time (except for between schools as required per the assigned duties). No overtime shall be paid to the Provider absent the prior written consent of the District. The District shall reimburse the Provider in accordance with the Illinois Local Government Prompt Payment Act. Unless otherwise directed in writing, the Provider shall send all invoices to the attention of the Coordinator of OT/PT services at the District's administrative offices.
6. Provider's General Responsibilities. The Provider shall provide the services set forth below to the District. All services provided by the Provider shall be performed in accordance with the highest standards of professional care.
A. The Provider shall make available to the District qualified Therapists to provide occupational

## AGREEMENT FOR PROFESSIONAL THERAPY SERVICES

therapy services to students of the District for an approved amount of hours as set forth in the Statement of Work.
B. The Provider shall provide clinical supervision to and annual evaluation of all Therapists providing occupational therapy services to the District.
C. The Provider shall ensure that the Therapist provides occupational therapy services to students, and generate and maintain all necessary records related to such services as are required by the District, in accordance with accepted standards of his/her profession, the code of ethics of his/her professional association, all applicable state, federal and local rules, regulations and laws, as well as District policies, and the student's Individualized Educational Plan (hereinafter referred to as "IEP").
7. District's General Responsibilities. The District shall:
A. Provide each Therapist with access to relevant District policies and procedures for the purpose of orientation.
B. Provide all necessary equipment, treatment space, and materials for provision of the therapy services as set forth in a student's IEP.
C. Provide supervision via a District supervisor with respect to Therapist interaction with staff and students. However, the Therapist is solely responsible for all matters pertaining to the therapy services he/she provides to students.
8. Compliance With Applicable Statutes, Ordinances and Regulations. In performing the services required under this Agreement, the Provider shall comply with all county, municipal, state, and federal ordinances, rules, and laws now in force, or which may hereafter be in force, pertaining to the services provided under this Agreement.
9. Compliance With Applicable Licensing and Certification Requirements. The Provider shall ensure that all Therapists providing services under the Agreement shall hold and maintain licenses, certifications, and qualifications as required under the Illinois School Code and by all applicable government authorities.
10. Removal of Therapist. The District retains the right to reject any individual Therapist assigned to it. The Provider shall immediately remove a Therapist from the District worksite at the request and in the sole discretion of the District. Upon the request of the District, the Provider shall promptly provide a replacement for any Therapist so removed.
11. Non-Solicitation. It is agreed between the Provider and the District that any Therapist providing services under the terms of this Agreement shall not be allowed to and shall not solicit for or provide private services to students served by the Therapist in accordance with this Agreement. The Provider or its affiliates shall not solicit or offer employment to any District-employed therapist during the term of this Agreement and for a period of twelve (12) months following its termination. During the term of this Agreement and for a period of twelve (12) months thereafter, the District agrees not to directly or indirectly contract or employ any Therapist who has been assigned by the Provider to service the District.

## 12. Insurance.

## A. Form and Limits of Coverage

The Provider shall at all times during the term of this Agreement, and any extension or continuation thereof,

## AGREEMENT FOR <br> PROFESSIONAL THERAPY SERVICES

at its sole cost and expense, secure and maintain the following insurance: (1) a standard comprehensive general liability insurance policy, on an occurrence basis, at limits of not less than $\$ 1,000,000$ in the aggregate and per occurrence, naming the District, its individual Board members, agents, consultants and employees as additional insureds; and (2) a professional liability insurance policy at limits of not less than $\$ 1,000,000$.

The Provider shall also obtain an insurance policy covering both Provider and the District from claims under Workers Compensation laws for not less than the limits of liability under applicable federal and Illinois statutory requirements. To the fullest extent permitted by each insurance policy and without invalidating any coverage thereunder, the Provider waives any right of subrogation that it or any of its agents may have.

## B. Certificates of Insurance

Prior to any Therapist performing services under the terms of this Agreement, the Provider shall deliver to the District certificates of insurance evidencing the insurance required under this Agreement. Such insurance shall be primary and non-contributory. Each certificate of insurance shall contain a clause stating that policies will not be canceled or reduced without thirty (30) days prior written notice to the District.
13. Independent Contractor Status. No relationship of employer and employee is created by this Agreement between the Provider, or Therapists, and the District, it being understood that the Provider, its agents and employees, including the Therapists, will act hereunder as independent contractors. The Provider acknowledges that it is providing therapy services separately and independently from the District's control, supervision, direction and evaluation; that it has a full opportunity to find other business; that it has made its own investment in its business; and that it will utilize a high level of skill necessary to perform the services described herein. This Agreement shall not be construed as creating any joint employment relationship between the Provider and the District, and the District will not be liable for any obligation incurred by the Provider, including, but not limited to, unpaid minimum wages and/or overtime premiums. Further, the Provider shall be responsible for payroll taxes and other taxes associated with the employment of the Provider's Therapists.

The provision of services by any Therapist under this Agreement shall not constitute probationary service or otherwise contribute toward tenure with the District under the Illinois School Code. The Provider and its Therapists shall have no claim under this Agreement or otherwise against the District for vacation pay, sick leave, retirement benefits, workers' compensation, disability or unemployment insurance benefits, or any other wages or benefits of any kind.
14. Indemnification. To the fullest extent permitted by law, excluding any and all claims arising from the negligient acts, errors, or omissions of the District, the Provider shall defend, indemnify, and hold harmless the District from any and all third party claims, suits, disputes, demands, losses, damages, injuries, liabilities, judgments, costs and expenses (including reasonable attorneys' fees) to the extent resulting from, arising out of, based upon or connected in any way with any negligent act, error or omission of the Provider, its employees, agents, and contractors or any breach of this Agreement. The foregoing indemnification shall survive the expiration or termination of this Agreement. Additionally, the Provider waives any and all rights against the District it may have under any Worker's Compensation Act or interpretations of the such laws, including, but not limited to those rights under the judicial decision in Kotecki v. Cyclops Welding Corporation.
15. Conditions of Contractual Service. Prior to any Therapist providing services to any District student, the Provider shall tender the following information to the District for each assigned Therapist:
A. Evidence of a physical exam and a negative patch or Tuberculosis test (documentation must include date of exam/test performed by a licensed physician not more than ninety (90) days prior to the commencement of services with the District); and
B. Written verification of Hepatitis B vaccine or waiver; and

## AGREEMENT FOR PROFESSIONAL THERAPY SERVICES

C. College transcripts and diploma; and
D. Evidence of required certification and/or licenses; and
E. Completed fingerprint criminal background check, including required checks of the Statewide Sex Offender Database and Child Murderer and Violent Offender Against Youth Database; and
F. Evidence of training regarding occupational exposure to blood borne pathogens; and
G. Evidence of training in the mandated reporter requirements under the Illinois Abused and Neglected Child Reporting Act.
H. Completed Department of Children and Family Services Child Abuse Registry background investigation; and
I. Current Cardiopulmonary Resuscitation certification.
16. In-Service Training. The District may require an assigned Therapist, at his/her own expense, to attend training deemed by the District to be necessary for performing professional services.
17. Notices. Every notice or other communication required to be given by either party to the other with respect to this Agreement shall be in writing and shall not be effective for any purpose unless the same is served personally, by registered United States mail, or by express overnight delivery, addressed to the following parties:

If to the District:
Coordinator of Health Services
Community Consolidated
School District No. 15
580 North First Bank Drive
Palatine, IL 60067

If to the Provider:<br>SUNBELT STAFFING<br>Attn: Director<br>3687 Tampa Road, Suite 200<br>Oldsmar, FL 34677<br>With a required copy to<br>10151 Deerwood Park Blvd<br>Bldg 200, Suite 400<br>Jacksonville, FL 32256<br>Attn: General Counsel

18. Student Records. The District and the Provider acknowledge and agree that all medical or other student records generated in performing therapy services hereunder shall be the property of District. The parties agree to comply with all state and federal laws, including, but not limited to, the Illinois Student Records Act, the Illinois Mental Health Act and the federal Family Educational Rights and Privacy Act, and all rules and regulations governing the release of student and medical records. The Provider and its Therapists who are assigned to provide services for the District shall also abide by all other student confidentiality obligations of the District.
19. Non-Discrimination. The Provider agrees to comply fully with the requirements of the Illinois Human Rights Act ( 775 ILCS 5/1-101 et seq.) including, but not limited to, the provision of sexual harassment policies and procedures pursuant to Section 2-105 of the Act. The Provider further agrees to comply with all federal Equal Employment Opportunity Laws, including, but not limited to, the Americans With Disabilities Act ( 42 U.S.C. § 12101 et seq.), and their rules and regulations.

As required by Illinois law, in the event of the Provider's non-compliance with the provisions of this nondiscrimination provision, the Illinois Human Rights Act, or the Rules and Regulations of the Illinois Department of

## AGREEMENT FOR PROFESSIONAL THERAPY SERVICES

Human Rights ("Department"), the Provider may be declared ineligible for future contracts or sub-contracts with the State of Illinois or any of its political subdivisions or municipal corporations, and this Agreement may be canceled or voided in whole or in part, and such other sanctions or penalties may be imposed or remedies invoked as provided by statute or regulation.

During the performance of this Agreement, the Provider agrees as follows:
A. That it will not discriminate against any employee or applicant for employment because of race, color, religion, creed, sex, sexual orientation, marital status, national origin or ancestry, age, citizenship, physical or mental handicap or disability, military status, unfavorable discharge from military service or arrest record status; and further that it will examine all job classifications to determine if minority persons or women are underutilized and will take appropriate affirmative action to rectify any such underutilization.
B. That, if it hires additional employees in order to perform this Agreement or any portion thereof, it will determine the availability (in accordance with the Department's Rules) of minorities and women in the area(s) from which it may reasonably recruit and it will hire for each job classification for which employees are hired in such a way that minorities and women are not underutilized.
C. That, in all solicitations or advertisements for employees placed by it or on its behalf, it will state that all applicants will be afforded equal opportunity without discrimination because of race, color, religion, sex, sexual orientation, marital status, national origin or ancestry, age, physical or mental handicap unrelated to ability, or an unfavorable discharge from military service.
D. That it will send to each labor organization or representative of workers with which it has or is bound by a collective bargaining or other agreement or understanding, a notice advising such labor organization or representative of the Provider's obligation under the Illinois Human Rights Act and the Department's Rules. If any such labor organization or representative fails or refuses to cooperate with the Provider in its efforts to comply with such Act and Rules, the Provider will promptly so notify the Department and the contracting agency and will recruit employees from other sources when necessary to fulfill its obligations thereunder.
E. That it will submit reports as required by the Department's Rules, furnish all relevant information as may from time to time be requested by the Department or the contracting agency, and in all respects comply with the Illinois Human Rights Act and the Department's Rules.
F. That it will permit access to all relevant books, records, accounts and work sites by personnel of the contracting agency and the Department for purposes of investigation to ascertain compliance with the Illinois Human Rights Act and the Department's Rules.
G. That it will include verbatim or by reference the provisions of this clause in every sub-contract it awards under which any portion of the Agreement obligations are undertaken or assumed, so that such provisions will be binding upon such sub-contractor. In the same manner as with other provisions of this Agreement, the Provider will be liable for compliance with applicable provisions of this clause by such sub-contractors, and, further, it will promptly notify the contracting agency and the Department in the event any sub-contractor fails to refuse to comply therewith. In addition, the Provider will not utilize any sub-contractor declared by the Illinois Human Rights Commission to be ineligible for contractors or sub-contractors with the State of Illinois or any of its political subdivisions or municipal corporations
20. Default. If either party violates any of the terms of this Agreement, such violation shall entitle the other party to terminate this Agreement, provided that the party desiring to terminate for such cause shall give the

## AGREEMENT FOR <br> PROFESSIONAL THERAPY SERVICES

offending party at least fifteen (15) days' written notice. Said notice shall specify the particulars of the default and the party's intent to terminate this Agreement if such default is not remedied within the 15 -day period.
21. Complete Understanding. This Agreement contains all of the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.
22. Severability Clause. If any provision of this Agreement is held invalid, such invalidity shall not affect the other provisions of this Agreement, which may be given effect without the invalid provision.
23. Choice of Law. The rights and duties arising under this Agreement shall be governed by the laws of the State of Illinois.
24. Successors and Assignees. This Agreement binds and benefits the heirs, successors, and assignees of the parties.
25. Amendments. Any modification of this Agreement will be effective only if it is in writing and signed by all parties to this Agreement.
26. Third Party Beneficiaries. This Agreement is solely between the District and the Provider. No other party, including any third party, either express or implied, may rely upon the terms and conditions hereof whatsoever.
27. Execution. Each of the parties executing this Agreement represents and warrants that they have the proper and necessary authority to execute this Agreement and to bind their representative entities. The parties agree to accept facsimile copies of this Agreement as if original copies.

IT WITNESS WHEREOF, the undersigned duly authorize representatives of the parties have executed this Agreement on the date specified above.

## SUNBELT STAFFING

3687 Tampa Road, Suite 3000
Oldoma, FL 34677

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

By: $\qquad$
President

ATTEST:
Secretary

# AGREEMENT FOR <br> PROFESSIONAL THERAPY SERVICES 

## EXHIBIT A

## STATEMENT OF WORK

Therapist Name: Anne-Michelle Julius
Assignment: Occupational Therapist
Hourly Rate: $\$ 71.89$
Location: CCSD15 schools

Assigned Therapist shall provide services to the District from_August 14, 2019 to May 26, 2020. Therapist shall work a total of twenty-six (26) hours of onsite service during the term of this assignment. In the event of illness or other absence, services shall not be billed. No overtime shall be paid to Provider absent the prior written consent of the District.

Specifically, Therapist's duties shall include:
Direct OT services to students, evaluations of students, consult with staff and parents, team meetings, IEP meetings, and completion of required reports/paperwork

The undersigned Therapist is subject to the terms and conditions of this Statement of Work as well as the terms and provision of the Professional Services Agreement.
[SUNBELT STAFFLNG]


Date: 05/06/2019

DATE: June 12, 2019
TO: Board of Education
FROM: Michael Adamczyk, CSBO
Ivy Fleming, Budget \& Purchasing Coordinator
RE: Consent Calendar Item - Contract Extension for Waste Management Services

The District received bids for waste management services and a recycling program in the Spring of 2016.
The contract was for 3 years with the option to renew for an additional two years. The current contract is with Waste Management and is set to expire at the end of June. Waste Management has agreed to a one-year extension under the same price point, terms and conditions as specified in Bid \#16-012 Waste Disposal and Recycling Program.

| REQ DATE |
| :---: |
| $06 / 05 / 2019$ |

COPIES:

| White | Vendor |
| :--- | :--- |
| Yellow | A/P |
| Pink | Rec Copy |
| Green | Originator |
| PRINTED | $06 / 05 / 2019$ |

Community Consolidated School District 15
580 N First Bank Drive Palatine IL 60067
(847) 963-3000

Attn: Accounts Payable

VENDOR:
WASTE MANAGEMENT
PO BOX 4648
CAROL STREAM, IL 60197-4648

SHIP TO:
MAINTENANCE DEPT CCSD 15
1001 S ROHLWING ROAD
ROLLING MEADOWS, IL 60008

ATTN: CRAIG PHILLIPS


This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

Date: June 12, 2019
To: Board of Education


From: Dr. Meg Schnoor, Assistant Superintendent for Teaching and Learning Colleen Mullins, District Literacy Coordinator

## RE: ESSA Consolidated District Plan

Beginning in FY2020, the Illinois State Board of Education requires all districts receiving federal grant funds under the Every Student Succeeds Act to complete a Consolidated District Plan (CDP). The CDP is designed to consolidate and streamline the federal grant application and management process to reduce the burden on grantees and support holistic service to students. The CDP replaces Title I District Plan.

The CCSD 15 Consolidated District Plan includes:

- Title I, Part A
- Title I School Improvement 1003 (a)
- Title II, Part A
- Title III
- IDEA

The completed CCSD 15 Consolidated District Plan will be sent prior to the board meeting for your review and approval.

[^9]eGrant Management System

## Printed Copy of Application

Applicant: PALATINE CCSD 15
Application: Consolidated District Plan - 00

Cycle: Original Application
Sponsor/District: PALATINE CCSD 15
Date Generated: 6/10/2019 10:00:04 AM

| Overview |  |
| :---: | :---: |
| Program: | Consolidated District Plan |
| Purpose: | The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act ( 20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act ( 29 U.S.C. 3103 et seq.), the Head Start Act ( 42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act ( 42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act ( 29 U.S.C. 3271 et seq.), and other Acts as appropriate. |
| Board Goals: | Every child in each public school system in the State of Illinois deserves to attend a system wherein: <br> * All kindergartners are assessed for readiness. <br> * Ninety percent or more of third-grade students are reading at or above grade level. <br> * Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics. <br> * Ninety percent or more of ninth-grade students are on track to graduate with their cohort. <br> * Ninety percent or more of students graduate from high school ready for college and career. <br> * All students are supported by highly prepared and effective teachers and school leaders. <br> * Every school offers a safe and healthy learning environment for all students. |
| FY2020 Included Programs: | Title I, Part A - Improving Basic Programs <br> Title I, Part A - School Improvement Part 1003(a) <br> Title I, Part D - Delinquent <br> Title I, Part D - Neglected <br> Title I, Part D - State Neglected/Delinquent <br> Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders <br> Title III - Language Instruction Educational Program (LIEP) <br> Title III - Immigrant Education <br> Title IV, Part A - Student Support and Academic Enrichment <br> Title V, Part B - Rural and Low Income Schools <br> IDEA, Part B - Flow-Through <br> IDEA, Part B - Preschool <br> Foster Care Transportation Plan |
| Legislation: | Every Student Succeeds Act (ESSA) <br> Individuals with Disabilities Education Act <br> Rehabilitation Act <br> Strengthening Career and Technical Education for the 21st Century Act <br> Workforce Innovation and Opportunity Act <br> Head Start Act <br> McKinney-Vento Homeless Assistance Act <br> Adult Education and Family Literacy Act |
| Due Date: | District plans must be submitted to the Illinois State Board of Education and approved before any FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended. |
| Duratton: | The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter. |
| Amendments: | Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well. |
| Instructions: | Instructions in PDF format |
| Common Abbreviations: | ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) <br> IDEA - Individuals with Disabilities Education Act <br> ISBE - Illinois State Board of Education <br> LEA - Local Educational Agency <br> LIEP - Language Instruction Educational Program <br> SEA - State Education Agency |


| Last Name* |  |  |  |
| :---: | :---: | :---: | :---: |
| Schnoor |  |  |  |
| Phone* |  |  |  |
| 847 | 963 | 3101 |  |

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

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers and other program beneficiaries with special needs.
This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to
overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.
Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of
certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies

## 解

([count] of 2500 characters used)
Board of Education policy states that all students, teachers, paraprofess all programs. All teachers, administrators
3. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab
Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab
Many pages have notes at the bottom indicating for which programs the page is required.
To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.
How to Complete Pages with Pre-populated Fields
Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.
Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.
Program Risk Assessment pages must be completed for FY2020. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

Amendments

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

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

- Initial submission for the fiscal year

Amendment to approved plan for the fiscal year

## Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.
([count] of 5000 maximum characters used)

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

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [1]
NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant
2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2]
In order to provide comprehensive educational services to all students in CCSD15, the district utilizes federal, state and local resources to provide a high quality educational program for our community. Through the use of federal funds, in accordance with federal rules, regulations and requirements, the LEA attributes this funding source toward activities allowable in each federally funded program. Federal resources are aligned
 provide for the education of all students in CCSD15, ages 3 through 8th grade graduation, as required by school board policy, ISBE requirements and federal mandates.

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

1. Indicate which of the instruments below were used in the LEA needs assessment process.*
A. $\quad$ School and/or district report card(s)
B. $\sqrt{ }$ Five Essentials Survey
C. $\quad$ Student achievement data (disaggregated by student groups)
D. $\square$ Current recruitment and retention efforts and effectiveness data
E. $\quad \nabla$ Professional development plan(s)
F. $\quad$ School improvement plan(s)
G. $\nabla$ Title I plan(s)
H. $\square$ ED School Climate Survey (EDSCLS)
I. $\square \quad \mathrm{CDC} \mathrm{School} \mathrm{Health} \mathrm{Index}$
J. $\square \quad$ National School Climate Center
K. $\quad$ ASCD School Improvement Tool
L. IV Illinois Quality Framework and Supporting Rubric
M. $\nabla$ Other
List and describe other instruments and/or processes that were used in the needs assessment.
A survey-formatted needs assessment is distributed to a representative sampling of general education and special education staff at each school to attain input related to special education programming, as well as pupil personnel services in the areas of health services, counseling services, social work services and psychological services.School improvement teams complete rubric based self-assessment and a staff needs survey to identify building priorities and goals.
2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.
i. Identify areas of need related to student achievement, subgroup performance, and resource inequities
ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.
A.Title I, Part A - Improving Basic Programs

Through a comprehensive needs assessment, including an additional in depth analysis and study of our achievement gap, the district identified various targets: Increasing Parent education, support and gagement, increasing mult-tiered social emotional learning supports, targeted oral language development for all students, expanding Cuturally and Linguistically Responsive Instruction; increasing teacher knowledge and expertise through instructional coaching; and, providing additional administrative support to our higher needs schools.

## B.Title I, Part A - School Improvement Part 1003(a)

The District uses an annual, comprehensive needs assessment process to guide school improvement efforts. Each school completes a guided data analysis where school teams review internal assessments (MAP, AIMSweb, Logramos) and state-provided assessments (IAR, ISA, 5Essentials, DLM) to identify needs. Needs are aligned to state defined ESSA targets. Following the guided data review, school teams and Rubric to identify school needs. All schools complete a local self-assessment using the Data Wise Improvement System rubric. The results from these two assessments are combined with assessment data to develop site-specific goals and plans.

## C.Title I, Part D - Delinquent

D.Title I, Part A - Neglected
E.Title I, Part D - State Neglected/Delinquent

## F.Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and Also identif
principals.
Through a comprehensive needs assessment, including an additional in depth analysis and study of our achievement gap, the district identified various targets. Professional development will be provided to support and strengthen schools in the areas of need including, but not limited to: Increasing Parent engagement; increasing multi-tiered social emotional learning supports; targeted oral language administrative support to our higher needs schools.

## G.Title III - LIEP

The needs assessment survey which includes the 5 Essentials, the School/District Report card, student achievement data and the school improvement plan all indicate there is an achievement gap between the EL and the non EL students in reading and math. The assessment data have indicated a need for additional math intervention in grades $4-8$. In addition, the data indicate that the need for increased reading instructional strategies for gen ed theachers to support the EL learner is warranted. This information has led to the district purchasing the side. A gap was also found that focused on the need for culturally and linguistically relevant teaching and learning (CLR). This led the district to provide on oing professional development for targeted schools with the most need to receive training in CLR. The school improvement plans used the needs assessment information to focus on ELs as a subgroup in the areas of reading and math.

## H.Title III - Immigrant Education Program

The needs assessment information shows the need for more EL and immigrant parent information and support. Bilingual liaisons who live in the community and who receive training work with parents providing much needed assistance in learning the US school system, navigating the many challenges of living in the US and serving as brokers between the school staff and the community. In addition, the data show a need for specific training for teachers in working with the varied and diverse student population who bring with them a rich history but which may not match that of a middle class schoo
I.Title IV, Part A - Student Support and Academic Enrichment

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.
Title IV, Part A will be transferred to Title II funds for FY20.
J.Title V, Part B - Rural and Low Income Schools

## K.IDEA, Part B - Flow-Through [1]

The needs assessment survey information has been used in conjunction with the school and district report cards, school improvement plans, student achievement data and the IQF rubric to focus special education program goals on improving student outcomes for students with disabilities. These tools have resulted in the identification of particular needs in the areas of literacy and mathematics growth and proficiency for students with disabilities as well as the need for enhanced efforts in meeting the social and emotional needs of our students eligible for special education services. While the twenty CCSD
schools are each unique in their own right, common themes have emerged in the ratio of students with disabilities being considered for removal from the general education setting to more restrictive learning environments and being subject to exclusionary discipline due to behavioral challenges that impact the student's learning or the learning of others. In addition, the intersection of social/emotional needs with academic achievement in literacy and mathematics is noted and will be used for identifying program goals supported by the IDEA Flow-Through grant activities. Direct special education program support at the classroom level, through skilled paraprofessionals, as well as administrative support to the teaching staff, through coaching, mentoring and professional development has been identified as a need. In addition, the needs assessment identifies that the full continuum of placement options provided in our District schools requires enhanced administrative support to improve fidelity of implementation for improved delivery of academic, functional and social/emotional services.

## L.IDEA, Part B - Preschoo

The needs assessment survey information has been used in conjunction with the school and district report cards, school improvement plans, and student achievement data to focus special education program goals on improving student outcomes for preschool children with disabilities. Paraprofessionals to support functional skills within the early childhood classroom as well as instructional materials to enhance academic skills and self-regulation strategies are needed to supplement existing program resources.

## *Required field, applicable for all funding sources selected

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

## ISBE Goals:

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

## District Goal(s)

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

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.
A. $\nabla$ Teachers $(1,7,8)$
B. $\bar{\square}$ Principals $(1,7,8)$
C. $\mathbb{V}$ Other school leaders $(1,8)$
D. $\sqrt{ }$ Paraprofessionals (1)
E. $₹$ Specialized instructional support personnel ( $1,2,3,4,8$ )
F. $\Gamma$ Charter school leaders (in a local educational agency that has charter schools) (1)
G. $\sqrt{V}$ Parents and family members of children in attendance centers covered by included programs ( $1,2,3,4,7,8$ )
H. $\nabla$ Parent liaisons
I. $\nabla$ Title I director (1)
J. $\nabla$ Title II director (1)
K. $\sqrt{ }$ Bilingual director $(1,7)$
L. $\square$ Title IV director (1)
M. $\square$ Special Education director
N. $\square$ Guidance staff
O. $\square$ Local government representatives (8)
P. $\sqrt{ }$ Community members and community based organizations $(7,8)$
Q. $\square$ Business representatives $(2,3,4)$
R. $\nabla$ Researchers (7)
S. $\mathbb{V}$ Institutions of Higher Education (7)
T. $\square$ Other - specify
U. $\square$ Additional Other - specify

Program Footnotes:
$1=$ Title I, Part A - Improving Basic Programs
$2=$ Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
7 = Title III, including LIEP and Immigrant Education
8 = Title IV, Part A - Student Support and Academic Enrichment
2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.** Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs
([count] of 7500 maximum characters used)
District 15 utilized a variety of approaches in consulting with stakeholders. An informational brochure and presentation about ESSA and Title I was developed and District 15 utilized a variety of approaches in consulting with stakeholders. An informational brochure and presentation about ESSA and Title I was developed and for the plan:Parent Committee for Educational Excellence (included community leaders and parents)Curriculum Directors Personnel Department McKinney-Vento Liaison's Office Department of Instruction administrators District 15 Leadership Team (included all district principals, directors, assistant superintendents and
superintendent)Non-public school leaders Principals of Title I schools (in person and electronic submission of input)Staff Surveys including Certified Staff and superintendent)No
Paraprofessionals

Response from the FY19 Title I District Plan.
District 15 utilized a variety of approaches in consulting with stakeholders. An informational brochure and presentation about ESSA and Title I was developed and used in meetings where stakeholders may have needed additional background information. The following meetings were held throughout the developmental proces for the plan:Parent Committee for Educational Excellence (included community leaders and parents)Curriculum Directors Personnel Department McKinney-Vent superintendent)District 15 Summer Early Literacy Committee (teacher representatives from all district schools) Non-public school leaders Principals of Title I schools (in person and electronic submission of input)Paraprofessionals in the 12 District Title I buildings received a survey requesting input on appropriate
questions. Reviewing the input from all of the stakeholders, it was interesting and encouraging to see how similar the concerns and recommendations were. In questions.Reviewing the input from all of the stakeholders, it was interesting and encouraging to see how similar the concerns and recommendations were. In These commonalities played a role in the plan development and will help to guide the development of the Title I budget for 2018-19.
3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations.** [2]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
District 15 currently uses a variety of approaches to engage parents and family members and gather input to inform plans, both at the district and the building level. These approaches will remain active for the upcoming school year. At the district level, the superintendent convenes the district-wide Parent Committee for Educational Excellence several times throughout the school year. In addition, the superintendent is an active participant in the Northwest Suburban Council of PTA students through an organization called Spark. These meetings provide an opportunity for parents to communicate directly with the district about issues concer this population of students. District 15 also supports a very active Bilingual Parent Advisory Committee that assists the district in identifying the needs of our English language learners.At the building level, each District 15 school has an active PTA unit. These organizations provide a wide variety of opportunities for parents to lengage with the schools. PTA officers as well as other parents are frequently members of school improvement planning committees and contribute to the

## Response from the FY19 Title I District Plan

District 15 currently uses a variety of approaches to engage parents and family members and gather input to inform plans, both at the district and the building level. hese approaches will remain active for the upcoming school year. At the district level, the superintendent convenes the district-wide Parent Committee for the governing board for the local PTA units at the district schools. The district also meets regularly with a representative group of parents of special education
students through an organization called Spark. These meetings provide an opportunity for parents to communicate directly with the district about issues concerning
this population of students. District 15 also supports a very active Bilingual Parent Advisory Committee that assists the district in identifying the needs of our English language learners.At the building level, each District 15 school has an active PTA unit. These organizations provide a wide variety of opportunities for parents $t$ engage with the schools. PTA officers as well as other parents are frequently members of school improvement planning committees and contribute to the
development of schoolwide plans, and Title I compacts and policies. Parents are also invited to participate in other building level committees such as playground and afety committees. This will vary from building to building. District 15 has a high number of students for whom English is not their first language. The district uses a
ariety of approaches to engage the families of these students. These approaches have been successful in the past and will continue to be used. A number of District 15 schools participate in the Latino Family Literacy Program. This program provides opportunities for Latino families to engage with the school and develop
lationships with school personnel. These relationships lead to more open communication concerning the needs of their students which can then inform the building lans. Grant funds will also be used to provide bilingual liaisons who reach out to bilingual families in the communities. Finally, the district will work directly with ommunity organizations to meet with parents and identify ways that their needs and their students' needs can be met. All of these efforts will provide valuable information that can be incorporated in both district-wide and building-level planning.
4. Describe the activities/strategies the LEA will implement for effective parent and family engagement.** [3]

NOTE: This is a new field for FY2020. There is nothing to re-display.
([count] of 7500 maximum characters used)
District 15 uses a variety of approaches to engage families including, but not limited to, Liaisons, Community Schools, school-based family engagement events and activities. In addition, specific strategies are used to further support families whose first language is not English. A number of District 15 schools participate in the hese relationships lead to more open communication concernites the needs of their studo engage with the school and develop relationships with school personnel. provide bilingual liaisons who reach out to bilingual families in the communities. Finally, the district will work directly with community organizations to meet with信 incorporated in both district-wide and building-level planning.

Title I Requirement:
An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.
ESEA section 1112 (a)(1)(A)

## Title III Requirement:

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

## Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
[2] Title I, Part A, Section 1116(a)(2)
[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)
*Required field
** Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.
Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create
Additional Entries. See separate sections below for more detailed information on completing the table.

| Private School Name | Consultation Date |  |  | School Closing |
| :---: | :---: | :---: | :---: | :---: |
|  | Titles I, II, IV | IDEA Flow-Through | IDEA Preschool |  |
| Montessori Academy of I | 5/22/2019 | 05/22/2019 | 05/22/2019 | Г |
| St Colette School | 5/22/2019 | 05/22/2019 | 05/22/2019 | $\Gamma$ |
| St Theresa School | 5/22/2019 | 05/22/2019 | 05/22/2019 | $\Gamma$ |
| Holy Family Academy | 5/22/2019 | 05/22/2019 | 05/22/2019 | Г |
| St Thomas of Villanova $\subseteq$ | 5/22/2019 | 05/22/2019 | 05/22/2019 | Г |
| Quest Academy | 5/22/2019 | 05/22/2019 | 05/22/2019 | $\Gamma$ |
| Immanuel Lutheran Schc | 5/22/2019 | 05/22/2019 | 05/22/2019 | Г |

## Tite Programming Nonpublic Consultation


 one consultation date or a check in the School Closing column.
be combined into a single scanned PDF document as one upload
For detailed instructions on how to upload and for naming conventions for uploaded files, click on the link to Title Funding Upload NOTE: READ BEFORE IMPORTING link below.
Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Nonpublic School Consultation Form
Choose File no file selected
$\square$ 05-016-0150-04 CombinedPrivateSchoolSignatures.pdf

## IDEA Nonpublic Consultation


 Closing column
 advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

IDEA Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions Data Import Template
Choose File no file selected
$\square_{\text {TMC May 2019.pdf }}$ISBE Goals
$\checkmark$ All kindergartners are assessed for readiness

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
$\square$ Ninety percent or more of students graduate from high school ready for college and career$\checkmark$ All students are supported by highly prepared and effective teachers and school leaders.
$\checkmark$ Every school offers a safe and healthy learning environment for all students.
District Goal(s):
- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area
Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at th
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan
For yo
needs.
If the district does not offer early childhood education programs, enter
No Preschool Programs
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
While the CCSD15 does not offer a district-wide preschool program open to all children, the district does provide an early childhood special education program for
students eligible under IDEA, a Preschool Integration Program (PIP) for typically developing preschoolers and, through collaboration with a local agency, an ISBE
students eligible under IDEA, a Preschool Integration Program (PIP) for typically developing preschoolers and, through coliaboration with a local agency, an IISE
funded Preschool For All program at several of our schools. The programs coordinate screening and Child Find activities, professional development opportunities,
parent engagement efforts, curriculum development and implementation, positive behavioral interventions and supports systems, and blended classroom structure
in order to provide for the least restrictive environment for each child. The majority of classes meet daily in AM or PM sections, with four extended day classrooms
for students with autism spectrum disorders or related developmental disabilities. For all students served through these various programs, meetings are held
annually with the elementary kindergarten schools for the transition of children leaving preschool and entering kindergarten the following school year. Parents are
supported in the enrollment process through meetings with the anticipated kindergarten school of attendance to ensure an effective, welcoming transition as
supported in the enroliment process through meetings with ther children prepare to enter the elementary school community.
Response from the FY19 Title I District Plan.
District 15 does not offer a district-wide preschool program at individual schools. The district has several early childhood programs that are part of its therapeutic day school (Conyers Learning Academy). These programs generally fall under the district's special education services and are part of IDEA. One program, the
Preschool Integration Program (PIP), includes a preschool experience for typically developing three- and four-year-old children who reside within District 15 Preschool Integration Program (PIP), includes a preschool experience for typically developing three- and four-year-old children who reside within District 15 , boundaries. This program is unique in that it blends children who have disabilities with children who do not. They have a chance to play and learn together in an accepting and challenging environment. This preschool experience offers the same type of curriculum that is provided at developmentally appropriate community 15 schools. Hiring, financial support and supervision of these programs are the responsibility of the sponsoring agency. For all students served through these various programs, meetings will be held on an annual basis in schools that will be receiving students from the preschool programs. Kindergarten placement, studen needs, transfer of records, etc. will be discussed. Parents of preschool students will participate in incoming kindergarten meetings.


## Title I Requirement

Coordination of services with preschool education programs

## Legislative References:

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

```
All kindergartners are assessed for readiness
```

$\checkmark$ Ninety percent or more of third-grade students are reading at or above grade level
V Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
$\square$ All students are supported by highly prepared and effective teachers and school leaders.
$\nabla$ Every school offers a safe and healthy learning environment for all students.
District Goal(s):
$\square$ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1] For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan
([count] of 7500 maximum characters used)
Community Consolidated School District 15 provides a well-rounded instructional program that is anchored by the state standards established by ISBE. The standards-driven curriculum follows an established review cycle to ensure that teachers have current materials with which they can plan their instruction. Curricula in math, science, art and music have been recently updated. Literacy curriculum updates will be phased in over the next four years. District 15's Board of Education has established an instructional time frame to insure that all students receive a comparable amount of instruction in all areas of the building administrators to provide time-sensitive, focused and job embedded professional development. These effort will assist in improving the quality and effectiveness of the implementation of the district instructional program. The Assistant Superintendent for Teaching and Learning will work with the Curriculum Advisory Committee, which is comprised of teacher and administrator representation from district schools, to solicit input concerning the instructional program. The district superintendent will continue to meet regularly with the Parent Advisory Committee for Educational Excellence to solicit community input about the educational program in District 15 . Differentiation to meet the needs of all students is a central focus of District 15 's instructional program. Currently, the district is placing an emphasis on strengthening formative assessment processes to guide instruction in both English and Spanish. This emphasis requires updating assessment materials as well as the provision of appropriate professional development on administration, scoring, and interpretation of assessment results. In literacy, the Fountas and Pinnell Benchmark Assessment System is the primary formative assessment used in the district. instruction as well as opportunities to participate in after-school and/or summer programming.

## Response from the FY19 Title I District Plan.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The district uses an organized multi-point set of assessments to identify students that are at risk for academic failure. Initially, all students, based upon grade level and home languages, are screened using one of two initial assessments. For grades 2 to 6 , the Measures of Academic Progress (MAP) serves as the initial screening tool to identify students at risk. The MAP test is a well-researched and validated measure of povided to verify the student's risk level and to to grade 1, CBMs are used as the initial screening tool to identify students who may be at risk for failure. In both cases, a set of diagnostic assessments are Assessment (OLA). The results of the initial screening with planning intervention. These diagnostic assessments are the Fountas and Pinnell Benchmark Assessment System (BAS) and the Mondo Oral Language the ACCESS and Logramos Achievement Test (given in Spanish) are used to supplement the above listed assessments.To identify EL students, all students who enroll in the district are required to fill out a Home Language Survey. If a language other than English is indicated on any question on the form, the child is screened for EL services. In accordance with ISBE regulations, the district uses the MODEL and the W-APT for identifying which students are in need of EL services
Response from the FY19 Title I District Plan.
3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards.* [3] For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
Student-centered classrooms provide the structure and routines to support all students in Tier I instruction. However, some students will need additional support to be tailored to his or her needs. Reading specialists and instructional coaches support classroom teachers to review data, create instructional pathways and provide differentiated instruction for all students. Trained paraprofessionals will also be
available to classroom teachers to provide small group or individual support under the supervision of the classroom teacher. Students who, through data review, demonstrate a need for additional education available to classroom teachers to provide small group or individual support under the supervision of the classroom teacher. Students who, through data review, demonstrate a need for additional education
assistance will receive support through a variety of sources. Structured academic interventions are provided in literacy, math, oral language development, as well as social emotional and behavior support. Students in bilingual classrooms will receive extra literacy support through a variety of supplementental programs and resources. Outside of regular school hours, students may have the opportunity to participate in after-school and/or summer programs that provide extra support.
Response from the FY19 Title I District Plan.
4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.* [4]
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
All District 15 schools regularly monitor assessment data to determine individual needs as well as to identify broader, building-wide trends in student achievement. In addition, the school improvement planning process provides a systematic structure through which building leadership and teachers can identify strengths and areas of need. Determining the root causes of achievement gaps informs targeted instruction intended to close these gaps. A variety of approaches are being used for this purpose. The district is currently building capacity for co-teaching among staff members. Having two educators collaborate on instruction increases the potential for differentiation, attention to diversity, accountability, continuous assessment and inclusion. In the district's self-contained bilingual classrooms (kindergarten - 2 nd grade), an
emphasis is placed on a biliteracy model. This approach builds on students' linguistic knowledge in both Spanish and English. As previously mentioned, the district provides instructional coaches to the neediest emphasis is placed on a biliteracy model. This approach builds on students' linguistic knowledge in both Spanish and English. As previously mentioned, the district provides instructional coaches to the neediest the academic support mentioned above, District 15 schools implement the Positive Behavioral Interventions and Supports (PBIS) program as well as placing an emphasis on social and emotional learning. Currently, staff members are involved in professional development that focuses on trauma informed teaching. This training provides staff members with reliable strategies for building relationships with students and creating a safe environment where students can break out of negative behavioral cycles and learn.
Response from the FY19 Title I District Plan.
5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. $* *$ [5]
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
[count] of 7500 maximum characters used) out-of-field teachers. For recruitment purposes, related services personnel (psychologists, social workers, etc.) are given credit for educational experience beyond the average classroom teacher. The district does outreach in the densely populated low income and minority communities to encourage early enrollment of students. This helps to inform the district of potential hiring needs early enough to attract the best candidates for the neediest schools. The staffing process for the following year will begin in October. The Personnel Department and the Superintendent's Office will identify trends for low income and minority students and English learners in all District 15 buildings. During the staffing process, those trends will be used to determine instances where a more highly qualified teacher should be moved to a classroom
where his/her skills are needed. Staffing allocations for educational support personnel are based upon the low income enrollment in a building. Buildings with higher levels of low income students are staffed paraprofessionals at a higher rate. Title I funds will be used to provide additional reading specialist support at most Title I buildings, with the most experienced reading specialists being placed at the neediest buildings. In addition, Title I funds will also be used to provide instructional coaches in the neediest buildings. This will help to ensure that teachers receive embedded professional development and are better prepared to serve the students in their classes who need extra support.The district also utilizes a rigorous teacher evaluation system. This system helps to ensure that ineffective or inexperienced teachers receive mentoring and professional development needed to improve their teaching skills. In cases where teachers are unable to improve to an acceptable level, the teacher evaluation process provides a systematic method for releasing such teachers. This is an added measure of preventing disparities that would result in inexperienced and ineffective teachers working with low-income and/or minority students. Response from the FY19 Title I District Plan.
6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement.** [6]
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
District 15 's Board of Education policy $6: 230$ addresses the establishment of library resource centers (LRC), the selection of materials and the organization of the library. In addition, the Board policy also addresses equitable access to the materials and equipment in the Library Resource Center (LRC). Each library resource center has a certified teacher who serves as the director of the facility. These directors meet on a monthly basis for a full day of professional development on topics related to the library. Examples of topics for these professional development sessions include 21 st century libraries, cyber safety and
title mapping (a process for monitoring library collections and keeping them up to date). In addition to the LRC directors, the district employs three instructional technology coaches who work with LRC directors, classroom teachers and students in improving digital literacy skills and using digital resources to improve academic achievement. LRC directors and instructional technology coaches annually instruct students on digital citizenship.District 15 has a very diverse student population. To address their needs, available funds (local funds, grant funds, etc.) are used to purchase new library materials in multiple languages and at multiple difficulty levels. A 1-1 Chrome book initiative at grades 6-8 also helps to meet the needs of the diverse student population and increase student achievement. This initiative, coupled with LRC digital iteracy activities, provides all students with the opportunity to develop digital literacy skills. Students are issued a Chrome book regardless of economic status. The district also provides families with information about low cost internet options.
Response from the FY19 Title I District Plan.
7. Describe how the district will identify and serve gifted and talented students by using objective criteria.** [7]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The district uses a multi-pronged approach to identify and select students for the gifted program. Student academic achievement is universally screened to identify students that may potentially need to be
served in an enriched, out of general education environment. Students not selected through this universal screening can be referred by parents to staff through an appeals process. Student cases are reviewed to
determine if an alternate achievement measure or pathway is appropriate for the student's case. Following achievement, each student's cognitive skills are assessed using a standardized aptitude test. Again, an appeals process is used to identify students whose skills were not adequately captured by the standardized test. Based upon a combined set of this data, students are selected for the gifted program. Students may also be selected for advanced or out of level math through a similar process. In this process, students display advanced skills across multiple measures to include standardized achievement tests as well as curriculum tests. Students demonstrating advanced skills are selected for math enrichment programming. Students in the gifted program are served through self-contained, multi-grade level classes at several
magnet sites. Gifted programming follows the
Response from the FY19 Title I District Plan.

Titie I Requirements:
Ensure that all children receive a high-quality education.
Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

## Legislative References:

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

* Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A
**Required field for only Title I, Part A
$\square$ All kindergartners are assessed for readiness.
$\Gamma$ Ninety percent or more of third-grade students are reading at or above grade level.
$\square$ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
$\square$ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
$\square$ Ninety percent or more of students graduate from high school ready for college and career.
$\nabla$ All students are supported by highly prepared and effective teachers and school leaders.
$\checkmark$ Every school offers a safe and healthy learning environment for all students.
District Goal(s):
$\square$ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable,
through:*[1] through:* [1]
i. Coordination with institutions of higher education, employers, and other local partners;* and
ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan
([count] of 7500 maximum characters used) $\qquad$
列 school courses. In the fall of 8th grade, all District 15 students will complete the "Career cruising" needs assessment/personality profile. This process will help to narrow down possible elective options in hig school that will also assist students in identifying vocational choices.Students who excel in mathematics will be given the opportunity to take Algebra 2 at a local high school during their eighth grade year, receiving early high school credit for the course.District 15 works closely with Harper College, the local community college, to make sure junior high students and their families are aware of the Harper Promise program. This program offers the potential of two years of paid tuition as long as various criteria are met during the student's high school years. Families will be made aware of this program through announcements at 8th grade graduation and
Response from the FY19 Title I District Plan.
Community Consolidated School District 15 is a K-8 district and, as such, does not include high schools. District administration maintains close communication with the two high school districts into which our students feed (Districts 211 and 214). To facilitate the transition from junior high to high school, assessment information will be shared in order to assist with appropriate placement of students into high
school courses. In the fall of 8th grade, all District 15 students will complete the "Career Cruising" needs assessment/personality profile. This process will help to narrow down possible elective options in school courses. In the fall of sth grade, all dist assist students in identifying vocational choices.Students who excel in mathematics will be given the opportunity to take Algebra 2 at a local high school during their eighth grade year receiving early high school credit for the course.District 15 works closely with Harper College, the local community college, to make sure junior high students and their families are aware of the Harper Promise program. This program offers the potential of two years of paid tuition as long as various criteria are met during the student's high school years. Families will be made aware of this program through announcements at 8th grade graduation and the distribution of brochures in both English and Spanish.
2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills to in-demand occupations or industries in the State; and
Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
NOTE: If not applicable because district serves only grades K-8, enter Elementary District
([count] of 7500 maximum characters used)
District 15 offers a challenging and growing selection of STEM courses through Project Lead the Way for 7th and 8th grade students. These include courses in Design and Modeling, Robotics, Green
Architecture and Medical Detectives. These courses provide students with opportunities to experiment with and learn about skills that may be related to later vocational choices. Information from the course description for Design and Modeling provides an example of the instructional strategies and learning opportunities offered in these courses:"Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to a unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. "District 15 also works collaboratively with the Palatine Chamber of Commerce to bring the Young Entrepreneurs Academy to its middle school childre
Through this 25 week program, students have an opportunity to learn how to write a business plan and the principles of how to run a business. Students are mentored by local business people and have a chance to visit a variety of businesses. At the conclusion of the program, students present their business plans to a panel of local businesses. District 15 provides a liaison to the program, meeting space and administrative support (copying, etc.).
Response from the FY19 Title I District Plan.
District 15 offers a challenging and growing selection of STEM courses through Project Lead the Way for 7th and 8th grade students. These include courses in Design and Modeling, Robotics, Green Architecture and Medical Detectives. These courses provide students with opportunities to experiment with and learn about skills that may be related to later vocational choices. Information from the course description for Design and Modeling provides an example of the instructional strategies and learning opportunities offered in these courses:"Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to a unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. "District 15 also works collaboratively with the Palatine Chamber of Commerce to bring the Young Entrepreneurs Academy to its middle school children Through this 25 week program, students have an opportunity to learn how to write a business plan and the principles of how to run a business. Students are mentored by local business people and have a chance to visit a variety of businesses. At the conclusion of the program, students present their business plans to a panel of local businesses. District 15 provides a liaison to the program, meeting space and
administrative support (copying, etc.).

Legislative References:
[1] Title I, Part A, Section 1112(b)(10)(A and B)
[2] Title I, Part A, Section 1112(b)(12)(A and B)

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*
ISBE Goals:
$\square$ All kindergartners are assessed for readiness.
V Ninety percent or more of third-grade students are reading at or above grade level.
V Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
$\square$ Ninety percent or more of students graduate from high school ready for college and career.
$\checkmark$ All students are supported by highly prepared and effective teachers and school leaders.
$\checkmark$ Every school offers a safe and healthy learning environment for all students.


## District Goal(s):

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

For each program for which funding is anticipated for the 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]
NOTE: If Professional Development will not be provided for a funded program below, enter NOT PROVIDING

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.


## Program and Description

A. Title I, Part A - Improving Basic Programs

Through a comprehensive needs assessment, including an additional in depth analysis and study of our achievement gap, the district identified various targets: Increasing Parent education, Instruction: increasing teacher knowledge and expertise throional learning supports, targeted oraflang ade development for all students; expanding Culturally and Linguistically Responsive
B. Title I, Part A - School Improvement Part 1003(a)

The District uses an annual, comprehensive needs assessment process to guide school improvement efforts. Each school completes a guided data analysis where school teams review internal assessments (MAP, AIMSweb, Logramos) and state-provided assessments (IAR, ISA, SEssentials, DLM) to identify needs. Needs are aligned to state defined ESSA targets. Following the guided
data review, school teams complete a school self-assessment. For schools with ESSA designations, the self-assessment consists of two self-assessments. First, schools with ESSA designations complete the Illinois Quality Framework and Rubric to identify school needs. All schools complete a local self-assessment using the Data Wise Improvement System rubric. The results from these two assessments are combined with assessment data to develop site-specific goals and plans.
C. Title I, Part D - Delinquent
D. Title I, Part D - Neglected
E. Title I, Part D - State Neglected/Delinquent
F. Title II, Part A - Preparing, Training, and Recruiting

District 15's hiring and staffing procedures are strategically designed to insure that our neediest students are taught by the district educators who are best equipped to support them. The district does not hire out-of-field teachers. For recruitment purposes, related services personnel (psychologists, social workers, etc.) are given credit for educational experience beyond the average potential hiring needs early enough to attract the best candidates for the neediest schools.
G. Title III - LIEP

Funds are used to provide substitutes for EL teachers and gen ed teachers so that they may receive PD during the year on second language acquisition, assessment, literacy and content areas as well as co teaching. The need for subs for the staff is on going and year long, some of which takes place during department meetings and scheduled coaching opportunities. In addition, funds are
used to provide attendance at the annual EL Director's meeting and conferences for staff to attend on ELs. i.e. La Cosecha. Funds are also used to provide PD materials to staff that will support used to provide attendance at the annual EL Director's meeting and conferences for staff to attend on ELs. i.e. La Cosecha. Funds are also used to provide PD materials to staff that will support them in the education of ELs. Private schools are invited to attend any PD that meets their needs.
H. Title III - Immigrant Education

Funds are used to support activities coordinated with the community -based non profit organization, Partners for our Communities (POC). The POC works with immigrant parents by providing information, training, workshops, classes and overall support and activities. These activities are led by D15 parent liaisons and a culturally responsive consultant to provide professional development directly to staff and parents
I. Title IV, Part A - Student Support and Academic Enrichment NOT PROVIDING
J. Title V, Part B - Rural and Low Income Schools
K. IDEA, Part B - Flow-Through [2]

Funds are used to support special education programs and services in a variety of ways. The ISBE Special Education Directors' Conference, IAASE Fall and Winter Conferences, IASP Conference, CPI Certification and Certification Renewal, IASSW Conference, Midwest PBIS Conferences, Infinitec Workshops, Trauma Informed School Conference, Administrator Academies for special education administrators, IL Council for Exceptional Children Conference, Co-Teaching workshops as well as presenters and registration fees for district sponsored professional development will be supported through IDEA funds. Topics related to mental health and prevention, risk assessment/threat assessment, autism spectrum disorders, behavior analysis, literacy and mathematics instructional practices, sensory regulation, trauma informed practices, IDEA compliance and IEP development will be addressed through professional development activities. Supplies and materials for district sponsored activities as well as salaries and benefits for a staff development coordinator and secretarial services to support the activities will be included in this grant.
L. IDEA, Part B - Preschool

Registration and presenters fees as well as supplies and materials for professional development activities on topics related to early childhood academic instructional practices, sensory regulation and social/emotional skill development are professional development activities to be supported by this grant

Legislative Requirement:
[1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

## ISBE Goals:

$\square$ All kindergartners are assessed for readiness
$\square$ Ninety percent or more of third-grade students are reading at or above grade level
$\square$ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
$\square$ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.

- Ninety percent or more of students graduate from high school ready for college and career.
$\square$ All students are supported by highly prepared and effective teachers and school leaders.
$\checkmark$ Every school offers a safe and healthy learning environment for all students.


## District Goal(s):

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

1. Describe the process through which the districts will:*
i. reduce incidences of bullying and harassment
ii. reduce the overuse of discipline practices that remove students from the classroom [1]
iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]
a. each major racial and ethnic group;
b.economically disadvantaged students as compared to students who are not economically disadvantaged;
c. children with disabilities as compared to children without disabilities;
d. English proficiency status;
e. gender; and
f. migrant status.

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
District 15 uses a multipronged approach to reduce and prevent bullying and harassment. This behaviors are tracked through a consistent, universal behavior recording system used at all schools (Office Discipline Referral Forms). The frequency, locations, time of occurrence, and those involved are recorded reviewed monthly at the school level. In addition, a district team reviews the occurrence of these behaviors to determine District trends. The District uses PBIS to prevent these types of behaviors and promote positive student behavior and participation, Additionally, each school has implemented the Expect Respect program, which teaches students to respond to bullying, protect others, and report these instances to safe adults. The district uses a systematic checklist, aligned to SB100, to review student
discipline events that may result in student removal from the school or classroom (suspension). This checklist is used to ensure that positive, proactive discipline approaches are occurring and that an over discipline events that may result in student removal from the school or classroom (suspension). This checklist is used to ensure that positive, proactive discipline approaches are occurring and that an
dependence upon consequences is absent. A parent-teacher advisory committee structure is used to review this data and provide constructive recommendations to improve the district's approach to supporting students and reducing student suspension rates.The District uses a positive befavioral support and intervention approach to promote positive behavior and minimize aversive discipline events. Discipline events that results in a suspension recommendation are reviewed by central office and are recorded so that trend data can be reviewed. These events are matched to our larger data warehouse so that it may be dis-aggregated by race, financial status, English proficiency, gender, grade, school, and disability status. This information is graphed and is may be reviewed by school and district teams as part of a larger data review system used by the district.
Response from the FY19 Title I District Plan.
2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]
(42 U.S.C. 11301 et seq.) :*
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The District will provide services to children and youth experiencing homeless to support enrollment, attendance and school success through literacy and math interventions, before and after-school activities and care, as well as family liaison services. The District provides transportation for children and youth experiencing homelessness under the McKinney-Vento Homeless Act provisions and the Homeless Liaison facilitates the coordination of all supports.
Response from the FY19 Title I District Plan.
Title I Requirement:
To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards
Legislative Requirements:
[1] Title I, Part A, Section 1112(b)(11)
[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

| Attendance Center | Schoolwide | Targeted Assistance | Not Served | Closed | Board Approved Date |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1011 - PLUM GROVE JR HIGH SCHOOL | $\bigcirc$ | 0 | - | $\bigcirc$ |  |
| 1014 - CARL SANDBURG JR HIGH SCHOOL | $\bullet$ | 0 | $\bigcirc$ | 0 | 10/03/2018 |
| 1016 - WINSTON CAMPUS JR HIGH | - | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 10/03/2018 |
| 1018 - WALTER R SUNDLING JR HIGH SCH | 0 | 0 | - | 0 |  |
| 2001 - JANE ADDAMS ELEM SCHOOL | - | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 02/01/2018 |
| 2003 - CENTRAL ROAD ELEM SCHOOL | - | $\bigcirc$ | 0 | $\bigcirc$ | 10/03/2018 |
| 2004 - MARION JORDAN ELEM SCHOOL | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |  |
| 2005 - KIMBALL HILL ELEM SCHOOL | $\bigcirc$ | 0 | 0 | $\bigcirc$ | 02/01/2018 |
| 2006 - HUNTING RIDGE ELEM SCHOOL | 0 | $\bigcirc$ | $\bullet$ | $\bigcirc$ |  |
| 2007 - LAKE LOUISE ELEM SCHOOL | - | $\bigcirc$ | 0 | $\bigcirc$ | 10/03/2018 |
| 2008 - LINCOLN ELEMENTARY SCHOOL | - | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 02/01/2018 |
| 2009 - STUART R PADDOCK SCHOOL | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 10/03/2018 |
| 2010 - PLEASANT HILL ELEM SCHOOL | $\bigcirc$ | $\bigcirc$ | $\bullet$ | $\bigcirc$ |  |
| 2013 - GRAY M SANBORN ELEM SCHOOL | - | $\bigcirc$ | $\bigcirc$ | 0 | 10/03/2018 |
| 2015 - VIRGINIA LAKE ELEM SCHOOL | - | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 02/01/2018 |
| 2018 - WILLOW BEND ELEM SCHOOL | 0 | 0 | $\bullet$ | $\bigcirc$ |  |
| 2019 - WINSTON CAMPUS ELEMENTARY | $\bullet$ | 0 | $\bigcirc$ | $\bigcirc$ | 10/03/2018 |
| 2020 - THOMAS JEFFERSON ELEM SCHOOL | - | $\bigcirc$ | $\bigcirc$ | 0 | 06/06/2018 |
| 2023 - FRANK C WHITELEY ELEM SCHOOL | $\bigcirc$ | $\bigcirc$ | - | $\bigcirc$ |  |
| 3001 - JOHN G CONYERS LEARNING ACADEMY | 0 | 0 | $\bullet$ | $\bigcirc$ |  |

If Title I funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to recieve and use Title $I$ funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected. ISBE Goals:
$\Gamma$ All kindergartners are assessed for readiness.
V Ninety percent or more of third-grade students are reading at or above grade level.
$\nabla$ Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
$\square$ Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
$\square$ Ninety percent or more of students graduate from high school ready for college and career.
F All students are supported by highly prepared and effective teachers and school leaders.
$\nabla$ Every school offers a safe and healthy learning environment for all students.
District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))
Section 1111(d)
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
If the district does not have any schools identified as comprehensive or targeted, enter

## No schools identified under this part

([count] of 7500 maximum characters used) during which schools reviewed ESSA- and other related data to identify school and school and student needs. Schools also engaged teams and the faculty to complete two self-assessments: the Illinois Qualify Framework Rubric and the Data Wise Improvement Rubric. Staff at each school were also surveyed to gain further input. Finally, an equity assessment was completed to determine if any particular group membership was related to a lowered access to high quality teaching, materials or interventions. Based upon the data retreat and needs assessment, each school developed a work plan to address its individual needs. District use of 1003A funds to support plan development, teacher training, and plan implementation. Each school will participate in a semi annual progress assessment to support implementation fidelity and, if needed, revision.
Re-display of the approved response from the FY19 Title I District Plan.
Jane Addams School in District 15 has been designated as a focus school in previous years. Over that period of time, the district and school, in partnership with various stakeholders, have collaborated on creating a school improvement plan that focuses on raising the academic achievement of all Jane Addams students. The district and the school will continue to meet on a regular basis to update the plan and to
monitor the progress of its implementation. Central to the success of improving the overall achievement of Jane Addams students is improving the ability of teachers and staff to identify and respond to the unique needs of the students. One way this will be addressed in the 2018-2019 school year is by bringing in an outside consultant who will provide training and support for teachers who are working with students that come from diverse backgrounds that may include various degrees of trauma. Jane Addams will also have extra staff members who will provide academic support to both teachers and students. These staff members include a math teacher who will work with children scoring below the 25th percentile on the math portion of the Measures of Academic Progress (MAP) test. Currently, Jane Addams has a dedicated instructional coach and this position will continue in the 2018-2019 school year. In order to provide added support to bilingual students who are coming out of the school's K - 2 bilingual program, dual-certified teachers (bilingual and ESL endorsed) are being placed on the 3rd grade team. These teachers will extend the biliteracy model that began in kindergarten for these students. Plans are in place to
 strategic professional development in literacy will be provided. A digital math intervention program, "Success Maker," will be purchased to support students who demonstrate a need in this area. "Social Studies
Alive" will be purchased in both English and Spanish for third grade to support the biliteracy model at that grade level.
2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? * (Section 1112(b)(5))

C Yes

- No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4)) Measures of Poverty from 1113(5)(A) and (B)
$\sqrt{V}$ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act ( 42 U.S.C. 1751 et seq.),
$\lceil$ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
$\vee$ Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))
Section 1114 and 1115
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
District 15 has 12 schools that receive Title I funds. Currently all 12 schools operate schoolwide programs. The overall goal for these programs is to raise achievement and close the opportunity gap through the implementation of a multi-level system that supports core instruction, provides intervention and differentiation where needed, keeping the needs of the whole child in mind. Each school will have a team that will review schoolwide data and identify areas of need, determine appropriate supports for core instruction and suggest proven, effective interventions. Title I funds will be used to provide extra instructional support in the form of reading specialists and paraprofessionals. Instructional coaches are placed in the three buildings with the highest level of need. Supplementary materials and programs will be tailored to meet the its special education students. Some special education students receive services from institutions outside of District 15 . However, there are no services being provided for children living in local institutions or community day programs for neglected or delinquent children.
Re-display of the approved response from the FY19 Title I District Plan
District 15 has 12 schools that receive Title I funds. Currently all 12 schools operate schoolwide programs. The overall goal for these programs is to raise achievement and close the opportunity gap through the mplementation of a multi-level system that supports core instruction, provides intervention and differentiation where needed, keeping the needs of the whole child in mind. Each school will have a team that will review schoolwide data and identify areas of need, determine appropriate supports for core instruction and suggest proven, effective interventions. Title I funds will be used to provide extra instructional support needs of the individual school population as identified through data review and implemented by classroom teachers and support personnel.District 15 operates its own therapeutic day school that serves many of its special education students. Some special education students receive services from institutions outside of District 15 . However, there are no services being provided for children living in local institutions or community day programs for neglected or delinquent children.
5. In schools operating a targeted assistance program, please describe the objective criteria the district has estabished to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))
For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
If the district does not serve any schools identified as targeted assistance, enter Schoolwide Program Only
([count] of 7500 maximum characters used)
All District 15 schools receiving Title I funds operate school-wide programs.
Re-display of the approved response from the FY19 Title I District Plan.
All District 15 schools receiving Title I funds operate school-wide programs.

## Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such
standards. standards.

## Overview

## *****NOTE: This plan section is not required for the Department of Juvenile Justice****

Program: Foster Care Transportation Plan
Purpose: To comply with ESSA requirements for educational stability for students in foster care
Required For: All Illinois school districts and state-authorized charter schools
REsources: ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014

## US Department of Education (USDE) web page for Students in Foster Care

The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
Educational Stability Requirements (Effective October 7, 2008)
Public Act 099-0781 (effective 8/12/2016)
USDE Non-Requlatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016
Finance, Budgets \& Funding Transportation Programs (scroll to Foster Care Transportation section)
ESEA of 1965 as Amended, Section 6312(c)

## BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care

## Definition and References

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total
First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]
Vehicle Usage:
https://www.isbe.net/Documents/school vehicle quidance.pd
https://www.isbe.net/Documents/vehicle use summary.pdf
https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf
Transportation Programs:
https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx
Requirements
A. The following factors should be considered when developing the transportation procedures for a student in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student
B. The following low-cost/no-cost options should be considered when developing the transportation procedures:
10. Pre-existing transportation route
11. New transportation route
12. Route-to-Route hand-offs
13. District-to-district boundary hand-offs
14. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
15. Alternatives not directly provided by the district/school such as
a. Contracted services - taxis, student transport companies, etc. - see note below
b. Public transportation such as city buses, rails, etc.
c. Carpools- see note below
d. School/District staff- see note below
e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes
NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section $\mathbf{6 - 1 0 4}(\mathrm{d})$ of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.
REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]
C. The following funding options should be considered when developing the transportation procedures for a student in foster care: 1. Title IV-E of the Social Security Act if the student is eligible
16. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
17. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
18. State special education transportation funds, if the student has an IEP
19. Local funds

## Contact Information

## *****NOTE: This page is not required for the Department of Juvenile Justice****

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to
a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. LEA-POC - required*
Last Name* First Name* Position/Title* Email*
Gehring

Susan
Assistant Superintendent for Student Services
gehrings@ccsd15.net
2. LEA Transportation Director - required*
Last Name*
Last Name* First Name* Bramley Director of Transportation

Email*

Click here to add information for other personnel involved in the plan development.
3. Other personne

| Last Name | First Name |
| :--- | :--- |
| Corrigan | Alicia |

Position/Title
McKinney-Vento Liaison
Email

| Corrigan | Alicia |
| :--- | :--- |

4. Other personnel $\qquad$ Last Name
Last Name First Name

- Click here to add information for additional other personnel.
*Required field


## *****NOTE: This page is not required for the Department of Juvenile Justice****

note: fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of al district personnel involved.
Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability. For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. not in the same school zone, the LEA foster care Point of Contact (POC) is notified and invited to participate in a Best Interest Determination (BID). The CWA worker and the POC, along with other essential participants (e.g. student, student's biological family, foster family, relevant school personnel which may include: the school administrator, counselor, teacher, special education administrator, EL administrator) share information about the appropriateness of the current educational setting and distance from potential foster care placements and the child's current school. Potential methods and means of transportation are identified and considered. Response from the approved FY19 Foster Care Transportation Plan.
2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.* See IDEA legislation hereSee Section 504 here
For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan
Special considerations for children with disabilities under IDEA or Section 504 are considered as part of the best interest determination. IEP and Section 504 requirements for placement, specialized instruction, related services, commodations and transportation are essential factors considered, such that any foster care transportation plan is specific to the individualized needs and equrcumstances of the student The child's IEP or Section 504 Plan implementation is the foundation upon which a foster care transportation plan is developed. In conjunction with the Best Interests Determination factors an individualized transportation plan is created.
Response from the approved FY19 Foster Care Transportation Plan,
3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. In developing a foster care transportation plan for children who are English learners, the child's EL eligibility for TBE or TPI programming will be considered and incorporated into the Best In.
LEA stakeholders with knowledge and expertise in programming options for students who are EL will be included in the Best Interest Determination discussion and decision-making process.
Response from the approved FY19 Foster Care Transportation Plan.
4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan
Any party may challenge the Best Interest Determination within three business days of receiving the written determination. Should there be disagreement among parents, foster parents, education decision makers, child welfare agency or point of contact stakeholders regarding the Best Interest Determination, the student will remain in the school of origin while any disputes regarding transportation are being resolved. A meeting will be
scheduled within three business days after receiving a written challenge and the meeting will be conducted no later than ten business days from the date the written challenge is received. All relevant stakeholders will be invited and the meeting will be held at the school of origin. The LEA point of contact will arrange space for the meeting. At the meeting, all parties will be afforded the opportunity to present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented and issue a written final determination within three business days.
Response from the approved FY19 Foster Care Transportation Plan.

## *****NOTE: This plan section is not required for the Department of Juvenile Justice****

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.
For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
he transportation plan for a child placed in foster care must ensure that a student remains in his or her school of origin, unless it is determined not to be in the child's best interest. When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student notifies the child's current school. If the child moves to a new residence ( essential participants (e.g. student, student's biological family, foster family, relevant school personnel which may include: the school administrator, counselor, teacher, special education administrator, may be considered as part of the BID and Transportation Plan for a student in foster care: safety; the child's age and placement of sibling(s); duration of foster care placement; time of foster care
 child's EL status; distance and effect of the commute on the child's well-being and education; the child's maturity, any special needs and/or behavioral capacity.Potential methods and means of ransportation are identified and considered. Special considerations for children with disabilities under IDEA or Section 504 are considered as part of the best interest determination. IEP and Section 504 equirements for placement, specialized instruction, related services, accommodations and transportation are essential factors considered, such that any foster care transportation plan is specific to the dividualized needs and circumstances of the student. The child's IEP or Section 504 Plan implementation is the foundation upon which a foster care transportation plan is developed. In developing a信 Response from the approved FY19 Foster Care Transportation Plan.
2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*
$\checkmark$ a. Pre-existing transportation route
$\checkmark$ b. New transportation route
c. Route-to-route hand-offs
$\nabla$ d. District-to-district boundary hand-offs
$\checkmark$ e. Other services for which student is eligible, such as IDEA transportation options
$\checkmark$ f. Options presented by DCFS worker
$\checkmark$ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.
IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.
$\checkmark$ h. Other-describe
Contracted student transport services, such as taxis
$\checkmark$ i. Other-describe
Transportation in accordance with other services such as IEP, Section 504 Plan, or McKinney-Vento eligibility.

- j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.
For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. options include, but are not limited to: local funds, including state transportation reimbursement policies and procedures; if the student has an Individualized Education Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE); or transportation provided by the CWA outside of those provided by the district, such as reimbursing foster parents for transportation costs or including transport in contracts with licensed child pacing agencies or group homes. Response from the approved FY19 Foster Care Transportation Plan.
4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in
need.*
For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan
ny party may challenge the Best Interest Determination within three business days of receiving the written determination. Should there be disagreement among parents, foster parents, education decision makers, child welfare agency or point of contact stakeholders regarding the Best Interest Determination, the student will remain in the school of origin while any disputes regarding transportation challenge is received. All relevant stakeholders will be invited and the meeting will be held at the school of origin. The LEA point of contact will arrange space for the meeting. At the meeting, all parties will be afforded the opportunity to present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented and issue a writte
final determination within three business days.
Response from the approved FY19 Foster Care Transportation Plan.
5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved
For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above, or n/a as this may delay the submission or approvat ofyour plan.
Potential methods or means of transportation to and from the school of origin are identified and determined in conjunction with input from the CWA worker and LEA POC while any disputes are being esolved. These options may include: a pre-existing transportation route; new transportation route; route-to-route hand-offs; contracted student transport services, such as taxis; options explored by wigility for outside of those provided by the district, such as reimbursing foster parents for transportation costs or including transport in contracts with licensed child pacing agencies or group homes eligibility for transportation through other services such IEP, 504 Plan or McKinney-Vento eligibility processes and procedures.
Response from the approved FY19 Foster Care Transportation Plan.
6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*
For your convenience, the FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
The district ensures that all school personnel are aware of the transportation plan process and can initiate the process through administrative procedures that are provided to the school clinicians (social workers, counselors and psychologists), nurses, secretaries, building administrators, Homeless Liaison and transportation department administrators. Steps taken in the student enrollment and transfer process incorporate procedural directives to address students who may be eligible for such services due to placement in foster care or movement between foster care living arrangements.
Response from the approved FY19 Foster Care Transportation Plan
*Required field

F By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.
Provide the date on which the District Board approved the Consolidated District Plan.
06/12/2019
Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of A. designate a point of contact if the correspond
contact for the local educational agency and
B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide
transportation to the school of origin if
a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
b. the local educational agency agrees to pay for the cost of such transportation; or
c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State consitututional law, regarding the education of English learners, consistent with sections 3125 and 3126 ;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14 C of the Illinois School Code, assurance is provided that at least $60 \%$ of the district's state
funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article. funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

V By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.
The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes the applicant certifies under oath that all information in the grant agreement is true and correct
described in this agreement, and that the award of this grant is conditioned upon this certification.

## DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.
Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.
Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably
The capitalized word Term means the period of time from the project beginning date through the project ending date.
LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS
The applicant acknowledges and agrees that this grant is subject to the provisions of:
2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
http://www.ecfr.gov/cqi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200 main 02.tpl
Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559\&ChapterID=7
Administrative Rules for GATA, 44 III. Admin. Code Part 7000
ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.htmI

## NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

## PROJECT

4. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including
5. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
6. All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

## GENERAL CERTIFICATIONS AND ASSURANCES

8. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) ( 20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) ( 105 ILCS $10 / 1$ et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age,
or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act ( 775 ILCS $5 / 1-101$ et seq.), the Individuals with Disabilities Education Act ( 20 or handicap, such as Title IX of the Amendments of 1972 ( 20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act ( 775 ILCS $5 / 1-101$ et seq.), the Individuals with Disabilities Education Act ( 20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 ( 29 U.S.C. 794 ) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 ( 29 U.S.C. 621 et seq.), the Age Discrimination Act ( 42 ILCS 10/0 01 et seq) and the Americans with Disabilities Act of 1990 ( 42 U S. C. 12101 seq.); and the Illinois School Code ( 105 ILCS 5/1-1 et seq) Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. $202,102 \mathrm{~S} . \mathrm{Ct}$. 2382 (1982)).
9. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an
early retirement incentive under 40 ILCS $5 / 14-108.3$ or 40 ILCS $5 / 16-133.3$ (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
10. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
11. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
12. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3
13. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates ( 775 LCS 25/1).
14. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
15. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS $5 / 10-21.9(\mathrm{c})$ ) or have been found to be the perpetrator of
sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 ( 705 ILCS $405 / 2-1$ et seq.).
16. The applicant hereby assures that when purchasing core instructional print materials published after July 19,2006 , the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS $5 / 28-21$, which instructs the pubisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
17. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

## JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

18. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
19. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
b) Maintain separate accounts and ledgers for the project;
c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
d) Properly post all expenditures made on behalf of the project;
e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the ilinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates; h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education; i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

## DRUG-FREE WORKPLACE CERTIFICATION

20. This certification is required by the Drug-Free Workplace Act ( 30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.
For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $\$ 5,000$ or more from the state
The applicant certifies and agrees that it will provide a drug-free workplace by
a) Publishing a statement:
1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
2) Specifying the actions that will be taken against employees for violations of such prohibition.
3) Notifying the employee that, as a condition of employment on such contract or grant, the
A) Abide by the terms of the statement; and
B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
b) Establishing a drug-free awareness program to inform employees about:
4) The dangers of drug abuse in the workplace;
5) The grantees or contractors policy of maintaining a drug-free workplace;
6) Any available drug counseling, rehabilitation, and employee assistance programs; and
7) The penalties that may be imposed upon an employee for drug violations.
c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place
g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the erm of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until
v1. 2019

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education

## Before completing this certification, read instructions below.

$V$ By checking this box, the prospective lower tier participant certifies that:

## CERTIFICATION

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification
. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction
available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded,"
 Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is no equired to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at
www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $\$ 10,000$ and not more than $\$ 100,000$ for each such failure.
$\nabla$ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:
 officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any agreement, and the extension, continuation, renewal, amendment, or modific
 Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying (3) The applicant shall require that the language

Therements) and that all subrecipients shall of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.
$\nabla$ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and
any award in relation thereto.

## DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.
"LEA" means the local educational agency.
"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.
"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.
"PROGRAM" means any applicable program under which federal funds are made available to the applicant.
"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.
"SECRETARY" means the Secretary of Education.
PROJECT
2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232 f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due onsideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.
v1. 2019

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement betwee the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances
The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.1.2018)
The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. $\mathrm{He} / \mathrm{she}$ is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained here

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.
${ }^{V}$ Assurances for all covered programs
V Grant Application Certifications and Assurances (State Assurances)
V Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
V Certification Regarding Lobbying
V GEPA 442 Assurances

# Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application. 

Application was created on:
Assurances
District Data Entry
Business Manager
District Administrator
ISBE Program Admin 1
ISBE Program Admin 2
ISBE Program Admin 3
ISBE Program Admin 4

This Application has not been submitted

| Page Review Status |  | Instructions |
| :---: | :---: | :---: |
| $\checkmark$ Expand All |  |  |
| Consolidated District Plan | Page Status | Open Page for editing |
| Consolidated District Plan |  |  |
| Contact Information | OPEN | ■ |
| Coordinated Funding | OPEN | $\Gamma$ |
| Plan Specifics |  |  |
| Needs Assessment Impact | OPEN | $\Gamma$ |
| Stakeholders | OPEN | $\Gamma$ |
| Private Schools Participation | OPEN | $\Gamma$ |
| Preschool Coordination | OPEN | $\Gamma$ |
| Student Achievement | OPEN | Г |
| College and Career | OPEN | ■ |
| Professional Development | OPEN | ■ |
| Safe Learning Environment | OPEN | Г |
| Title I Specific Pages |  |  |
| Title I Specific | OPEN | Г |
| Title I Specific Part Two | OPEN | Г |
| Foster Care Transportation |  |  |
| Foster Care Transportation Plan Contacts | OPEN | Г |
| Best Interest Determination | OPEN | $\Gamma$ |
| Foster Care Transportation Plan Development | OPEN | $\Gamma$ |
| Assurance Pages |  |  |
| Plan Assurances | OPEN | $\Gamma$ |
| State Assurances | OPEN | $\Gamma$ |
| Debarment | OPEN | $\Gamma$ |
| Lobbying | OPEN | $\Gamma$ |
| GEPA 442 | OPEN | $\Gamma$ |
| AssurancesText | OPEN | Г |
| Assurances | OPEN | $\Gamma$ |

Request Print Job
$\square$ Consolidated District Plan
Requested Print Jobs
Requested by ajamnik on 6/10/2019
ajamnik on 6/10/2019
Completed Print Jobs

Meg Schnoor, Ed.D.

Date: June 12, 2019
To: Board of Education
From: Dr. Meg Schnoor, Assistant Superintendent for Teaching and Learning Colleen Mullins, District Literacy Coordinator

RE: Request for Purchase - Supplemental Classroom Libraries, Booksource, Inc.

Self-selected, sustained reading has the greatest impact on short and long term student achievement. The classroom library is the essential tool needed to ensure each and every student successfully engages in reading every day. As explained by Fountas and Pinnell, the purpose of classroom libraries is to "create lifelong readers who have the power of choice, the ability to make decisions about texts, the freedom to have opinions, the interesting cognitive activity of thinking critically about reading, and the pleasure of reading." A high quality classroom library must be comprised of hundreds of engaging fiction and nonfiction texts that give students choices for extended independent reading.

A goal of the Department of Instruction is to establish and sustain high-quality, comprehensive classroom libraries. The first stage in this project was to create "starter libraries" using the FPC Independent reading collections. The second stage in this project is to expand the K-6 classroom libraries in Title I schools. The cost will be over $\$ 25,000$ and will funded by federal grant programs.

Date: June 12, 2019
To: Board of Education


From: Dr. Meg Schnoor, Assistant Superintendent for Teaching and Learning Colleen Mullins, District Literacy Coordinator

RE: Labeling Project for Fountas and Pinnell Classroom Implementation - Crossland Literacy

The barcoding, labeling and organization of the new Fountas and Pinnell Classroom (FPC) is critical to the success. Full FPC implementation for Grades K-3 will include close to 300,000 texts organized, labeled and barcoded differently for the various instructional contexts. Crossland Literacy, the sole sales representative for Heinemann Publishing in the state of Illinois, will complete the labeling project for CCSD 15 at a cost of $\$ 75,000$.

Crossland Literacy will:

- Receive boxes and store materials until pick up by CCSD 15 district.
- Unpack the individual boxes and do inventory check to ensure CCSD 15 has received all materials.
- Manage and resolve any issues directly with the publisher such as missing or damaged items.
- Label and barcode all the individual books according to the guidelines set forth by the district personnel.
- Label boxes by school, grade level and teacher name.
- Repack the materials and pallet materials for pickup in West Dundee by CCSD 15 warehouse personnel.

[^10]Literacy
Proposal for Receiving Handling and Labeling

| Sold to: | Bill to: |
| :---: | :---: |
| CCSD 15 | CCSD 15 |
| Attn: Colleen Mullins | 580 N 1 st St |
| 580 N 1 1st St | Palatine, Illinois 60067 |
| Palatine, lllinois 60067 |  |



If customer agrees to above proposal, please respond by email to kelly@crosslandlit.com

Payment is expected within 30 days of final service date to:
Crossland Literacy
739 S 8th Street
West Dundee, IL 60118
Fed ID\# 46-4199089

Prepared by:
Crossland Literacy
847-767-4822
kelly@crosslandlit.com
$\stackrel{\text { İİssland }}{ }$
Literacy

## FOIA Requests/Responses

There were four (4) requests and six (6) responses for information under the Freedom of Information Act during the period of May 2, 2019, through June 6, 2019.

| Request | Staff Time |
| :--- | :---: |
| On April 29, 2019, a request was received from Sulema Griffin, <br> at Sheet Metal Werks, for the HVAC contractor that will be <br> working on Central [Road] School this year. The response to this <br> request was sent on May 6, 2019. | Staff Time: |
| On April 30, 2019, a request was received from Joe Polito, at <br> Illinois Communication Sales, Inc., for copies of all <br> information provided by respondents to... RFP \#19-021. The <br> response to this request was sent on May 7, 2019. |  |
| On May 9, 2019, a request was received from Bethany <br> Simpson, at Smart Procure, for any and all purchasing records <br> from 2019-02-04... to current. The response to this request was <br> sent on May 16, 2019. | Staff Time: |
| On May 13, 2019, a request was received from Christine <br> Smith, for "copies of all fire sprinkler... fire alarm... hood range... |  |
| . fire extinguishers... fire pump inspection reports and invoices, <br> and any contracts associated with fire sprinkler, fire alarm, hood <br> range inspections, fire extinguishers, and fire pump for all <br> properties owned by the Palatine [CCSD] 15, for the years 2018- <br> 2019." The extension letter to respond to the request by 5 <br> additional business days, and verification of a non- <br> commercial request, was sent on May 20, 2019. The response <br> to this request will be sent on June 12, 2019. | Staff Time: |
| On May 13, 2019, a request was received from Joe Doninger, <br> at Safeway Transportation Services Corp., for copies of the <br> rejected bid [sic] for RFP\# 19-027. The response to this request <br> was sent on May 20, 2019. | Hrs |
| On May 17, 2019, a request was received from Sulema Griffin, <br> at Sheet Metal Werks, for the HVAC contractor that will be <br> working on Lincoln School this year. The response to this <br> request (no records) was sent on May 24, 2019. | 1.25 Hrs |

## VIA E-MAIL

Sulema Griffin<br>Sheet Metal Werks<br>Sheetmetalwerks.com<br>email: Sulema@Sheetmetalwerks.com

## Re: Response to FOIA Request

## Dear Sulema Griffin:

This letter is in response to your correspondence received in our office on April 29, 2019, within which you have requested public documents, citing to the Illinois Freedom of Information Act ("FOIA").

Specifically, you asked for the following records:
"Please list the HVAC and General contractor for the following project:
Date Range: 2018 to present
District 15 - Central School-3800 W. Central Ave"

The response to your request has been provided as an email attachment. There were four (4) pages of information pertinent to your request.

The District's response contained in this letter intends to be fully responsive to your specific request. If we have misinterpreted your request in any way, please contact me so that we may update our response accordingly. Thank you for your interest in Community Consolidated School District 15. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,
Ycur $B \mathrm{HR}_{\text {mpean }}$
Scott B. Thompson, Ed.D.
Superintendent of Schools
CCSD 15 FOIA Officer
(847) 963-3205
thompsos@ccsd15.net

# Request for Examination and/or Copies of Public Records Pursuant to the Freedom of Information Act 

On the 29th , day of April 2019 at the hour of $1: 58 \mathrm{pm}$ (a.m./p.m.), the following request was made for access to the public record(s) listed below for the purpose of review and/or duplication:

Records to be Inspected: Please list the HVAC and General contractor for the following project: Date Range: 2018 to present
District 15-Central School - 3800 W. Central Ave

## Records to be Copied: <br> $\qquad$

Name of Requesting Party (please print): Sulema Griffin - Sheet Metal Werks
Signature of Requesting Party:


Address: $\qquad$ Rd., Arlington Hts, IL 00005

Telephone: 847-827-4700 E-mail:_Sulema@Sheetmetalwerks.com
I understand that, as permitted by the Act 5 ILCS 140/6, the first 50 black and white copies are free; any additional pages cost 15 cents per page. Color copies or information produced on a $C D$ will be provided at the actual cost of copying. If mailed, postage costs will be included in the total fee.

## Disposition of Request

$\square$ Record(s) made available and requesting party notified. Date: $\qquad$ Time:
$\square$ Record(s) were provided for review. Date: $\qquad$
$\square$ Record(s) copied at cost of: $\qquad$ $\square$ Record(s) mailed at cost of:
$\square \operatorname{Record}(\mathrm{s}) \square$ picked up or $\square$ mailed on

- Request delayed-attach reason(s)Request denied-attach reason(s)
Signature of Employee: $\qquad$
Title of Employee:
Signature of Requesting Party: $\qquad$
Reported to Board of Education on: $\qquad$

[^11][^12]
## VIA E-MAIL

Joe Polito

Illinois Communications Sales, Inc.
(312) 897-1835
joepolito@illinoiscom.com

## Re: Response to FOIA Request

Dear Joe Polito:
This letter is in response to your correspondence received in our office on April 30, 2019, within which you have requested public documents, citing to the Illinois Freedom of Information Act ("FOIA"). Below we have responded to your request for information.

Specifically, you asked for the following records:
"Please reference RFP \#19-021
Under the 'Freedom of Information Act' I respectfully request copies of all information provided by respondents to the above referenced RFP."

The response to your request has been provided as an email attachment. There were two hundred eightythree (283) pages of information pertinent to your request.
The District's response contained in this letter intends to be fully responsive to your specific request. If we have misinterpreted your request in any way, please contact me so that we may update our response accordingly. Thank you for your interest in Community Consolidated School District 15. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,
Yau $B \operatorname{ld}_{\text {mpam }}$
Scott B. Thompson, Ed.D.
Superintendent of Schools
CCSD 15 FOIA Officer
(847) 963-3205
thompsos@ccsd15.net

## Fwd: RFP 19-021

1 message
Dave Kuechenberg [kuechend@ccsd15.net](mailto:kuechend@ccsd15.net)
Tue, Apr 30, 2019 at 2:28 PM
To: Min Goodwin [goodwinm@ccsd15.net](mailto:goodwinm@ccsd15.net)

FYI

From:------ Forwarded message --------
Date: Tue, Apr 30, 2019 at 12:46 PM
Subject: RE: RFP 19-021
To: Dave Kuechenberg [kuechend@ccsd15.net](mailto:kuechend@ccsd15.net)
Cc: Matthew Barbini [barbinim@ccsd15.net](mailto:barbinim@ccsd15.net)

Please see the attached letter requesting information from RFP 19-021
Best regards,

Joe Polito
Illinois Communications
(312) 897-1835

```
Original Message
Subject: Re: RFP 19-021
From: Dave Kuechenberg <kuechend@ccsd15.net>
Date: Thu, April 25, 2019 1:18 pm
To: joepolito@illinoiscom.com
Cc: Matthew Barbini <barbinim@ccsd15.net>
Joe,
```

Thank you for contacting Dr. Barbini and I with your concern to ensure we receive what is expected for our specification for "Installation and configuration of Motorola Radio Management Server."

We are in fact receiving what is expected from the recommended vendor.
Also, since the numbers for the responses to the RFP have been made public, we cannot accept any revised pricing.

Let me know if you have any questions
Thank you.
Dave Kuechenberg
CCSD15 Technology

On Thu, Apr 25, 2019 at 10:01 AM [joepolito@illinoiscom.com](mailto:joepolito@illinoiscom.com) wrote:
Please see attached regarding RFP 19-021
Best regards,
Joe Polito
Illinois Communications
(312) 897-1835

Dave Kuechenberg
Manager of Technology Services
Community Consolidated School District 15
110 N. Harrison Ave.
Palatine, IL 60067
(847) 963-3225
(847) 963-3235 Fax

This electronic mail message and all attachments to it contain information intended only for the use of the individual to whom it is addressed and may include confidential and/or legally privileged information. If you are not the intended recipient, you have received this message and all attachments in error, and any review, use, dissemination, distribution or copying of any item is strictly prohibited. If you have received this communication in error, please notify the sender immediately by return email and delete this electronic mail message and all attachments from your computer, including all copies.

## Dave Kuechenberg

Manager of Technology Services
Community Consolidated School District 15
110 N. Harrison Ave.
Palatine, IL 60067
(847) 963-3225
(847) 963-3235 Fax

This electronic mail message and all attachments to it contain information intended only for the use of the individual to whom it is addressed and may include confidential and/or legally privileged information. If you are not the intended recipient, you have received this message and all attachments in error, and any review, use, dissemination, distribution or copying of any item is strictly prohibited. If you have received this communication in error, please notify the sender immediately by return email and delete this electronic mail message and all attachments from your computer, including all copies.

## Community Consolidated School Dist 15 letter.pdf

34K

Community Consolidated School District 15<br>Dr. Matthew J Barbini EDD / Deputy Superintendent<br>Mr. David Kuechenberg / Manager of Technology Services<br>$580 \mathrm{~N}^{\text {st }}$ Bank Drive<br>Palatine, IL 60067-8110

April 24, 2019
Dear Dr. Barbini and Mr. Kuechenberg,

Please reference RFP \#19-021
Under the "Freedom of Information Act" I respectfully request copies of all information provided by respondents to the above referenced RFP.

Thank you in advance for your cooperation.

Best regards,


Joe Polito

May 16, 2019

## VIA E-MAIL



## Bethany Simpson

Data Acquisition Specialist

## SmartProcure

bsimpson@smartprocure.com
Re: Response to FOIA Request

## Dear Bethany Simpson:

This letter is in response to your correspondence received in our office on May 9, 2019, within which you have requested public documents, citing to the Illinois Freedom of Information Act ("FOIA"). Below we have responded to your request for information.
Specifically, you asked for the following records:
"...any and all purchasing records from 2019-02-04 (yyyy-mm-dd) to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.
The specific information requested from your record keeping system is:

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

The response to your request has been provided as an email attachment. There were one hundred ninety-one (191) pages of information pertinent to your request.

The District's response contained in this letter intends to be fully responsive to your specific request. If we have misinterpreted your request in any way, please contact me so that we may update our response accordingly. Thank you for your interest in Community Consolidated School District 15. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,
thutralempen
Scott B. Thompson, Ed.D.
Superintendent of Schools
CCSD 15 FOIA Officer
(847) 963-3205
thompsos@ccsd15.net

CCSD15 FOIA Disposition
Date Received: 05/09/19
Date Due: 05/16/19
June Becker [beckerj@ccsd15.net](mailto:beckerj@ccsd15.net)
Date Responded: 05/16/19

## SmartProcure FOIA Request to Palatine Community Consolidated School District No. 15 for PO/Vendor Information

1 message

bsimpson@smartprocure.com [bsimpson@smartprocure.com](mailto:bsimpson@smartprocure.com)
Thu, May 9, 2019 at 5:43 AM
To: beckeri@ccsd15.net

Dear June or Custodian of Public Records,
SmartProcure is submitting a commercial FOIA request to the Palatine Community Consolidated School District No. 15 for any and all purchasing records from 2019-02-04 (yyyy-mm-dd) to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

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

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

Please email the information or use the following web link. There is no file size limitation:
http://upload.smartprocure.com/?st=|L\&org=PalatineCommunityConsolidatedSchoolDistrictNo15
If this request was misrouted, please forward to the correct contact person and reply to this communication with the appropriate contact information.

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

Regards,

## Bethany Simpson

Data Acquisition Specialist
SmartProcure
Email: bsimpson@smartprocure.com
Direct Line: 954-420-9900 ext: 684

May 20, 2019

## VIA EMAIL

Christine Smith
 christine.smith12101989@gmail.com

## RE: FOIA 5-DAY EXTENSION NOTICE/REQUEST FOR VERIFICATION

Dear Christine Smith:
Thank you for writing to Community Consolidated School District 15 with your request for information pursuant to the Illinois Freedom of Information Act ("FOIA"), 5 ILCS 140/1 et seq., received on May 13, 2019.

Your original request is restated below:
"I am requesting copies of all fire sprinkler inspection reports and invoices, all fire alarm inspection reports and invoices, all hood range inspection reports (kitchen fire suppression reports) and invoices, all fire extinguisher invoices, all fire pump inspections reports and invoices and any contracts associated with fire sprinkler, fire alarm, hood range inspections, fire extinguishers, and fire pump for all properties owned by the Palatine Community Consolidated School District 15, for the years 2018-2019."

Under FOIA, a public body may extend the time to respond to a FOIA request by up to five business days for a limited number of reasons. 5 ILCS 140/3(e). We are extending the time to respond to your request by five business days because we cannot comply within the 5 business day time limit, due to the requested records have not been located and require additional effort to find.

Moreover, we request that you call 847-963-3209 or email FOIA@ccsd15.net to confirm your request and verify that it is not for a commercial purpose. For your reference, FOIA defines "Commercial purpose" broadly to include "the use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services." 5 ILCS 140/2(c-10). Please be advised that it is a violation of FOIA for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. See 5 ILCS 140/3.1(c).

Upon verification that your request is not for commercial purposes, we will respond to your FOIA request by May 28, 2019. Otherwise, we will respond to your FOIA request by June 12, 2019.

Sincerely,
thut $B \lim _{\text {mpan }}$
Scott B. Thompson, Ed.D.
Superintendent of Schools
CCSD 15 FOIA Officer
(847) 963-3205
thompsos@ccsd15.net

## FOIA Request

1 message
Christine Smith [christine.smith12101989@gmail.com](mailto:christine.smith12101989@gmail.com)
Mon, May 13, 2019 at 8:30 AM
To: FOIA@ccsd15.net

## Hello

I am requesting copies of all fire sprinkler inspection reports and invoices, all fire alarm inspection reports and invoices, all hood range inspection reports (kitchen fire suppression reports) and invoices, all fire extinguisher invoices, all fire pump inspections reports and invoices and any contracts associated with fire sprinkler, fire alarm, hood range inspections, fire extinguishers, and fire pump for all properties owned by the Palatine Community Consolidated School District 15, for the years 2018-2019. Please provide copies electronically and e-mailed to Christine.smith12101989@gmail.com

Thanks for all your help!
Christine Smith

## VIA E-MAIL

Joe Doninger
Safeway Transportation Services Corp.
550 N. Green Bay Rd.
Waukegan, IL 60085
joe@safewaytransportationservices.com

## Re: Response to FOIA Request

## Dear Joe Doninger:

This letter is in response to your correspondence received in our office on May 13, 2019, within which you have requested public documents, citing to the Illinois Freedom of Information Act ("FOIA"). Below we have responded to your request for information.
Specifically, you asked for the following records:
"Copies of the rejected bid [sic] for RFP\# 19-027 from all bidders except Safeway Transportation Services Corp."
The response to your request has been provided as an email attachment. There were one hundred nineteen (119) pages of information pertinent to your request.

The District's response contained in this letter intends to be fully responsive to your specific request. If we have misinterpreted your request in any way, please contact me so that we may update our response accordingly. Thank you for your interest in Community Consolidated School District 15. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,
thut $B \operatorname{IR}_{\text {mpan }}$
Scott B. Thompson, Ed.D.
Superintendent of Schools
CCSD 15 FOIA Officer
(847) 963-3205
thompsos@ccsd15.net

## FOIA request concerning RFP \#19-027

1 message
joe@safewaytransportationservices.com [joe@safewaytransportationservices.com](mailto:joe@safewaytransportationservices.com)
Mon, May 13, 2019 at 12:41 PM
To: FOIA@ccsd15.net
Hello,
On May 8th CCSD15 school board rejected all bids concerning RFP\# 19-027, attached you find a FOIA requested for all the bids that where submitted except Safeway Transportation Services.

Thank you in advance for your attention to this request,
Joe Doninger
Director of Operations
Safeway Transportation Services Corp
550 N. Green Bay Rd.
Waukegan, IL 60085
(847) 599-1085 Fax: (847) 599-1079

FOIA request Safeway.pdf 826K

# Request for Examination and/or Copies of Public Records Pursuant to the Freedom of Information Act 

On the 13th , day of May_2019, at the hour of 11:40am (a.m./p.m.), the following request was made for access to the public record(s) listed below for the purpose of review and/or duplication:

Records to be Inspected:
Copies of the rejected bid for RFP \#19-027 from all bidders except Safeway Transp[ortation Services Corp.

Records to be Copied: The entire rejected bids from all bidders except Safeway Transportation Services for RFP \#19-027

Name of Requesting Party (please print): $\frac{\text { Joseph Doninger }}{\text { Signature of Requesting Party: }}$
Address: 550 N. Green BayRd. Waukegan, Illinois 60085
Telephone: (847) 599-1085
E-mail:Joe@Safewaytransportationservices.com
I understand that, as permitted by the Act 5 ILCS 140/6, the first 50 black and white copies are free; any additional pages cost 15 cents per page. Color copies or information produced on a $C D$ will be provided at the actual cost of copying. If mailed, postage costs will be included in the total fee.

## Disposition of Request

$\square$ Record(s) made available and requesting party notified. Date: $\qquad$ Time:
$\square$ Record(s) were provided for review. Date: $\qquad$ Time:
$\square$ Record(s) copied at cost of: $\qquad$Record(s) mailed at cost of:
$\square$ Record(s) $\square$ picked up or $\square$ mailed on $\qquad$
$\square$ Request delayed-attach reason(s)
$\square$ Request denied-attach reason(s)

Signature of Employee:
Title of Employee:
Signature of Requesting Party:
Reported to Board of Education on: $\qquad$
Cramer/FOIA Request.doc 08/2010

## VIA E-MAIL

Sulema Griffin<br>Sheet Metal Werks.com<br>Sulema@sheetmetalwerks.com<br>via sheetmetalwerks.onmicrosoft.com

## Re: Response to FOIA Request

## Dear Sulema Griffin:

This letter is in response to your correspondence received in our office on May 17, 2019, within which you have requested public documents, citing to the Illinois Freedom of Information Act ("FOIA").

Specifically, you asked for the following records:
"I am seeking the HVAC Contractor that will be working on the Lincoln School project located at 1021 N Ridgewood Lane this year."

The response to your request is as follows: there are no records pursuant to your request. Under the Illinois FOIA, "...the district cannot be required to create records to respond to request for information that it doesn't ordinarily maintain in record form." However, should you have other questions or other specific documents request, please feel free to contact our office.

The District's response contained in this letter intends to be fully responsive to your specific request. If we have misinterpreted your request in any way, please contact me so that we may update our response accordingly. Thank you for your interest in Community Consolidated School District 15. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Scott B. Thompson, Ed.D. Superintendent of Schools CCD 15 FOIA Officer
(847) 963-3205
thompsos@ccsd15.net

## FOIA Request

1 message
Sulema Griffin [Sulema@sheetmetalwerks.com](mailto:Sulema@sheetmetalwerks.com)
Fri, May 17, 2019 at 2:47 PM
To: "FOIA@ccsd15.net" [FOIA@ccsd15.net](mailto:FOIA@ccsd15.net)

Hello,

I am sending an email for a FOIA Request.
I am seeking the HVAC Contractor that will be working on the Lincoln School project located at 1021 N Ridgewood Lane this year.

All information requested is for Commercial purposes.

If you have any questions, please feel free to contact me.

Thank you!


Sulema Griffin| 455 E. Algonquin Rd., Arlington Heights, IL 60005 |Ph: (847) 827-4700 |Fax: (847) 827-4770


[^0]:    Jane Addams • Central Road • Conyers Learning Academy • Kimball Hill • Hunting Ridge• Thomas Jefferson • Marion Jordan • Lake Louise •Lincoln
    Stuart R. Paddock • Pleasant Hill • Gray M. Sanborn • Virginia Lake • Frank C. Whiteley • Willow Bend • Winston Campus Elementary Plum Grove Junior High • Carl Sandburg Junior High • Walter R. Sundling Junior High • Winston Campus Junior High

[^1]:    Jane Addams • Central Road • Conyers Learning Academy • Kimball Hill • Hunting Ridge • Thomas Jefferson • Marion Jordan • Lake Louise • Lincoln Stuart R. Paddock • Pleasant Hill • Gray M. Sanborn • Virginia Lake • Frank C. Whiteley • Willow Bend • Winston Campus Elementary Plum Grove Junior High • Carl Sandburg Junior High • Walter R. Sundling Junior High • Winston Campus Junior High

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

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

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[^8]:    1 The board may want to include criteria for the committee, in which case the following is an option:

    1. The committee will encourage input from the community, staff members, and students.
    2. Consideration will be given to names of local communities, neighborhoods, streets, landmarks, historical considerations, and individuals who have made a contribution to the District, community, State, or nation.
    3. The name will not duplicate or cause confusion with the names of existing facilities in the District.
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[^11]:    Cramer/FOIA Request.doc 08/2010

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