



**MOUNT PROSPECT SCHOOL DISTRICT 57 BOARD OF EDUCATION**  
**Administration Building**  
**701 W. Gregory Street, Mount Prospect, IL 60056**

**AGENDA – REGULAR MEETING**  
**May 18, 2017 7:00 PM**  
**Fairview School 300 North Fairview Avenue**

Call to Order and Roll Call

Closed Session

- Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees

Board Action will take place following Closed Session

Call to Order and Roll Call

Communications

- NSSEO Report
- Education Foundation
- PTO Reports
- Board President Report

Community Comments

Superintendent Report

Consent Agenda

1. Minutes of the following Board of Education Meetings
  - Regular Business Meeting April 20, 2017 – Open and Closed Sessions
  - Regular Business Meeting May 1, 2017 – Open Session
2. Personnel Transactions (Goals 5a and 6a)
  - Approve contract extension of one administrative employee
  - Approve employment of four certified staff individuals
  - Approve extension of leave of one certified staff employee
  - Approve employment of one ESP staff individual
  - Approve resignation of one ESP staff employee
3. Financial Reports – April 2017 (Goal 6b)
4. Accounts Payable Bills (Goal 6b)
5. Approve 2017 – 2022 District Strategic Plan
6. Approve Amended 2016 – 2017 School Calendar
7. Approve Board of Education Meeting Dates July 1, 2017 – July 19, 2018
8. Approve NSSEO FY18 Budget
9. Approve Title I Plan

Unfinished Business

1. Approve the Following Board of Education Policies
  - 2:100 – Board Member Conflict of Interest
  - 3:70 – Succession of Authority
  - 4:15 – Identity Protection
  - 4:180 – Pandemic Preparedness
  - 5:70 – Religious Holidays
  - 5:80 – Court Duty

Mount Prospect School District 57 is subject to the requirements of the Americans with Disabilities Act of 1990, as well as Section 504 of the Rehabilitation Act of 1973. Individuals with disabilities who plan to attend this meeting and who require certain accommodations in order to allow them to attend and/or participate, or who have questions regarding the accessibility of the meeting or the facilities, are requested to promptly contact Dr. Elaine Aumiller at (847) 394-7300.

- 5:110 – Recognition for Service
- 5:120 – Employee Ethics; Conduct; and Conflict of Interest
- 5:140 – Solicitations By or From Staff
- 5:210 – Resignations
- 5:230 – Maintaining Student Discipline
- 5:285 – Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
- 5:320 – Evaluation
- 6:70 – Teaching About Religions
- 7:100 – Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

#### Community Comments

#### New Business

1. Approve the 2017/18 – 2020/21 Mount Prospect Education Association Collective Bargaining Agreement

#### Board Discussions

Debrief May 1 presentation by UNICOM.ARC

#### Closed Session

#### Adjournment



## Board of Education

701 West Gregory Street, Mount Prospect, Illinois 60056-2296  
P (847) 394-7300 / F (847) 394-7311 / www.d57.org

President Joe Sonnefeldt called the Regular Business Meeting of the Board of Education of May 1, 2017, to order at 7:05 p.m. Board members present: Jennifer Kobus, Eileen Kowalczyk, Joseph Leane, Gerald McCluskey, Karen Nejd, and Joe Sonnefeldt. Absent: None. Dennis Composto arrived at 7:06 p.m.

### **Administration of Oath to Board Members Elected April 4, 2017**

President Sonnefeldt administered the Oath of Office to Vicki Chung and Brian Maye, two newly elected members, and to Eileen Kowalczyk and Gerald McCluskey, re-elected members.

### **Board Member Recognition**

President Sonnefeldt recognized Karen Nejd and Joseph Leane for their service to District 57. He said Mrs. Nejd served for eight years and Mr. Leane served for fourteen years. Both Board members spoke about their time on the Board. Over the years, each had served as Vice President and President. Both members said it was an honor to be on the Board and Mr. Leane stated that the School Board consists of seven individuals the community relies on to make informed decisions for the district. He said even though all members do not always agree on every item, he felt the Board always had the students' best interest at heart when making decisions. The Board was able to accomplish much by being financially responsible to the community. Superintendent Aumiller thanked Mr. Leane and Mrs. Nejd for serving on the Board and said they would be sorely missed.

### **Adjournment Sine Die**

There being no further business to come before this Board, President Sonnefeldt entertained a motion to adjourn the meeting sine die. Vice President Kobus moved, seconded by Member Kowalczyk, to adjourn the meeting sine die. All members said aye and the meeting was adjourned sine die at 7:18 p.m.

### **Motion to Establish Chairman Pro Tem**

President Sonnefeldt entertained a motion to establish a Chairman Pro Tem. Vice President Kobus moved, seconded by Member Kowalczyk, to appoint Superintendent Aumiller to serve as Chairman Pro Tem. Roll call vote resulted as follows

Yes: Composto, Kobus, Kowalczyk, Maye, McCluskey, Chung, Sonnefeldt  
No: None Motion carried.

### **Motion to Establish Secretary Pro Tem**

President Pro Tem Aumiller entertained a motion to establish a Secretary Pro Tem. President Sonnefeldt moved, seconded by Member Kowalczyk, to appoint Virginia Webster to serve as Secretary Pro Tem. Roll call vote resulted as follows

Yes: Chung, Composto, Kobus, Kowalczyk, Maye, McCluskey, Sonnefeldt  
No: None Motion carried.

### **Call to Order and Roll Call**

Chairman Pro Tem Aumiller called to order the new Board of School District 57 at 7:19 p.m. She directed Secretary Pro Tem Webster to call the roll. Board members present: Vicki Chung, Dennis Composto, Jennifer Kobus, Eileen Kowalczyk, Brian Maye, Gerald McCluskey, and Joe Sonnefeldt. Absent: None.

### **Nominations for Office of President and Term of Office**

Chairman Pro Tem Aumiller entertained nominations for the office of Board President to serve for a term of one year. Member Kowalczyk moved to nominate Joe Sonnefeldt for President. Chairman Pro Tem Aumiller

acknowledged that Joe Sonnefeldt was nominated and asked if there were any other nominations for the office of President. There being no further nominations, Chairman Pro Tem Aumiller said the nominations for the office of President were closed. Chairman Pro Tem Aumiller instructed Secretary Pro Tem Webster to record a unanimous vote for Member Sonnefeldt and declared him elected. Chairman Pro Tem Aumiller said President Sonnefeldt would then assume his position as President.

#### **Nominations for Office of Vice President and Term of Office**

President Sonnefeldt entertained nominations for the office of Board Vice President to serve for a term of one year. Member McCluskey moved to nominate Jennifer Kobus for Vice President. President Sonnefeldt acknowledged the nomination of Jennifer Kobus. President Sonnefeldt asked if there were any other nominations for the office of Vice President. There being no further nominations, President Sonnefeldt said the nominations for the office of Vice President were closed. President Sonnefeldt instructed Secretary Pro Tem Webster to record a unanimous vote for Member Kobus and declared her elected.

#### **Nominations for Office of Secretary and Term of Office**

President Sonnefeldt entertained nominations for Board Secretary to serve for a term of one year. Vice President Kobus moved to nominate Virginia Webster. President Sonnefeldt acknowledged the nomination of Virginia Webster and asked if there were any other nominations for the office of Board Secretary. There being no further nominations, President Sonnefeldt said nominations for Board Secretary were closed. President Sonnefeldt instructed Secretary Pro Tem Webster to record a unanimous vote for herself and declared Virginia Webster elected.

#### **Administration of Oath to President, Vice President and Secretary**

Superintendent Aumiller administered the Oath of Office to President Joe Sonnefeldt, Vice President Jennifer Kobus, and Secretary Virginia Webster.

Board members then chose new seat assignments and changed locations at the table.

#### **Motion to Adopt, Ratify Policies, Rules and Regulations, and Contracts**

President Sonnefeldt entertained a motion to adopt, ratify policies, rules and regulations, and contracts. Member Composto moved, seconded by Member Kowalczyk, to adopt, ratify policies, rules and regulations, and contracts. Roll call vote resulted as follows

Yes: Composto, Kobus, Kowalczyk, Maye, McCluskey, Chung, Sonnefeldt

No: None Motion carried.

#### **Committee Appointments**

President Sonnefeldt asked the Board members to consider liaison assignments for next year so that they could discuss the assignments at the next meeting. Member Chung said she would attend the Education Foundation meeting next week and for the remainder of the school year. Member Kowalczyk said she would be willing to stay on the Policy Committee. Member Chung said she is currently the Treasurer of the Westbrook PTA and would be able to report on those meetings for the remainder of the year. She said Westbrook is now a PTO. Member Composto volunteered to stay as the representative for NSSEO, which meets monthly and a committee meeting every few months. Member Kowalczyk volunteered to stay as the alternate for NSSEO.

#### **Superintendent's Report:**

- Dr. Aumiller informed the Board that the schedule of Board of Education meetings was in their packet and asked the Board to look at their calendars to see if they were available for the October 5 closed session for self-evaluation. She said the calendar would be on the agenda of the May 18 meeting for approval.

- Superintendent Aumiller introduced Dr. Rod Wright of UNICOM.ARC and stated that he would be doing a presentation on planning for a successful referendum.

Dr. Wright said he has 45 years' experience and has worked with hundreds of school districts throughout the country. He said he does more work in the Chicago area than anywhere else in the country. He said the key is communications and community engagement. He said the Board would need to do solid public opinion research and strong communications to determine the impact of the messages the Board would send. One of the strongest research tools is telephone surveys. Community engagement is critical so that the public understands what is needed and it builds an army of supporters. The community needs to discover what is needed instead of being persuaded. Social media is also another strong communication tool that is necessary for success. It is important to have internal support along with community support. Dr. Wright also reviewed the timeline for referendums.

Board discussion followed Dr. Wright's presentation. He answered many questions from the Board regarding timelines, fees, how to engage community, his success rate, and how he would guide the Board through this process.

- Dr. Aumiller said Adam Parisi, Assistant Superintendent for Finance and Operations, would give an update on summer construction.

Mr. Parisi said there were two points he wanted to review.

- 1) He said there were safety concerns at Lions Park and Lincoln with two doors that had been scheduled to be done this summer according to the Master Facility Plan. The doors were taken off the schedule due to budget constraints. He explained different ways the doors could be addressed. After much discussion of the different options regarding safety and cost, the Board reached consensus and gave Mr. Parisi direction to replace the two doors. Mr. Parisi told the Board that he would have more information regarding security at a future meeting.
- 2) Mr. Parisi also shared information regarding lead testing in the buildings. There was new legislation in January that lowered the parameters. Westbrook passed with flying colors but a fountain and several sinks at each Fairview and Lions Park did not. The fountains have been turned off while the sink faucets are signed for hand wash only. The company will do a second round of tests. Mr. Parisi said he was a presenter on lead testing at a recent IASBO conference, and the cause is not necessarily old pipes. The testing was not done at Lincoln because the legislation specifies grades K-5 only. The full report for each school (Westbrook, Fairview, and Lions Park) is on the website and was also sent to the Illinois Department of Public Health.

### **Consent Agenda**

President Sonnefeldt said the only item on the Consent Agenda was Personnel. He entertained a motion. Member Kowalczyk moved, seconded by Vice President Kobus, to approve Consent Agenda Item 1 as follows

#### Item 1. Personnel Transactions

##### Approve the employment of the following administrative individual:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Hire Date</u>
Danielle Bielenda	Assistant Principal	Lions Park	8/1/17

##### Accept the resignation of the following ESP employee:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Terry Wolfe	Administrative Assistant	Admin	5/5/17

Roll call vote resulted as follows

Yes: Kobus, Kowalczyk, Maye, McCluskey, Chung, Composto, Sonnefeldt  
No: None Motion carried.

Superintendent Aumiller welcomed Danielle Bielenda who comes to District 57 from Park Ridge-Niles District 64, where she has been a fourth/fifth grade teacher.

**Community Comments**

President Sonnefeldt asked if anyone from the audience wished to address the Board. Two people addressed the Board.

- Mr. Louis Goodman congratulated the new and re-elected Board members. He thanked Karen Nejd and Joe Leane for their time in District 57. He stated that if the district hopes to pass a referendum, the Board needs to give audience members a chance to have two-way communication with the Board.
- Mr. Mark Anderberg commented regarding the two doors being replaced. He asked if Mr. Parisi had checked into just replacing hinges and locking mechanisms.

**Board Discussion**

None

**Closed Session**

President Sonnefeldt said that there was no need for closed session. Superintendent Aumiller said she would send Gerald McCluskey and Joe Sonnefeldt information from the April 20 closed session for which they were absent.

**Adjournment**

There being no further business to come before the Board, President Sonnefeldt entertained a motion to adjourn the meeting. Member Kowalczyk made a motion, seconded by Member McCluskey, to adjourn the meeting. Roll call vote resulted as follows

Yes: Kowalczyk, Maye, McCluskey, Chung, Composto, Kobus, Sonnefeldt  
No: None Motion carried and the meeting adjourned at 9:28 p.m.

\_\_\_\_\_  
Virginia Webster, Secretary

\_\_\_\_\_  
Joe Sonnefeldt, President

Date of approval: May 18, 2017



**Mount Prospect School District 57  
Board of Education**

**PERSONNEL TRANSACTIONS  
MAY 18, 2017**

POLICY REFERENCE 5:30

That the Board of Education approve a one-year extension of the Superintendent's contract

That the Board of Education approve the employment of the following certified individuals:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Hire Date</u>	<u>Salary</u>
<b>Marie Claire Amorella</b>	Teacher-Special Education	Fairview	8/14/17	* \$44,106
<b>Rebecca Lamers</b>	Psychologist	FV and LN	8/14/17	* \$44,106
<b>Ashley Patla</b>	Teacher-Tech Coach	FV and LP	8/14/17	* \$46,792
<b>Claire Reibel</b>	Teacher-Music	Lions Park	8/14/17	* \$37,500

\* Salary does not include Board paid TRS and will be adjusted in accordance with the contractual bargaining agreement between the MPEA and the Board of Education.

That the Board of Education approve an extension of leave of the following certified employee:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Dates</u>
<b>Bethany Gates</b>	Teacher-Grade 1	Westbrook	5/18/17 through 6/8/17

The Board approved her resignation effective 6/8/17 at the March 16, 2017 meeting.

That the Board of Education approve the employment of the following ESP individual:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Hire Date</u>	<u>Salary</u>
<b>Annette Griffith</b>	Administrative Assistant	Admin	6/12/17	\$70,326.90/year

That the Board of Education accept the resignation of the following ESP employee:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
<b>Hannah Buenzow</b>	Instructional Assistant	Lions Park	6/8/17

# **MOUNT PROSPECT SCHOOL DISTRICT 57**

## **Monthly Financial Report April 2017**

**Fund Balance Report  
Treasurer's Report  
Revenue Report  
Expenditure Report  
Cash and Investment Summary  
Payroll Ratification  
Accounts Payable Ratification**

**Adam Parisi**  
Assistant Superintendent  
for Finance and Operations

**Gavin McGinn**  
Accounting Coordinator



# Mount Prospect School District 57

## Fund Balance Report

April 2017

### Board Funds

Fund	Description	Cash Basis	YTD		YTD		Fund
		Fund Balance	Revenues	Expenditures	Transfers	Balance	
		7/1/2016					4/30/2017
10	Educational	\$ 6,602,173	\$ 18,389,898	\$ 14,924,811	\$ -	\$ 10,067,260	
20	Operations & Maintenance	34,083	2,938,325	1,329,530	-	1,642,878	
30	Debt Service	1,280,789	743,971	564,323	-	1,460,437	
40	Transportation	1,039,329	453,105	512,577	-	979,857	
50	I.M.R.F.	356,204	263,263	249,885	-	369,582	
51	Social Security	145,979	250,505	311,893	-	84,591	
60	Capital Projects	8,115	-	707,978	-	(699,863)	
70	Working Cash	1,764,904	2,012,029	-	-	3,776,933	
<b>Total</b>		<b>\$ 11,231,576</b>	<b>\$ 25,051,096</b>	<b>\$ 18,600,997</b>	<b>\$ -</b>	<b>\$ 17,681,675</b>	

### Activity Fund

Account	Description	Balance	YTD		YTD		Account
		7/1/2016	Revenues	Expenditures	Transfers	Balance	
100	Education Foundation	\$ 3,954	\$ 16,056	\$ 18,845	\$ -	\$ 1,165	
300	Fairview Clearing	-	-	-	-	-	
310	Fairview Program	10,729	21,725	22,094	-	10,360	
320	Fairview Staff	479	172	-	-	651	
400	Lincoln Clearing	(3,834)	28,832	34,330	-	(9,332)	
410	Lincoln Program	35,637	27,279	35,879	-	27,037	
420	Lincoln Staff	11	-	-	-	11	
500	Lions Park Clearing	(1,018)	11,567	13,070	-	(2,520)	
510	Lions Park Program	7,292	2,176	3,067	-	6,401	
520	Lions Park Staff	10	-	-	-	10	
600	Westbrook Clearing	4,987	-	1,980	-	3,007	
610	Westbrook Program	10,753	10,059	6,643	-	14,169	
620	Westbrook Staff	137	-	-	-	137	
<b>Total</b>		<b>\$ 85,422</b>	<b>\$ 117,867</b>	<b>\$ 135,907</b>	<b>\$ -</b>	<b>\$ 51,097</b>	

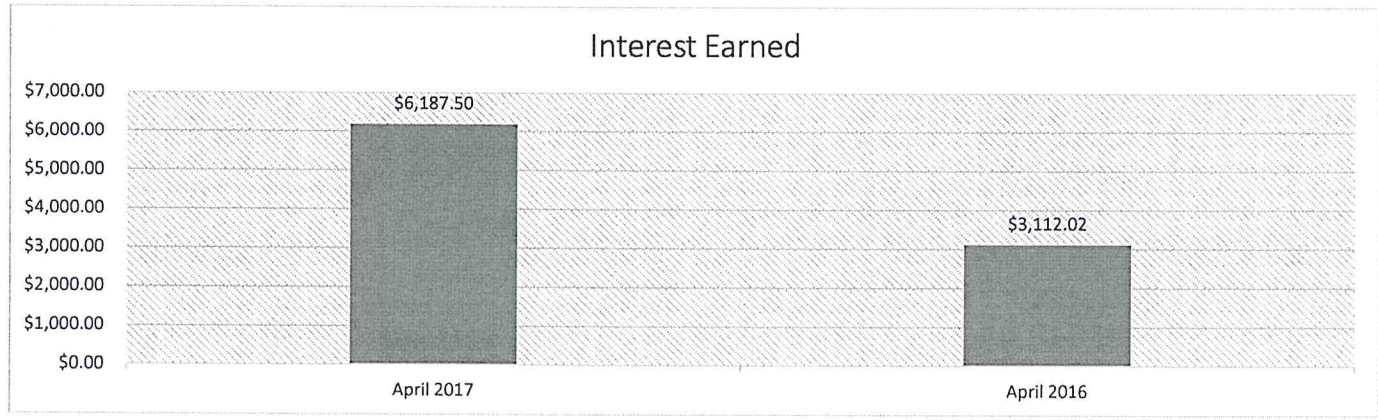
# Mount Prospect School District 57

## Treasurer's Report

April 2017

Institution	Type	Yield	Value
BMO-Harris Bank	Collateral MMA	0.75%	\$ 518,895
MB Financial	FDIC MMA	0.45%	\$ 1,001,211
Mount Prospect State Bank	FDIC MMA	0.15%	\$ 100,041
PMA	Collateral SDA/FDIC MMA	0.54-1.3%	\$ 12,530,534
PMA	MMA-Working Cash	0.65%	\$ 2,008,788
IL Funds	LGIP	0.54-0.61%	\$ 1,011,284
<b>Total:</b>			<b>\$ 17,170,754</b>

### Monthly Interest Earned:



# Mount Prospect School District 57

## Revenue Report

April 2017

Source	Source Description	Budget	Activity	Balance	% of budget remaining	
					2017 YTD	2016 YTD
11XX	Property Taxes	\$ 17,928,446	\$ 18,202,370	\$ (273,924)	-1.5%	-0.6%
1230	CPPR Taxes	492,000	434,170	57,830	11.8	24.7
13XX	Tuition	7,000	3,105	3,895	55.6	-0.7
1411	Transportation Fees	300,000	281,433	18,568	6.2	-4.3
1510	Interest Earnings	39,200	2,053,448	(2,014,248)	-5138.4	9.9
1611	Food Service Fees	195,000	161,441	33,559	17.2	16.3
1720	Activity Fees	130,500	114,514	15,986	12.2	1.9
1811	Instruction Fees	238,000	246,242	(8,242)	-3.5	-1.2
1910	Facility Rentals	1,000	-	1,000	100.0	73.9
1920	Donations	500	-	500	100.0	100.0
1950	Refund of PY Expenditures	20,000	33,785	(13,785)	-68.9	42.2
1960	TIF	852,918	852,208	710	0.1	0.0
1993	Kids' Corner & Circle of Friends	580,000	584,322	(4,322)	-0.7	4.5
1999	Other Local Revenues	76,010	93,822	(17,812)	-23.4	40.0
Sub-Total Local		\$ 20,860,574	\$ 23,060,857	\$ (2,200,283)	-10.5%	0.6%
3001	General State Aid	850,000	768,399	81,601	9.6	18.2
31XX	Special Education	766,800	409,035	357,765	46.7	-3.0
3305	Bilingual Education	66,195	15,606	50,589	76.4	39.7
3360	Food Service	1,000	105	895	89.5	75.6
35XX	Transportation	104,000	52,998	51,002	49.0	1.2
3800	Library Grant	1,500	-	1,500	100.0	15.6
3800	Other State Revenues	200	-	200	100.0	100.0
Sub-Total State		\$ 1,789,695	\$ 1,246,143	\$ 543,552	30.4%	8.8%
42XX	Food Service	60,000	39,876	20,124	33.5	40.6
4300	Title I	100,758	131,536	(30,778)	-30.5	-22.3
46XX	Special Education	447,973	425,870	22,103	4.9	34.3
4869	Stimulus Programs	76,851	35,774	41,077	53.4	49.7
49XX	Medicaid Matching	100,000	62,345	37,655	37.7	13.4
4932	Title II	34,214	32,990	1,224	3.6	-8.6
4909	Title III	18,778	15,701	3,077	16.4	-7.9
Sub-Total Federal		\$ 838,574	\$ 744,092	\$ 94,482	11.3%	21.5%
<b>Total</b>		<b>\$ 23,488,843</b>	<b>\$ 25,051,092</b>	<b>\$ (1,562,249)</b>	<b>-6.7%</b>	<b>2.1%</b>

# Mount Prospect School District 57

## Expenditure Report

April 2017

Function	Program Name	Budget	Activity	Balance	% of budget remaining	
					2017 YTD	2016 YTD
1100	Regular Programs	\$ 10,234,767	\$ 7,037,053	\$ 3,197,714	31.2%	33.8%
1200	Special Education Programs	3,324,840	2,554,525	770,315	23.2	26.4
1500	Interscholastic Programs	124,275	91,648	32,627	26.3	14.3
1600	Summer School Programs	13,897	16,023	(2,126)	-15.3	0.0
1800	Bilingual Programs	100,254	39,072	61,182	61.0	34.6
2110	Social Worker	388,258	257,943	130,315	33.6	32.4
2130	Health Services	269,745	191,281	78,464	29.1	22.2
2140	Psychological Services	153,673	89,375	64,298	41.8	35.7
2150	Speech & Audiology Services	569,187	383,951	185,236	32.5	33.7
2190	Other Support Services - Pupils	169,144	137,656	31,488	18.6	14.8
2210	Improvement of Instruction Services	564,422	412,047	152,375	27.0	22.1
2220	Educational Media Services	301,657	212,221	89,436	29.6	29.6
2230	Assessment and Testing	37,450	37,048	402	1.1	4.9
2310	Board of Education Services	178,250	123,661	54,589	30.6	20.5
2320	Executive Administration Services	345,933	287,136	58,797	17.0	17.7
2330	Special Area Administrative Services	196,239	149,592	46,647	23.8	17.5
236X	Insurances	156,000	154,957	1,043	0.7	1.1
2410	Office of Principal Services	1,104,075	984,649	119,426	10.8	19.2
2510	Direction of Business Support Services	239,501	212,015	27,486	11.5	17.0
2520	Fiscal Services	314,183	218,322	95,861	30.5	27.2
2530	Construction Services	850,000	707,978	142,022	16.7	2.5
2540	O&M of Plant Services	2,014,511	1,407,729	606,782	30.1	26.2
2550	Pupil Transportation Services	731,600	512,575	219,025	29.9	24.7
2560	Food Services	236,000	155,671	80,329	34.0	19.3
2570	Internal Services	28,550	23,742	4,808	16.8	-2.7
2620	Research and Development	100	-	100	100.0	8.1
2630	Information Services (Public Relations)	20,000	11,514	8,486	42.4	34.5
2640	Staff Services (Human Resources)	158,314	133,271	25,043	15.8	17.4
2660	Data Processing Services (Technology)	1,055,870	843,734	212,136	20.1	15.5
3000	Child Care Services	261,141	210,308	50,833	19.5	17.7
4120	Payments for Special Education Programs	554,816	439,975	114,841	20.7	4.6
5XXX	Debt Services	755,875	564,323	191,552	25.3	22.3
<b>Total</b>		<b>\$ 25,452,527</b>	<b>\$ 18,600,994</b>	<b>\$ 6,851,533</b>	<b>26.9%</b>	<b>25.1%</b>

# Mount Prospect School District 57

## Cash and Investment Summary

April 2017

### Board Accounts

<b>Bank</b>	<b>Description</b>	<b>Ending Balance</b>
Various	Investments per Treasurer's Report	\$ 17,170,754
Huntington Bank	Imprest Account	\$ 5,000
Illinois National	E-Pay Settlement Account	\$ 14,365
Huntington Bank	Board Account	\$ 450,840
Huntington Bank	Payroll Account	\$ -
	<b>Total</b>	<b>\$ 17,640,959</b>

### Activity Account

<b>Bank</b>	<b>Description</b>	<b>Ending Balance</b>
FirstMerit	Activity Account	\$ 51,097
	<b>Total</b>	<b>\$ 51,097</b>

# Mount Prospect School District 57

## Payroll Ratification

April 2017

	<u>Fund</u>	<u>Amounts</u>
<b>Salaries</b>	Educational	\$ 603,835
	Operations & Maintenance	27,121
	April 14, 2017 Salary Total	<u>\$ 630,957</u>
<b>Benefits</b>	Educational	\$ 136,624
	Operations & Maintenance	4,824
	Municipal Retirement/Social Security	31,857
	April 14, 2017 Benefit Total	<u>\$ 173,304</u>
	April 14, 2017 Payroll Total	<u>\$ 804,261</u>
<b>Salaries</b>	Educational	\$ 612,576
	Operations & Maintenance	27,260
	April 28, 2017 Salary Total	<u>\$ 639,836</u>
<b>Benefits</b>	Educational	\$ 136,593
	Operations & Maintenance	4,824
	Municipal Retirement/Social Security	32,287
	April 28, 2017 Benefit Total	<u>\$ 173,704</u>
	April 28, 2017 Payroll Total	<u>\$ 813,540</u>
	<b>Payroll Total</b>	<u><u>\$ 1,617,800</u></u>

# Mount Prospect School District 57

## Accounts Payable Ratification

April 2017

<u>Fund</u>	<u>Amounts</u>
Educational	\$ 191,223.01
Operations & Maintenance	\$ 44,587.40
Debt Services	\$ 2,299.17
Transportation	\$ 63,983.89
Municipal Retirement/Social Security	\$ -
Capital Projects	\$ 8,598.48
Working Cash	\$ -
Tort	\$ -
Fire Prevention & Safety	\$ -
<b>Accounts Payable Total</b>	<b><u><u>\$ 310,691.95</u></u></b>

# MOUNT PROSPECT SCHOOL DISTRICT 57

## Accounts Payable Bills May 18, 2017

In accordance with Board Policy 4:50 Operational Services–Payment Procedures, this order authorizes administration to pay the following accounts payable bills totaling **\$322,262.60** (including imprest account) as approved at the Board of Education meeting held on the date referenced above.

Reviewed by: \_\_\_\_\_  
Board of Education Member

Approved by: \_\_\_\_\_  
Board of Education President

Attested by: \_\_\_\_\_  
Board of Education Secretary



<u>NUMBER</u>	<u>DATE</u>	<u>VENDOR</u>	<u>INVOICE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
548162	04/19/2017	MASTERCARD CORPORATE CLIENTS	BMO 04/19/17000	GENERAL SUPPLIES	49.99
	04/19/2017		BMO 04/19/17000	OTHER PROFESSIONAL AND TECHNIC	83.40
	04/19/2017		BMO 04/19/17000	TRAVEL	150.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	50.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	7.99
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	7.95
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	65.68
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	164.20
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	15.98
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	89.81
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	100.64
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	71.24
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	41.94
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	25.83
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	132.25
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	108.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	40.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	24.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	5.99
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	51.93
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	71.48
	04/19/2017		BMO 04/19/17000	TRAVEL	392.00
	04/19/2017		BMO 04/19/17000	PROF. SERVICES/DEVELOPMENT	160.50
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	144.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	15.36
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	16.59
	04/19/2017		BMO 04/19/17000	PROF. SERVICES/DEVELOPMENT	37.76
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	76.76
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	33.98
	04/19/2017		BMO 04/19/17000	OTHER SUPPLIES AND MATERIALS	104.59
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	105.92
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	12.96
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	-8.38
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	14.97
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	34.04
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	31.91
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	151.33
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	125.42
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	19.60
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	29.11
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	8.44
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	51.30
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	40.00
	04/19/2017		BMO 04/19/17000	OTHER PROFESSIONAL AND TECHNIC	112.99
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	5.88
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	22.36
	04/19/2017		BMO 04/19/17000	PROF. SERVICES/DEVELOPMENT	792.24
	04/19/2017		BMO 04/19/17000	PROF. SERVICES/DEVELOPMENT	335.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	195.99
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	24.00
	04/19/2017		BMO 04/19/17000	PROF. SERVICES/DEVELOPMENT	435.00
	04/19/2017		BMO 04/19/17000	PURCHASED SERVICES	1,050.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	61.10
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	9.80
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	110.66
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	149.16

<u>NUMBER</u>	<u>DATE</u>	<u>VENDOR</u>	<u>INVOICE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
548162	04/19/2017	MASTERCARD CORPORATE CLIENTS	BMO 04/19/17000	GENERAL SUPPLIES	140.97
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	107.60
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	26.58
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	233.22
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	57.20
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	98.78
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	15.00
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	9.18
	04/19/2017		BMO 04/19/17000	GENERAL SUPPLIES	19.13
	04/19/2017		BMO 04/19/17000	OTHER SUPPLIES AND MATERIALS	27.27
	04/19/2017		BMO 04/19/17000	OTHER SUPPLIES AND MATERIALS	29.02
	04/19/2017		BMO 04/19/17000	OTHER SUPPLIES AND MATERIALS	208.24
	04/19/2017		BMO 04/19/17000	SUPPLIES AND MATERIALS	59.99
	04/19/2017		BMO 04/19/17000	OTHER SUPPLIES AND MATERIALS	265.19
Totals for checks					7,558.01

<u>NUMBER</u>	<u>DATE</u>	<u>VENDOR</u>	<u>INVOICE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
548163	04/21/2017	AT&T	3935985305	MIS W/MANAGED ROUTER	4,193.60
548164	04/21/2017	AT&T MOBILITY	X04152017	T HOPE MOBILE CONNECTION	42.00
548165	04/21/2017	CALL ONE	4/15/17	VOICE SERVICES	413.68
548166	04/21/2017	GROOT INDUSTRIES	14918152	FY 16-17 WASTE/RECYCLE AGREEMENT	214.93
	04/21/2017		14918154	FY 16-17 WASTE/RECYCLE AGREEMENT	214.93
	04/21/2017		14918153	FY 16-17 WASTE/RECYCLE AGREEMENT	501.88
	04/21/2017		14918151	FY 16-17 WASTE/RECYCLE AGREEMENT	214.93
548167	04/21/2017	VILLAGE OF MOUNT PROSPECT-W	4/15/17 AB	ADM BLDG SEWER/WATER BILL	59.85
	04/21/2017		4/15/17 WB	WB SEWER/WATER BILL	235.37
	04/21/2017		4/15/17 LP	LP SEWER/WATER BILL	432.83
	04/21/2017		4/15/17 FV	FV SEWER/WATER BILL	443.80
	04/21/2017		4/15/17 LN 1	LN 1 SEWER/WATER BILL	5.00
	04/21/2017		4/15/17 LN 2	LN 2 SEWER/WATER BILL	586.41
	04/21/2017		4/15/17 LN	LN SEWER/WATER BILL	158.58
Totals for checks					7,717.79

<u>NUMBER</u>	<u>DATE</u>	<u>VENDOR</u>	<u>INVOICE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
3555	05/02/2017	BASTING, BRANT	4/20/17 LN	LN TRACK STARTER FEE	175.00
3556	05/02/2017	GRAY, SHELLEY	4/20/17 LN A	TRACK STARTER FEE	125.00
Totals for checks					300.00

NUMBER	DATE	VENDOR	INVOICE	DESCRIPTION	AMOUNT
548181	05/18/2017	ACRES GROUP	AEI_0261279	LN LANDSCAPE GRADING	650.00
	05/18/2017		AEI_0261277	WB LANDSCAPE REMOVAL AND MULCH PURCHASE	2,190.00
	05/18/2017		AEI_0261068	FY 16-17 LANDSCAPING AND SPRING CLEAN UP	3,259.00
548182	05/18/2017	AGIREPAIR	1165614	WB LAPTOP REPAIR	125.00
548183	05/18/2017	ALARM DETECTION SYSTEMS	SI-462113	SEC ID BADGE	21.00
	05/18/2017		SI-461630	SEC ID BADGE	52.50
	05/18/2017		SI-461214	SEC ID BADGE	10.50
	05/18/2017		SI-462550	SEC ID BADGES	31.50
548184	05/18/2017	ALEXIAN BROTHERS BEHAVIORAL HO	5/8/17	HOSPITAL TUTORING	72.00
548185	05/18/2017	AMERICAN TAXI DISPATCH INC	170314	OOD TRANSPORTATION	490.00
548186	05/18/2017	ARAMARK UNIFORM SERVICES	5/7/17	TOWEL AND MAT RENTAL	4,500.00
548187	05/18/2017	ARLINGTON HEIGHTS SCHOOL DISTR	3/17 EC	EC SNACKS	613.00
	05/18/2017		3/17 FV KC	FV KC SNACKS	545.00
	05/18/2017		3/17 LP KC	LP KC SNACKS	322.50
	05/18/2017		3/17 WB KC	WB KC SNACKS	168.00
	05/18/2017		3/17 F & R	FREE & REDUCED LUNCHES	1,089.00
	05/18/2017		3/17 FS CS	FOOD SERV CONTRACT	19,599.98
548188	05/18/2017	BRECHTS DATABASE SOLUTIONS	2944	MEDICAID	245.59
548189	05/18/2017	CCSD 59	4/13/17	CPPRT TAXES OWED	29.41
548190	05/18/2017	CDW-G	HMS7656	SOFTWARE LICENSE	166.57
548191	05/18/2017	COMMUNICATION REVOLVING FUND	T1729576	COMMUNICATION SERV FEE	25.00
548192	05/18/2017	CONSTELLATION NEW ENERGY	0039180474	L LP GAS BILL	1,243.90
	05/18/2017		0039180474	F FV GAS BILL	1,455.13
	05/18/2017		0039180474	L LN 1 GAS BILL	1,316.13
	05/18/2017		0039180474	L LN GAS BILL	1,340.59
	05/18/2017		0039180474	L LN MB GAS BILL	247.39
	05/18/2017		0039180474	A ADM BLDG GAS BILL	490.10
	05/18/2017		0039180474	W WB GAS BILL	910.52
548193	05/18/2017	CROWN TROPHY	7176	BOARD SUPP	37.00
	05/18/2017		7176 A	BOARD SUPP	30.00
548194	05/18/2017	DEFRANCO PLUMBING	22189	LN PLUMBING REPAIR	660.46
548195	05/18/2017	EBS HEALTHCARE	000055824	PSYCH FOR LN AND FV	6,900.00
	05/18/2017		000056435	LN/FV SCHOOL PSYCH	3,380.00
548196	05/18/2017	ECKWALL, JAMES	4/19/17	LN PIANO TUNING	205.00
548197	05/18/2017	EPS - SCHOOL SPECIALTY	202501402038	LN BOOKS	61.50
	05/18/2017		202501406906	LN TEACHERS EDITION BOOK	173.42
548198	05/18/2017	FIRST STUDENT INC.	4/30/17 DR	DAILY ROUTES	51,893.46
	05/18/2017		4/30/17 FT	FIELD TRIPS	1,127.50
	05/18/2017		4/30/17 AT	ATHLETIC TRIPS	976.25
	05/18/2017		4/30/17 PA	PERFORMING ARTS	1,677.50
	05/18/2017		4/30/17 SR	SHUTTLE ROUTES	1,642.85
	05/18/2017		4/30/17 OOD	OOD TRANSPORTATION	5,186.05
	05/18/2017		4/30/17 SP E	CBI SP ED TRIPS	178.75
548199	05/18/2017	FRONTLINE TECHNOLOGIES	INVUS673037	SCREENINGS	2,040.00
548200	05/18/2017	GARDZIELLA, MATTHEW	4/11/17	REIMBURSEMENT	126.43
548201	05/18/2017	GENESIS TECHNOLOGIES	593555 AB	ADM BLDG PRINTING FEES	1,293.23
	05/18/2017		593555 FV	FV PRINTING FEES	1,412.94
	05/18/2017		593555 LN	LN PRINTING FEES	1,732.61
	05/18/2017		593555 LP	LP PRINTING FEES	1,546.16
	05/18/2017		593555 WB	WB PRINTING FEES	1,106.62
	05/18/2017		592753	STAPLE CARTRIDGE	257.04
548202	05/18/2017	GENESIS TECHNOLOGIES, INC	20563296	COPIER LEASES	2,299.17
548203	05/18/2017	HEARTLAND BUSINESS SYSTEMS	228299-H	MANAGED IT SERVICES	1,590.00
	05/18/2017		HBS00544549	CISCO SMARTNET RENEWALS	9,539.63
548204	05/18/2017	HEINEMANN	6758457	CURR BOOK PURCHASE	176.00
548205	05/18/2017	IESA	5/1/17	FY 17/18 IESA REGISTRATION	460.00

NUMBER	DATE	VENDOR	INVOICE	DESCRIPTION	AMOUNT
548206	05/18/2017	IL ASSOCIATION (IASBO)	184530	LEADERSHIP INSTITUTE	87.50
548207	05/18/2017	JOHNSON FLOOR COMPANY	4/10/17	ADM CARPET REPAIRS	250.00
548208	05/18/2017	KETTLER INTERNATIONAL	0521619	LN PE SUPP	399.00
548209	05/18/2017	KUSTRA-QUINN, JENNY	5/7/17	PR / COMMUNICATIONS	1,811.00
548210	05/18/2017	LEXIA LEARNING SYSTEMS	SIN029648	WEBINAR	500.00
548211	05/18/2017	LOGIC LAWN CARE	16015	WEED CONTROL	2,700.00
	05/18/2017		16014	SPRING FERTILIZING	3,250.00
548212	05/18/2017	MACGILL & CO, WILLIAM V	IN0594770	FV HEALTH SUPP	252.34
548213	05/18/2017	MARJO GRAPHICS	1714	LN DETENTION FORMS	258.77
548214	05/18/2017	MIDWEST AUTOMOTIVE INC	89982	TRUCK REPAIR	484.84
548215	05/18/2017	MOUNT PROSPECT SD57 IMPREST A	5/2/17	REIMBURSE FOR LN TRACK FEES	300.00
548216	05/18/2017	MOUNT PROSPECT SD57 ACTIVITY A	5/4/17	LN YR BOOK REIMBURSEMENTS	475.00
548217	05/18/2017	NATIONAL INVESTIGATIONS INC	RI-16-2492	RESIDENCY INVESTIG	100.00
	05/18/2017		RI-16-2487	RESIDENCY INVESTIG	125.00
	05/18/2017		RI-16-2490	RESIDENCY INVESTIG	125.00
	05/18/2017		RI-16-2475	RESIDENCY INVESTIG	75.00
	05/18/2017		RI-16-2472	RESIDENCY INVESTIG	100.00
	05/18/2017		RI-16-2469	RESIDENCY INVESTIG	100.00
548218	05/18/2017	NEW CONNECTIONS ACADEMY	9578	OOD TUITION	5,089.68
548219	05/18/2017	NEXTERA ENERGY (FKA AMEREN)	236758251982	LP ELECTRIC BILL	2,830.91
	05/18/2017		236758251982	FV ELECTRIC BILL	11,767.31
	05/18/2017		236758251982	LN ELECTRIC BILL	5,939.71
	05/18/2017		236758251982	WB ELECTRIC BILL	3,097.23
	05/18/2017		238529256330	LP ELECTRIC BILL	4,285.43
	05/18/2017		238529256330	FV ELECTRIC BILL	5,359.66
	05/18/2017		238529256330	LN ELECTRIC BILL	5,414.68
	05/18/2017		238529256330	WB ELECTRIC BILL	3,200.41
548220	05/18/2017	NICHOLAS & ASSOCIATES	5266	CONTRACTOR PAYMENTS	48,150.00
	05/18/2017		5250-1	CONSTRUCTION MANAGEMENT	16,496.00
	05/18/2017		5265	CONSTRUCTION PASS THRU FEES	7,773.03
548221	05/18/2017	NORTHWEST TOWN REFRIGERATION	SI2037140	LP HVAC REPAIR	3,829.50
	05/18/2017		SI2033653	LP HVAC REPAIR	817.09
	05/18/2017		SI2030993	LN HVAC REPAIR	1,018.00
	05/18/2017		SI2037474	LN HVAC REPAIR	556.00
	05/18/2017		SI2037880	FV HVAC REPAIR	866.76
548222	05/18/2017	OMNI GROUP	1705-7202	403 B ADM FEES	182.50
548223	05/18/2017	P & M DISTRIBUTORS INC	4/29/17	APRIL 2017 MILK BILL	2,337.70
548224	05/18/2017	PALATINE CCSD 15	4/20/17	SUPERINTENDENT MTGS	43.00
548225	05/18/2017	PRO-MIX AUDIO & LIGHTING	2150 A	LN MIKE RENTAL	750.00
548226	05/18/2017	PROSPECT HEIGHTS SCHOOL DISTRI	4/6/17	WRESTLING SECTIONALS FEE	14.25
548227	05/18/2017	PURELAND SUPPLY	620528	BULB REPLACEMENT	850.50
548228	05/18/2017	QUINLAN & FABISH MUSIC	9629324	LN INSTRUMENT REPAIR	45.98
	05/18/2017		9664686	LN INSTRUMENT REPAIR	23.00
	05/18/2017		9719830	LN MUSIC SUPP	119.70
548229	05/18/2017	SCARIANO HIMES & PETRARCA	39451	LEGAL COUNSEL	7,175.70
548230	05/18/2017	SCHOOL HEALTH	1513626-00	EQUIPMENT CHECK/REPAIR	359.82
548231	05/18/2017	SIMPLEXGRINNELL	83584254	WB ALARM PANEL REPAIR	804.00
548232	05/18/2017	SKYWARD	0000184791	SKYWARD TRAINING	4,790.00
548233	05/18/2017	SOUTH SIDE CONTROL SUPPLY CO	S100383470.0	FV HVAC PARTS	317.14
	05/18/2017		S100383016.0	FV HVAC PARTS	161.41
	05/18/2017		S100383643.0	LP HVAC PARTS	132.58
548234	05/18/2017	SPECIALTY FLOORS	1203	WB GYM FLOOR REPAIR	995.00
548235	05/18/2017	STENHOUSE PUBLISHERS	01147821	CURR BOOK PURCHASE	250.00
548236	05/18/2017	STRING PROJECT	10044860	LN ORCHESTRA REPAIR	395.00
548237	05/18/2017	TOBII DYNVOX	44519	FV SP ED SOFTWARE	295.00
548238	05/18/2017	TRINITY3 TECHNOLOGY	27942	CHROMEBOOK REPLACEMENT	223.00

<u>NUMBER</u>	<u>DATE</u>	<u>VENDOR</u>	<u>INVOICE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
548238	05/18/2017	TRINITY3 TECHNOLOGY	27450	IPAD WARRANTY	118.00
548239	05/18/2017	UNITED RENTAL (FKA RSC RENTAL)	145926559-00	LN SKID STEER REPAIR	363.30
548240	05/18/2017	VILLAGE OF MOUNT PROSPECT-F	2017-0024000	3/17 VEHICLE GAS BILL	145.77
548241	05/18/2017	WAREHOUSE DIRECT	3456040-0	FV CUSTODIAL SUPP	919.90
	05/18/2017		3454514-0	LP CUSTODIAL SUPP	47.50
	05/18/2017		3455055-0	LP CLEANING SUPP	532.75
	05/18/2017		3441851-0	PLTW SUPP	197.00
	05/18/2017		3427733-0	CUSTODIAL UNIFORMS	3,173.06
	05/18/2017		3456813-0	FV CUSTODIAL SUPP	1,212.77
	05/18/2017		3445361-0	FV OFFICE SUPP	476.60
	05/18/2017		3435368-0	WB CUSTODIAL SUPP	469.66
	05/18/2017		3461645-0	ADM CLEANING SUPP	20.83
	05/18/2017		3462964-0	LN OFFICE FOLDERS	38.63
	05/18/2017		3460643-1	LN BADGE HOLDERS	24.74
	05/18/2017		3460643-0	LN OFFICE SUPP	68.30
	05/18/2017		IN222046	LN FLR MACHINE REPAIR	346.95
	05/18/2017		3469725-0	WB CUSTODIAL SUPP	911.71
	05/18/2017		3469691-0	WB CUSTODIAL SUPP	484.86
	05/18/2017		3469725-1	WB CUSTODIAL SUPP	29.62
	05/18/2017		3471961-0	ADM BLDG SUPP	24.09
	05/18/2017		3471961-0 A	ADM BLDG SUPP	11.75
Totals for checks					306,686.80



***MOUNT PROSPECT SCHOOL DISTRICT 57***

701 West Gregory Street, Mount Prospect, Illinois 60056-2296  
(847) 394-7300 / Fax (847) 394-7311 / [www.d57.org](http://www.d57.org)

May 18, 2017

**BOARD RECOMMENDATION**

**On Recommendation by the Superintendent:**

That the Board approve the 2017 – 2022 Strategic Plan.

**Background**

Annually the Board is asked to approve the update of the strategic plan. The revision process begins in January each year. A final version is brought forward to the Board for approval in May prior to the upcoming fiscal year. The plan provides goals with updated short-term and long-term action plans in each of the six Key Success Factors. Discussions have also addressed identification of performance indicators to assess progress. As the Administrative Council identifies its specific action plans for SIPs and related individual goals, indicators will be determined. The strategic plan is designed to provide guidance and focus for the work of the District in its ongoing pursuit of performance excellence.



**KSF = Key Success Factor**  
**ST = Short-term 1-2 years**  
**LT = Long-term 3-5 years**

**District 57 Strategic Plan**  
**Update: May 2017 FINAL**

<b>Strategic Challenges and Objectives, Key Goals and Action Plans 2017-2022</b>				
<b>KSF</b>	<b>Strategic Objectives</b>	<b>Strategic Challenges</b>	<b>Key Goals</b>	<b>Key Action Plans</b>
<b>Outstanding Student Performance</b>	<ul style="list-style-type: none"> <li>Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually</li> </ul>	<p>Monitor internal performance targets</p> <p>Manage the complexities of the PARCC assessments</p> <p>Implement requirements of ESSA State Plan</p>	<p>1a) Monitor achievement on internal performance measures; address individual needs of students who do not meet targets</p> <p>1b) Monitor performance on state achievement tests; address individual needs of students who do not meet state standard</p>	<p>1-1. Monitor and refine district assessment system as it pertains to PARCC/DLM, ACCESS, IL Science Assessment, MAP, CBM's, and KIDS Survey as defined in current legislation (ST/LT)</p> <p>1-2. Monitor and refine reporting mechanisms as they relate to legislative requirements (LT)</p>



**KSF = Key Success Factor**  
**ST = Short-term 1-2 years**  
**LT = Long-term 3-5 years**

**District 57 Strategic Plan**  
**Update: May 2017 FINAL**

<p style="text-align: center;"><b>Coherent and Rigorous Programs and Services</b></p>	<ul style="list-style-type: none"> <li>Sustain the relevance and rigor of student learning</li> </ul>	<p>Manage the requirements of curriculum revision due to new standards by the State across multiple disciplines</p>	<p>2a) Develop and document a curriculum review process that includes a multi-year review calendar with 5 year projections</p> <p>2b) Revise and monitor the progress of the 3 year State Technology Plan and revise the District Technology Plan for curricular and financial implications</p>	<p>2-1. Conduct Phase II (Work Process Development/Pilot) for K – 8 in social studies (ST)</p> <p>2-2. Continue to monitor the District Leadership Team as it relates to implementation of RtI (LT)</p> <p>2-3. Convene as necessary Special Education Steering Committee’s subgroups to address revisions of audit recommendations (LT)</p> <p>2-4. Monitor implementation of additional math minutes at LN (ST)</p> <p>2-5. Conduct Phase III (Professional Development) Grade 8 science curriculum (ST)</p> <p>2-6. Conduct Phase IV full implementation at Grade 8 in science as units are designed (ST)</p> <p>2-7. Conduct Phase IV (Work Process Implementation) for Grades 6-8 health (ST)</p> <p>2-8. Monitor 1:1 implementation of Chrome Books for Grades 6 – 8 at Lincoln (ST)</p> <p>2-9. Revisit full-day kindergarten including implications impacting curriculum, staffing, and facilities (LT)</p> <p>2-10. Monitor the honors geometry class at LN and the transition of these student to PHS (LT)</p> <p>2-11. Conduct Phase I (Evaluation and Research) for K – 8 Fine Arts (ST/LT)</p> <p>2-12. Conduct Phase I (Evaluation and Research) for K – 8 writing/language arts (ST/LT)</p>
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**KSF = Key Success Factor**  
**ST = Short-term 1-2 years**  
**LT = Long-term 3-5 years**

**District 57 Strategic Plan**  
**Update: May 2017 FINAL**

<p style="text-align: center;"><b>Safe, Caring, Supportive Learning Environment</b></p>	<ul style="list-style-type: none"> <li>Maintain facilities that are updated and safe to support learning environments</li> <li>Ensure the development of self-awareness and self-management skills to achieve school and life success</li> </ul>	<p>Address the facility, staffing, and instructional needs resulting from potential changes in programming</p> <p>Address outdated facility and technical infrastructure and environmental challenges</p>	<p>3a) Maintain a Master Facilities Plan</p> <p>3b) Maintain Administrative Procedures Manual to accompany Board Policy and state/federal legislation</p>	<p>3-1. Monitor the implementation of Social Emotional Learning Standards (LT)</p> <p>3-2. Complete Priority A's of the 10 year life safety review summer 2017. Categorize Priority B's in conjunction with the MFP (ST/LT)</p> <p>3-3. Construct mobile classrooms at WB and have them ready for student and staff occupancy by the start of the 2017 – 18 school year (ST)</p> <p>3-4. Continue to monitor enrollment trends to determine if any additional mobile classrooms are required for the 2018 – 19 school year (ST)</p> <p>3-5. Analyze results of lead water testing and implement recommendations as deemed necessary (ST)</p>
<p style="text-align: center;"><b>Climate &amp; Communications</b></p>	<ul style="list-style-type: none"> <li>Operate in a framework that promotes a climate of trust, honesty, and respect among all district stakeholders</li> </ul>	<p>Maintain effective communications systems that provide timely information and matches the community's need to know</p>	<p>4a) Maintain District comprehensive communications action plan</p> <p>4b) Explore the administration of satisfaction surveys and report findings to determine student, staff, and parent perceptions of our schools and the District – biannually</p> <p>4c) Support a collaborative environment that fosters mutual respect and appreciation</p>	<p>4-1. Review and revise Board of Education community engagement plan (ST)</p> <p>4-2. Engage a consulting firm that can present a systematic approach to the Board of Education that addresses the District's long-term financial position (ST)</p> <p>4-3. Monitor the extended student registration window and implement any changes necessary (ST)</p> <p>4-4. Monitor Parent/Teacher Advisory and Behavioral Intervention Committees as required in PA99-456 to review student discipline (7:190) and behavior (7:230) policies (LT)</p> <p>4-5. Provide community updates on fiscal responsibility and completion of construction projects and/or facility improvements (ST)</p>



**KSF = Key Success Factor**  
**ST = Short-term 1-2 years**  
**LT = Long-term 3-5 years**

**District 57 Strategic Plan**  
**Update: May 2017 FINAL**

<p style="text-align: center;"><b>Highly Qualified Staff</b></p>	<ul style="list-style-type: none"> <li>Recruit, hire, train, and retain qualified personnel in compliance with state and federal guidelines</li> </ul>	<p>Monitor impact of Senate Bill 7 and the Performance Education Reform Act (PERA)</p>	<p>5a) Ensure all certificated/certified staff members are highly qualified and meet state licensure and endorsement requirements</p> <p>5b) Monitor all staff performance using supervision/evaluation plans</p> <p>5c) Build professional development plan to implement the District programs and services to ensure staffs are knowledgeable</p> <p>5d) Monitor all employee contracts, MPEA, MPESPA, and Administration</p>	<p>5-1. Investigate the need to continue partnership with Center for Educational Change (CEC)/Board of Education/MPEA (ST)</p> <p>5-2. Monitor and refine the Professional Practice Evaluation System that includes student growth and is PERA aligned (ST/LT)</p> <p>5-3. Monitor the District Professional Development Plan that addresses additional time per MPEA CBA (ST)</p> <p>5-4. Conduct professional development sessions in the areas of science, social studies, assessment, student learning and core curriculum (ST)</p> <p>5-5. Implement the next MPEA contractual bargaining agreement (ST/LT)</p>
<p style="text-align: center;"><b>Healthy Financial Position</b></p>	<ul style="list-style-type: none"> <li>Ensure fiscal solvency of the District</li> </ul>	<p>Proactively manage in an environment of changing funding and expenditure patterns</p> <p>Monitor per pupil expenditure allocations in light of changing enrollment pattern</p>	<p>6a) Develop cost-effective staffing plans for essential/highly valued programs and services</p> <p>6b) Operate annual fiscal budgets that support the strategic plan initiatives and maintain responsible fund balances as directed by the Board of Education</p>	<p>6-1. Investigate shared business services with neighboring districts (LT)</p> <p>6-2. Investigate the transfer of accumulated funds in the Debt Services Fund to the Education Fund (ST/LT)</p> <p>6-3. Develop a plan by the January 2018 Environmental Scan that addresses programming, staffing and facility initiatives based on the District's financial solvency in the event of an unsuccessful referendum (ST)</p>





***MOUNT PROSPECT SCHOOL DISTRICT 57***

701 West Gregory Street, Mount Prospect, Illinois 60056-2296  
(847) 394-7300 / Fax (847) 394-7311 / [www.d57.org](http://www.d57.org)

May 18, 2017

**BOARD RECOMMENDATION**

**On Recommendation by the Superintendent:**

That the Board of Education amend the 2016-2017 school year calendar to remove the five pre-assigned emergency days (June 8-9 and 12-14, 2017).

**Background Information**

See attached.



# MOUNT PROSPECT SCHOOL DISTRICT 57

## 2016-2017 School Calendar

### July

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

### August

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### September

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### October

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

### November

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

### December

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### AUGUST

Staff Institute Days (No Student Attendance).....	August 22-23
First Day of Classes Grades 1-8 .....	August 24
Kindergarten Garden Walks.....	August 24-25
First Regular Day for Kindergarten.....	August 26
Early Childhood Garden Walks.....	August 26
First Regular Day for Early Childhood.....	August 30

### SEPTEMBER

Labor Day Holiday/Buildings Closed .....	September 5
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### OCTOBER

Non-Attendance Day/Buildings Closed .....	October 3
Half-day Student Attendance (am).....	October 7
Columbus Day Holiday/Buildings Closed .....	October 10
End of 1 <sup>st</sup> Quarter (Lincoln).....	October 28

### NOVEMBER

Staff Institute Day (No Student Attendance).....	November 8
End of 1 <sup>st</sup> Trimester (Elementary Schools) .....	November 11
Conferences (No Student Attendance) .....	November 21-22
Thanksgiving Break/Buildings Closed .....	November 23-25

### DECEMBER

Winter Break.....	December 19-31
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### JANUARY

Winter Break, continues .....	January 1-2
Classes Resume .....	January 3
Half-day Student Attendance (am).....	January 13
Martin Luther King, Jr. Holiday/Buildings Closed.....	January 16
End of 2 <sup>nd</sup> Quarter (Lincoln).....	January 20

### FEBRUARY

Half-day Student Attendance (am).....	February 17
Presidents' Day Observance/Buildings Closed .....	February 20

### MARCH

End of 2 <sup>nd</sup> Trimester (Elementary Schools).....	March 3
Half-day Student Attendance (am).....	March 17
End of 3 <sup>rd</sup> Quarter (Lincoln).....	March 24
Spring Break.....	March 27-31

### APRIL

Classes Resume .....	April 3
Staff Institute Day (No Student Attendance).....	April 4
Non-Attendance Day/Buildings Closed .....	April 14

### MAY

Half-day Student Attendance (am).....	May 26
Memorial Day Holiday/Buildings Closed.....	May 29

### JUNE

Last Day Students - No Emergency Days Used.....	June 7
Staff Institute Day .....	June 8

Shaded dates indicate days when school is not in session for students

1<sup>st</sup> Quarter – 45 Days      1<sup>st</sup> Trimester – 54 Days  
 2<sup>nd</sup> Quarter – 42 Days      2<sup>nd</sup> Trimester – 62 Days  
 3<sup>rd</sup> Quarter – 44 Days      3<sup>rd</sup> Trimester – 60 Days  
 4<sup>th</sup> Quarter – 45 Days

TOTAL INSTRUCTIONAL DAYS – 176

Approved by Board of Education 12-17-15

Revised 4/7/16

Final Calendar Approved by Board of Education (Date)

### January

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

### February

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

### March

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

### April

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

### May

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### June

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30



***MOUNT PROSPECT SCHOOL DISTRICT 57***

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May 18, 2017

**BOARD RECOMMENDATION**

**On Recommendation by the Superintendent:**

That the Board of Education approve their Regular Meeting dates July 1, 2017 – July 19, 2018

**Background Information**

See attached.

Also attached is a draft of the Board working calendar which forecasts actions and staff reports that can be expected at upcoming meetings.



## Board of Education MOUNT PROSPECT SCHOOL DISTRICT 57

701 West Gregory Street, Mount Prospect, Illinois 60056-2296  
P (847) 394-7300 / F (847) 394-7311 / www.d57.org

### Board of Education - Schedule of Meetings

July 2017 – July 2018

All meetings begin at 7:00 pm, unless otherwise noted

#### 2017

July 20	Regular Business Meeting	Fairview
August 10	Board Walk Through of Facilities (6:00pm)	
August 24	Regular Business Meeting	Fairview
September 7	Regular Business Meeting (Tentative)	Fairview
September 28	Regular Business Meeting and Public Hearing (Budget)	Fairview
October 5	Regular Business Meeting (Closed Session for Board Self Evaluation 6:00 pm)	Administration
October 19	Regular Business Meeting	Fairview
November 2	Regular Business Meeting (Tentative)	Fairview
November 16	Regular Business Meeting	Fairview
December 7	Regular Business Meeting (Tentative)	Fairview
December 21	Regular Business Meeting and Public Hearing (Levy)	Fairview

#### 2018

January 18	Regular Business Meeting	Fairview
February 1	Regular Business Meeting	Fairview
February 15	Regular Business Meeting	Fairview
March 1	Regular Business Meeting	Fairview
March 15	Regular Business Meeting	Fairview
April 5	Regular Business Meeting	Fairview
April 19	Regular Business Meeting	Fairview
May 3	Regular Business Meeting (Tentative)	Fairview
May 17	Regular Business Meeting	Fairview
June 21	Regular Business Meeting	Fairview
July 19	Regular Business Meeting	Fairview

Approved by the Board of Education:





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May 18, 2017

**BOARD RECOMMENDATION**

**On Recommendation by the Superintendent:**

That the Board of Education approve the NSSEO FY18 budget

**Background Information**

No revisions have been made to the NSSEO FY18 budget that the Board received April 20, 2017. A copy of the budget follows this recommendation.



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May 18, 2017

**BOARD RECOMMENDATION**

**On Recommendation by the Superintendent:**

That the Board of Education approve the Title I Plan

**Background Information**

See attached.

This is a new requirement to be completed before the District can apply for Title I grant funds.

Close Printer Friendly Page

Applicant: MOUNT PROSPECT SD 57

County: Cook

Title I District Plan

Application: 2017-2018 Title I District Plan - 00

Cycle: Original Application

[Click to Return to Application Select](#)

Project Number: 18-T1Plan-00-05-016-0570-02

<u>Part</u> <u>1</u>	<u>Part</u> <u>2</u>	<u>Part</u> <u>3</u>	<u>Part</u> <u>4</u>	<u>Part</u> <u>5</u>	<u>Consultation</u>
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**District Plan Provisions:**

See the Overview page for instructions

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, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.\*

([count] of 7500 maximum characters used)

The Mount Prospect School District 57 Strategic Plan outlines strategic challenges and objectives, key goals and action plans 2016-2021. Key success factors, Outstanding Student Performance, and Coherent and Rigorous Programs and Services document the district's plans to deliver the well-rounded instructional program, documenting short term and long term objectives, and implementation plans. Specifically, strategic objectives for Outstanding Student Performance include; Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually. In order to meet this objective, district staff monitor internal performance targets, manage the complexities of the PARCC assessments, and implement requirements of IL Balanced Accountability Measures legislation.

The District 57 Program of Instruction K-8 includes instruction in:

Reading, Language Arts, Writing, Spelling, Handwriting, Mathematics, Science, Social Studies, Health, Physical Education, Art, and Music.

Additionally, in grades 6, 7, and 8, Program of Instruction includes: Technology Integration, Gateway to Technology-STEM, and Foreign Language.

Students in grades 5-8 can elect to take Orchestra and/or Band instruction.

School Board Policy 6:10 documents the District's Educational Philosophy and Objectives.

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are to:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become life long learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, Equal Educational Opportunities.

In order for the Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in Item 8, above.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

Additionally, School Board Policy 6:15 documents how the Board of Education monitors the implementation and quality of the instructional program.

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 Illinois State Board of Education (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. If applicable, implement a No Child Left Behind Act (NCLB) plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable.

3. 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.

4. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.

5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.

6. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

**(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.\***

([count] of 7500 maximum characters used)

District 57 staff use Response to Intervention (RtI) to identify students at risk for failure.

Response to Intervention (RtI), also called Multi-Tiered System of Supports (MTSS), integrates assessment and intervention within a multi-level prevention system to maximize student academic and behavioral growth. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, and provide scientific, evidence-based interventions and strategies and adjust the intensity and nature of those interventions and strategies depending on a student's responsiveness.

All students in grades K-6 are screened three times per year using curriculum-based measurements. AIMSweb curriculum-based measurements are general outcome measures (GOM). GOM are valid indicators of general basic skills in reading, math, and writing. AIMSweb is a scientifically based, formative assessment system that informs the teaching and learning process by providing continuous student performance data. Monitoring of student progress enables evidence-based evaluation and data-driven instruction, related to identification and accountability for Response to Intervention (RtI) practices.

In order to make data-based decisions, it's important to collect data frequently.

When using curriculum-based measurements (i.e., AIMSweb) for progress monitoring, staff collect data at a minimum of every two weeks. This guideline also applies to other data-collection methods as well. Collected data is reviewed regularly by staff and problem-solving occurs when students are not making expected progress. In order to establish a reliable trend line (projection line), you should have at least four (4) data points collected and at least a 6-week period of time. Once a trend line has been established, three consecutive data points below the aim line (goal line), suggests further review of the student's progress, with consideration given to the need to change or adjust the intervention.

When reviewing student progress, problem solving teams consider the following:

Are we using the right measure for the student?

Is there enough data to make decisions?

Is the intervention an appropriate match to meet the student's learning needs?

Is the level of monitoring appropriate?

Was the intervention or instruction implemented with fidelity?

Is it time to consider changing the intervention?

Is the goal rigorous enough to close the achievement gap?

Is it time to change the goal?

Are there concerns about attendance, behavior, motivation, health or home concerns?

Decisions about changes to interventions, changing the learning environment, combining cognitive processing strategies with academic strategies, and assisting with self-regulation or self-monitoring approaches are made based upon an analysis of data and the team problem solving approach.

Board Policy 6:110 documents Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program.

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:

Parent-teacher conferences

Counseling services by social workers and/or guidance counselors

Counseling services by psychologists

Psychological testing

Truants' alternative and optional education program

Alternative school placement

Community agency services

Alternative learning opportunities program, in conformity with the Alternative Learning

Opportunities Law, as it may be amended from time to time

Graduation incentives program

Remediation program

**(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.\***

([count] of 7500 maximum characters used)

Response to Intervention (RtI), also called Multi-Tiered System of Supports (MTSS), is a process by which schools use the data to identify the academic and behavioral supports students need to be successful. The process provides students with research-based instruction and interventions matched to their needs and monitors student progress to improve their educational outcomes. This means using differentiated instructional strategies for all learners, providing scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments and making educational decisions based on students' response to instruction and interventions.

District 57, in alignment with the Illinois State Board of Education, believes that the process of such identification and continuous monitoring are the foundational pieces of a successful system of early interventions. The success of all students toward the New Illinois Learning Standards is improved when instructional and behavioral goals are frequently monitored. Data derived from such monitoring should then inform instructional strategies gauged to enhance success. It is important to note that it is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

Our RtI system includes three levels of intensity, or three levels of prevention, which represent a continuum of supports to increase outcomes for all students. RtI/MTSS is also a rigorous prevention system that provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems.

(a) Tier I (Primary): High quality core instruction that should meet the needs of most students.

(b) Tier II (Secondary): Evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.

(c) Tier III (Tertiary): Individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

There are three essential components of RtI/MTSS:

A school-wide, multi-tiered instructional and behavioral system to increase outcomes for all students.

Assessment aligned with instruction.

Problem solving process.

**(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.\***

**([count] of 7500 maximum characters used)**

Tier I Services:

Classroom instructors use research-based core curricula in all subjects to deliver Tier I instruction to all students.

Tier II Services include:

Interventions supported by teachers and support staff during intervention blocks.

Literacy Support Services grades K-8. Pull-out and push-in services.

Math Support Services grades K-8. Pull-out services.

Organizational Skills class grades 6-8. Pull-out services.

Tier III Services include individualized intervention(s) which may involve replacement of core curriculum to meet student learning needs.

Reading Interventions are aligned with student learning needs. The list of reading interventions at Tiers I & II includes:

Michael Heggerty K-3

Foundations K-3

Jolly Phonics K-3

Wilson Fluency K-3

Wilson Reading System K-5

Reading Mastery K-5

Fountas & Pinnell Leveled Literacy Intervention K-8

LSS K-8

Read Naturally K-8

IXL Reading K-8

Ticket To Read K-8

Six Minute Solutions classroom wide K-8

Just Words 3-8

SRA Corrective Reading 3-8

Rev It Up 6-8

Hybridge 6-8

Tier III Interventions include:

Six Minute Solutions K-8

Language! 4-8

Voyager Passport K-5

Unique PreK-8

Hybridge 6-8

Journeys 6-8

Math Interventions are aligned with student learning needs. The list of math interventions at Tiers I & II includes:

MSS K-8

Touch Math K-8

Equals Math K-8  
IXL Math K-8  
ALEKS 6-8

Tier III Interventions include:  
Voyager (V-Math) 2-8  
Saxon Math K-8  
Odyssey 6-8

Writing Interventions are aligned with student learning needs. The list of writing interventions at Tiers I & II includes:  
Handwriting without Tears K-5  
Power Writing 3-8  
Step Up To Writing 3-8  
REWARDS-Writing 5-8  
Framing Your Thoughts K-8

Social Emotional Interventions are aligned with student learning needs. School Social Workers provide pull-out and push-in services. Additionally, Tier I & II include:  
Second Step PreK  
Zones of Regulation PreK-8  
Olweus K-8  
Social Thinking K-8 (can be whole group Tier I, small group Tier II and Tier III)  
Organizational Skills class 6-8

**\*Required Field**

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**Applicant:** MOUNT PROSPECT SD 57

**County:** Cook

Title I District Plan ▾

**Application:** 2017-2018 Title I District Plan - 00

**Cycle:** Original Application

[Click to Return to Application Select](#)

**Project Number:** 18-T1Plan-00-05-016-0570-02

<u>Part</u> <u>1</u>	<u>Part</u> <u>2</u>	<u>Part</u> <u>3</u>	<u>Part</u> <u>4</u>	<u>Part</u> <u>5</u>	<u>Consultation</u>
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**District Plan Provisions:**

[See the Overview page for instructions](#)

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, each district plan shall complete the following sections:

2. 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.\*

([count] of 7500 maximum characters used)

Annually, District 57 teachers provide input into student groupings for the next school year. Teachers participate in sectioning day placing student into classroom groups based upon learning and social emotional needs for the following school year. Classroom placement decisions are based upon student learning needs and not on teacher characteristics.

Board Policy 6:170 documents:

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Annually, the NCLB/ESSA Title I Comparability Documentation report is completed. In July of the new school year, the Title I Director collaborates with Human Resources, Payroll/Accounting, and school principals delineating responsibilities in completing Title I analysis.

By August 15, the HR and Payroll departments provide staffing and salary (minus longevity) report to be used for analysis. The Title I Director identifies the number of Title I schools in the District as a function of completing the NCLB consolidated application.

Using the enrollment data and staffing levels for each school, the Title I Coordinator completes the comparability analysis using the form provided in the IWAS system. September 19th serves as the date for determining enrollment figures for each school. Annually, the Superintendent of Schools prepares the fall enrollment report and presents it to the Board of Education. The annual Fall Enrollment Report is presented to the Board of Education in September. Only teachers and classroom aides are included along with administrative and clerical positions in each school for comparison. If after using the Pupil/Staff ratio methodology schools are determined non-comparable, we will then use the Salary/Pupil method of comparability. Any schools that continue to reflect a non-comparable status will be identified to Human Resources immediately.

Methodology

The initial comparison method used to determine comparability will be Pupil/Staff ratio. If comparability for all schools is not achieved, we will use Pupil/Salary or Pupil/Expenditure methods. Adjustments will be made if needed.

3. 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 1111\(d\)](#)

([count] of 7500 maximum characters used)

Mount Prospect School District 57 does not have any schools identified as needing either comprehensive or targeted support and improvement.

\*Required Field

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Applicant: MOUNT PROSPECT SD 57

County: Cook

Title I District Plan

Application: 2017-2018 Title I District Plan - 00

Cycle: Original Application

Project Number: 18-T1Plan-00-05-016-0570-02

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**District Plan Provisions:**

See the Overview page for instructions

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, each district plan shall complete the following sections:

4. 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:\*

Measures of Poverty from 1113(5)(A) and (B)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Composite: a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. \* Program Guidance

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? \*

- Yes
- No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.\*

For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

Excel Template

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.\*

Choose File No file chosen

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button



below. Note: file uploads can only be deleted prior to submission to ISBE.

[Title I Plan Attendance Centers.xlsx](#)

Check the box below, as appropriate.

- Upload file represents an original listing of attendance centers.
- Upload file represents an amendment to the attendance centers previously uploaded.

(D) 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 1114 and 1115](#)

([count] of 7500 maximum characters used)

The Targeted Assistance programs at Fairview Elementary and Lincoln Middle School operate with the following goals and program structures.

The goal is to provide high-quality curriculum and instruction at the Tier II level for intervention, in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. The structure includes reading and math support teachers and assistants who provide instructional learning opportunities to improve student achievement. Teachers use research-based best practices and supplemental intervention materials to improve student achievement. Services are both push-in and pull-out models for support. Additionally, at Lincoln Middle School, a certified teacher provides a pull-out class to support students with organizational needs.

Both schools hold parent-teacher conferences during which this Title I Compact is discussed as it relates to the individual child's achievement.

Title I teachers provide parents with frequent reports on their children's progress.

Report Cards are sent home quarterly at Lincoln Middle School and at the trimester for Fairview Elementary School.

Title I teachers are available for consultation with parents as follows:

During the school year, parents are encouraged to schedule individual parent-teacher conferences as needed. Staff web pages and contact information is posted on school websites

District 57 does not serve children living in local institutions or community day programs for neglected or delinquent children.

\*Required Field

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**Applicant:** MOUNT PROSPECT SD 57

**County:** Cook

Title I District Plan 

**Application:** 2017-2018 Title I District Plan - 00

**Cycle:** Original Application

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**District Plan Provisions:**

See the Overview page for instructions

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, each district plan shall complete the following sections:

- 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 \(42 U.S.C. 11301 et seq.\)](#).\*

([count] of 7500 maximum characters used)

Homeless children are identified annually by the District 57 Homeless liaison, the Director of Student Services, in conjunction with school staff. Each time a family is identified as homeless, the school social worker works with the family to identify needs and to develop a plan to address these needs. Needs can include school supplies, transportation, food, clothing, and community resources.

Response to Intervention (RtI), also called Multi-Tiered System of Supports (MTSS), is a process by which schools use the data to identify the academic and behavioral supports students need to be successful and is available for all students including homeless students. Title I funds are used provide both materials and services to support homeless students to access our full array of educational services and to meet State standards. Title I funds are allocated annually to meet needs and have been used for bus transportation fees, technology access fee, after school club fees, graduation fees, gym suits, gym locks, year books, recorders, and similar materials.

**Board Policy 6:140 Education of Homeless Children**

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney Homeless Assistance Act and the Illinois Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.

Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

- 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: [\\*Sec 1116](#)

([count] of 7500 maximum characters used)

Stakeholder meeting will be held April 28, 2017, including parents, teachers, instructional assistants, and school principals to provide input into the Title I plan.

Consultation with parochial school administrators, St Paul Lutheran School and St Raymond School, April 28, 2017.

Annually, parents and students participating in targeted assistance programs complete a Title I Compact that outlines

how the parents, school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The Title I Compact memorializes our District 57 family engagement policy and established District 57 expectations and objectives for meaningful parent and family involvement.

Title I Compact includes:

School Staff will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:  
Reading and Math Support teachers and assistants provide instructional learning opportunities to improve student achievement. Teachers use research-based best practices and supplemental intervention materials to improve student achievement. Organizational Skills teachers will use research based practice to help students in grades 6-8 develop skills to improve executive functioning and organizational skills with the goal of improved student achievement.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parents will:

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

Monitoring attendance.

Ensuring that homework is completed.

Monitoring amount of television children watch.

Volunteering in child's classroom.

Participating, as appropriate, in decisions relating to my child's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on advisory groups, such as PTA or other school advisory or policy groups.

Bi-annually District 57 reaches out to all parents with a District 57 satisfaction survey. The survey allows parents to provide their assessment of all District 57 programs and services including Title I targeted assistance programs. The bi-annual survey also provides parents an opportunity to give feedback specific to their family experience with programs and services for children. The results of the bi-annual survey are shared with the Board of Education and are used in developing the District Strategic Plan.

Board Policy 6:170 Documents Policy Governing Title I Programs, specifically Parent Involvement

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level Compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements.

The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:\*

([count] of 7500 maximum characters used)

Mount Prospect School District 57's early childhood program is housed at the Westbrook Early Learning Center which is not served by Title I.

9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;\* and (B) through increased student access to

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

([count] of 7500 maximum characters used)

Lincoln Middle School teachers articulate with Prospect High School staff regarding student class placement supporting effective transitions to high school. Annually in January, teachers develop class placement recommendations for all eighth grade students. High school staff review student placement recommendations in light of the results of students placement test results. If teacher recommendations align well with placement test results, a placement is made. In cases where teacher recommendations and test results do not align, high school staff contact Lincoln Middle School teachers to discuss data. This annual articulation process supports effective transitions for students from middle grades to high school.

Lincoln Middle School students have learning opportunities in accelerated or honors classes that increase their access to high school courses. Honors English Language Arts classes allow student placements in honors classes at the high school. The Mathematics acceleration program allows honors eighth grade students to complete high school, ninth grade level geometry, preparing them for the placement in tenth grade level mathematics.

10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.\*

([count] of 7500 maximum characters used)

Mount Prospect School District 57

Literacy Support Services (LSS) Entrance

Students should be considered for entrance if they qualify under a combination of the following criteria. District 57 provides a continuum of supports to meet the needs of students.

Assessment Tool for Identification:

PARCC, Grades 3-8, Partially Met/Did Not Meet Expectations.

MAP, Grades 2-8, Reading RIT Score below grade level. 1-2 level = Tier II. 2-3 levels below = Tier III.

Literacy Assessments below grade level expectations.

Running Records below grade level.

AIMSWEB Oral Reading Fluency:

Grade 1: Fall N/A; Winter ORF 8-20; Spring ORF 20-40

Grade 2: Fall ORF 26-44; Winter ORF 52-68; Spring ORF 70-90

Grade 3: Fall ORF 53-73; Winter ORF 67-92; Spring ORF 80-110

Grade 4: Fall ORF 71-93; Winter ORF 83-105; Spring ORF 96-118

Grade 5: Fall ORF 81-104; Winter ORF 94-115; Spring ORF 103-124

Grade 6: Fall ORF 83-109; Winter ORF 104-120; Spring ORF 104-125

Mount Prospect School District 57

Math Support Services (MSS) Entrance

Students should be considered for entrance if they qualify under a combination of the following criteria. District 57 provides a continuum of supports to meet the needs of students.

Assessment Tool for Identification

PARCC, Grades 3-8, Partially Met/Did Not Meet Expectations.

MAP, Grades 2-8, Math RIT Score 10%-30%ile.

Math Report Card Grade, Grades 2-3, Below grade level.

Math Report Card Grade, Grades 4-8, Grade of D or below.

M-CAP, Grades 2-8, Points (TS), scoreless than 16%ile, Local Norms.

M-CAP, 125% of the median ROI (Fall), Grade 2, 0.4875 points, Add 15 points to the Fall M-CAP baseline.

M-CAP, 125% of the median ROI (Fall), Grade 3, 0.275 points, Add 8 points to the Fall M-CAP baseline.

M-CAP, 125% of the median ROI (Fall), Grade 4, 0.2125 points, Add 6 points to the Fall M-CAP baseline.

M-CAP, 125% of the median ROI (Fall), Grade 5, 0.1 points, Add 3 points to the Fall M-CAP baseline.

M-CAP, 125% of the median ROI (Winter), Grade 2, 0.4875 points, Add 7 points to the Winter M-CAP baseline.

M-CAP, 125% of the median ROI (Winter), Grade 3, 0.275 points, Add 4 points to the Winter M-CAP baseline.

M-CAP, 125% of the median ROI (Winter), Grade 4, 0.2125 points, Add 3 points to the Winter M-CAP baseline.

M-CAP, 125% of the median ROI (Winter), Grade 5, 0.1 points, Add 2 points to the Winter M-CAP baseline.

Kindergarten and First Grade

Test of Early Numeracy (TEN), OCM - Oral Counting, NIM - Number ID, QDM - Quantity Discrim, MNM - Missing Number, Grades K -1, Score less than 16%ile, Local Norms in 2 out of 4 tests

TEN 125% of the median ROI (Fall/Winter), Grade K, OCM - 1.35 points, NIM - .8 points, QDM - .587 points, MNM - .387 points

TEN 125% of the median ROI (Fall/Winter), Grade 1, OCM - .762 points, NIM - .8 points, QDM - .487 points, MNM - 1.037 points

M-COMP, Grade 1, Points (pts) scoreless than 16%ile, Local Norms

M-COMP 125% of the Median ROI Fall, Grade 1, 1.0375 points, Add 31 points to the Fall, baseline

M-COMP 125% of the median ROI Winter, 1.0375 points, Add 16 points to the Winter baseline

Mount Prospect School District 57

Organizational Support Entrance Criteria grades 6-8

Teacher recommendation based upon grades, progress reports, homework completion.

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**District Plan Provisions:**

[See the Overview page for instructions](#)

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, each district plan shall complete the following sections:

11. 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, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:\*

- (I) each major racial and ethnic group;
- (II) economically disadvantaged students as compared to students who are not economically disadvantaged;
- (III) children with disabilities as compared to children without disabilities;
- (IV) English proficiency status;
- (V) gender; and
- (VI) migrant status.

([count] of 7500 maximum characters used)

District 57 takes a preventive and positive approach to discipline. We respond to misbehavior with interventions and consequences aimed at teaching expected behaviors, understanding and addressing the root causes of the behavior, resolving conflicts, meeting students' needs and keeping students in school. We take steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome. In our district we utilize school discipline as an opportunity for teaching, repairing relationships, and fostering growth among the whole school community.

Our philosophy is holistic and inclusive of multiple, diverse perspectives. We use a restorative discipline approach that emphasizes relationships within the school community. Restorative discipline helps students become accountable for their behavior and understand the impact of their behavior both on themselves and on others. Students also learn social and emotional skills to help them respond differently in the future. Through the use of restorative discipline we strive to resolve conflicts, repair any harm done, restore relationships and reintegrate students into the school community.

Our school-wide discipline policies are developed and revised with meaningful input by the school community to create a positive and inclusive school climate for everyone. We are committed to applying school discipline policies and practices in a fair and equitable manner.

**Rights and Responsibilities:**

Students have the right and responsibility to:

- be respected as an individual and treated courteously and fairly by other students and school staff;
- treat school staff, other students, themselves and property with respect;
- take part in all school activities on an equal basis regardless of race, religion, religious practices, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, socio-economic status, or disability; and
- attend school daily, be prepared for class and complete assignments to the best of their ability.

Parents/Guardians have the right and responsibility to:

- be respected and treated courteously and fairly by school staff;
- treat school staff with respect;
- be informed of their child's attendance, performance and behavior concerns;
- ensure their child's daily attendance and timely arrival/departure to school;
- receive information and prompt notification of repeated inappropriate or disruptive behaviors by their child and significant disciplinary actions taken by school staff and be involved in how to address the behavior in a proactive manner;
- assure their child brings to school only those things that are appropriate in a school setting;
- inform school personnel of any issues that may impact the educational experiences of their child; and
- participate in decision-making processes affecting school policies and procedures and the educational success of their

- child.

School staff have the right and responsibility to:

be respected and treated courteously and fairly by parents/guardians, students and other school staff;  
 treat students, parents/guardians, and other school staff with respect;  
 establish a sense of community in the classroom, including opportunities for members of the school community to be aware and be respectful of each other's cultures;  
 be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students;  
 enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators;  
 communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand;  
 engage parents/guardians when their child is subject to significant disciplinary action;  
 seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies; and  
 make reasonable efforts to confer, consult, and collaborate with community-based/local organizations and agencies on student misconduct and potential responses.

District administrators have the responsibility to:

provide support and professional development training to principals and school staff to help them support all students, including students with disabilities and other special needs, particularly in areas of classroom/behavior management and instructional supports;  
 ensure discipline policies are in compliance with civil rights laws, state and federal legislation and best practices in school discipline; and  
 monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics and to address unnecessary rates of school exclusion for all students.

We employ a systematic data review process to determine overall effectiveness of our multi-tiered system of behavioral supports and to inform our discipline practices and code of conduct revisions. Additionally, we review data to determine if and where disparities exist and to identify any overuse of exclusionary discipline and adjust our practices accordingly.

**12. If applicable, please describe the district's support for programs that coordinate and integrate the following:\***

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

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

([count] of 7500 maximum characters used)

(A) Academic and career and technical education content is incorporated throughout the curriculum through STEM learning opportunities and specifically at the middle school through our broad experience class Gateway to Technology (GTT) for all students in grades 6, 7, and 8.

Curriculum Goals include:

Design and Modeling Unit - Engineering STEM

Automation and Robotics Unit

Energy and the Environment Unit

Computer Education Curriculum goals at the middle school include:

(6)1 Creativity and Innovation

(6)2 Communication and Collaboration

(6)3 Research and Information Fluency

(6)4 Critical Thinking, Problem Solving, Decision Making

(6)5 Digital Citizenship

(6)6 Technology Operations and Concepts

**13. How will the district fulfill the following:**

(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.\*

([count] of 7500 maximum characters used)

Mount Prospect School District 57 does not identify gifted or talented students and does not offer a gifted and talented program of instruction.

(B) What are 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?\*

([count] of 7500 maximum characters used)

Each of our four schools operates an effective school library program. Our District library programs at each school meet the Illinois School Library Standards as adopted by the Illinois School Library Media Association. District 57 provides undiminished financial support for school libraries. Each library has an identified certified teacher delivering

curriculum that is aligned with I-Sail Standards that include: orientation, research, presentation, and digital citizenship. Students learn to search and access library print and on-line materials and develop a love of literature and reading. They learn effective research methods, internet safety, digital citizenship, evaluation of materials, and presentation skills. Additionally, K-5 library programs include STEM learning opportunities through our Maker Spaces program and Google Expeditions.

**(C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.\***

([count] of 7500 maximum characters used)

Music curriculum goals are aligned with Fine arts Standards and include grade specific goals for Creating, Performing, Responding and Connecting.

Students in District 57 music class will:

Learn to work with others.

Play, sing, move and listen to music together.

Communicate, share ideas, and work toward a common goal of making music together.

Perform together in ensembles.

Respect the music gifts and ideas of others.

Move in personal and shared space.

Develop musical and performance skills by:

Demonstrating good singing and playing techniques.

Demonstrating focused listening skills.

Learning to read music.

Learning proper use and care of musical instruments.

Learning to perform alone and with others.

Experimenting with sound.

Learning the skills of self-evaluation.

Analyzing musical structures, techniques and performances.

Learning to echo, improvise and compose music.

Moving expressively in planned and improvised ways.

Using musical tools and equipment to make the connection between sounds and symbols.

Learning stage presence.

Performing music from many styles, periods and cultures.

Learning folk dance from many cultures.

Developing self-confidence and poise.

Art curriculum outcomes are aligned with Fine Arts Learning Standards and include grade specific goals for:

Understands and applies the art elements of line, shape, color, space, and texture in a composition.

Development of repetition, balance, and contrast to express mood and emotions in a composition.

Uses tools and materials in a skillful, safe, and responsible manner.

Identifies art as it relates to other subject matter.

Develops problem-solving skills and applies them to specific ideas and projects.

**\*Required Field**

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<b>Consultation</b>					See the Overview page for Instructions
An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. <a href="#">ESEA section 1112(a)(1)(A)</a>					
Such stakeholders must include, but are not limited to, the following: <ul style="list-style-type: none"> <li>- teachers,</li> <li>- principals,</li> <li>- other school leaders,</li> <li>- paraprofessionals,</li> <li>- specialized instructional support personnel,</li> <li>- charter school leaders (in a local educational agency that has charter schools),</li> <li>- administrators (including administrators of programs described in other parts of this title),</li> <li>- other appropriate school personnel, and</li> <li>- parents of children in schools served under this part</li> </ul>					
In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and 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 at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *					
([count] of 7500 maximum characters used)					
Stakeholders meeting, April 28, 2017, including parents, teachers, school principals, paraprofessionals, and administrators. Agenda and sign-in sheet are on file.					
Consultation with principal of St. Raymond School, April 28, 2017.					
Consultation with principal of St. Paul Lutheran School, April 28, 2017.					
At the stakeholders meeting, PARCC criteria for identifying at risk students in reading and math was adjusted to include partially and did not meet.					
School Board approval of the Title I Plan, May 18, 2017.					
*Required field					





## MEMORANDUM

To: Members, Board of Education  
 From: Elaine Aumiller  
 Re: Policies Second Read  
 Date: May 18, 2017

The following policies came before the Board of Education for First Read on April 20, 2017. There were no edits or revisions following that discussion. The Board is asked to approve these policies during Unfinished Business on May 18, 2017.

Policy #	Title	Explanation
2:100	Board Member Conflict of Interest	Policy, legal references, cross references, and footnotes are updated in response to the federal regulations requiring written standards of conduct covering conflicts of interest and governing the actions of those engaged in the selection, award, and administration of contracts. Recommendation is to adopt PRESS.
3:70	Succession of Authority	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS. Administrative Procedure included but does not require Board action.
4:15	Identity Protection	Policy, legal references, and footnotes are updated in response to the Personal Information Protection Act. This policy was reviewed by Board Counsel. Recommendation is to adopt PRESS.
4:180	Pandemic Preparedness	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
5:70	Religious Holidays	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
5:80	Court Duty	Policy updated in response to five-year review. No substantive changes. Recommendation is re-adopt current policy language which contains CBA reference from Board Attorney.
5:110	Recognition for Service	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.

5:120	Employee Ethics; Conduct; and Conflict of Interest	Policy, legal references, cross references, and footnotes are updated in response to the federal regulations requiring written standards of conduct covering conflicts of interest and governing the actions of those engaged in the selection, award, and administration of contracts. Recommendation is to adopt PRESS without the reference to the <i>Code of Ethics for Illinois Educators</i> .
5:140	Solicitations By or From Staff	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
5:210	Resignations	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
5:230	Maintaining Student Discipline	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
5:285	Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
5:320	Evaluation	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
6:70	Teaching About Religions	Policy updated in response to five-year review. No substantive changes. Recommendation is to adopt PRESS.
7:100	Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students	The policy and footnotes are updated in response law requiring that health examinations contain an age-appropriate developmental screening and age-appropriate social and emotional screening. Recommendation is to adopt PRESS.

\* IASB policies are on an automatic 5 year review cycle regardless of any legislative change.



**ADMINISTRATION BUILDING**

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701 West Gregory Street - Mount Prospect, Illinois 60056

P (847) 394-7300 | F (847) 394-7311 | [www.d57.org](http://www.d57.org)

May 18, 2017

**BOARD RECOMMENDATION**

**On Recommendation by the Superintendent:**

That the Board approve the MPEA Contractual Bargaining Agreement for 2017-18 through 2020-21

**Background**

A copy of the tentative agreement is attached. The salary schedules in Appendix A – D reflect the following annual salary increases: **Year 1** 3% step/2.5% base; **Year 2** 3% step/2.1% base; **Year 3 and 4** 3% step/CPI (2% min-3% max). See attached.