



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

AGENDA – REGULAR MEETING

June 23, 2022 7:00 PM

Lions Park Elementary School-LRC
300 E. Council Trail

Call to Order and Roll Call

Pledge of Allegiance

Board Recognition - Special Olympics & Track & Field

New Business

1. Approve MPEA Contractual Bargaining Agreement 7-1-2022-6-30-2027

Communications

- NSSEO Report
- Education Foundation
- PTO Reports
- Board President Report
 - o Recognition of Jenny Quinn
 - o Community Engagement Update

Community Comments

Staff Reports

Superintendent Reports

1. Summer Construction Update-*Mr. Jason Kaiz*
2. Overview of Revised 2022/23 Calendar- *Dr. Mary Gorr*
3. Spring Student Achievement Data-*Dr. Kristin Vonder Haar*
4. Prevention of and Response to Bullying, Intimidation, and Harassment-*Mrs. Sara Tyburski*
5. Equity Audit Update-*Dr. Mary Gorr*
6. FOIA Report-*Dr. Mary Gorr*

Consent Agenda

1. Minutes of the following Board of Education Meetings
 - Regular Business Meeting May 19, 2022 – Open and Closed Session
2. Personnel Transactions
 - Approve the contract for the Fairview Principal
 - Approve the contract for the Fairview Assistant Principal
 - Approve the contract for the Lions Park Principal
 - Approve the contract amendment for the Westbrook Principal
 - Approve the contract for the Westbrook Assistant Principal
 - Approve the contract for one Lincoln Assistant Principal
 - Approve the contract for the Director of Technology
 - Approve the contract amendment for the Director of Student Services

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. Mary Gorr at (847) 394-7300.

- Approve the contract amendment for the Assistant Superintendent for Teaching & Learning
 - Approve the contract amendment for the Assistant Superintendent for Finance & Operations
 - Accept the resignation for one administrative employee
 - Accept the employment for two certified individuals
 - Accept the resignation for two certified employee
 - Approve the employment for two ESP individuals
 - Accept the resignation of one ESP individuals
3. Financial Reports – May 2022
 4. Accounts Payable Bills
 5. Approve School Treasurer
 6. Approve School Treasurer Bond
 7. Approve District Consolidated Plan for FY23
 8. Approve Revised 2022/23 Calendar

Unfinished Business

New Business

2. First Read PRESS Policies Issue 109

Policy Number	Title
● 2:230	Public Participation at School Board Meetings and Petitions to the Board
● 3:70	Succession of Authority
● 4:10	Fiscal and Business Management
● 4:70	Resource Conservation
● 5:40	Communicable and Chronic Infectious Disease
● 5:70	Religious Holidays
● 5:80	Court Duty
● 5:110	Recognition for Service
● 5:140	Solicitations By or From Staff
● 5:240	Suspension
● 6:70	Teaching About Religions
● 6:80	Teaching About Controversial Issue
● 6:140	Education of Homeless Children
● 6:290	Homework
● 6:330	Achievement and Awards
● 7:15	Student and Family Privacy Rights
● 7:285	Anaphylaxis Prevention, Response, and Food Allergy Management Program

Board Discussion

- Community Engagement Discussion: incorporating student voice
- Heritage Month Acknowledgments

Closed Session The Board may meet in a closed meeting to consider the collective negotiating matters between the public body and its employees of their representatives, or deliberations concerning salary schedules for one or more classes of employees.

Adjournment

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ADMINISTRATION BUILDING

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

June 23, 2022

BOARD RECOMMENDATION

On Recommendation by the Superintendent: That the Board approve the MPEA Contractual Bargaining Agreement for July 1, 2022 through June 30, 2027.

Background

A copy of the tentative agreement is attached. The salary schedules are featured in the appendices. Under the proposed agreement, certified staff will receive the following salary increases:

- Year 1- 5% increase
- Year 2- 5% increase
- Year 3- 4.5% increase
- Year 4- 4.2% increase
- Year 5- 4.5% increase

The MPEA Membership ratified the deal on May 24 (vote was 141-Yes, 24-No).



OFFICE OF THE SUPERINTENDENT

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MEMORANDUM

To: Members, Board of Education
From: Dr. Mary Gorr, Superintendent
Re: Modified FY23 Calendar
Date: June 23, 2022

Background: If the Board approves the adoption of the MPEA CBA for 2022-2027 at the June 23, 2022 Board Meeting, there will be a necessary modification to the approved FY23 school calendar.

Overview:

In the MPEA CBA for 2022-2027, which will be considered for board approval, there is a change in how parent-teacher meetings will be scheduled compared to the recent past. The District will provide one full school day in the fall to conduct parent-teacher conferences. In addition, during February, teachers will offer parent “check-in” meetings to any families who need or desire to meet to discuss their child/ren’s needs and progress. District administration and MPEA Leadership collaborated to determine an ideal date for the fall 2022 parent-teacher conferences, and November 1 was the selected date.

Summary of Proposed Change to the FY23 School Calendar:

1. Change November 1, 2022 from a regular student attendance day to a non-student attendance day/Fall Parent-Teacher Conference Day.

Recommendation: Administration recommends that the Board approve the proposed modification to the FY23 School Calendar.

Attachment: Revised Mount Prospect School District Calendar



MOUNT PROSPECT SCHOOL DISTRICT 57

2022-2023

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 15,16,17
First Day of Classes Grades 1-8..... August 18
 Kindergarten Garden Walks August 18-19
 First Regular Day for Kindergarten August 22
 Early Childhood Garden Walks August 23
 First Regular Day for Early Childhood August 25

SEPTEMBER

Labor Day Holiday/Buildings Closed..... September 5
 Non-Attendance Day/Buildings Closed..... September 26

OCTOBER

Half-day Student Attendance (am) October 7
 Indigenous Peoples' Day/Buildings Closed..... October 10
 End of 1st Quarter (Lincoln) October 21
 Staff Institute Day (No Student Attendance) October 28

NOVEMBER

Fall Conferences (No Student Attendance)..... November 1
 End of 1st Trimester (Elementary Schools) November 4
 Election Day/Buildings Closed..... November 8
 Thanksgiving Break..... November 21-25
 Classes Resume November 28

DECEMBER

Winter Break December 23-January 6

JANUARY

Classes Resume January 9
 End of 2nd Quarter (Lincoln)..... January 13
 Martin Luther King, Jr. Holiday/Buildings Closed January 16

*FEBRUARY

Half-day Student Attendance (am) February 17
 End of 2nd Trimester (Elementary Schools)..... February 17
 Presidents' Day Observation/Buildings Closed February 20

MARCH

Half-day Student Attendance (am) March 10
 End of 3rd Quarter (Lincoln) March 17
 Spring Break March 27-31
 Classes Resume April 3

APRIL

Non-Attendance Day/Buildings Closed..... April 7
 Half-day Student Attendance (am) April 21

MAY

Half-day Student Attendance (am) May 19
 Last Day for Early Childhood May 24
 Memorial Day Holiday/Buildings Closed May 29

JUNE

Last Day for Students if No Emergency Days Used..... June 1
 Staff Institute Day..... June 2
Last Day for Students if All Emergency Days Used..... June 8
 Last Day for Staff if All Emergency Days Used June 9

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

* Spring Parent Check-In Meetings will occur throughout the month of February.

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

Spring 2022 Benchmarking

June 23, 2022
Dr. Kristin Vonder Haar

Benchmarking



- Gather information regarding students' academic skills
- Inform teaching and learning practices
- Takes place three times per year (Fall, Winter, Spring)
- Data days occur after benchmarking is complete
 - Review grade-level and group-level data to ensure that Tier I (core instruction) will meet the needs of the majority of our students
 - Set goals (Tier I, Tier II, and Tier III)
 - Identify students needing additional support
- Informs professional learning needs
- Supports allocation of resources



Kindergarten-Grade 1

FastBridge



- **FastBridge Early Reading** performance is an indicator or “thermometer,” of student reading development. It is designed to assess reading skills that predict successful reading of connected text.
- **FastBridge Early Math** performance is an indicator or “thermometer,” of student math development. It is designed to assess initial math skills that predict later mathematical performance.

FastBridge: Early Reading

Grade Level	Fall 2021 Composite Score	Winter 2021 Composite Score	Spring 2022 Composite Score	Spring 2022 National Average Composite Score
K	35	50	63	66
1	34	58	74	72



The **composite score** is the total score based on how a student performs on individual measures. Measures are not weighted equally.

FastBridge: Early Math

Grade Level	Fall 2021 Composite Score	Winter 2021 Composite Score	Spring 2022 Composite Score	Spring 2022 National Average Composite Score
K	41	61	74	70
1	50	59	65	65



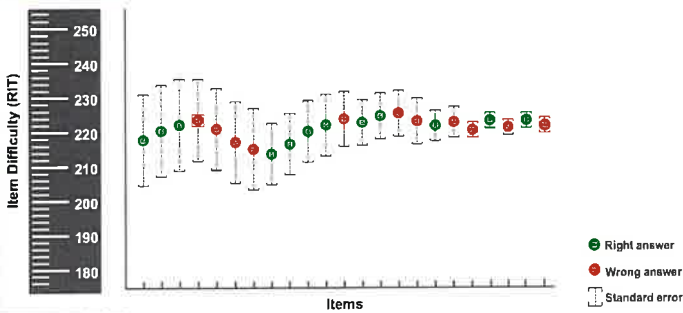
The **composite score** is the total score based on how a student performs on individual measures. Measures are not weighted equally.



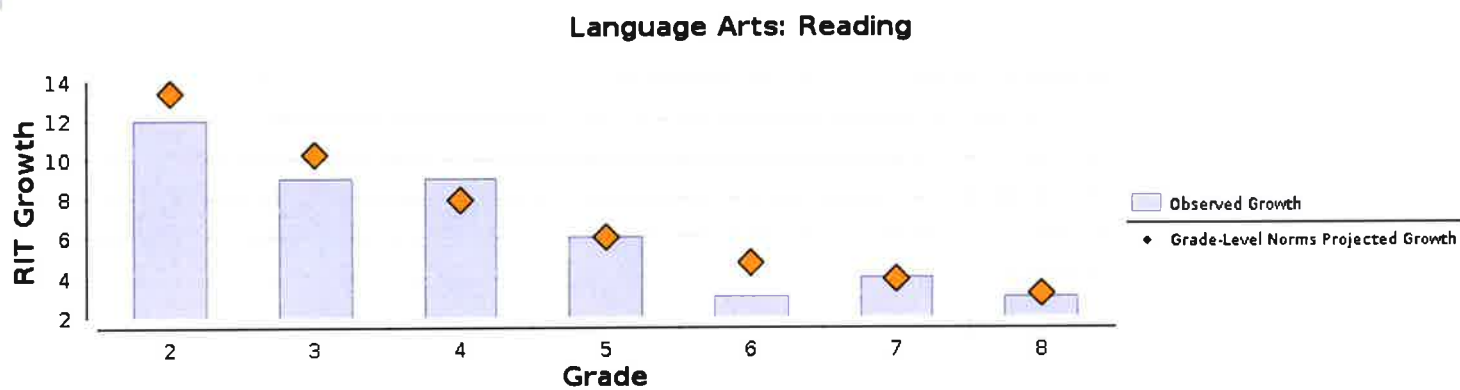
Grades 2-8

NWEA MAP Growth

- o An **adaptive assessment** that is designed to measure student achievement in the moment and growth over time, regardless of grade level
 - o Purpose: determine what the student knows and is ready to learn next
 - o 40-53 questions
 - o Overall score for each subject: math and reading
 - o Instructional area scores
 - o Average time for each test: 45-75 minutes
 - o **Students are expected to answer 50 percent of the questions correctly**



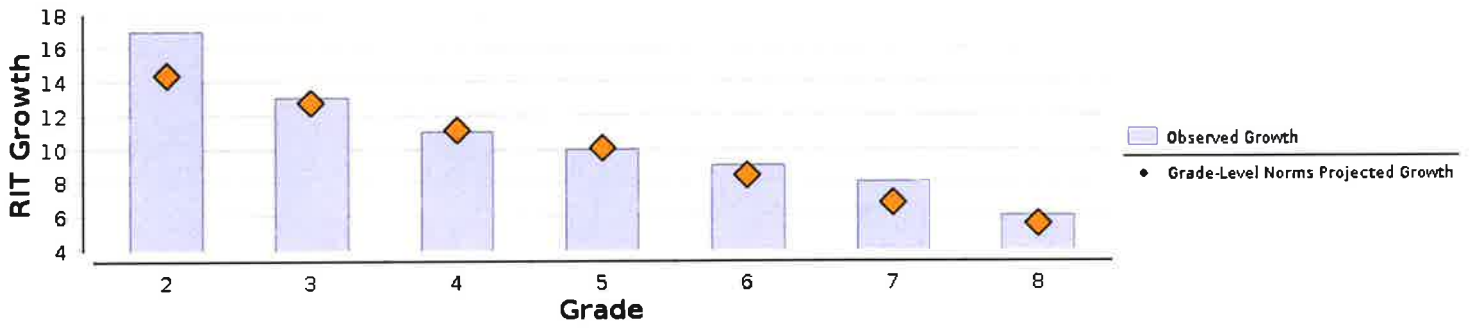
Projected vs. Observed Growth



Fall 2021-Spring 2022 Growth

Projected vs. Observed Growth

Math: Math K-12



Fall 2021-Spring 2022 Growth

NWEA Measures of Academic Progress (MAP): Reading

Grade Level	Spring 2018 RIT Score	Spring 2019 RIT Score	Spring 2020 RIT Score <small>No MAP Testing due to Remote Learning</small>	Spring 2021 RIT Score	Spring 2022 RIT Score	Spring 2022 National Average RIT Score	Spring 2022 D57 Compared to National Average RIT Score	D57 Spring 2022 Approximate Average Percentile
2	194.8	194.3		192.2	190.9	185.6	+5.3	77
3	207.4	205.7		200.4	202.3	197.1	+5.2	77
4	215.1	212.4		212.9	209.9	204.8	+5.1	76
5	220.3	219.7		218.6	218.9	211	+7.9	87
6	223.9	222.9		221.1	221.3	215.4	+5.9	80
7	228.6	228.3		226.4	224.4	218.4	+6	80
8	231.1	231.5		229.9	230.1	221.7	+8.4	86

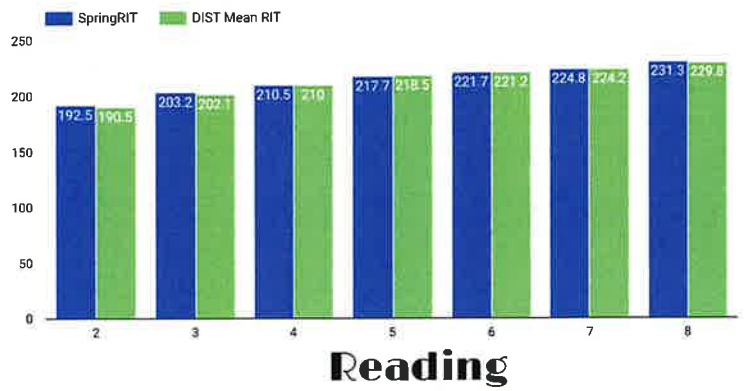
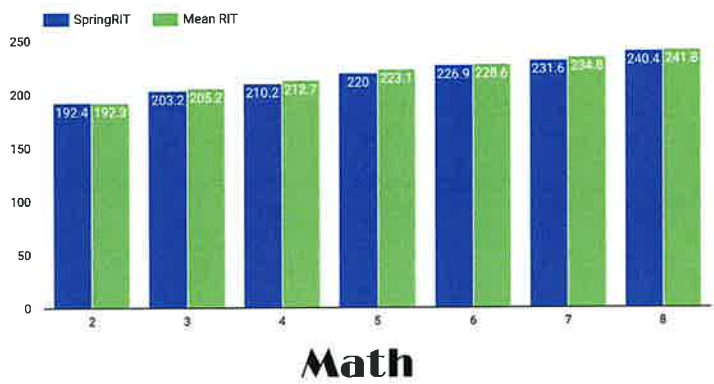
The **RIT score** is an estimation of a student's instructional level and also measures student progress or growth. (*Standard error of measure: 2.8-3.5*). The **percentile score** indicates the percent of students in a population that scored at or below that level. Thus, the 40th percentiles means that 40% of the population scored at or below that level.

NWEA Measures of Academic Progress (MAP): Math

Grade Level	Spring 2018 RIT Score	Spring 2019 RIT Score	Spring 2020 RIT Score	Spring 2021 RIT Score	Spring 2022 RIT Score	Spring 2022 National Average RIT Score	Spring 2022 D57 Compared to National Average RIT Score	D57 Spring 2022 Approximate Average Percentile
2	197.6	197.8		192.5	192.3	189.4	+2.9	68
3	210.8	209.4		201.9	205.2	201.1	+4.1	74
4	221	218.7		214.2	212.7	210.5	+2.2	62
5	231.5	229		222.6	223.1	218.7	+4.4	70
6	232.9	233.1		226.7	228.6	222.9	+5.7	75
7	241	241.4		235.3	234.8	226.7	+8.1	81
8	243	245.1		241.1	241.8	230.3	+11.5	88

The **RIT score** is an estimation of a student's instructional level and also measures student progress or growth. (*Standard error of measure: 2.8-3.5*). The **percentile score** indicates the percent of students in a population that scored at or below that level. Thus, the 40th percentiles means that 40% of the population scored at or below that level.

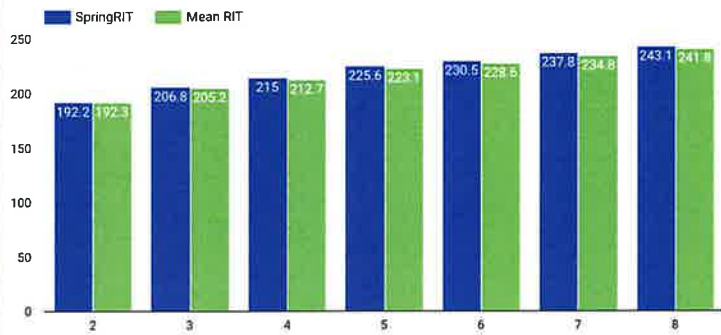
Gender



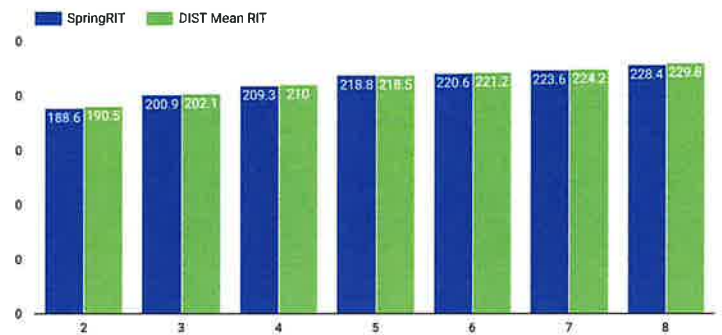
The blue bar represents the Spring 2022 Mean RIT of the subgroup. The green bar represents the Spring 2022 Mean RIT of the overall grade level.

Female

Gender



Math

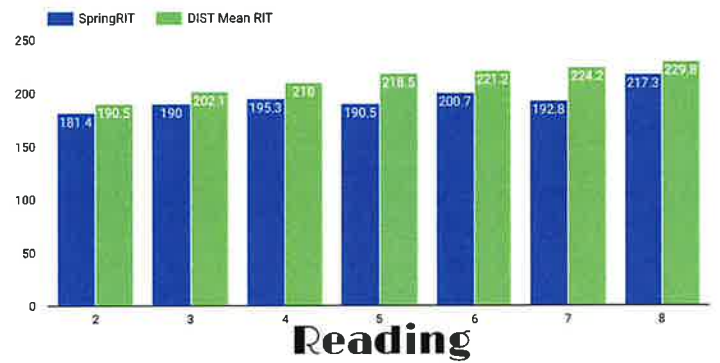
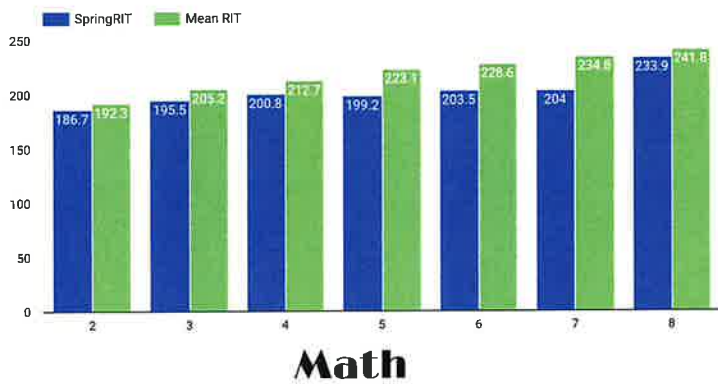


Reading

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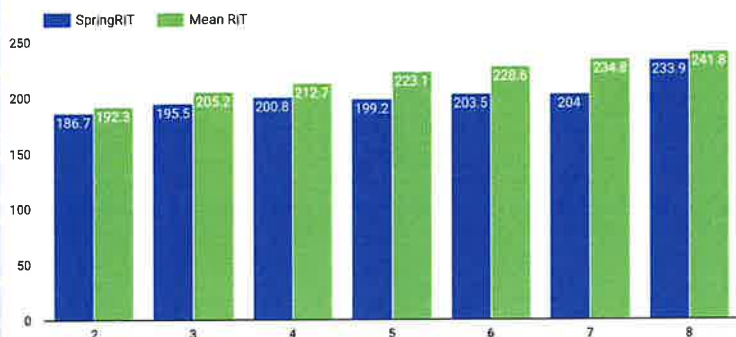
Male

Special Education

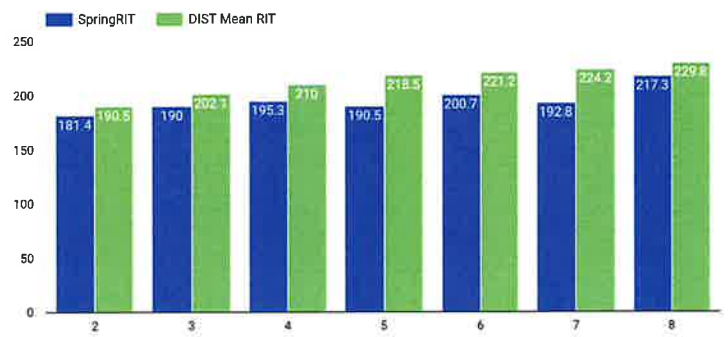


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Emergent Bilingual



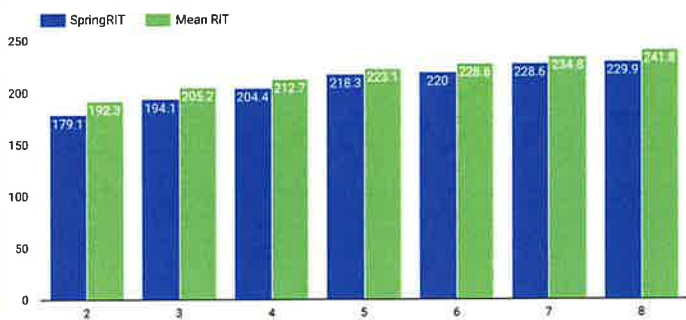
Math



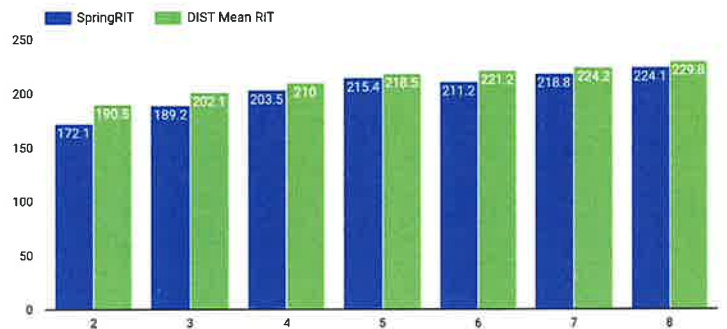
Reading

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Low-Income



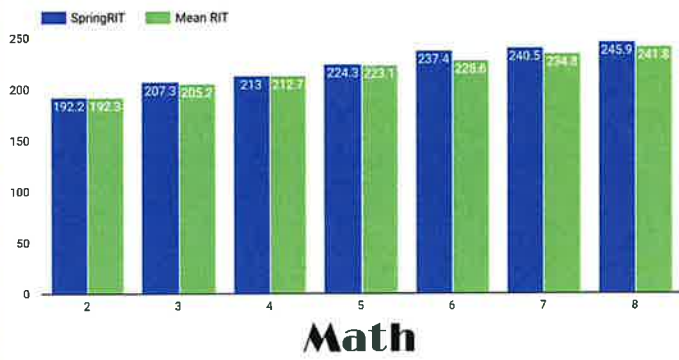
Math



Reading

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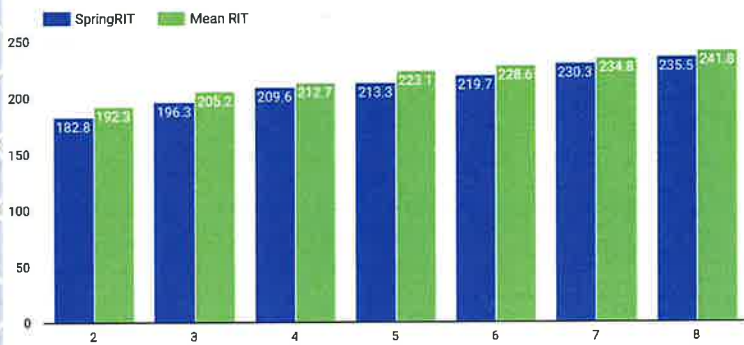
Ethnicity



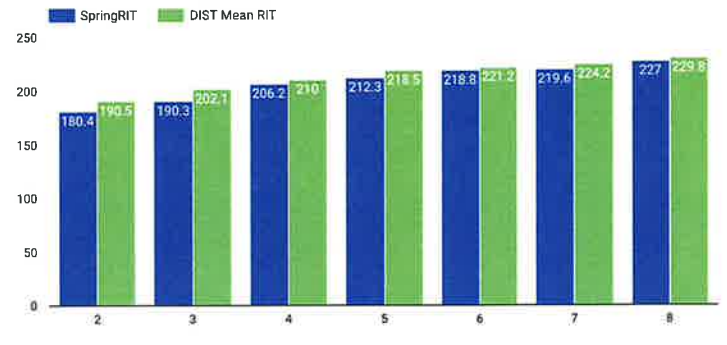
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Asian/Pacific Islander

Ethnicity



Math

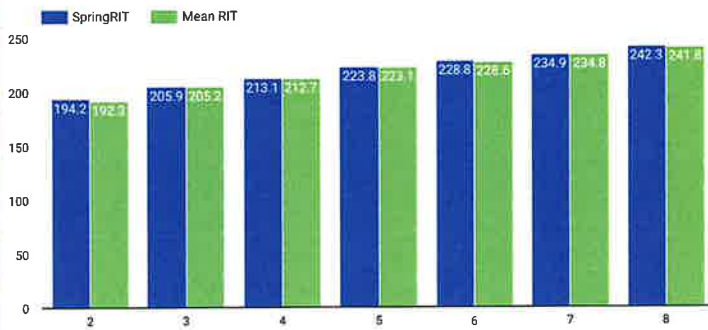


Reading

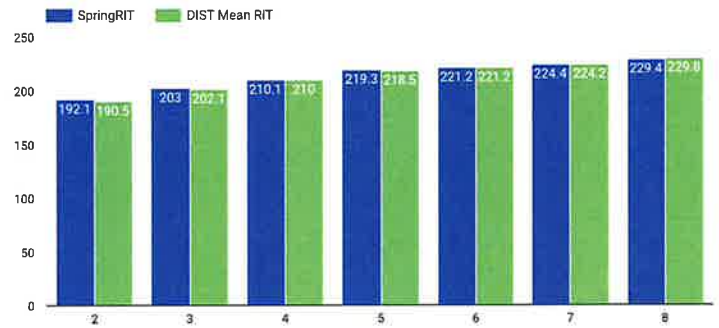
The blue bar represents the Spring 2022 Mean RIT of the subgroup. The green bar represents the Spring 2022 Mean RIT of the overall grade level.

Hispanic

Ethnicity



Math

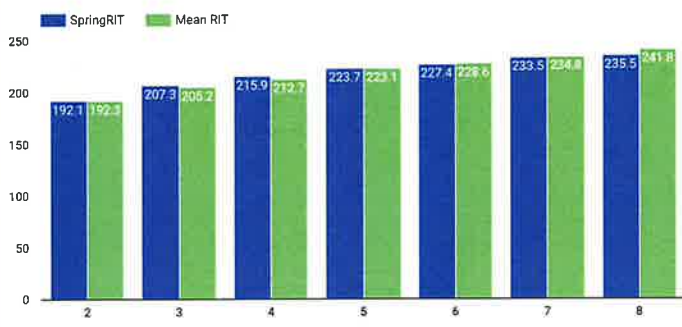


Reading

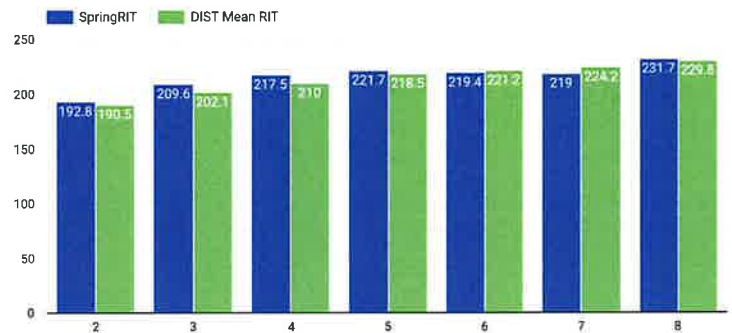
The blue bar represents the Spring 2022 Mean RIT of the subgroup. The green bar represents the Spring 2022 Mean RIT of the overall grade level.

White

Ethnicity



Math



Reading

The blue bar represents the Spring 2022 Mean RIT of the subgroup. The green bar represents the Spring 2022 Mean RIT of the overall grade level.

Other

Accelerating Growth



- District Leadership Team & Building Leadership Teams analyze data
- Building Leadership teams develop School Improvement Plans for the 22-23 school year
- Analyze grade level trends
- Data inform teaching & learning practices within the classroom
- Summer curriculum work
- Professional learning



Providing Support

- Provide support to all students through our Multi-Tiered System of Supports (MTSS)
- Benchmarking data and progress-monitoring data inform math and literacy support
- Before/after school tutoring
- Summer Bridge
- RISE (Reading) program



Thank you

Mount Prospect School District 57
Student Services

To: Dr. Mary Gorr
From: Sara Tyburski, Director of Student Services
Date: June 23, 2022
Re: Annual Review of Board Policy 7:180

Executive Summary:

Annually, the Board is required to evaluate and assess the outcomes and effectiveness of Board Policy 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment) related to the following areas:

- The frequency of victimization;
- Student, staff, and family observations of safety at a school;
- Identification of areas of a school where bullying occurs;
- The types of bullying utilized;
- Bystander intervention or participation.

Background Information:

The parent-teacher advisory committee regularly reviews the data for bullying, intimidation, and harassment in order to modify district practices to support the social and emotional well-being of students. The district proactively addresses bullying, intimidation, and harassment through the Olweus Bullying Prevention program, school-wide expectations, and restorative practices. Next school year, the district has adopted the Second Step program, including the bullying prevention unit for kindergarten through 5th grade, which will replace the Olweus program. (A bullying prevention unit is include in the middle school instructional materials).

When administration is notified of a possible bullying incident, an investigation occurs to determine whether the incident meets ISBE's definition of bullying. Whether or not the incident meets ISBE's definition, interventions and supports will be considered, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. The District's goal is to provide all students with a safe learning environment free of bullying and harassment.

Committee Members:

Marie Claire Amorella, John Bonadurer, JoAnn Dynkin, Melissa Grossmayer, Anna Landsnes, Amy Peters, Dan Raftery, Lisa Ryno, Randy Steen, Sara Tyburski

Recommendation:

No recommendation.

Staff Report 4

Annual Review of Board Policy 7:180

June 2022

Background

- Board Policy 7:180 - Prevention of and Response to Bullying, Intimidation, and Harassment
- Parent-Teacher Behavioral Advisory Committee continually reviews and modifies District practices to address Board Policy 7:180
- The Board is required to evaluate and assess the outcomes and effectiveness related to the following areas:
 - The frequency of victimization;
 - Student, staff, and family observations of safety at a school;
 - Identification of areas of a school where bullying occurs;
 - The types of bullying utilized;
 - Bystander intervention or participation.

Olweus Definition of Bullying

"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself."

ISBE's Definition of Bullying

Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. causing a substantially detrimental effect on the student's or students' physical or mental health;
3. substantially interfering with the student's or students' academic performance; or
4. substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

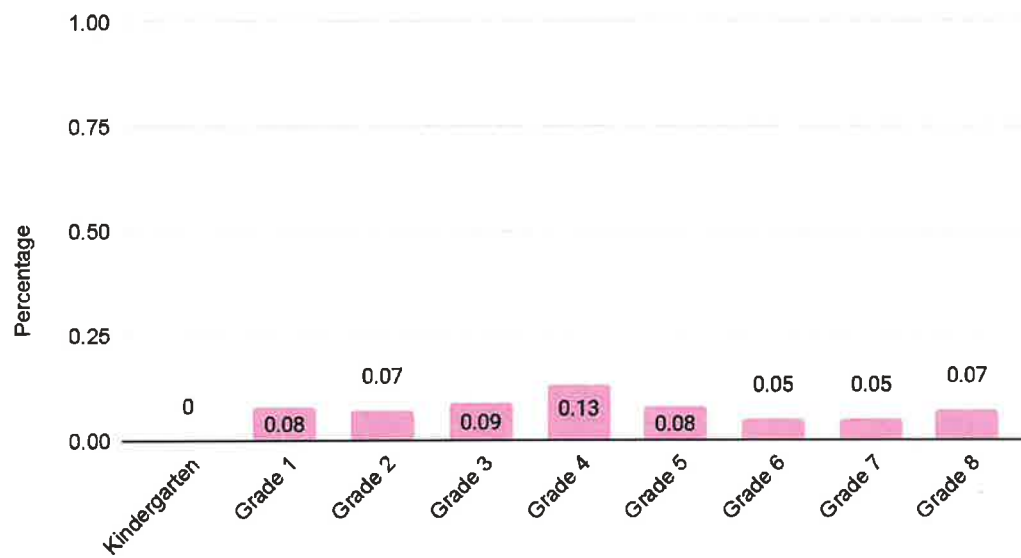
Bullying is prohibited on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. (District 57 Policy 7:180).

Victimization

- Using language from Restorative Justice
 - Person who is harmed or perceives to be harmed
 - Person who is the harm-doer
- Widen our social/emotional net
- Even if bullying has not occurred, school personnel can
 - Identify students that may need more support whether the student is the harmed or harm-doer
 - Identify areas to increase supervision
 - Hold additional class meetings

Victimization Data

Students Reporting Harm Based on Student Population



Student, staff, and family observations of safety at a school

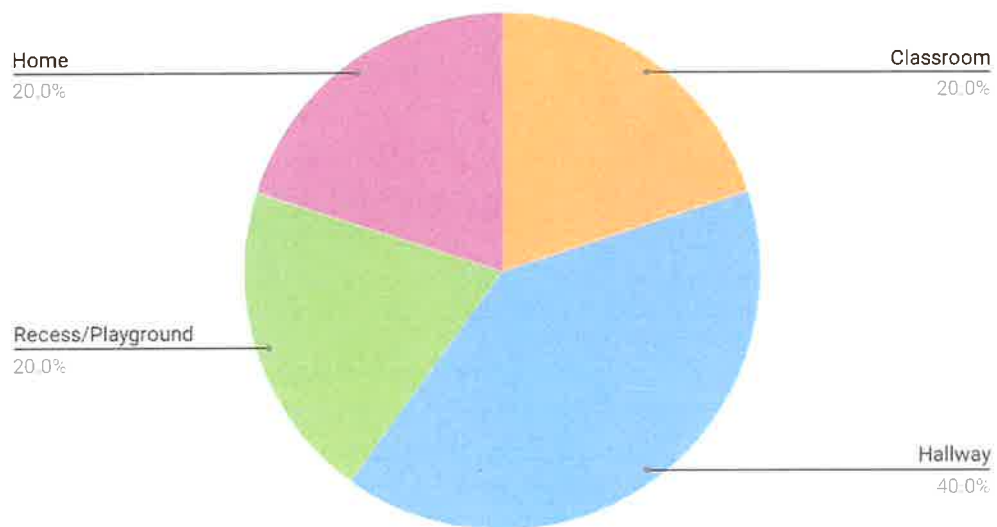
- Regular communication to all staff on how to report through staff meetings
- Updated District website and regular communication with parents to encourage reporting
- All buildings have procedures for students to report

Founded Incidents of Bullying

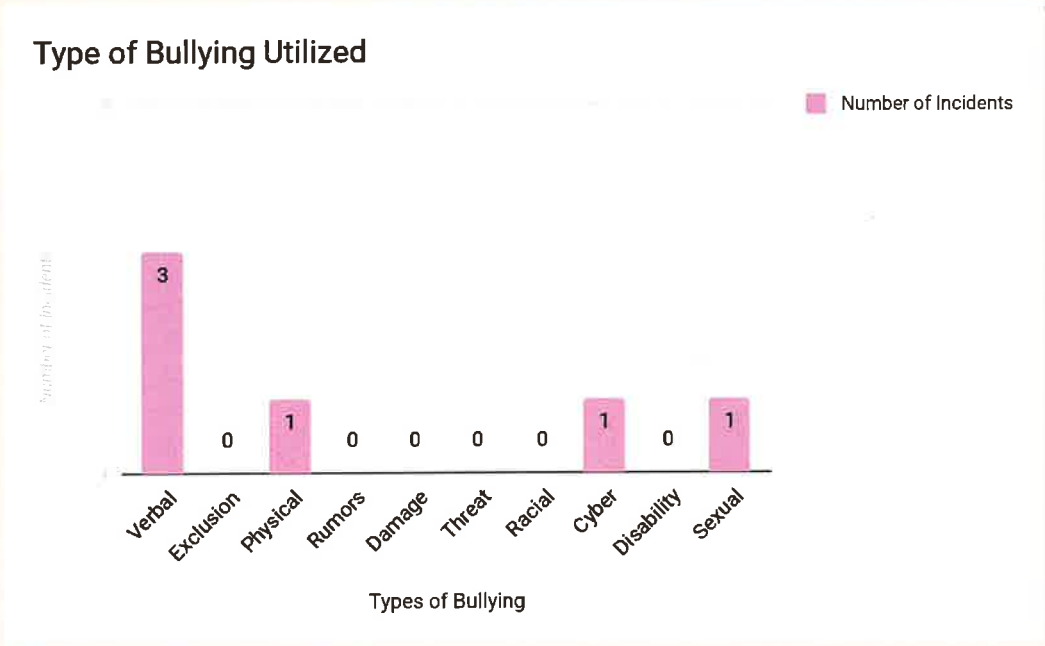
- After thorough investigation by building administrators, five incidents met ISBE's definition of bullying at Lincoln and were reported to the ISBE.

Founded Incidents of Bullying: By Location

Incident Locations

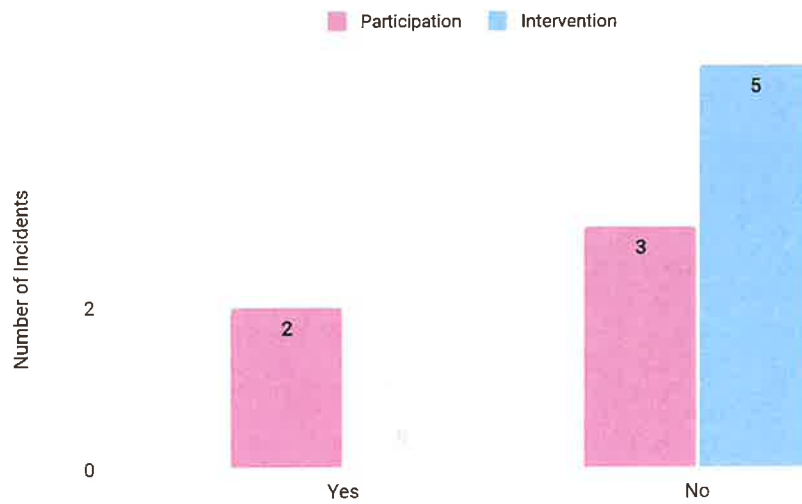


Founded Incidents of Bullying: Types of Bullying Utilized



Founded Incidents of Bullying: Bystander intervention or participation

Bystander intervention or participation



Social Emotional Learning in District 57

- Olweus Bullying Prevention Program
- School-wide Expectations
- Restorative Practices

- Next year: Implementation of Second Step

Questions?

**OFFICE OF THE SUPERINTENDENT**

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

MEMORANDUM

To: Members, Board of Education
From: Dr. Mary Gorr, Superintendent
Re: Equity Audit Update
Date: June 23, 2022

Background: In October of 2021, the Board of Education approved an equity audit with Systemic Educational Equity, LLC.

Summary: On June 2, 2022, 24 District 57 staff members and administrators on the District Equity Leadership Team (DELT) participated in a full-day meeting with Dr. Ivette Dubiel, the consultant from Systemic Educational Equity, LLC. The District Equity Leadership Team completed Phase I of the equity audit, which includes completing a comprehensive needs assessment and making decisions to provide direction for the Equity Audit. The DELT determined that of the 24 focus groups, eight focus groups will be with students (with parent consent), eight focus groups with staff, and eight focus groups with parents. There will also be electronic surveys, staff surveys, and student surveys for 4th grade through 8th-grade students. Parents will be given the opportunity to revoke consent if they do not want their children to participate in surveys for this audit.

At this point, the district is in Phase II of the equity audit, which includes gathering and synthesizing disaggregated student data, which will contribute to the quantitative aspect of the equity audit. This will be provided to the audit team by December 2022.

We have tentative focus group dates scheduled for this fall, which will begin Phase III. In the late fall, students, staff, and families will be provided with surveys. Phase IV of the audit consists of the Systemic Educational Equity Team conducting an analysis of all quantitative and qualitative data.

Finally, in Phase V, the audit team will share their findings based on the data. All findings will be organized into the Five Strands of Systemic Equity®. Recommendations will be provided to the Board of Education and District.

Attachments: [Equity Audit Overview from Systemic Educational Equity, LLC](#). (under copyright reserve)

Equity Audit



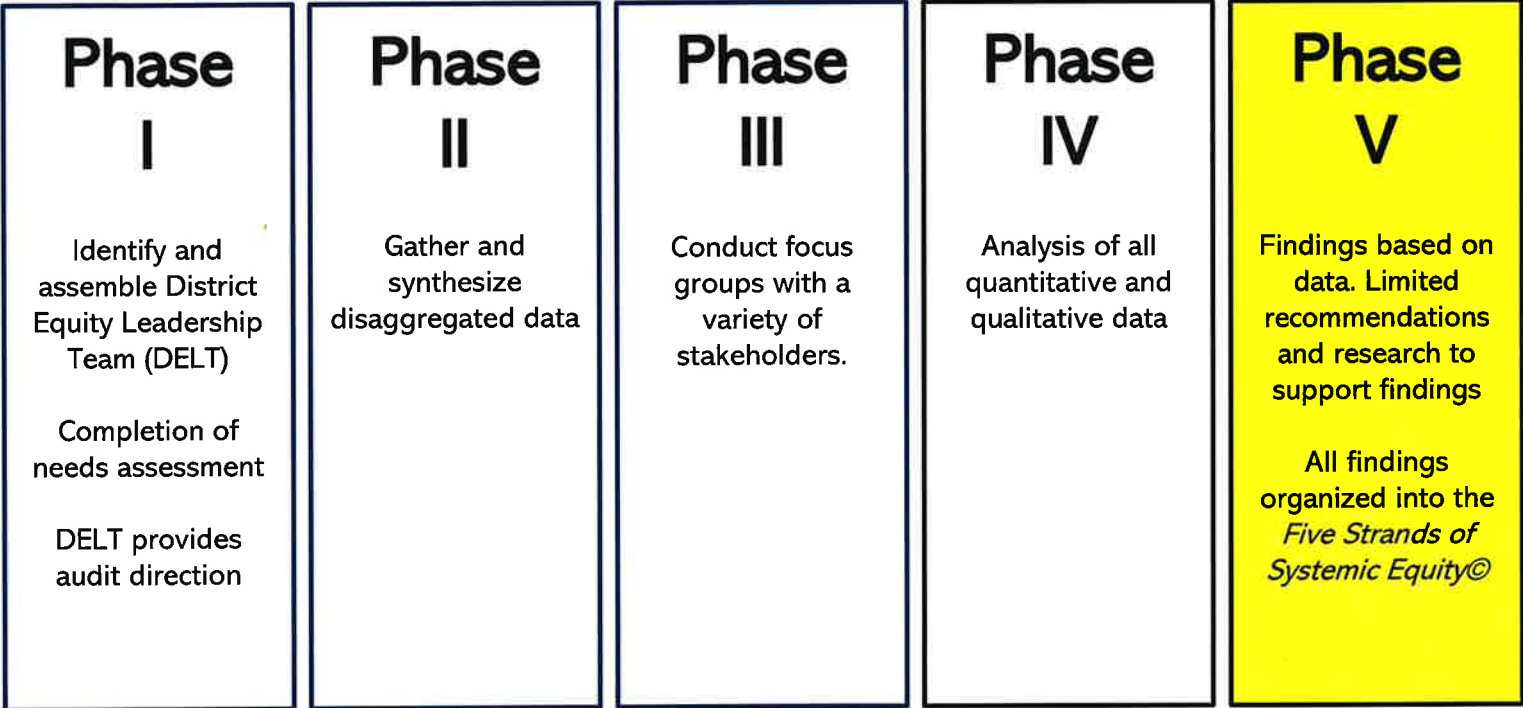
Systemic Educational Equity, LLC

Dr. Ivette Dubiel (she/her/ella) | Systemic Educational Equity, LLC | systemicedequity.com
Twitter: @IvetteDubiel Twitter: @SystemicLlc

The **purpose of an equity audit** is to identify areas of strength and needed improvement with particular attention to historically marginalized groups. It is a fact-finding process that aids in the development of tangible recommendations to mitigate inequities.

The **expected outcomes of an equity audit** is the development of strategic, accountable, measurable and sustainable action plans.

The **equity audit process** engages the collection and analysis of comprehensive quantitative data with critical qualitative information.



approximately 9-12 month process



Quantitative Data

Limitations

- * measure does not account for individual circumstances or explanations behind data; requires interpretation
- * biases, microaggressions, sense of belonging *not* captured in quantitative data
- * dependent on district level not all data is captured for all students (e.g., standardized assessments for primary grades)

Strengths

- * objective
- * identify possible trends
- * readily available

Qualitative Data

Limitations

- * sample size
- * not everyone will or want to participate
- * 100 ppl will have 100 opinions (subjective)
- * intricate coding
- * thematized based on accountability framework
- * anonymous survey, duplicate possibility

Strengths

- * individual perspectives and experiences
- * structured solicitation





Qualitative Focus Groups

Who participates in focus groups?

- Three major focus groups stakeholders - students, staff and families (parents/guardians/caretakers). High school districts or unit districts are encouraged to have at least one alumni focus group.
- Youngest grade level participation in focus groups is third grade. Consider with caution.
- Recommend student focus groups by grade clusters (e.g., ES, MS & HS).
- Focus groups take place by role only.
- Acceptable to have individuals that fulfill multiple roles but to consider thoughtfully if there is great interest in focus groups and limited slots.
- The district coordinates participants and are responsible for the communication and organization of it. Sample communication is provided.
- There are no make-ups for missed focus groups. This should be part of the communication.



Qualitative Focus Groups

How many focus groups will take place?

The Equity Audit package chosen determines the number of focus groups. A maximum of six focus groups completed per day.

How long is a focus group?

Each focus group takes approximately one hour.

What about translations?

The district is responsible for reserving slots for top 1-3 languages other than English for families. They must identify the translator to be available during the focus group. Focus groups that require translation take 1.5 hours.

Where does it take place?

Focus groups occur in-person, virtually or a combination. It is the district's responsibility to identify translator(s) for such focus groups.

Can you tell me more about organizing focus groups?

Option of invitation, sign-up and/or combination to identify participants. Focus groups can also be organized by affinity.



Qualitative Focus Groups

Are the focus groups confidential?

Yes.

Are the questions provided ahead of the focus groups?

No. Focus group questions should NOT be shared ahead as it can skew an advantage to one group and disadvantage another. No prewritten responses are accepted. The auditor reserves the right to remove participants for inappropriate, rude or disrespectful behavior as deemed by the auditor.

Can DELT members participate in focus groups?

Yes.

How many people can participate in each focus group? What questions will be asked?

As part of Phase 1, this will be determined today.

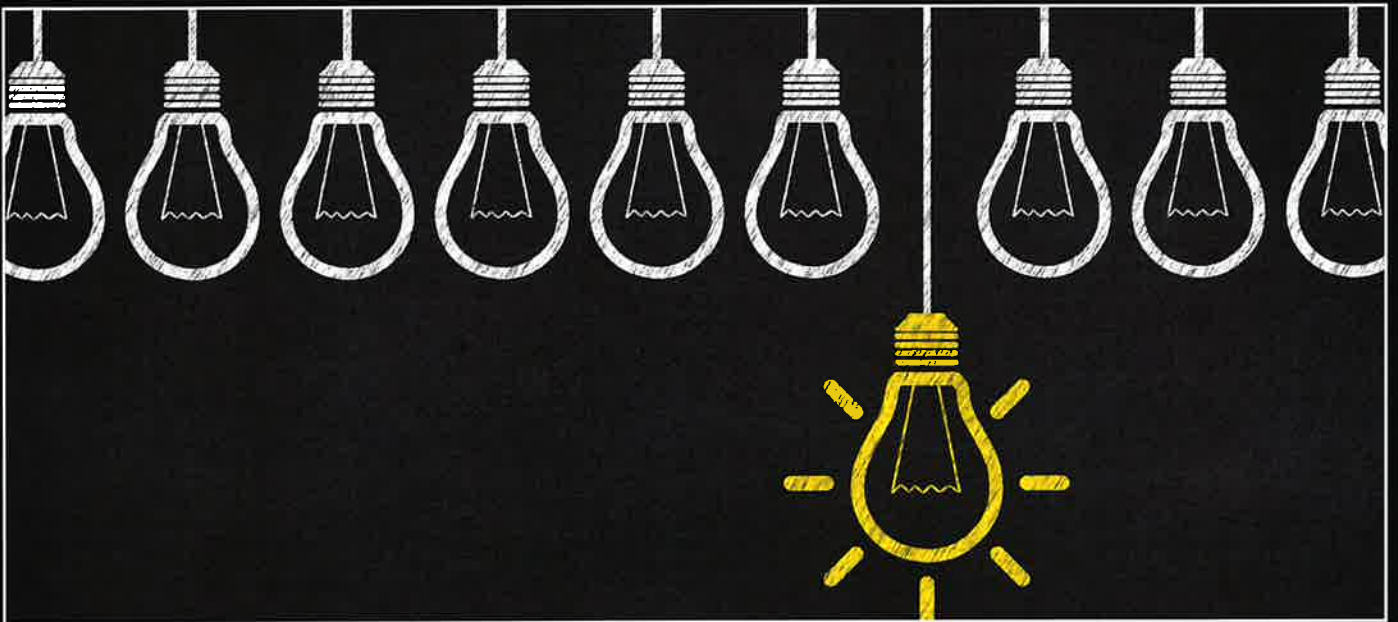
What will be visible in the final report?

All responses are coded and thematized in alignment with the accountability framework, *Five Strands of Systemic Equity*®. Areas of strength and needed improvement based on responses will be highlighted. There will be direct quotes from each role extracted and included in the report. Any identifying information is removed.

Stakeholder Survey

- ◆ one survey per stakeholder role
- ◆ stakeholder may take survey based on multiple roles
- ◆ focus groups participants may participate in survey
- ◆ close-ended questions
- ◆ anonymous input





Accountability Framework

Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibility.

Teaching & Learning

To intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming.

Student Voice, Climate & Culture

To consistently seek students' feedback and experiences, and nurture a positive, authentic and meaningful organizational climate and culture.

Professional Development

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity.

Family & Community as Agency

To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.

The Equity Audit Report

Section 1

Introduction
to equity

Research
about equity

Process &
Needs
Assessment
Results

Section 2

Quantitative
data
presented
without
interpretation

Raw count &
comparative
percentile
presented

Section 3

Qualitative
data - focus
groups
quotes
organized by
stakeholder
groups

Strengths
and concerns
presented

Section 4

Findings

Recommendations

Research

Ending

List of
Frequent
Acronyms

Glossary

Cited Work

Appendices



Board of Education

701 West Gregory Street, Mount Prospect, Illinois 60056-2296
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Call to Order and Roll Call

President Eileen Kowalczyk called the Regular Business Meeting of the Board of Education of May 19, 2022, held at Fairview School, to order at 6:59 p.m. Board members present were Vicki Chung, Kimberly Fay, Corrin Bennett-Kill, Jennifer Ciok, Jennifer Kobus, Chris Lettow and Eileen Kowalczyk. Absent: None

Pledge of Allegiance

Student Recognition

President Kowalczyk announced it was time to acknowledge the coaches and students of The Lincoln Girls 7th and 8th-grade basketball teams for their undefeated season last winter. Coach Rebecca Pollard and John Bondurer were present and gave some highlights of the season. Each member of the team received a certificate.

New Business

1. Election of Board of Education Officers

Motion to Establish Chairman Pro Tem

President Kowalczyk entertained a motion to establish a Chairman Pro Tem. Member Fay moved, seconded by Member Chung, to appoint Superintendent Gorr to serve as Chairman Pro Tem. Roll call vote resulted as follows

Yes: Bennett-Kill, Chung, Ciok, Fay, Kobus, Kowalczyk, Lettow
Absent: None
No: None Motion carried.

Motion to Establish Secretary Pro Tem

President Pro Tem Gorr entertained a motion to establish a Secretary Pro Tem. Member Lettow moved, seconded by Member Bennett-Kill, to appoint Roberta Flack to serve as Secretary Pro Tem. Roll call vote resulted as follows

Yes: Bennett-Kill, Chung, Ciok, Fay, Kobus, Kowalczyk, Lettow
Absent: None
No: None Motion carried.

Nominations for Office of President and Term of Office

Chairman Pro Tem Gorr entertained nominations for the office of Board President to serve for a term of one year. Member Ciok moved to nominate Eileen Kowalczyk for President. Chairman Pro Tem Gorr acknowledged that Eileen Kowalczyk was nominated and asked if there were any other nominations for the office of President. There being no further nominations, Chairman Pro Tem Gorr said the nominations for the office of President were closed. Chairman Pro Tem Gorr instructed Secretary Pro Tem Flack to record a unanimous vote for Member Kowalczyk and declared her elected. Chairman Pro Tem Gorr said President Kowalczyk would then assume her position as President.

Nominations for Office of Vice President and Term of Office

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

Nominations for Office of Secretary and Term of Office

President Kowalczyk entertained nominations for Board Secretary to serve for a term of one year. Member Bennett-Kill moved to nominate Roberta Flack. President Kowalczyk acknowledged the nomination of Roberta Flack and asked if there were any other nominations for the office of Board Secretary. There being no further nominations, President Kowalczyk said nominations for Board Secretary were closed. President Kowalczyk instructed Secretary Pro Tem Flack to record a unanimous vote for herself and declared Roberta Flack elected.

Administration of Oath to President, Vice President and Secretary

Superintendent Gorr administered the Oath of Office to President Eileen Kowalczyk, Vice President Kimberly Fay, and Secretary Roberta Flack.

Communications**Board of Education**

- NSSEO: Member Chung shared that the last meeting was on May 4th, and this month's Shining Stars were two high school students in the STEP program. (Secondary Transition Experience Program). STEP is a grant-funded program.
- Education Foundation: Member Ciok attended the last meeting on April 26 and shared the Gala numbers are not in yet.
- PTO Reports: Vice President Fay (Lincoln), Member Lettow (Lions Park), Member Bennett-Kill (Fairview) Member Kobus (Westbrook) reported on PTO meetings and events at the schools.
- Board President Report:
 - President Kowalczyk advised there was a need to move the June 16 Board meeting to June 23.
 - Community engagement
 - President Kowalczyk shared that the Board will have a booth with adjoining districts at the Mount Prospect Block Party this summer to meet with the public. Each Board member shared their past experiences at concerts and events at our schools.

Community Comments

President Kowalczyk said there were two times on the agenda for community comments. Each time the Board would listen for up to 60 minutes and asked people to limit their time speaking to three minutes.

- Two audience members addressed the Board regarding a Juneteeth celebration happening at Trinity Methodist Church and invited the audience and Board to join the event.

Staff Reports❖ **Superintendent Report**

Superintendent Gorr wanted to highlight the Board for their significant time given to community events with their busy schedules. Dr. Gorr updated the Board on end-of-the-year events happening in the District with

students and staff. The first Citizens Finance Advisory committee meeting took place last week and Assistant Superintendent for Finance gave a short review of the 2-hour meeting.

- Social-Emotional Learning Curriculum Recommendation

Superintendent Gorr invited Dr. Kristin Vonder Haar, Assistant Superintendent for Teaching and Learning, Sara Tyburski, Director of Student Services, to present to the Board recommendations for a new social-emotional learning curriculum. The leadership team that worked on this project included, Dan Ophus, Principal, Una Durkin, Assistant Principal, Alana Davidov, 5th Grade Teacher, and Lisa Ryno, Social Worker. The team gave a detailed presentation and the recommendation is for the Second Step curriculum. The curriculum was selected after being heavily researched by the administration and staff. Dr. Vonder Haar explained the expenditures for the instructional materials. The cost for the Teacher online resources would be \$31,540 for a 5 year subscription. In addition the K-5 bullying prevention units would be one-time cost of \$66,962. The plan with the Board's approval is to utilize ESSER funds for payment of this new curriculum. President Kowalczyk opened the discussion to the Board for questions to this leadership team. Specific examples of the benefits were discussed. President Kowalczyk asked for a vote on moving forward with Second Step curriculum. Six Board members voted yes, and one voted no. Superintendent Gorr thanked the team for their hard work and the Board for adopting this new curriculum.

- Strategic Planning

Superintendent Gorr proposed to the Board in finding partnerships with strategic planning. Typically in the past the strategic planning has been done in the Superintendents office with help from the Board. She shared the timing is right to capitalize on having an outside consultant and experts share their knowledge. Dr. Gorr asked with the Boards approval, bring forth different options and costs in a proposal. All Board members support this and Dr. Gorr will provide further information in the near future.

- Freedom of Information Act

There is one FOIA to report. Superintendent Gorr shared the following information:

- On May 5, 2022, a request was made from Mr. Hillstrom requesting any documentation (emails, presentations, drafts of reading lists etc) that contain the term "gender queer".
A response was sent on May 10, 2022.

Consent Agenda

President Kowalczyk said it was necessary to pull the April 21, 2022, open and closed session minutes from the Consent Agenda because all members were not present at the meetings.

Item 1. Minutes of the following Board of Education Meeting

- Regular Business Meeting April 21, 2022 – Open Session and Closed

President Kowalczyk entertained a motion to approve the April 21, 2022 open and closed session minutes. Vice President Fay moved, seconded by Member Chung. Roll call was as follows

Yes: Chung, Ciok, Fay, Bennett-Kill, Lettow, Kowalczyk

Abstain: Kobus

Absent: None

Motion carried.

President Kowalczyk entertained a motion to approve the remainder of the Consent Agenda. President Kowalczyk reviewed the bills and said everything was in order. Member Bennett-Kill moved, seconded by Member Chung, to approve the remaining items of the Consent Agenda as follows:

Item 2. Personnel Transactions

That the Board of Education approve the administrative contract the following individual:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Salary</u>
Eric Larson	Principal	Lincoln	07/01/2022	\$136,000
Breanna Pustai	Assistant Principal	Lions Park	07/28/2022	\$ 86,000
Karen Schwartzwald	Director of Human Resources	Admin	07/01/2022	\$116,000

That the Board of Education accepts the resignation of the following administrative employee:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Elise Dean	Assistant Principal	Lions Park	06/30/2022

That the Board of Education accepts the resignation of the following certified employee:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Mirela Ibrahimovic	Teacher - Art	Lincoln	End of 2021/2022
Mimi Maman	Social Worker	Lincoln	08/01/2022

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Hire Date</u>	<u>Salary</u>
Kristina Gorby	Clerical Assistant	Westbrook	05/09/2022	\$17.63
Jennifer Parmenter	Instructional Assistant	Lions Park	05/13/2022	\$16.42

That the Board of Education accept the retirement of the following ESP employees:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
David Cessna	Building Technology	Lincoln	06/10/2022
Elin Lonergan	Instructional Assistant	Fairview	08/03/2022
Yvonne Wright	Instructional Assistant	Fairview	06/01/2022

That the Board of Education accepts the resignation of the following ESP employees:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Natalie Fitch	Instructional Assistant	Westbrook	05/28/2022
Johanna Gonzalez	Health Clerical Assistant	Westbrook	06/01/2022
Hayden Jorgenson	Kids Corner Assistant	Lions Park	06/01/2022
Pooja Mehndiratta	Instructional Assistant	Lions Park	04/26/2022

Item 3. Financial Reports – April 2022

Item 4. Accounts Payable Bills Totaling

Roll call vote resulted as follows:

Yes: Chung, Lettow, Bennet-Kill, Ciok, Fay, Kobus, Kowalczyk
 No: None Motion carried.

Unfinished Business

None

Community Comments

President Kowalczyk said this was the second time for community comments.

- One parent addressed the Board about the Second Step Program.
- The next audience member addressed the Board, asking to focus on test scores and not social-emotional learning.

New Business

None

Board Discussion

Closed Session

President Kowalczyk said there was a need for closed session for the following reasons.

1. For or the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body.
2. Collective negotiating matters between the public body and its employees of their representatives, or deliberations concerning salary schedules for one or more classes of employees.

Member Chung made a motion to go into closed session and Member Ciok seconded the motion. Board convened into Closed Session at 9:09 p.m.

Regular Session

Member Ciok made a motion, seconded by Member Chung, to return to open session. All members voted yes and the Board reconvened into open session at 10:23 a.m.

Adjournment

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

Yes: Bennett-Kill, Ciok, Chung, Fay, Kobus, Lettow, Kowalczyk

Absent: None

No: None

Motion carried and the meeting adjourned at 10:23 p.m..

Roberta Flack, Secretary

Eileen B. Kowalczyk, President

Date of approval: June 23, 2022



Mount Prospect School District 57 Board of Education

PERSONNEL TRANSACTIONS

June 23, 2022

POLICY REFERENCE 5:30

That the Board of Education approve the contracts for the following administrators:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Salary</u>
Karl Anderson	Assistant Principal	Westbrook	08/01/2022	\$ 94,686
Una Durkin	Assistant Principal	Fairview	08/01/2022	\$ 98,403
Mark Fijor	Director of Technology	Admin	07/01/2022	\$124,373
Katie Kelly	Principal	Lions Park	08/01/2022	\$133,658
Dan Ophus	Principal	Fairview	08/01/2022	\$133,658
Randy Steen	Assistant Principal	Lincoln	08/01/2022	\$132,796

That the Board of Education approve the contract ammendment for the following administrators:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Salary</u>
Danielle Crandall	Principal	Westbrook	08/01/2022	\$120,750
Jason Kaiz	Asst. Supt. Finance/Operations	Admin	07/01/2022	\$170,625
Sara Tyburski	Director Student Services	Admin	07/01/2022	\$132,429
Kristin Vonder Haar	Asst Supt Teach & Learning	Admin	07/01/2022	\$161,700

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Susannah Wade	Assistant Principal	Lincoln	06/30/2022

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Hire Date</u>	<u>Salary</u>
Mary Groenke	Teacher - Speech Language	Fairview	08/15/2022	*\$53,484
Michelle Tuchner	Teacher	Fairview	08/15/2022	*\$55,088

*Salary includes Board paid TRS

That the Board of Education accepts the resignation of the following certified employee:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Jamie Daniel	Teacher	Fairview	08/01/2022
Jodi Kotowski	Teacher	Fairview	06/01/2022

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Hire Date</u>	<u>Salary</u>
Anna Berezowska	Instructional Assist EC/SOAR	Westbrook	08/16/2022	\$17.82/\$18.07/Hr
Katie Messing	Instructional Assistant	Westbrook	08/16/2022	\$16.83

That the Board of Education accepts the resignation of the following ESP employees:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Elizabeth Wiley	Clerical Assistant	Lincoln	06/06/2022

MOUNT PROSPECT SCHOOL DISTRICT 57

**Monthly Financial Report
Unaudited May 2022**

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

Jason Kaiz
Assistant Superintendent
for Finance and Operations/CSBO

Nick Honcharuk
Accounting Coordinator

Mount Prospect School District 57

Monthly Cash Balance Report

May 2022

Board Funds

Fund	Description	5/1/2022	Revenues	Expenditures	Transfers	5/31/2022
10	Educational	\$12,389,371	\$376,482	\$2,097,628	\$0	\$10,668,225
20	Operations & Maintenance	\$7,923,522	\$355,040	\$133,295	\$0	\$8,145,267
30	Debt Service	\$1,692,655	\$1,791	\$129,555	\$0	\$1,564,891
40	Transportation	\$938,891	\$1,404	\$71,907	\$0	\$868,388
50	I.M.R.F.	\$110,382	\$534	\$24,293	\$0	\$86,623
51	Social Security	\$22,457	\$827	\$41,604	\$0	(\$18,320)
60	Capital Projects	(\$5,841,273)	\$0	\$166,503	\$0	(\$6,007,776)
70	Working Cash	\$3,378,963	\$1,150	\$0	\$0	\$3,380,113
Total		\$20,614,968	\$737,228	\$2,664,785	\$0	\$18,687,411

Activity Fund

Account	Description	7/1/2021	Revenues	Expenditures	Transfers	5/31/2022
100	Education Foundation	\$2,510	\$37,076	\$31,503	\$0	\$8,083
300	Fairview Clearing	\$9,951	\$32,071	\$25,415	\$0	\$16,608
400	Lincoln Clearing	\$18,662	\$17,970	\$8,829	\$0	\$27,803
500	Lions Park Clearing	\$7,478	\$873	\$4,435	\$0	\$3,917
600	Westbrook Clearing	\$17,665	\$1,446	\$11,509	\$0	\$7,602
****	Covid-19 Fund Donations	\$3,128	\$7,368	\$4,605	\$0	\$5,891
Total		\$59,394	\$96,805	\$86,295	\$0	\$69,904

*** Covid-19 Fund Account Closed 4/30/22***

Treasurer's Investment Report May 2022

Institution	Investment Type	Purchase Date	Maturity Date	Purchase Amount	Interest Rate	Maturity Amount	Market Value**
PMA	ISDLAF -Liquid Balance			\$99,833.34	0.3740%	\$99,606.21	\$99,833.34
PMA	ISDLAF -Max Balance			\$4,550,146.77	0.4750%	\$4,550,146.77	\$4,550,146.77
PMA	CIBC Bank USA -Private Bank / FDIC Insured CD	3/7/2022	6/14/2022	\$249,800.00	0.2560%	\$249,973.63	\$249,800.00
PMA	Financial Federal Bank of Tennessee CD	3/7/2022	6/14/2022	\$249,800.00	0.2500%	\$249,969.39	\$249,800.00
PMA	Cash MGMT Bill Securities	3/4/2022	6/14/2022	\$1,199,023.20	0.3000%	\$1,200,000.00	\$1,199,766.00
PMA	Cash MGMT Bill Securities	3/4/2022	6/28/2022	\$1,098,922.73	0.3170%	\$1,100,000.00	\$1,099,409.30
PMA	US Treasury Note	3/4/2022	6/30/2022	\$799,406.25	0.3600%	\$800,000.00	\$799,506.40
PMA	Treasury Bill	3/4/2022	7/14/2022	\$299,596.88	0.3810%	\$300,000.00	\$299,697.00
PMA	Treasury Bill	3/4/2022	8/11/2022	\$299,398.17	0.4680%	\$300,000.00	\$299,389.50
PMA	First Internet Bank of Indiana CD	2/23/2022	8/17/2022	\$249,700.00	0.0700%	\$249,944.06	\$249,700.00
PMA	CFG Bank Maryland / FDIC Insured CD	3/7/2022	8/30/2022	\$249,300.00	0.4920%	\$249,892.04	\$249,300.00
PMA	Treasury Bill	3/11/2022	9/8/2022	\$1,299,256.84	0.5900%	\$1,303,000.00	\$1,298,919.00
PMA	Wisconsin Treasury Security	3/11/2022	9/15/2022	\$1,199,179.98	0.6390%	\$1,203,000.00	\$1,198,864.09
PMA	US Treasury Note	3/11/2022	9/30/2022	\$296,935.94	0.6700%	\$295,000.00	\$295,437.78
PMA	Customers Bank New York CD	3/10/2021	12/29/2022	\$1,000,000.00	0.0800%	\$1,001,373.07	\$1,000,000.00
PMA	BMW Bank of North America / FDIC Insured CD	2/23/2021	2/27/2023	\$249,249.03	0.1000%	\$249,000.00	\$246,184.81
PMA	State Bank of India CD	2/23/2021	3/13/2023	\$249,249.03	0.1000%	\$249,000.00	\$245,879.53
PMA	Midland States Bank Illinois / FDIC Insured CD	3/8/2021	3/14/2023	\$249,400.00	0.1070%	\$249,938.10	\$249,400.00
PMA	Farmers Bank And Trust Kansas / FDIC Insured CD	3/8/2021	3/14/2023	\$249,500.00	0.0900%	\$249,952.79	\$249,500.00
PMA	FDIC Insured CD 48084-1	3/8/2021	3/30/2023	\$249,248.69	0.1000%	\$249,000.00	\$245,530.43
PMA	Common Wealth Business Bank California / FDIC Insured CD	3/8/2021	3/31/2023	\$249,248.74	0.1000%	\$249,000.00	\$245,530.68
PMA	Treasury Bill	10/6/2021	10/15/2023	\$998,906.25	0.1800%	\$1,000,000.00	\$970,938.00
PMA	Treasury Bill	10/6/2021	9/15/2024	\$999,257.81	0.4000%	\$1,000,000.00	\$950,508.00
PMA	Goldman Sachs Bank USA / CD	10/6/2021	10/15/2024	\$250,106.00	0.5010%	\$249,000.00	\$236,047.77
PMA	UBS Bank USA / CD	10/12/2021	10/15/2024	\$250,108.31	0.5010%	\$249,000.00	\$236,002.20
						PMA Total	\$17,015,090.60
						IL Funds Total	\$2,261,585.06
						Grand Total	<u>\$19,276,675.66</u>



Mount Prospect School District 57

Revenue Report May 2022

Source	Source Description	Budget	Activity	Balance	% of budget remaining	
					2022 YTD	2021 YTD
11XX	Property Taxes	\$ 27,121,812	\$ 27,272,326	\$ (150,514)	-0.6%	2.09%
1230	CPPR Taxes	512,000	1,405,509	(893,509)	-174.5%	-81.13%
13XX	Summer School Tuition	6,000	7,970	(1,970)	-32.8%	100.00%
1411	Transportation Fees	281,000	296,209	(15,209)	-5.4%	104.54%
1510	Interest Earnings	170,500	28,742	141,758	83.1%	25.02%
1611	Food Service Fees	200	-	200	100.0%	80.23%
1720	Activity Fees	95,100	122,913	(27,813)	-29.2%	73.15%
1811	Instruction Fees	256,000	248,237	7,763	3.0%	0.10%
1910	Facility Rentals	-	-	-	0.0%	0.00%
1920	Donations	100	-	100	100.0%	100.00%
1950	Refund of PY Expenditures	30,000	64,819	(34,819)	-116.1%	-8.90%
1960	TIF Revenue	21,000	53,903	(32,903)	-156.7%	-21.75%
1993	Kids' Corner & Circle of Friends	675,000	734,218	(59,218)	-8.8%	78.41%
1999	Other Local Revenues	50,100	60,125	(10,025)	-20.0%	48.28%
Sub-Total Local		\$ 29,218,812	\$ 30,294,970	\$ (1,076,158)	-3.7%	4.42%
3001	Evidence Based Funding Formula (GSA)	2,000,000	1,880,151	119,849	6.0%	9.09%
31XX	Special Education	25,000	4,750	20,250	81.0%	84.94%
3305	Bilingual Education	15,000	-	15,000	100.0%	100.00%
3360	Food Service	400	348,513	(348,113)	-87028.3%	37.62%
35XX	Transportation	43,500	4,336	39,164	90.0%	50.20%
3780	Library Grant	1,978	2,162	(184)	-9.3%	-109.48%
Sub-Total State		\$ 2,085,878	\$ 2,239,912	\$ (154,034)	-7.4%	12.66%
42XX	Food Service	900	13,172	(12,272)	-1363.5%	96.05%
4300	Title I	114,496	20,474	94,022	82.1%	-19.10%
4500	ESSER II and III	1,155,081	197,390	957,691	82.9%	0.00%
46XX	Special Education	601,874	388,128	213,746	35.5%	-23.50%
4800	Stimulus Programs	-	31,176	-	-	100.00%
4909	Title III	19,316	12,759	6,557	33.9%	100.00%
4932	Title II	43,540	5,811	37,729	86.7%	35.60%
49XX	Medicaid Matching	70,000	105,169	(35,169)	-50.2%	51.60%
4999	Cares Act / Emergency relief fund	-	112,415.59	-	0.0%	0.00%
Sub-Total Federal		\$ 2,005,207	\$ 886,495	\$ 1,262,304	63.0%	6.10%
Total		\$ 33,309,897	\$ 33,421,377	\$ 32,111	0.1%	5.00%

Mount Prospect School District 57

Expenditure Report May 2022

Function	Program Name	Budget	Activity	Balance	% of budget remaining	
					2022 YTD	2021 YTD
1000	Mentoring Stipend	\$ 21,548	\$27,409	\$ (5,861)	-27.2%	-83.6%
11XX	Regular Programs	12,475,065	\$9,258,538	\$ 3,216,527	25.8%	7.0%
1200	Special Education Programs	4,440,659	\$3,117,573	\$ 1,323,086	29.8%	12.4%
1500	Interscholastic Programs	145,127	\$105,486	\$ 39,641	27.3%	65.6%
1600	Summer School Programs	16,500	\$2,397	\$ 14,103	85.5%	24.5%
1800	Bilingual Programs	333,795	\$273,593	\$ 60,202	18.0%	12.1%
2110	Social Worker	448,825	\$334,520	\$ 114,305	25.5%	9.7%
2130	Health Services	460,638	\$373,467	\$ 87,171	18.9%	9.4%
2140	Psychological Services	247,454	\$189,210	\$ 58,244	23.5%	6.7%
2150	Speech & Audiology Services	717,007	\$541,485	\$ 175,522	24.5%	8.3%
2190	Other Support Services - Pupils	181,748	\$183,911	\$ (2,163)	-1.2%	63.9%
2210	Improvement of Instruction Services	571,207	\$399,130	\$ 172,077	30.1%	27.1%
2220	Educational Media Services	433,248	\$342,474	\$ 90,774	21.0%	12.1%
2230	Assessment and Testing	45,000	\$46,682	\$ (1,682)	-3.7%	8.1%
2310	Board of Education Services	187,450	\$122,510	\$ 64,940	34.6%	54.8%
2320	Executive Administration Services	393,419	\$353,975	\$ 39,444	10.0%	9.7%
2330	Special Area Administrative Services	237,437	\$222,227	\$ 15,210	6.4%	-65.8%
236X	Insurances	201,000	\$192,250	\$ 8,750	4.4%	-5.4%
2410	Office of Principal Services	1,710,797	\$1,713,875	\$ (3,078)	-0.2%	3.6%
2510	Direction of Business Support Services	309,868	\$294,199	\$ 15,669	5.1%	4.5%
2520	Fiscal Services	318,917	\$321,738	\$ (2,821)	-0.9%	6.2%
2530	Construction Services	3,000,000	\$1,807,211	\$ 1,192,789	39.8%	6.5%
2540	O&M of Plant Services	2,500,556	\$2,075,029	\$ 425,527	17.0%	15.2%
2550	Pupil Transportation Services	757,800	\$566,466	\$ 191,334	25.2%	52.8%
2560	Food Services	170,650	\$340,797	\$ (170,147)	-99.7%	0.2%
2570	Internal Services	47,100	\$37,110	\$ 9,990	21.2%	23.7%
2620	Research and Development	5,000	\$0	\$ 5,000	100.0%	63.0%
2630	Information Services (Public Relations)	35,000	\$26,559	\$ 8,441	24.1%	8.2%
2640	Staff Services (Human Resources)	217,125	\$206,100	\$ 11,025	5.1%	1.6%
2660	Data Processing Services (Technology)	1,359,020	\$1,067,926	\$ 291,094	21.4%	-3.3%
3000	Child Care Services	334,239	\$231,683	\$ 102,556	30.7%	12.8%
4120	Payments for Special Education Programs	443,344	\$620,333	\$ (176,989)	-39.9%	5.2%
5XXX	Debt Services	789,600	\$760,575	\$ 29,025	3.7%	17.4%
8190	Other Transfers	\$0	\$0	\$0	0.0%	0.00%
Total		\$ 33,556,143	\$26,156,439	\$ 7,399,704	22.1%	10.4%

Mount Prospect School District 57

Cash and Investment Summary

May 2022

Board Accounts

Bank	Description		Ending Balance
Various	Investments per Treasurer's Report	**	\$ 19,276,676
Huntington Bank	Imprest Account		\$ 5,000
Illinois National	E-Pay Settlement Account		\$ 5,000
Huntington Bank	Board Account		\$ 570,817
		Total	<u>\$ 19,857,493</u>

Activity Account

Bank	Description		Ending Balance
Huntington Bank	Activity Account		\$ 69,904
		Total	<u>\$ 69,904</u>

** current market value

Mount Prospect School District 57

Payroll Ratification

May 2022

	<u>Fund</u>		<u>Amounts</u>
Salaries	Educational		\$ 735,807
	Operations & Maintenance		\$ 177,616
	5/15/2022	Salary	<u>\$ 913,423</u>
Benefits	Educational		\$ 37,344
	Operations & Maintenance		\$ 5,860
	Municipal Retirement/Social Security		\$ 33,237
	5/15/2022	Benefits	<u>\$ 76,440</u>
	5/15/2022	Total	<u>\$ 989,863</u>
Salaries	Educational		\$ 731,141
	Operations & Maintenance		\$ 177,458
	5/30/2022	Salary	<u>\$ 908,599</u>
Benefits	Educational		\$ 37,344
	Operations & Maintenance		\$ 5,860
	Municipal Retirement/Social Security		\$ 32,577
	5/30/2022	Benefits	<u>\$ 75,781</u>
	5/30/2022	Total	<u>\$ 984,379</u>
		Payroll Total	<u><u>\$ 1,974,242</u></u>

Mount Prospect School District 57

Accounts Payable Ratification

June 2022

<u>Fund</u>	<u>Amounts</u>
Educational	\$ 378,128.11
Operations & Maintenance	\$ 94,407.08
Debt Services	\$ 4,550.95
Transportation	\$ 90,631.03
Municipal Retirement/Social Security	\$ -
Capital Projects	\$ 178,670.12
Working Cash	\$ -
Tort	\$ -
Activity Account	\$ 2,603.89
Fire Prevention & Safety	\$ -
Accounts Payable Total	<u><u>\$ 748,991.18</u></u>

MOUNT PROSPECT SCHOOL DISTRICT 57

**Accounts Payable Bills
June 23, 2022**

In accordance with Board Policy 4:50 Operational Services–Payment Procedures, this order authorizes administration to pay the following accounts payable bills totaling \$748,991.18

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

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
555748	06/23/2022	95 PERCENT GROUP LLC	INV117693	ESSER III - SUPPLIES	900.90
555749	06/23/2022	ALARM DETECTION SYST	SI-572177	O&M-SECURITY SERVICES	10.50
555749	06/23/2022	ALARM DETECTION SYST	SI-572149	O&M-SECURITY SERVICES	10.50
555749	06/23/2022	ALARM DETECTION SYST	SI-572616	O&M-SECURITY SERVICES	10.50
555749	06/23/2022	ALARM DETECTION SYST	SI-572750	O&M-SECURITY SERVICES	10.50
555749	06/23/2022	ALARM DETECTION SYST	SI-572841	O&M-SECURITY SERVICES	21.00
555749	06/23/2022	ALARM DETECTION SYST	SI-573365	O&M-SECURITY SERVICES	10.50
555750	06/23/2022	ALEXIAN BROTHERS BEH	053122	SP ED-HOME/HOSPITAL TUTORS	172.00
555750	06/23/2022	ALEXIAN BROTHERS BEH	060822	SP ED-HOME/HOSPITAL TUTORS	258.00
555750	06/23/2022	ALEXIAN BROTHERS BEH	060822-1	SP ED-HOME/HOSPITAL TUTORS	120.00
555751	06/23/2022	AMITA PRESENCE MERCY	2673	SP ED-HOME/HOSPITAL TUTORS	160.00
555752	06/23/2022	ANDERSON ELEVATOR CO	INV-57456-	O&M-ELEVATOR/LIFT SERVICES	910.00
555753	06/23/2022	ANDERSON PEST SOLUTI	23296308	O&M-ENVIRONMENTAL SERVICES	50.00
555754	06/23/2022	BAILEY, KELLY	060122	ISCHOLASTIC-ATHLETIC CONT SVRC	218.93
555755	06/23/2022	BLACK DOG	1568	O&M-LANSDCAPING SERVICES	1,600.00
555755	06/23/2022	BLACK DOG	1566	O&M-LANSDCAPING SERVICES	900.00
555755	06/23/2022	BLACK DOG	1565	O&M-LANSDCAPING SERVICES	600.00
555755	06/23/2022	BLACK DOG	1567	O&M-LANSDCAPING SERVICES	2,000.00
555755	06/23/2022	BLACK DOG	1554	O&M-LANSDCAPING SERVICES	1,570.00
555756	06/23/2022	BROOKES PUBLISHING	1226061	SP ED-CONTRACT SVRCS	53.00
555757	06/23/2022	BUSINESSSOLVER	0078455	FISCAL SVCS-CONTRACTED SVCS	12.00
555758	06/23/2022	CANON	28595302	COPIER LEASES	14.00
555758	06/23/2022	CANON	28595304	COPIER LEASES	27.18
555758	06/23/2022	CANON	28595301	COPIER LEASES	4,424.38
555758	06/23/2022	CANON	28595301	PRINT MANAGEMENT	3,557.55
555759	06/23/2022	CARD IMAGING	124952	TRANS-SUPPLIES	192.00
555760	06/23/2022	COMED	060822	O&M-ELECTRIC MNT	115.52
555761	06/23/2022	COMPREHENSIVE PSYCHO	052522	SP ED-PROF DVLPMNT IDEA B	1,600.00
555762	06/23/2022	CROWN TROPHY	19594	BOE-AWARDS/RECOGNITION	731.00
555763	06/23/2022	DAILY HERALD - PADDO	052422	INTL SVCS-CONTRACT SRVCS	173.60
555764	06/23/2022	DEFRANCO PLUMBING	30923	O&M-PLUMBING SERVICES	441.00
555764	06/23/2022	DEFRANCO PLUMBING	30970	O&M-PLUMBING SERVICES	367.50
555764	06/23/2022	DEFRANCO PLUMBING	30957	O&M-PLUMBING SERVICES	159.00
555764	06/23/2022	DEFRANCO PLUMBING	31008	O&M-PLUMBING SERVICES	506.04
555764	06/23/2022	DEFRANCO PLUMBING	31037	O&M-PLUMBING SERVICES	2,620.04
555765	06/23/2022	ECKWALL, JAMES	052422	ISCHOLASTIC-P/A CONTRACT SVRCS	130.00
555766	06/23/2022	EMBRACE EDUCATION	11423	SP ED-CONTRACT SVRCS	140.71
555766	06/23/2022	EMBRACE EDUCATION	11638	SP ED-CONTRACT SVRCS	488.07
555767	06/23/2022	FIRST STUDENT INC.	11799401-A	TRANS-DAILY ROUTES	67,148.28
555767	06/23/2022	FIRST STUDENT INC.	11799401-B	TRANS-SHUTTLE ROUTES	3,678.24
555767	06/23/2022	FIRST STUDENT INC.	11796520	TRANS-ATHLETIC TRIPS	766.30
555767	06/23/2022	FIRST STUDENT INC.	11796519	TRANS-ATHLETIC TRIPS	766.30
555767	06/23/2022	FIRST STUDENT INC.	11796518	TRANS-ATHLETIC TRIPS	766.30
555767	06/23/2022	FIRST STUDENT INC.	11800560	TRANS-ATHLETIC TRIPS	613.04
555767	06/23/2022	FIRST STUDENT INC.	11800558	TRANS-ATHLETIC TRIPS	459.78
555767	06/23/2022	FIRST STUDENT INC.	11796514	TRANS-SHUTTLE ROUTES	229.89
555767	06/23/2022	FIRST STUDENT INC.	11799856	TRANS-SHUTTLE ROUTES	153.26
555768	06/23/2022	FLINN SCIENTIFIC INC	2703203	REG-SUPPLIES LN	253.00
555769	06/23/2022	GARVEY`S OFFICE PROD	PINV225460	O&M-CLEANING SUPPLIES LN	52.14
555769	06/23/2022	GARVEY`S OFFICE PROD	PINV226692	C&I-SUPPLIES	165.08
555770	06/23/2022	GENERAL MECHANICAL	SI2162411	O&M-HVAC CONTRACTED SERVICES	3,411.00
555770	06/23/2022	GENERAL MECHANICAL	SI2162409	O&M-HVAC CONTRACTED SERVICES	9,441.00
555770	06/23/2022	GENERAL MECHANICAL	SI2162410	O&M-HVAC CONTRACTED SERVICES	1,432.00
555770	06/23/2022	GENERAL MECHANICAL	SI2162633	O&M-HVAC CONTRACTED SERVICES	1,630.00
555770	06/23/2022	GENERAL MECHANICAL	SI2162635	O&M-HVAC CONTRACTED SERVICES	1,084.44
555770	06/23/2022	GENERAL MECHANICAL	SI2162634	O&M-HVAC CONTRACTED SERVICES	736.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
555770	06/23/2022	GENERAL MECHANICAL	SI2163457	O&M-HVAC CONTRACTED SERVICES	736.00
555770	06/23/2022	GENERAL MECHANICAL	SI2163455	O&M-HVAC CONTRACTED SERVICES	1,307.00
555770	06/23/2022	GENERAL MECHANICAL	SI2163460	O&M-HVAC CONTRACTED SERVICES	413.00
555770	06/23/2022	GENERAL MECHANICAL	SI2163461	O&M-HVAC CONTRACTED SERVICES	711.00
555770	06/23/2022	GENERAL MECHANICAL	SI2155982	O&M-HVAC CONTRACTED SERVICES	686.00
555770	06/23/2022	GENERAL MECHANICAL	SI2155962	O&M-HVAC CONTRACTED SERVICES	313.50
555770	06/23/2022	GENERAL MECHANICAL	SI2155983	O&M-HVAC CONTRACTED SERVICES	686.00
555770	06/23/2022	GENERAL MECHANICAL	SI2156942	O&M-HVAC CONTRACTED SERVICES	4,553.20
555770	06/23/2022	GENERAL MECHANICAL	SI2143086	O&M-HVAC CONTRACTED SERVICES	382.00
555770	06/23/2022	GENERAL MECHANICAL	SI2143087	O&M-HVAC CONTRACTED SERVICES	455.00
555770	06/23/2022	GENERAL MECHANICAL	SI2143088	O&M-HVAC CONTRACTED SERVICES	1,112.00
555770	06/23/2022	GENERAL MECHANICAL	SI2143085	O&M-HVAC CONTRACTED SERVICES	455.00
555771	06/23/2022	GOPHER SPORTS	IN174581	ISCHOLASTIC-ATHLETIC SUPPLIES	776.28
555771	06/23/2022	GOPHER SPORTS	IN175477	ISCHOLASTIC-ATHLETIC SUPPLIES	44.68
555772	06/23/2022	GRAINGER INC	9302479754	O&M-BUILDING SUPPLIES	233.57
555772	06/23/2022	GRAINGER INC	9296162150	O&M-BUILDING SUPPLIES	226.26
555773	06/23/2022	GREEN ASSOCIATES INC	2021500	CAPITAL IMPROVEMENTS - PAY APP	2,077.12
555774	06/23/2022	GROW LEARNING, LLC	060922	C&I-PROFESSIONAL DEVELOPMENT	3,965.28
555775	06/23/2022	GUITARCENTER.com		0.00	
555776	06/23/2022	GUITARCENTER.com	ARINV62895	REG-SUPPLIES LP	3,312.00
555776	06/23/2022	GUITARCENTER.com	ARINV62009	REG-SUPPLIES LP	2,702.00
555776	06/23/2022	GUITARCENTER.com	ARINV62010	REG-SUPPLIES LP	1,606.00
555776	06/23/2022	GUITARCENTER.com	ARINV62010	REG-SUPPLIES LP	1,581.00
555776	06/23/2022	GUITARCENTER.com	ARINV62011	REG-SUPPLIES LP	594.00
555776	06/23/2022	GUITARCENTER.com	ARINV62096	REG-SUPPLIES LP	1,512.00
555776	06/23/2022	GUITARCENTER.com	ARINV62191	REG-SUPPLIES LP	1,556.00
555776	06/23/2022	GUITARCENTER.com	ARINV62238	REG-SUPPLIES LP	968.00
555776	06/23/2022	GUITARCENTER.com	ARINV62960	REG-SUPPLIES LP	594.00
555777	06/23/2022	HARFORD, MICHELLE	060822	PR-CONTRACT SRVCS	420.00
555778	06/23/2022	HAWTHORN MIDDLE SCHO	052422	ISCHOLASTIC-ATHLETIC CONT SVRC	31.07
555779	06/23/2022	HEARTLAND BUSINESS S	521815-H	TECH-DISTRICT LICENSES	2,661.27
555779	06/23/2022	HEARTLAND BUSINESS S	521814-H	TECH-N/C EQUIPMENT	15,886.00
555780	06/23/2022	HEINEMANN	7436786	ESSER III - SUPPLIES	990.00
555780	06/23/2022	HEINEMANN	7441312	ESSER III - SUPPLIES	10,162.99
555780	06/23/2022	HEINEMANN	7444000	ESSER III - SUPPLIES	22.91
555781	06/23/2022	HERFF JONES INC	1117851	SUP SVCS-SUPPLIES LN GRAD	14.70
555781	06/23/2022	HERFF JONES INC	2802920	SUP SVCS-SUPPLIES LN GRAD	5,380.00
555781	06/23/2022	HERFF JONES INC	1119139	SUP SVCS-SUPPLIES LN GRAD	1,540.37
555781	06/23/2022	HERFF JONES INC	1119139-CR	SUP SVCS-SUPPLIES LN GRAD	-89.78
555781	06/23/2022	HERFF JONES INC	1123815	SUP SVCS-SUPPLIES LN GRAD	1,842.81
555781	06/23/2022	HERFF JONES INC	1117851-CR	SUP SVCS-SUPPLIES LN GRAD	-0.34
555782	06/23/2022	HIMES, PETRARCA & FE	46704	BOE-LEGAL SERVICES	7,160.00
555782	06/23/2022	HIMES, PETRARCA & FE	46844	BOE-LEGAL SERVICES	7,387.50
555783	06/23/2022	IASB (IL ASSOC OF SC	362472	BOE-DUES & FEES	995.00
555783	06/23/2022	IASB (IL ASSOC OF SC	363516	BOE-DUES & FEES	6,617.00
555783	06/23/2022	IASB (IL ASSOC OF SC	052422	BOE-CONTRACTED SERVICES	3,100.00
555784	06/23/2022	ILLINOIS DEPT OF INN	T2225295	TECH-CONTRACTED SERVICES	25.00
555785	06/23/2022	IMAGINE LEARNING, IN	876717	SP ED- CONTRACTED SVCS IDEA B	1,800.00
555785	06/23/2022	IMAGINE LEARNING, IN	875654	C&I-PURCHASED SVCS TITLE II NP	2,250.00
555786	06/23/2022	INTEGRATED SYSTEMS C	0723709	FISCAL SVCS-CONTRACTED SVCS	680.40
555786	06/23/2022	INTEGRATED SYSTEMS C	0724368	FISCAL SVCS-CONTRACTED SVCS	680.40
555787	06/23/2022	INTRADO LIFE & SAFET	6061374	TECH-DISTRICT LICENSES	300.00
555788	06/23/2022	JOHNSON CONTROLS FIR	88834266	O&M-FIRE PROTECTION SERVICES	851.43
555789	06/23/2022	JOURNAL & TOPICS NEW	187847	SP SVCS-CONTRACT SRVCS	37.60
555790	06/23/2022	KAIZ, JASON	052522	HR-TUITION REIMB	5,000.00
555791	06/23/2022	KUSTRA-QUINN, JENNY	052522	PR-CONTRACT SRVCS	1,944.98

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
555791	06/23/2022	KUSTRA-QUINN, JENNY	060822	PR-CONTRACT SRVCS	3,830.00
555792	06/23/2022	LAMBERT, ALISON	052522	SP ED-CONTRACT SVRCS	1,440.00
555792	06/23/2022	LAMBERT, ALISON	060122	SP ED-CONTRACT SVRCS	1,280.00
555793	06/23/2022	LANGUAGE LINE SERVIC	10548948	BILINGUAL-CONTRACT SVRCS	74.46
555794	06/23/2022	LAUREATE DAY SCHOOL	LDSR66746	SP ED-PRIVATE TUITION	8,031.36
555795	06/23/2022	MACGILL & CO, WILLIA	IN0793704	HEALTH-SUPPLIES FV	519.21
555795	06/23/2022	MACGILL & CO, WILLIA	IN0797386	HEALTH-SUPPLIES LP	442.96
555796	06/23/2022	MIDWEST COMPUTER PRO	719311	REG-N/C EQUIPMENT TECH	960.00
555797	06/23/2022	MILLER THERAPY, LLC	052522	SP ED-CONTRACT SVRCS	1,854.60
555797	06/23/2022	MILLER THERAPY, LLC	060822	SP ED-CONTRACT SVRCS	370.92
555798	06/23/2022	MOUNT PROSPECT PAINT	052422	O&M-BUILDING SUPPLIES	620.82
555798	06/23/2022	MOUNT PROSPECT PAINT	060822	O&M-BUILDING SUPPLIES	23.99
555799	06/23/2022	NEWSELA	INV24269	C&I-PROF DVLPMNT-TITLE I	750.00
555800	06/23/2022	NEXTERA ENERGY (FKA	5632345637	O&M-ELECTRIC LP	5,298.92
555800	06/23/2022	NEXTERA ENERGY (FKA	5632345637	O&M-ELECTRIC ADM/FV	6,301.67
555800	06/23/2022	NEXTERA ENERGY (FKA	5632345637	O&M-ELECTRIC LN	7,083.28
555800	06/23/2022	NEXTERA ENERGY (FKA	5632345637	O&M-ELECTRIC WB	5,056.72
555801	06/23/2022	NEXUS- ONARGA FAMILY	000005220	SP ED-PRIVATE TUITION	3,742.41
555801	06/23/2022	NEXUS- ONARGA FAMILY	000005221	SP ED-PRIVATE TUITION	16,818.12
555802	06/23/2022	NICHOLAS & ASSOCIATE	052422	CAPITAL IMPROVEMENTS - PAY APP	43,843.00
555802	06/23/2022	NICHOLAS & ASSOCIATE	6551-4	CAPITAL IMPROVEMENTS - FIXED	16,206.00
555802	06/23/2022	NICHOLAS & ASSOCIATE	6241-11	CAPITAL IMPROVEMENTS - FIXED	6,402.00
555802	06/23/2022	NICHOLAS & ASSOCIATE	052522	CAPITAL IMPROVEMENTS - PAY APP	85,296.00
555802	06/23/2022	NICHOLAS & ASSOCIATE	060122	CAPITAL IMPROVEMENTS - PAY APP	8,640.00
555802	06/23/2022	NICHOLAS & ASSOCIATE	6551-5	CAPITAL IMPROVEMENTS - FIXED	16,206.00
555803	06/23/2022	NORTH COOK ISC	197	HR-CONTRACT SRVCS	300.00
555804	06/23/2022	NSSEO	8838	TRANS-SP ED OUT-OF-DIST ROUTES	3,504.36
555804	06/23/2022	NSSEO	8845	TRANS-SP ED OUT-OF-DIST ROUTES	2,652.19
555804	06/23/2022	NSSEO	8866	TRANS-SP ED OUT-OF-DIST ROUTES	1,230.00
555804	06/23/2022	NSSEO	8890	TRANS-SP ED OUT-OF-DIST ROUTES	383.33
555804	06/23/2022	NSSEO	8930	NSSEO-MINER SCHOOL TUITION	7,309.50
555804	06/23/2022	NSSEO	8935	NSSEO-TIMBER RIDGE SCH TUITION	10,712.30
555804	06/23/2022	NSSEO	8960	TRANS-SP ED OUT-OF-DIST ROUTES	3,501.36
555804	06/23/2022	NSSEO	8944	TRANS-SP ED OUT-OF-DIST ROUTES	1,140.00
555804	06/23/2022	NSSEO	9004	NSSEO-D/HH DIAGNOSTICS	8,150.00
555805	06/23/2022	NU MOTION	51884321-A	SP ED-N/C EQUIPMENT	387.00
555806	06/23/2022	OMNI GROUP	2205-7202	FISCAL SVCS-CONTRACTED SVCS	217.50
555806	06/23/2022	OMNI GROUP	2206-7202	FISCAL SVCS-CONTRACTED SVCS	212.50
555807	06/23/2022	PARTY PLUS EVENTS (F	060822	BOE-AWARDS/RECOGNITION	554.00
555808	06/23/2022	PEERLESS NETWORK, IN	526517	TECH-DATA LINES	7,523.79
555809	06/23/2022	PIONEER VALLEY BOOKS	I232784	ESSER III - SUPPLIES	4,630.50
555810	06/23/2022	PITNEY BOWES	052422	INTL SVCS-POSTAGE	2,000.00
555811	06/23/2022	PRECISION CONTROL SY	44172	O&M-HVAC CONTRACTED SERVICES	725.00
555812	06/23/2022	QUEST FOOD	IN113192	FOOD SVCS- FOOD PROCESSING	65,641.36
555812	06/23/2022	QUEST FOOD	IN113597	FOOD SVCS- FOOD PROCESSING	65,695.42
555813	06/23/2022	RDM MEDIA	060922	C&I-PROFESSIONAL DEVELOPMENT	3,000.00
555814	06/23/2022	READ NATURALLY	254316	SP ED- CONTRACTED SVCS IDEA B	690.00
555815	06/23/2022	REAL OT SOLUTIONS	10061	REG-SUPPLIES WB	210.93
555816	06/23/2022	REDWOOD LITERACY, LL	INV-01138	SP ED-CONTRACT SVRCS	2,250.00
555816	06/23/2022	REDWOOD LITERACY, LL	INV-01139	SP ED-CONTRACT SVRCS	1,800.00
555816	06/23/2022	REDWOOD LITERACY, LL	INV-00595	SP ED-CONTRACT SVRCS	1,680.00
555817	06/23/2022	ROAR POSTAL SERVICES	2022-1053	INTL SVCS-SUPPLIES	99.00
555818	06/23/2022	SAVVAS LEARNING COMP	4026646190	ESSER III - SUPPLIES	491.13
555818	06/23/2022	SAVVAS LEARNING COMP	7027933313	ESSER III - SUPPLIES	220.00
555819	06/23/2022	SCHOOL HEALTH	1518229-00	HEALTH-CONTRACT SRVCS	311.18
555820	06/23/2022	SEAWAY SUPPLY CO	182593	O&M-BUILDING SUPPLIES	586.96

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
555820	06/23/2022	SEAWAY SUPPLY CO	183002	O&M-BUILDING SUPPLIES	-169.00
555821	06/23/2022	SHAFFER, STEVEN	060822	ISCHOLASTIC-ATHLETIC CONT SVRC	163.78
555821	06/23/2022	SHAFFER, STEVEN	060822-1	ISCHOLASTIC-ATHLETIC CONT SVRC	218.93
555822	06/23/2022	SOUTH SIDE CONTROL S	S100771197	O&M-HVAC SUPPLIES	70.07
555822	06/23/2022	SOUTH SIDE CONTROL S	S100770290	O&M-HVAC SUPPLIES	24.48
555822	06/23/2022	SOUTH SIDE CONTROL S	S100770010	O&M-HVAC SUPPLIES	566.84
555822	06/23/2022	SOUTH SIDE CONTROL S	S100774038	O&M-HVAC SUPPLIES	1,605.17
555822	06/23/2022	SOUTH SIDE CONTROL S	S100773634	O&M-HVAC SUPPLIES	9.44
555822	06/23/2022	SOUTH SIDE CONTROL S	S100773162	O&M-HVAC SUPPLIES	299.02
555822	06/23/2022	SOUTH SIDE CONTROL S	S100772844	O&M-HVAC SUPPLIES	257.56
555822	06/23/2022	SOUTH SIDE CONTROL S	S100771392	O&M-HVAC SUPPLIES	348.14
555822	06/23/2022	SOUTH SIDE CONTROL S	S100773296	O&M-HVAC SUPPLIES	322.42
555822	06/23/2022	SOUTH SIDE CONTROL S	S100772406	O&M-HVAC SUPPLIES	119.73
555822	06/23/2022	SOUTH SIDE CONTROL S	S100775231	O&M-HVAC SUPPLIES	2,056.35
555823	06/23/2022	SUPER DUPER INCORPOR	2735431A	REG-SUPPLIES LN	140.88
555824	06/23/2022	THE CLASSROOM CONNEC	2021-1024	SP ED-PRIVATE TUITION	8,447.25
555825	06/23/2022	UNITE PRIVATE NETWOR	SI-22-0136	TECH-DATA LINES	6,495.00
555825	06/23/2022	UNITE PRIVATE NETWOR	SI-22-0167	TECH-DATA LINES	6,495.00
555826	06/23/2022	UNITED DISPATCH	71880	TRANS-SP ED OUT-OF-DIST ROUTES	3,446.40
555827	06/23/2022	WAREHOUSE DIRECT		0.00	0.00
555828	06/23/2022	WAREHOUSE DIRECT	5229982-0	O&M-CLEANING SUPPLIES-ADM	69.24
555828	06/23/2022	WAREHOUSE DIRECT	5245240-0	FISCAL SVCS-SUPPLIES	5.25
555828	06/23/2022	WAREHOUSE DIRECT	5240054-0	O&M-BUILDING SUPPLIES	435.00
555828	06/23/2022	WAREHOUSE DIRECT	5246481-0	O&M-BUILDING SUPPLIES	435.00
555828	06/23/2022	WAREHOUSE DIRECT	5246480-0	O&M-BUILDING SUPPLIES	870.00
555828	06/23/2022	WAREHOUSE DIRECT	5246475.0	O&M-BUILDING SUPPLIES	870.00
555828	06/23/2022	WAREHOUSE DIRECT	5239903-0	O&M-CLEANING SUPPLIES LP	1,277.65
555828	06/23/2022	WAREHOUSE DIRECT	5242805-0	O&M-CLEANING SUPPLIES FV	529.01
555828	06/23/2022	WAREHOUSE DIRECT	5244178-0	O&M-CLEANING SUPPLIES-ADM	62.66
555828	06/23/2022	WAREHOUSE DIRECT	C5249799-0	INTL SVCS-SUPPLIES	-208.64
555828	06/23/2022	WAREHOUSE DIRECT	5249799-0	INTL SVCS-SUPPLIES	208.64
555828	06/23/2022	WAREHOUSE DIRECT	5248005-0	FISCAL SVCS-SUPPLIES	20.48
555828	06/23/2022	WAREHOUSE DIRECT	C5248005-0	FISCAL SVCS-SUPPLIES	-20.48
555828	06/23/2022	WAREHOUSE DIRECT	5248697-0	FISCAL SVCS-SUPPLIES	31.25
555828	06/23/2022	WAREHOUSE DIRECT	5250494-0	O&M-CLEANING SUPPLIES LP	948.41
555829	06/23/2022	WEBSTER, VIRGINIA	052522	SUPT-CONTRACT SRVS (RESIDENCY)	184.00
555830	06/23/2022	YELLOWFOLDER	20212742	HR-CONTRACT SRVCS	6,000.00
Totals for checks					710,857.85

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	0.00	0.00	357,566.45	357,566.45
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	79,524.69	79,524.69
30	DEBT SERVICES FUND	0.00	0.00	4,465.56	4,465.56
40	TRANSPORTATION FUND	0.00	0.00	90,631.03	90,631.03
60	CAPITAL PROJECTS FUND	0.00	0.00	178,670.12	178,670.12
***	Fund Summary Totals ***	0.00	0.00	710,857.85	710,857.85

***** End of report *****

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-CONTRACT SVRCS	12.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-SUPPLIES IDEA B	48.50
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SPEECH-PROF DVLPMNT	99.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-CONTRACT SVRCS	12.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-CONTRACT SVRCS	12.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-CONTRACT SVRCS	12.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-CONTRACT SVRCS	12.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	HEALTH-PROF DVLPMNT	60.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	66.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	72.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FNPL SVCS-SUPPLIES LP	197.82
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	69.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	69.24
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	72.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	60.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	24.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	60.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	56.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	17.82
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	-21.31
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	137.22
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	115.32
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	30.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	65.94
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	33.48
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	181.63
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	69.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	WB CLEARING ACCT-AP LIAB	18.97
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	21.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	8.45
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	197.16
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	23.98
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-IN DISTRICT MEETINGS	118.26
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-IN DISTRICT MEETINGS	24.97
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-IN DISTRICT MEETINGS	121.38
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-PROFESSIONAL DEVELOPMENT	35.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-SUPPLIES	18.48
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-SUPPLIES	63.45
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-PROFESSIONAL DEVELOPMENT	128.88
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SOFTWARE LICENSES C&I	40.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	ESSER III - SUPPLIES	5.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-SUPPLIES	13.98
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-SUPPLIES	48.08
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	42.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	22.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	58.97
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	39.78
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	31.68
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	33.94
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	127.35
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	O&M-BUILDING SUPPLIES	93.13
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	10.68
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	34.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	99.50
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	211.51
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	25.68

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	54.92
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	219.93
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	114.17
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	159.20
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	14.37
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	43.92
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	26.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	19.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	177.83
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	100.32
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	21.44
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	61.65
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LN CLEARING ACCT-AP LIAB	51.12
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	HEALTH-SUPPLIES LN	41.82
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LN CLEARING ACCT-AP LIAB	66.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LN	4.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LN	17.34
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LN CLEARING ACCT-AP LIAB	32.30
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LN CLEARING ACCT-AP LIAB	17.02
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LN	22.06
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	ISCHOLASTIC-PERF ARTS SUPPLIES	50.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	ISCHOLASTIC-ATHLETIC SUPPLIES	133.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	ISCHOLASTIC-ATHLETIC SUPPLIES	197.85
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	81.28
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	17.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	120.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	59.88
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	192.72
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	43.04
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	61.46
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	35.97
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	95.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	92.46
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	95.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	85.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	50.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	-0.75
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	85.94
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	38.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	132.19
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	39.68
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	23.80
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	ED FOUNDATION GRANTS-AP LIAB	8.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	ED FOUNDATION GRANTS-AP LIAB	7.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	BOE-SUPPLIES	33.98
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	HR-SUPPLIES	112.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	HR-SUPPLIES	154.88
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	BOE-IN DISTRICT MEETINGS	194.84
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	BOE-SUPPLIES	16.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	BOE-PROF DVLPMNT	85.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-SUPPLIES LP	109.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	12.98
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-SUPPLIES LP	197.82
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	59.25
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-IN DIST MEETINGS LP	65.35
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-IN DIST MEETINGS LP	51.40

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-IN DIST MEETINGS LP	56.17
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LP	115.32
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-SUPPLIES LN	25.56
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-SUPPLIES LN	143.74
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LN	66.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LN	24.94
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LN	35.18
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	ISCHOLASTIC-PERF ARTS SUPPLIES	26.58
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES LN	115.68
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LN CLEARING ACCT-AP LIAB	112.86
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-PROF DVLPMT LN	199.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-SUPPLIES LN	105.82
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-SUPPLIES LN	41.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	HEALTH-SUPPLES LN	107.97
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-N/C EQUIPMENT LN	384.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LN CLEARING ACCT-AP LIAB	22.70
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-N/C EQUIPMENT LN	384.90
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-SUPPLIES LN	49.95
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LN CLEARING ACCT-AP LIAB	89.04
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-N/C EQUIPMENT LN	260.08
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	1.29
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	1.29
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	1.29
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	2.11
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	93.41
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES FV	125.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-IN DIST MEETINGS FV	66.03
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-IN DIST MEETINGS FV	41.10
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	199.65
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PNPL SVCS-IN DIST MEETINGS FV	41.15
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	100.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	100.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	FV CLEARING ACCT-AP LIAB	100.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	-132.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	-34.75
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	167.74
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	KC-SUPPLIES WB	23.59
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	KC-SUPPLIES WB	10.65
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	KC-SUPPLIES WB	21.40
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	KC-SUPPLIES WB	3.55
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	45.48
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	KC-SUPPLIES WB	56.94
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	51.98
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	17.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	WB CLEARING ACCT-AP LIAB	89.37
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-SUPPLIES WB	55.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	WB CLEARING ACCT-AP LIAB	99.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	WB CLEARING ACCT-AP LIAB	98.54
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-N/C EQUIPMENT TECH	230.97
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	REG-N/C EQUIPMENT TECH	1,899.62
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	TECH-SUPPLIES	433.99
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	TECH-SUPPLIES	179.31
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	TECH-SUPPLIES	90.93
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	TECH-SUPPLIES	89.98
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	TECH-SUPPLIES	42.98
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	TECH-SUPPLIES	52.06

CHECK CHECK			INVOICE	ACCOUNT LEVEL	
NUMBER	DATE	VENDOR	NUMBER	DESCRIPTION	AMOUNT
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	TECH-SUPPLIES	207.96
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-IN DISTRICT MEETINGS	280.45
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-SUPPLIES	306.36
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SOCIAL-SUPPLIES	427.64
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-PROF DVLPMT WB	139.50
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	SP ED-PROF DVLPMT	139.50
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-IN DISTRICT MEETINGS	919.17
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	LP CLEARING ACCT-AP LIAB	14.16
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	C&I-PROF DVLPMT LP	224.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PPE	99.00
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	WB CLEARING ACCT-AP LIAB	447.86
202100252	05/18/2022	BMO HARRIS COMMERCIA	0701535-22	PPE	99.00
Totals for 202100252					17,627.26
Totals for checks					17,627.26

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	0.00	0.00	14,374.66	14,374.66
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	648.71	648.71
99	STUDENT ACTIVITY FUND	2,603.89	0.00	0.00	2,603.89
***	Fund Summary Totals ***	2,603.89	0.00	15,023.37	17,627.26

***** End of report *****

<u>CHECK CHECK</u>			<u>INVOICE</u>	<u>ACCOUNT LEVEL</u>	
<u>NUMBER</u>	<u>DATE</u>	<u>VENDOR</u>	<u>NUMBER</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
555740	05/11/2022	DAVIS, KIRT	051122	ISCHOLASTIC-ATHLETIC CONT SVRC	175.00
555741	05/11/2022	KOELPER, DAVE	051122	ISCHOLASTIC-ATHLETIC CONT SVRC	175.00
Totals for checks					350.00

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	0.00	0.00	350.00	350.00
***	Fund Summary Totals ***	0.00	0.00	350.00	350.00

***** End of report *****

CHECK	CHECK		INVOICE	ACCOUNT LEVEL	
NUMBER	DATE	VENDOR	NUMBER	DESCRIPTION	AMOUNT
555742	05/20/2022	COMED	052022	COPIER LEASES	85.39
555743	05/20/2022	GROOT INDUSTRIES	8815526T09	O&M-SANITATION SERVICES	388.50
555743	05/20/2022	GROOT INDUSTRIES	8815529T09	O&M-SANITATION SERVICES	407.93
555743	05/20/2022	GROOT INDUSTRIES	8815527T09	O&M-SANITATION SERVICES	407.93
555743	05/20/2022	GROOT INDUSTRIES	8815528T09	O&M-SANITATION SERVICES	850.54
555744	05/20/2022	VILLAGE OF MOUNT PRO	052022-FV	O&M-SEWER/WATER FV	831.00
555744	05/20/2022	VILLAGE OF MOUNT PRO	052022-LN2	O&M-SEWER/WATER LN	645.00
555744	05/20/2022	VILLAGE OF MOUNT PRO	052022-LN1	O&M-SEWER/WATER LN	27.50
555744	05/20/2022	VILLAGE OF MOUNT PRO	052022-LN	O&M-SEWER/WATER LN	314.50
555744	05/20/2022	VILLAGE OF MOUNT PRO	052022-LP	O&M-SEWER/WATER LP	893.00
555744	05/20/2022	VILLAGE OF MOUNT PRO	052022-WB	O&M-SEWER/WATER WB	454.00
555744	05/20/2022	VILLAGE OF MOUNT PRO	052022-ADM	O&M-SEWER/WATER ADM	47.00
Totals for checks					5,352.29

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	5,266.90	5,266.90
30	DEBT SERVICES FUND	0.00	0.00	85.39	85.39
***	Fund Summary Totals ***	0.00	0.00	5,352.29	5,352.29

***** End of report *****

<u>CHECK</u>	<u>CHECK</u>		<u>INVOICE</u>	<u>ACCOUNT LEVEL</u>	
<u>NUMBER</u>	<u>DATE</u>	<u>VENDOR</u>	<u>NUMBER</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
555747	06/07/2022	VILLAGE OF MOUNT PRO	2022-00240	O&M-VEHICLE GAS	306.54
Totals for checks					306.54

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	306.54	306.54
***	Fund Summary Totals ***	0.00	0.00	306.54	306.54

***** End of report *****

CHECK CHECK			INVOICE	ACCOUNT LEVEL	
NUMBER	DATE	VENDOR	NUMBER	DESCRIPTION	AMOUNT
555831	06/09/2022	CONSTELLATION NEW EN	3472480-LP	O&M-NATURAL GAS LP	1,295.00
555831	06/09/2022	CONSTELLATION NEW EN	3472480-FV	O&M-NATURAL GAS FV	1,413.42
555831	06/09/2022	CONSTELLATION NEW EN	3472480-LN	O&M-NATURAL GAS LN	1,119.58
555831	06/09/2022	CONSTELLATION NEW EN	R060922	O&M-NATURAL GAS LN	1,157.74
555831	06/09/2022	CONSTELLATION NEW EN	3472480-LN	O&M-NATURAL GAS MNT	195.67
555831	06/09/2022	CONSTELLATION NEW EN	3472480-AD	O&M-NATURAL GAS ADM	318.32
555831	06/09/2022	CONSTELLATION NEW EN	3472480-WB	O&M-NATURAL GAS WB	1,105.61
555832	06/09/2022	GROOT INDUSTRIES	8922965T09	O&M-SANITATION SERVICES	407.93
555832	06/09/2022	GROOT INDUSTRIES	8922964T09	O&M-SANITATION SERVICES	850.54
555832	06/09/2022	GROOT INDUSTRIES	8922963T09	O&M-SANITATION SERVICES	407.93
555832	06/09/2022	GROOT INDUSTRIES	8922962T09	O&M-SANITATION SERVICES	388.50
555833	06/09/2022	THE SANDNER GROUP, A	356400	BOE-TREASURY SERVICES	5,787.00
555834	06/09/2022	UNIVERSITY IF ILLINO	060922	SUPT-DUES & FEES	50.00
Totals for checks					14,497.24

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	0.00	0.00	5,837.00	5,837.00
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	8,660.24	8,660.24
***	Fund Summary Totals ***	0.00	0.00	14,497.24	14,497.24

***** End of report *****

Mount Prospect School District 57
Office of the Assistant Superintendent for Finance and Operations

TO: Dr. Mary Gorr, Superintendent

FROM: Jason Kaiz, Assistant Superintendent for Finance and Operations/CSBO

DATE: June 23, 2022

RE: Appointment of School Treasurer
Policy 4:30 Operational Services, Revenue and Investments

EXECUTIVE SUMMARY:

The Assistant Superintendent for Finance and Operations/CSBO, Jason Kaiz, will be appointed the position of School Treasurer from July 1, 2022 – June 30, 2023.

BACKGROUND AND RATIONALE:

A Board Resolution must be passed each year by a majority of the Board of Education and signed by the President and Secretary.

RECOMMENDED BOARD ACTION:

That the Board of Education approve Resolution 220623 to appoint the Assistant Superintendent for Finance and Operations, Jason Kaiz, as School Treasurer, for the 2022 – 2023 school year.

MOUNT PROSPECT SCHOOL DISTRICT 57
RESOLUTION 220623
APPOINTMENT OF SCHOOL TREASURER

WHEREAS in accordance with Section 5/8-1(c) of the *Illinois School Code*, the Board is required to appoint a School Treasurer for each fiscal year,

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Mount Prospect School District 57, Cook County, Illinois, as follows:

Section 1. The Board incorporates the foregoing paragraphs of this Resolution as if set forth fully herein.

Section 2. The Board hereby appoints Assistant Superintendent for Finance and Operations/CSBO, Jason Kaiz, as School Treasurer, effective July 1, 2022.

Section 3. This Resolution shall be in full force and effect upon its passage.

Adopted this 23 day of June, 2022.

BY: _____
Eileen Kowalczyk
President, Board of Education

ATTEST:

BY: _____
Roberta Flack
Secretary, Board of Education

Mount Prospect School District 57
Office of the Assistant Superintendent for Finance and Operations

TO: Dr. Mary Gorr, Superintendent

FROM: Jason Kaiz, Assistant Superintendent for Finance and Operations/CSBO

DATE: June 23, 2022

RE: Approval of School Treasurer's Bond
Policy 4:30 Operational Services, Revenue and Investments

EXECUTIVE SUMMARY:

The School Treasurer, Jason Kaiz, is required to be bonded from July 1, 2022 – June 30, 2023.

BACKGROUND AND RATIONALE:

A Board Resolution should be passed each year by a majority of the Board of Education and signed by the President and Secretary. The School Treasurer is bonded at 25% of the highest possible fund balance throughout a fiscal year.

RECOMMENDED BOARD ACTION:

That the Board of Education approve Resolution 220623A to approve the Treasurer's Bond for Jason Kaiz for the 2022 – 2023 school year.

MOUNT PROSPECT SCHOOL DISTRICT 57
RESOLUTION 220623A
APPROVAL OF SCHOOL TREASURER'S BOND

WHEREAS in accordance with Section 8-2 of the *Illinois School Code*, the School Treasurer is required to execute a bond, and the bond must be approved by at least a majority of the members of the Board.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Mount Prospect School District 57, Cook County, Illinois, as follows:

Section 1. The Board incorporates the foregoing paragraphs of this Resolution as if set forth fully herein.

Section 2. The Board hereby approves the School Treasurer's bond in the amount of \$7,750,000 for the 2022-2023 fiscal year.

Section 3. This Resolution shall be in full force and effect upon its passage.

Adopted this 23 day of June, 2022.

BY: _____
Eileen Kowalczyk
President, Board of Education

ATTEST:

BY: _____
Roberta Flack
Secretary, Board of Education



Mount Prospect School District 57

Mount Prospect School District 57
Teaching & Learning

To: Dr. Mary Gorr

From: Dr. Kristin Vonder Haar, Assistant Superintendent for Teaching and Learning

Date: June 23, 2022

Re: Consolidated District Plan

Executive Summary:

Beginning in FY20, all school districts in Illinois that are applying for federal funds must complete the Consolidated District Plan, allowing districts to answer one set of planning questions to meet the requirements of multiple federal grants, such as Title I, Title II, Title III, the Individuals with Disabilities Act Part B Flow-Through, and the Individuals with Disabilities Act Part B Preschool.

Attached to this memo is District 57's Consolidated District Plan, which was created through collaboration with multiple stakeholders, and outlines the District's plans for using federal funds to improve student performance, based on identified needs and ongoing review of student achievement data and instructional practices used to address those needs.

As part of the submission process, the plan must be approved by the School Board prior to approval by the Illinois State Board of Education.

Recommendation:

Approve the Consolidated District Plan.

Consent Agenda Item 7

Contact Information Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Vonder Haar	Kristin	V
Phone*	Email*	
847 394 7300	kvonderhaar@d57.org	

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

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

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

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

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

(Count of 2500 maximum characters used)

District 57 Board Policy 7.10 Equal Opportunities prescribes: Equal education and extracurricular opportunity shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status, actual or potential marital status, including pregnancy. We are a member of a Special Education Cooperative and work with our Cooperative to support the needs of all students, including students with disabilities. Additionally, District 57 Board Policy 5.10 Equal Employment Opportunity and Minority Recruitment provides equal access to employment opportunities and services for teachers and other beneficiaries with special needs. We strive to provide equal access independent of barriers for all students, staff, and other beneficiaries. We do this through a variety of means including professional development, reviewing outcome data to ensure high quality instruction for all students, and reviewing policies and procedures to ensure equitable access.

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.
([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [1]

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

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, see above, or n/a as this may delay the submission or approval of your plan. ((count) of 7500 maximum characters used)

Federal resources, such as those listed above, will be used to supplement state and local resources to carry out activities to support teacher professional development and student academic and social/emotional growth. The administrative team engages in ongoing collaboration in order to coordinate programming and resources in alignment with the District Strategic Plan. If received, the District plans to transfer Title IV money to Title II to support the continued professional development of teachers with alignment to State and District goals.

Response from the approved prior year Consolidated District Plan.

Federal resources, such as those listed above, will be used to supplement state and local resources to carry out activities to support teacher professional development and student academic and social/emotional growth. The administrative team engages in ongoing collaboration in order to coordinate programming and resources in alignment with the District Strategic Plan. If received, the District plans to transfer Title IV money to Title II to support the continued professional development of teachers with alignment to State and District goals.

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No N/A

4. Will the hybrid-blend Title II and/or Title IV funding?

Indicate all that apply.

- No Hybrid Funding
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

5. Provide a Summary of the LEA's Needs Assessment.

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

((count) of 7500 maximum characters used)

Based on a variety of data, needs have been identified in the areas of literacy, math, and social-emotional learning, including behavior. Additionally, needs have been identified in continuing to refine our practices of using data to inform decisions about student outcomes. This information will be used by the District Leadership Team and Building Leadership Teams as we continue to refine the ways in which we meet the needs of at-risk students in the areas of literacy, math, and social-emotional learning, as well as in using data to make decisions about the effectiveness of instruction and intervention for students receiving targeted instruction.

Legislative References:

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

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

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

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

List and describe other instruments and/or processes that were used in the needs assessment:
 NSSEO (special education cooperative) staff and parent needs assessment, local assessment data, and state assessment data.

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

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

A. Title I, Part A - Improving Basic Programs

Based on a variety of data, needs have been identified in the areas of literacy, math, and social-emotional learning, including behavior. Additionally, needs have been identified in continuing to refine our practices of using data to inform decisions about student outcomes. This information will be used by the District Leadership Team and Building Leadership Teams as we continue to refine the ways in which we meet the needs of at-risk students in the areas of literacy, math, and social-emotional learning, as well as in using data to make decisions about the effectiveness of instruction and intervention for students receiving targeted instruction.

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

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

Professional development needs have been identified in the areas of literacy, with an emphasis on writing and writing, and in the areas of social-emotional learning, including but not limited to trauma-informed and restorative practices and Tier 3 behavioral supports. Additionally, data indicate needs in the area of core instruction such as math, reading, and writing. Within these areas, our district will continue to focus on developing and refining a multi-tiered system of academic and behavioral support that provides evidence-based interventions and strategies aligned to student needs.

G. Title III - LIEP

Based on a variety of data, needs are identified in the areas of reading, writing, speaking, and listening (the language development standards).

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

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

At this time, it is likely that Title IV funds will be transferred to Title II to support professional development in the area listed above.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

Our needs assessment information will be obtained from a survey that was recently distributed by Northwest Suburban Special Education Organization (NSSEO), our Special Education Cooperative. This survey is distributed in the Spring 2022, to assist in planning for the 2022-23 school year. Based on the needs assessment, program evaluation data, and student assessment data, the following areas have been identified as areas of need: positive behavioral supports, implementing student engagement strategies, implementing problem-solving through the use of the Multi-Tiered Systems of Support (MTSS), and supporting students with Autism.

L. IDEA, Part B - Preschool

Our needs assessment information will be obtained from a survey that was recently distributed by Northwest Suburban Special Education Organization (NSSEO), our Special Education Cooperative. This survey is distributed in the Spring 2022, to assist in planning for the 2022-23 school year. Based on the needs assessment, program evaluation data, and student assessment data, the following areas have been identified as areas of need: positive behavioral supports, implementing student engagement strategies, implementing problem-solving through the use of the Multi-Tiered Systems of Support (MTSS), and supporting students with Autism.

M. Elementary and Secondary School Emergency Relief Grant II

N. ARP-LEA Elementary and Secondary Emergency Relief Grant III

Legislative Requirement:

[1] IDEA - 29 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators:** Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Outstanding Student Performance: Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually. **Coherent and Rigorous Programs and Services:** Sustain the relevance and rigor of student learning. **Safe, Caring, Supportive Learning Environment:** Ensure the development of self awareness and self management skills to achieve school and life success. **Highly Qualified Staff:** Recruit, hire, train, and retain qualified personnel in compliance with state and federal guidelines.

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

Check all that apply.

- A. Teachers (1,7,8,9,10)
- B. Principals (1,7,8,9,10)
- C. Other school leaders (1,8,9,10)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8,9,10)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (1,7)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Local government representatives (8)
- P. Community members and community based organizations (7,8)
- Q. Business representatives (2,3,4)
- R. Researchers (7)
- S. Institutions of Higher Education (7)
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent

- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, Including LEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = ESSER II
- 9 = ARP-LEA (ESSER III)

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

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

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

(Count) of 7500 maximum characters used)

During the 2021-22 school year, parent meetings were held on August 23, 2021, August 24, 2021, and August 25, 2021, to discuss Title I services, including identification, services, progress monitoring, and parent communication through a Title I Compact meeting. Additionally, a meeting with school and district administrators was held on August 27, 2021, to discuss title I and title II funds. Consultation with the private/parochial schools occurred on August 26, 2021 to discuss Title I, Title II, and Title IV funds. Consultation with the private schools related to IDEA occurred on May 18, 2021. Additionally, ongoing conversations were held throughout the year. Based on these conversations, the consolidated district plan was approved by the school board on June 23, 2022.

Response from the prior year Consolidated District Plan.

During the 2019-20 school year, parent meetings were held on August 31, 2020, August 26, 2020, August 25, 2020, to discuss Title I services, including identification, services, progress monitoring, and parent communication through a Title I Compact meeting. Additionally, a meeting with school and district administrators was held on August 27, 2021, to discuss title I and title II funds. Consultation with the private/parochial schools occurred on August 26, 2021 to discuss Title I, Title II, and Title IV funds. Consultation with the private schools related to IDEA occurred on May 18, 2021. Additionally, ongoing conversations were held throughout the year. Based on these conversations, the consolidated district plan was approved by the school board on September 23, 2021.

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

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

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(Count) of 7500 maximum characters used)

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. Additionally, parent feedback is collected annually through the Individuals with Disabilities Education Act (IDEA) parent survey and is also used in alignment with the District Strategic Plan, and in continuing to improve services for students. 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.

Response from the prior year Consolidated District Plan.

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. Additionally, parent feedback is collected annually through the Individuals with Disabilities Education Act (IDEA) parent survey and is also used in alignment with the District Strategic Plan, and in continuing to improve services for students. 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.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

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

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(Count) of 7500 maximum characters used

District 57 utilizes a variety of strategies for effective parent and family engagement. For instance, each school holds back-to-school nights, parent-teacher conferences, and individual meetings as needed. Additionally, each school distributes a weekly newsletter, and has recently added a District app that parents can install on their phones to continue to increase communication methods. Additionally, the District has Title I compact meetings to communicate and collaborate with families of students receiving Title I services. Each of our schools also holds a variety of activities at the buildings that involves students and families such as STEAM night, EL Parent Information Night, EL Family Culture Night, Bilingual Parent Advisory Committee (BPAC), family math nights, principal coffees, and PEPS meetings (Parents and Educators Partnering for Student Success). The District will continue to utilize the 5 Essentials survey, district surveys, and social media usage to assessment communication and engagement and continue to refine our practices.

Response from the prior year Consolidated District Plan.

District 57 utilizes a variety of strategies for effective parent and family engagement. For instance, each school holds back-to-school nights, parent-teacher conferences, and individual meetings as needed. Additionally, each school distributes a weekly newsletter, and has recently added a District app that parents can install on their phones to continue to increase communication methods. Additionally, the District has Title I compact meetings to communicate and collaborate with families of students receiving Title I services. Each of our schools also holds a variety of activities at the buildings that involves students and families such as STEAM night, EL Parent Information Night, EL Family Culture Night, Bilingual Parent Advisory Committee (BPAC), family math nights, principal coffees, and PEPS meetings (Parents and Educators Partnering for Student Success). The District will continue to utilize the 5 Essentials survey, district surveys, and social media usage to assessment communication and engagement and continue to refine our practices.

Title I Requirements:

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

ESFA section 1117(a)(1)(A)

Title III Requirement:

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

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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

Private School Participation

File Upload Instructions are linked below. [Click here for general page instructions](#)

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?
 Yes No

Private School Name	School Closing	Nonpublic School Consultation Form			
		Title I	Title II	Title IV	
St Raymond School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): ...	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 452	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 452	<input type="button" value="Choose File"/> No file chosen 22-23 St. Raymond - Non Public.pdf
St Paul Lutheran School	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 9	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 267	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 267	<input type="button" value="Choose File"/> No file chosen 22-23 St. Paul - Non Public.pdf

Comments:

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Mount Prospect School District 57's early childhood program is housed at the Westbrook Early Learning Center. The district's program is a blended program that serves tuition-paying students, as well as students with disabilities who require an IEP. Additionally, at-risk preschool students are served through ECDEC, which is not a District 57 program, but serves District 57 residents.

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

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

If the district does not offer early childhood education programs, enter

No Preschool Programs

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

[(count) of 7500 maximum characters used]

Mount Prospect School District 57's early childhood program is housed at the Westbrook Early Learning Center which is not served by Title I. However, the district's program is a blended program that serves tuition-paying students, as well as students with disabilities who require an IEP. Westbrook serves students in pre-school to 1st grade and all staff collaborate to ensure a successful transition between grades. Additionally, at-risk students are served through ECDEC, which is not a District 57 program, but serves District 57 residents. The staff at Westbrook collaborate with the ECDEC staff to collaborate on supports a student may need, including evaluations for special education services, and vision/hearing screenings, and to provide a smooth transition when students enter Westbrook in Kindergarten.

Response from the approved prior year Consolidated District Plan.

Mount Prospect School District 57's early childhood program is housed at the Westbrook Early Learning Center which is not served by Title I. However, the district's program is a blended program that serves tuition-paying students, as well as students with disabilities who require an IEP. Westbrook serves students in pre-school to 1st grade and all staff collaborate to ensure a successful transition between grades. Additionally, at-risk students are served through ECDEC, which is not a District 57 program, but serves District 57 residents. The staff at Westbrook collaborate with the ECDEC staff to collaborate on supports a student may need, including evaluations for special education services, and vision/hearing screenings, and to provide a smooth transition when students enter Westbrook in Kindergarten.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(6)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation

Instructions

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

District 57 believes in a balanced curriculum, instruction and assessment program that is aligned with the Illinois Learning Standards. To achieve and maintain effective programming, the District has a curriculum review cycle that addresses all areas of curriculum such as core content areas, PE, art, social emotional standards, technology, and world language. Through the curriculum review process, the District reviews standards and develops an effective scope and sequence in each instructional area.

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

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

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(Count of 7500 maximum characters used)

District 57 believes in a balanced curriculum, instruction and assessment program that is aligned with the Illinois Learning Standards. To achieve and maintain effective programming, the District has a curriculum review cycle that addresses all areas of curriculum such as core content areas, PE, art, social emotional standards, technology, and world language. Through the curriculum review process, the District reviews standards and develops an effective scope and sequence in each instructional area. The English Learner team has monthly meetings to review the WIDA language standards, instruction, and assessment practices to continue to refine the way in which we meet the needs of our English Learners.

Response from the prior year Consolidated District Plan:

District 57 believes in a balanced curriculum, instruction and assessment program that is aligned with the Illinois Learning Standards. To achieve and maintain effective programming, the District has a curriculum review cycle that addresses all areas of curriculum such as core content areas, PE, art, social emotional standards, technology, and world language. Through the curriculum review process, the District reviews standards and develops an effective scope and sequence in each instructional area. The English Learner team has monthly meetings to review the WIDA language standards, instruction, and assessment practices to continue to refine the way in which we meet the needs of our English Learners.

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

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(Count of 7500 maximum characters used)

Each of our schools complete benchmarking three times per year (fall, winter, spring) and hold data meetings to look at how we are meeting the needs of all students, as well as to identify at-risk students who need support. During assessment periods, students are assessed using a variety of measures, and data is triangulated using these multiple measures. The district has pre-determined criteria to identify students needing reading, math, or social/emotional (behavior) support. This criteria is based on local norms. Additionally, our schools hold interim data meetings to review the progress of students receiving Tier II or Tier III reading or math support and make decisions based on the data. General education teachers, reading and math intervention teachers, administrators and other specialists participate in the data meeting. Our teams engage in a systematic data review process by first looking at whether the majority of students in the group are responding to the intervention, based on pre-determined data decision rules, and if not, the team will brainstorm instructional adjustments that need to be made to the intervention to provide a more effective intervention. If the majority of students in a group are making appropriate progress but individual students are not, problem-solving occurs to make adjustments to the individual student's plan.

Response from the prior year Consolidated District Plan:

Each of our schools complete benchmarking three times per year (fall, winter, spring) and hold data meetings to look at how we are meeting the needs of all students, as well as to identify at-risk students who need support. During assessment periods, students are assessed using a variety of measures, and data is triangulated using these multiple measures. The district has pre-determined criteria to identify students needing reading, math, or social/emotional (behavior) support. This criteria is based on local norms. Additionally, our schools hold interim data meetings to review the progress of students receiving Tier II or Tier III reading or math support and make decisions based on the data. General education teachers, reading and math intervention teachers, administrators and other specialists participate in the data meeting. Our teams engage in a systematic data review process by first looking at whether the majority of students in the group are responding to the intervention, based on pre-determined data decision rules, and if not, the team will brainstorm instructional adjustments that need to be made to the intervention to provide a more effective intervention. If the majority of students in a group are making appropriate progress but individual students are not, problem-solving occurs to make adjustments to the individual student's plan.

3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]

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

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

(Count of 7500 maximum characters used)

Through the use of a Multi-Tiered System of Support, District 57 provides a continuum of academic and behavioral supports for all students, including English Learners. The district utilizes a combination of pull-out and push-in interventions that occur 3-5 days per week. The level of support a student receives is determined at the data meeting, based on whether they have needs that align with Tier I, Tier II, or Tier III, as well as during interim data meetings when student progress monitoring data is reviewed. Reading support is provided through a number of interventions such as Leveled Literacy Intervention, Reading Naturally, and additional doses of core curriculum. Math support is generally provided through additional doses of core math curriculum and computer-based instruction. The district provides Tier II behavior supports through group interventions such as Check-In/Check-Out or social work groups focused on topics such as coping skills, social skills, etc.

Response from the prior year Consolidated District Plan:

Through the use of a Multi-Tiered System of Support, District 57 provides a continuum of academic and behavioral supports for all students, including English Learners. The district utilizes a combination of pull-out and push-in interventions that occur 3-5 days per week. The level of support a student receives is determined at the data meeting, based on whether they have needs that align with Tier I, Tier II, or Tier III, as well as during interim data meetings when student progress monitoring data is reviewed. Reading support is provided through a number of interventions such as Leveled Literacy Intervention, Reading Naturally, and additional doses of core curriculum. Math support is

generally provided through additional doses of core math curriculum and computer-based instruction. The district provides Tier II behavior supports through group interventions such as Check-In/Check-Out or social work groups focused on topics such as coping skills, social skills, etc.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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

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(Count of 7500 maximum characters used)

The District utilizes a Multi-Tiered System of Support to address the needs of all students, including English Learners. Students needs identified are matched to interventions through the data meeting process. During our data meetings, general education teachers, reading and math intervention teachers, administrators, EL teachers, and other specialists engage in a systematic data review process by first looking at whether the majority of students in the group are responding to the core instruction, and will set goals for improving Tier 1 (core) instruction for all students. The goal and progress toward the goal is reviewed throughout the year, with a focus on continuous improvement. These meetings focus on academic and behavioral data to continue to improve academic and social/emotional outcomes for all students. For students who need additional support, academic and social/emotional interventions are provided and the student's progress is monitored to assist in making instructional decisions. District 57 will use Title III funding to provide summer school for all emergent bilingual students within our district, which is free of charge. District 57 has certified EL teachers who provide targeted instruction to students to provide support for students' reading, writing, listening and speaking skills. Emergent Bilingual students receive free summer school, including free supplemental learning materials. Additionally, EL teachers receive targeted professional development to support their high-quality instruction to support Emergent Bilingual students' success. The parents of Emergent Bilingual students have the opportunity to meet their children's teachers to collaborate and best support their children's success. Title III funding will also be used to provide instructional materials, related to language standards, and including, but not limited to, the areas of reading and literacy to support high-quality instruction to support Emergent Bilingual students' success.

Response from the prior year Consolidated District Plan.

The District utilizes a Multi-Tiered System of Support to address the needs of all students, including English Learners. Students needs identified are matched to interventions through the data meeting process. During our data meetings, general education teachers, reading and math intervention teachers, administrators, EL teachers, and other specialists engage in a systematic data review process by first looking at whether the majority of students in the group are responding to the core instruction, and will set goals for improving Tier 1 (core) instruction for all students. The goal and progress toward the goal is reviewed throughout the year, with a focus on continuous improvement. These meetings focus on academic and behavioral data to continue to improve academic and social/emotional outcomes for all students. For students who need additional support, academic and social/emotional interventions are provided and the student's progress is monitored to assist in making instructional decisions. District 57 uses our Title III funding to provide summer school for all emergent bilingual students within our district, which is free of charge. District 57 has certified EL teachers who provide targeted instruction to students to provide support for students' reading, writing, listening and speaking skills. Emergent Bilingual students receive free summer school, including free supplemental learning materials. Additionally, EL teachers receive targeted professional development to support their high-quality instruction to support Emergent Bilingual students' success. The parents of Emergent Bilingual students have the opportunity to meet their children's teachers to collaborate and best support their children's success.

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

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

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

(Count of 7500 maximum characters used)

The District is committed to ensuring equitable access to and participation in all programs regardless of gender, race, national origin, color, disability, age, or socio-economic status. All students are assessed and identified for interventions based on need. Additionally, the District regularly reviewed state and district-wide assessment results, looking at subgroup data to identify any disparities. The District hires highly qualified teachers and paraprofessionals. The District also has a two-year mentoring program that matches a new teacher with a more experienced and qualified teacher to provide professional development and support of continuous improvement. The District has also aligned its evaluation system with PERA and ISBE requirements, to ensure high quality instruction and effective practices across all of our classrooms.

Response from the prior year Consolidated District Plan.

The District is committed to ensuring equitable access to and participation in all programs regardless of gender, race, national origin, color, disability, age, or socio-economic status. All students are assessed and identified for interventions based on need. Additionally, the District regularly reviewed state and district-wide assessment results, looking at subgroup data to identify any disparities. The District hires highly qualified teachers and paraprofessionals. The District also has a two-year mentoring program that matches a new teacher with a more experienced and qualified teacher to provide professional development and support of continuous improvement. The District has also aligned its evaluation system with PERA and ISBE requirements, to ensure high quality instruction and effective practices across all of our classrooms.

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

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

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(Count of 7500 maximum characters used)

Each of our buildings has a library resource center and a 1.0 FTE certified LRC director to support an effective library in each building. Each library is given dedicated funds to continue to provide updated and innovative resources. In our elementary schools, each class has dedicated library time, as well as ongoing collaboration between classroom teachers and LRC directors to provide students with opportunities to develop literacy skills and improved academic achievement. Our LRC directors also collaborate with our instruction and technology coaches to provide students with opportunities related to STEAM activities. The District also participates in the Illinois Secretary of State library grant and renewal process.

Response from the prior year Consolidated District Plan.

Each of our buildings has a library resource center and either a 1.0 FTE certified LRC director, or a 0.5 FTE certified LRC director with an instructional assistant also assigned to support an effective library in each building. Each library is given dedicated funds to continue to provide updated and innovative resources. In our elementary schools, each class has dedicated library time, as well as ongoing collaboration between classroom teachers and LRC directors to provide students with opportunities to develop literacy skills and improved academic achievement. Our LRC directors also collaborate with our technology coaches to provide students with opportunities related to STEAM activities. The District also participates in the Illinois Secretary of State library grant and renewal process.

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

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

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(Count of 7500 maximum characters used)

The District offers an acceleration and enrichment program and has developed criteria for identifying students who require an accelerated placement. The district offers accelerated math in grades 3-8 grade and accelerated reading in grades 4-8. The district uses a variety of measures such as MAP and CogAT, and uses a z-score to determine the students who are eligible for acceleration. Students who are not identified through this process, may be individually referred for consideration by parents, teachers, administrators, or others who know the student.

Response from the prior year Consolidated District Plan.

The District offers an acceleration and enrichment program and has developed criteria for identifying students who require an accelerated placement. The district offers accelerated math in grades 3-8 grade and accelerated reading in

grades 4-8. The district uses a variety of measures such as MAP and CogAT, and uses a z-score to determine the students who are eligible for acceleration. Students who are not identified through this process, may be individually referred for consideration by parents, teachers, administrators, or others who know the student.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Outstanding Student Performance: Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually. **Coherent and Rigorous Programs and Services:** Sustain the relevance and rigor of student learning. **Safe, Caring, Supportive Learning Environment:** Ensure the development of self awareness and self management skills to achieve school and life successfully. **Qualified Staff:** Recruit, hire, train, and retain qualified personnel in compliance with state and federal guidelines.

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

- i. **Coordination with institutions of higher education, employers, and other local partners;*** and
ii. **Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

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(counts) 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 classes that increase their access to high school courses. Accelerated 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.

Response from the approved prior year Consolidated District Plan.

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 classes that increase their access to high school courses. Accelerated 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.

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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

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

(counts) 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 Project Lead The Way (PLTW) 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) Creativity and Innovation (6) Communication and Collaboration (6) Research and Information Fluency (6) Critical Thinking, Problem Solving, Decision Making (6) Digital Citizenship (6) Technology Operations and Concepts

Response from the approved prior year Consolidated District Plan.

(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 Project Lead The Way (PLTW) 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) Creativity and Innovation (6) Communication and Collaboration (6) Research and Information Fluency (6) Critical Thinking, Problem Solving, Decision Making (6) Digital Citizenship (6) Technology Operations and Concepts

Legislative References:

- [1] Title I, Part A, Section 1112(b)(10)(A and B)
[2] Title I, Part A, Section 1112(b)(12)(A and B)

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

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

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators:** Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Outstanding Student Performance: Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually. **Coherent and Rigorous Programs and Services:** Sustain the relevance and rigor of student learning. **Safe, Caring, Supportive Learning Environment:** Ensure the development of self awareness and self management skills to achieve school and life success. **Highly Qualified Staff:** Recruit, hire, train, and retain qualified personnel in compliance with state and federal guidelines.

For each program for which funding is anticipated for the 2022-2023 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description**A. Title I, Part A - Improving Basic Programs**

Targeted Professional Development training and ongoing consultation for classroom teachers, Title I teachers, and instructional assistants who work with students who are identified as at-risk and in need of academic or behavioral support. This professional development may be provided through coaching/consultation, District-sponsored professional development, and attendance at conferences and workshops.

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

Training will likely focus on literacy, and more specifically, writing and reading across content areas. Additionally, training will likely be provided in social/emotional learning including, but not limited to, restorative justice and circles. This may occur through targeted trainings for specific staff members who teach writing/reading, or are on the restorative justice committee, and was as professional development sessions that will be offered during institute days and school improvement plan half-days of professional development. Professional development will also focus on strategic planning and the development of a DS7 learner profile to refine our teaching and learning practices to improve student learning outcomes. Additional professional development is needed related to improve student learning outcomes.

G. Title III - LIEP

Professional development will include opportunity for EL summer school teachers to collaborate and plan instruction based on best practices and current research. This will occur outside of the regular summer school schedule, both before and after summer school classes. Additionally, training related to culturally inclusive practices and culturally relevant teaching practices will be provided.

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

Not providing Title IV funds will be rolled into Title II.

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [2]**

IDEA Part B Flow-Through will provide direct funding for services in the areas of instructional assistant support, occupational therapists, physical therapist, speech and language therapy for the parochial schools, hearing itinerant services for the parochial schools, and tuition for students in public therapeutic schools. Through TMC and on-going conversations with parochial schools, professional development is determined related to the needs of students with disabilities, specifically in the area of communication and teaching strategies to support students within the classroom. In addition, professional development opportunities are coordinated with the Northwest Suburban Special Education Organization.

L. IDEA, Part B - Preschool

IDEA Part B Preschool will provide direct funding for services in the areas of instructional assistant support and speech and language therapy for the parochial schools. Through TMC and on-going conversations with parochial schools, professional development is determined related to the needs of students with disabilities, specifically in the area of communication and teaching strategies to support students within the classroom.

M. Elementary and Secondary School Emergency Relief Grant II

N, ARP-LEA Elementary and Secondary School Emergency Relief Grant III

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Outstanding Student Performance: Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually. **Coherent and Rigorous Programs and Services:** Sustain the relevance and rigor of student learning. **Safe, Caring, Supportive Learning Environment:** Ensure the development of self awareness and self management skills to achieve school and life success. **Highly Qualified Staff:** Recruit, hire, train, and retain qualified personnel in compliance with state and federal guidelines.

1. Describe the process through which the districts will:

I. reduce incidences of bullying and harassment

II. reduce the overuse of discipline practices that remove students from the classroom [1]

III. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

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

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(count) of 7500 maximum characters used

District 57 has a Parent-Teacher Behavioral Advisory Committee that meets annually to review and refine the district's code of conduct and approach to addressing behavior based on best practices and the needs of the district. The District also has a Board-approved policy on bullying (policy 7:180) that guides the district practice. The District utilizes a positive framework for behavior that includes a multi-tiered system of behavioral support, and minimizes the use of exclusionary discipline. This includes explicit social emotional learning through having school-wide expectations that are taught and reinforced, as well as the use of Olweus Anti-Bullying Program that includes a yearly student survey to help us assess and respond to needs, lessons that are delivered through class meetings, and a framework for responding to bullying. The District also utilizes restorative practices rather than punitive consequences. 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 in any subgroup and to identify any overuse of exclusionary discipline and adjust our practices accordingly.

Response from the prior year Consolidated District Plan.

District 57 has a Parent-Teacher Behavioral Advisory Committee that meets annually to review and refine the district's code of conduct and approach to addressing behavior based on best practices and the needs of the district. The District also has a Board-approved policy on bullying (policy 7:180) that guides the district practice. The District utilizes a positive framework for behavior that includes a multi-tiered system of behavioral support, and minimizes the use of exclusionary discipline. This includes explicit social emotional learning through having school-wide expectations that are taught and reinforced, as well as the use of Olweus Anti-Bullying Program that includes a yearly student survey to help us assess and respond to needs, lessons that are delivered through class meetings, and a framework for responding to bullying. The District also utilizes restorative practices rather than punitive consequences. 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 in any subgroup and to identify any overuse of exclusionary discipline and adjust our practices accordingly.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.)

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

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(count) of 7500 maximum characters used

District 57 has an identified homeless liaison who works with our building staff to proactively identify students who are identified as McKinney-Vento eligible. Once students are identified, a social worker meets with the family to determine needs and provides the family with services or connections to outside resources. The District uses Title I funds to provide transportation and pay for fees for homeless students. Additionally, students are provided with additional resources as needed such as school supplies, food, clothing, and access to health care. Student and family needs are constantly monitored to be addressed as needed.

Response from the prior year Consolidated District Plan.

District 57 has an identified homeless liaison who works with our building staff to proactively identify students who are identified as McKinney-Vento eligible. Once students are identified, a social worker meets with the family to determine needs and provides the family with services or connections to outside resources. The District uses Title I funds to provide transportation and pay for fees for homeless students. Additionally, students are provided with additional resources as needed such as school supplies, food, clothing, and access to health care. Student and family needs are constantly monitored to be addressed as needed.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

* Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1004 - Lincoln Middle School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2002 - FAIRVIEW ELEM SCHOOL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2005 - LIONS PARK ELEM SCHOOL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2008 - WESTBROOK EARLY LEARNING CNTR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Describe anticipated Reorganizations:

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

- District 57 is committed to ensuring strong student learning outcomes for all students, including evidence of individual progress. We will ensure that students in aggregate and disaggregated sub groups meet or exceed internal and state student performance standards.

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).^{*} (Section 1112(b)(3))

Section 1111(d)

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

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

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

(count of 7500 maximum characters used)

Mount Prospect School District 57 does not have any schools identified as needing either comprehensive or targeted support and improvement. In the event that any District 57 school becomes in need of improvement, the District would take the following steps as identified in School Board Policy 6:10. 1. Staff would complete a review and evaluation of the present curriculum. 2. Staff would develop a projection of curriculum and resource needs. 3. Staff would devise a plan for new or revised instructional program implementation. 4. Staff would devise a professional development plan for teachers. Through the school-based School Improvement Planning (SIP) Process, staff would review student achievement data, set goals for improvement and develop targeted strategies to meet goals.

Re-display of the approved response from the prior year Consolidated District Plan.

Mount Prospect School District 57 does not have any schools identified as needing either comprehensive or targeted support and improvement. In the event that any District 57 school becomes in need of improvement, the District would take the following steps as identified in School Board Policy 6:10. 1. Staff would complete a review and evaluation of the present curriculum. 2. Staff would develop a projection of curriculum and resource needs. 3. Staff would devise a plan for new or revised instructional program implementation. 4. Staff would devise a professional development plan for teachers. Through the school-based School Improvement Planning (SIP) Process, staff would review student achievement data, set goals for improvement and develop targeted strategies to meet goals.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? ^{*} (Section 1112(b)(5))

Yes

No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.^{*} (Section 1112(b)(4))

Measures of Poverty from 1112(b)(4) and (6)

School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

Direct Certification

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.^{*} (Section 1112(b)(5))

Section 1115 and 1114

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

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

(count of 7500 maximum characters used)

The Targeted Assistance programs at Fairview and Lions Park Elementary (grades 2-5) operate with the following goals and program structures. The goal is to provide high-quality curriculum and instruction at the Tier II/III levels 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. Fairview and Lions Park intervention classes involve literacy instruction such as, Levelled Literacy Intervention, Guided Reading, Fluency Groups, Read Naturally, Reading Mastery, Foundations programs and targeted instruction delivered by a Reading Specialist. Both schools also provide math intervention instruction which includes pre-teaching, re-teaching concepts along with the use of IXL for skills practice. Fairview and Lions Park intervention classes are scheduled at a minimum of three (3) days a week for 30 minutes each. Each school also offers a before school literacy program called RISE which uses the

Instructional materials previously listed. All 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. All intervention teachers at both schools are certified teachers assisted by instructional assistants. The Targeted Assistance program at Lincoln (grades 6-8) has a goal of providing high-quality curriculum and instruction at the Tier II/III levels 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. These interventions include math and literacy intervention instruction, which includes pre-teaching, re-teaching, and skills practice. Additionally, Lincoln's schedule/structure will also allow for classroom teachers to provide Tier II/III levels of intervention in a supportive and effective small-group learning environment outside of core classes. District 57 does not serve children living in local institutions or community day programs for neglected or delinquent children.

Re-display of the approved response from the prior year Consolidated District Plan.

The Targeted Assistance programs at Fairview and Lions Park Elementary (grades 2-5) 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. Fairview and Lions Park intervention classes involve literacy instruction such as, Leveled Literacy Intervention, Guided Reading, Fluency Groups, Read Naturally, Reading Mastery, Foundations programs and targeted instruction delivered by a Reading Specialist. Both schools also provide math intervention instruction which includes pre-teaching, re-teaching concepts along with the use of IXL for skills practice. Fairview and Lions Park intervention classes are scheduled at a minimum of three (3) days a week for 30 minutes each. Each school also offers a before school literacy program called RISE which uses the instructional materials previously listed. All 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. All intervention teachers at both schools are certified teachers assisted by instructional assistants. District 57 does not serve children living in local institutions or community day programs for neglected or delinquent children.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

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

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

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

(Count of 7500 maximum characters used)

Our schools use the following data sources and rules: Tier II identification: NWEA MAP: RTI score less than or equal to the 30th percentile but greater than the 10th percentile using national norms; FastBridge CBM: Performance less than or equal to the 16th percentile but greater than the 6th percentile using local norms; FBP BAS: Below grade level criterion; Teacher input using the following scale: 1 = Little to minimal assistance in the classroom related to academic skills with average to above average (80 percent or higher) assessments; 2 = Moderate assistance in the classroom related to academic skills with moderately low (70 percent-79 percent) assessments; 3 = Significant assistance in the classroom related to academic skills with consistently low (69 percent or lower) assessments

Re-display of the approved response from the prior year Consolidated District Plan.

Our schools use the following data sources and rules: Tier II identification: NWEA MAP: RTI score less than or equal to the 30th percentile but greater than the 10th percentile using national norms; FastBridge CBM: Performance less than or equal to the 16th percentile but greater than the 6th percentile using local norms; FBP BAS: Below grade level criterion; Teacher input using the following scale: 1 = Little to minimal assistance in the classroom related to academic skills with average to above average (80 percent or higher) assessments; 2 = Moderate assistance in the classroom related to academic skills with moderately low (70 percent-79 percent) assessments; 3 = Significant assistance in the classroom related to academic skills with consistently low (69 percent or lower) assessments

Title I Requirements

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required Field

If IDEA funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Coordinated Funding page and select IDEA, save the page, and return to this page.

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

ISBE Goals:

- Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators:** Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

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

- Outstanding Student Performance:** Ensure all students in the aggregate and in subgroups meet or exceed internal and state student performance targets annually. **Coherent and Rigorous Programs and Services:** Sustain the relevance and rigor of student learning. **Safe, Caring, Supportive Learning Environment:** Ensure the development of self awareness and self management skills to achieve school and life success. **Highly Qualified Staff:** Recruit, hire, train, and retain qualified personnel in compliance with state and federal guidelines.

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

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

((count) of 7500 maximum characters used)

Our needs assessment information will be obtained from a survey that was recently distributed by Northwest Suburban Special Education Organization (NSSEO), our Special Education Cooperative. This survey is distributed in the spring of 2021, to assist in planning for the 2021-22 school year. Based on the needs assessment, program evaluation data, and student assessment data, the following areas have been identified as areas of need: positive behavioral supports, implementing student engagement strategies, implementing problem-solving through the use of the Multi-Tiered Systems of Support (MTSS), and supporting students with Autism.

Response from the approved prior year Consolidated District Plan.

Our needs assessment information will be obtained from a survey that was recently distributed by Northwest Suburban Special Education Organization (NSSEO), our Special Education Cooperative. This survey is distributed in the spring of 2021, to assist in planning for the 2021-22 school year. Based on the needs assessment, program evaluation data, and student assessment data, the following areas have been identified as areas of need: positive behavioral supports, implementing student engagement strategies, implementing problem-solving through the use of the Multi-Tiered Systems of Support (MTSS), and supporting students with Autism.

2. Summarize the activities and programs to be funded within the grant application.*

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

((count) of 7500 maximum characters used)

The identified areas of need are positive behavioral supports, using an integrated service approach, implementing problem-solving through the use of the Multi-Tiered Systems of Support (MTSS), and integration of technology in instruction. The IDEA grant will provide professional development, service providers to integrate service delivery, and proportionate share to support students in private schools.

Response from the approved prior year Consolidated District Plan.

The identified areas of need are positive behavioral supports, using an integrated service approach, implementing problem-solving through the use of the Multi-Tiered Systems of Support (MTSS), and integration of technology in instruction. The IDEA grant will provide professional development, service providers to integrate service delivery, and proportionate share to support students in private schools.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

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

((count) of 7500 maximum characters used)

A change did not occur from the prior fiscal year as our priorities are long-term.

Response from the approved prior year Consolidated District Plan.

A change did not occur from the prior fiscal year as our priorities are long-term.

*Required Field

Overview

*****NOTE: This plan section is not required for the Department of Juvenile Justice*****

PROGRAM:	Foster Care Transportation Plan
PURPOSE:	To comply with ESSA requirements for educational stability for students in foster care
REQUIRED FOR:	All Illinois school districts and state-authorized charter schools
RESOURCES:	ED and DHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Esmerino Connections Act of May 30, 2014 IS Department of Education (ISDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (PL 110-351) Educational Stability Requirements (Effective October 7, 2008) Public Act 095-0781 (Effective 8/12/2016) ISDE Non-Regulatory Guidance: Returned Educational Stability for Children in Foster Care (June 27, 2016) Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section) ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time in foster care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or med-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (Multi-Purpose Passenger Vehicle), or Passenger Car (49 CFR 571.3).

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursement-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student in foster care:

1. Title IV-E of the Social Security Act, if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

*****NOTE: This page is not required for the Department of Juvenile Justice*****

As part of the foster care transportation plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.5B, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Tyburski	Sara	Director of Student Services	styburski@d57.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Katz	Jason	Assistant Superintendent for Finance and Operation	jkatz@d57.org

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

*****NOTE: This page is not required for the Department of Juvenile Justice*****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Upon notification from the Child Welfare Agency (CWA) that a student has been placed in foster care or changed residence while in foster care and is no longer in the same school zone, District 57 will participate in the Best Interest Determination (BID) for the student, in collaboration with the CWA. In collaboration with the CWA worker, District 57 representatives, including but not limited to the Director of Student Services, the Transportation Coordinator, and the building principal, will share information on the appropriateness of the current educational setting and transportation factors, considering the distance, safety, transportation time, the child's unique needs, cost, and other relevant options. If there are additional costs incurred in providing transportation to maintain the child in the school of origin outside of District 57, District 57 will provide transportation to the school of origin if: the local CWA agrees to reimburse District 57 for the cost of such transportation; District 57 agrees to pay for the cost of such transportation; District 57 and the local CWA agree to share the cost of such transportation. If the BID decision is that the student will remain in the school of origin, District 57 representatives will work with the CWA worker in arranging transportation to and from school. Additional factors to consider: oPreferences of the child; oPreferences of the child's parent(s) or education decision maker(s); oThe child's attachment to the school, including meaningful relationships with staff and peers; oPlacement of the child's sibling(s); oInfluence of the school climate on the child, including safety; oThe availability and quality of the services in the school to meet the child's educational and socio-emotional needs; oHistory of school transfers and how they have impacted the child; oThe length of the commute would impact the child, based on the child's developmental stage

Response from the approved prior year Consolidated District Plan.

Upon notification from the Child Welfare Agency (CWA) that a student has been placed in foster care or changed residence while in foster care and is no longer in the same school zone, District 57 will participate in the Best Interest Determination (BID) for the student, in collaboration with the CWA. In collaboration with the CWA worker, District 57 representatives, including but not limited to the Director of Student Services, the Transportation Coordinator, and the building principal, will share information on the appropriateness of the current educational setting and transportation factors, considering the distance, safety, transportation time, the child's unique needs, cost, and other relevant options. If there are additional costs incurred in providing transportation to maintain the child in the school of origin outside of District 57, District 57 will provide transportation to the school of origin if: the local CWA agrees to reimburse District 57 for the cost of such transportation; District 57 agrees to pay for the cost of such transportation; District 57 and the local CWA agree to share the cost of such transportation. If the BID decision is that the student will remain in the school of origin, District 57 representatives will work with the CWA worker in arranging transportation to and from school. Additional factors to consider: oPreferences of the child; oPreferences of the child's parent(s) or education decision maker(s); oThe child's attachment to the school, including meaningful relationships with staff and peers; oPlacement of the child's sibling(s); oInfluence of the school climate on the child, including safety; oThe availability and quality of the services in the school to meet the child's educational and socio-emotional needs; oHistory of school transfers and how they have impacted the child; oThe length of the commute would impact the child, based on the child's developmental stage

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the LEA must ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

Response from the approved prior year Consolidated District Plan.

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the LEA must ensure that all required special educational and related services and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan, can be met.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The team will consider whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. District 57 must identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The team will consider whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA. District 57 must identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA.

4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

DCFS/Foster Parent appealing to district level administration (Director of Special Education, Director of Instruction or Superintendent) who will act as dispute mediators, should the need arise. The student's school placement will remain the school of origin until a final determination is made. While all relevant agencies should make every effort to make an agreement, DCFS has the final determination if a resolution cannot be agreed upon.

Response from the approved prior year Consolidated District Plan.

DCFS/Foster Parent appealing to district level administration (Director of Special Education, Director of Instruction or Superintendent) who will act as dispute mediators, should the need arise. The student's school placement will remain the school of origin until a final determination is made. While all relevant agencies should make every effort to make an agreement, DCFS has the final determination if a resolution cannot be agreed upon.

*Required field

Transportation Plan Development

****NOTE: This plan section is not required for the Department of Juvenile Justice****

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

District 57 must ensure that a child in foster care needing transportation to the school of origin will receive transportation for the duration of the time the child is in foster care. When a child exits foster care, the LEA should continue to prioritize the child's educational stability, consider each child's best interest on a case-by-case basis, and, when possible, make every effort to continue to ensure transportation is provided through the end of the school year, if needed, when remaining in the school of origin would be in the child's best interest. In the event a child in foster care needs transportation to remain in their school of origin when it is in their best interest, District 57 will work with the CWA.

Response from the approved prior year Consolidated District Plan.

District 57 must ensure that a child in foster care needing transportation to the school of origin will receive transportation for the duration of the time the child is in foster care. When a child exits foster care, the LEA should continue to prioritize the child's educational stability, consider each child's best interest on a case-by-case basis, and, when possible, make every effort to continue to ensure transportation is provided through the end of the school year, if needed, when remaining in the school of origin would be in the child's best interest. In the event a child in foster care needs transportation to remain in their school of origin when it is in their best interest, District 57 will work with the CWA. Upon notification from the Child Welfare Agency (CWA) that a student has been placed in foster care or changed residence while in foster care and is no longer in the same school zone, District 57 will participate in the Best Interest Determination (BID) for the student, in collaboration with the CWA. In collaboration with the CWA worker, District 57 representatives, including but not limited to the Director of Student Services, the Transportation Coordinator, and the building principal, will share information on the appropriateness of the current educational setting and transportation factors, considering the distance, safety, transportation time, the child's unique needs, cost, and other relevant options. If there are additional costs incurred in providing transportation to maintain the child in the school of origin outside of District 57, District 57 will provide transportation to the school of origin if: the local CWA agrees to reimburse District 57 for the cost of such transportation; District 57 agrees to pay for the cost of such transportation; District 57 and the local CWA agree to share the cost of such transportation. If the BID decision is that the student will remain in the school of origin, District 57 representatives will work with the CWA worker in arranging transportation to and from school. Additional factors to consider: Preferences of the child; Preferences of the child's parent(s) or education decision maker(s); The child's attachment to the school, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; The following factors should be considered when developing a transportation plan for a student in foster care: Safety; Duration; Time of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; and- Maturity and behavioral capacity.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options
- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- h. Other - describe _____
- i. Other - describe _____
- j. Other - describe _____

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student in foster care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

These funding options will be considered and determined on a case-by-case basis. - Title IV-E (although not all children in foster care may not be eligible, Tribal foster care children may be eligible, and the State CWA is responsible for the non-federal portion); - Title I (funds reserved for comparable services for homeless children and youth may not be used for transportation); - If the student has an Individualized Education Plan (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).

Response from the approved prior year Consolidated District Plan.

These funding options will be considered and determined on a case-by-case basis. - Title IV-E (although not all children in foster care may not be eligible, Tribal foster care children may be eligible, and the State CWA is responsible for the non-federal portion); - Title I (funds reserved for comparable services for homeless children and youth may not be used for transportation); - If the student has an Individualized Education Plan (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE).

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

In the event that there is a disagreement about transportation costs or plan, the student must remain in his/her school of origin while any disputes are being resolved. If the District and guardian/DCFS are having difficulty coming to an agreement on where the student is to be enrolled and/or how to provide transportation to a particular student in need, the Foster Liaison shall coordinate with DCFS to come to an agreement as soon as possible. If an

agreement is not able to be made after 5 school days, then the District Foster Liaison may refer the situation to ISBE for further assistance if needed. During this resolution process, the District of School of Origin shall admit the student and provide transportation to and from school. Once an agreement has been decided, a written notice shall be given to all parties involved describing the student placement and/or transportation plan. While all relevant agencies should make every effort to make an agreement, the CWA should be considered the final decision maker.

Response from the approved prior year Consolidated District Plan.

In the event that there is a disagreement about transportation costs or plan, the student must remain in his/her school of origin while any disputes are being resolved. If the District and guardian/DCFS are having difficulty coming to an agreement on where the student is to be enrolled and/or how to provide transportation to a particular student in need, the Foster Liaison shall coordinate with DCFS to come to an agreement as soon as possible. If an agreement is not able to be made after 5 school days, then the District Foster Liaison may refer the situation to ISBE for further assistance if needed. During this resolution process, the District of School of Origin shall admit the student and provide transportation to and from school. Once an agreement has been decided, a written notice shall be given to all parties involved describing the student placement and/or transportation plan. While all relevant agencies should make every effort to make an agreement, the CWA should be considered the final decision maker.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

All staff (certified and non-certified) will be informed of the foster care plan via email during the first week of school. The plan will also be available on the staff intranet, so the process can be initiated as soon as one becomes aware of a student eligible for services.

Response from the approved prior year Consolidated District Plan.

All staff (certified and non-certified) will be informed of the foster care plan via email during the first week of school. The plan will also be available on the staff intranet, so the process can be initiated as soon as one becomes aware of a student eligible for services.

*Required field

Board Approval, Certification, and Assurances

Instructions

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the planning requirements of all Included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

06/23/2022

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9822(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9833a(a));
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELS will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

4-11111

Grant Application Certifications and Assurances

Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly

authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?title=26&growse=Title%2F200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3558&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://www.ilga.gov/comm/legislation/admincode/044/04407000/sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.

9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.

10. The applicant will maintain records for three years following completion of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such property or structure.

12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200.

14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1402 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000a et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States. (*Phyllis v. Doe*, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-retailing.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditures/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state.

The applicant certifies and agrees that it will provide a drug-free workplace by:

a) Publishing a statement:

- 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
- 2) Specifying the actions that will be taken against employees for violations of such prohibition.
- 3) Notifying the employee that, as a condition of employment on such contract or grant, the

- A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
- 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v1.2019

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [IGRA 25-17](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v1.2021

GEPA 442 Assurances

Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.
 "GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.
 "PROGRAM" means any applicable program under which federal funds are made available to the applicant.
 "PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.
 "SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 3 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v1.0221

Assurances	Instructions
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GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the Federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

Next clicking IWAS Web Service
 MARY GORR

Signature of School District Superintendent / Agency Administrator
 Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 06/06/2022
 RCDT when agreed to: 05-016-0570-02



MOUNT PROSPECT SCHOOL DISTRICT 57

2022-2023

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 15,16,17
First Day of Classes Grades 1-8..... August 18
 Kindergarten Garden Walks August 18-19
 First Regular Day for Kindergarten August 22
 Early Childhood Garden Walks August 23
 First Regular Day for Early Childhood August 25

SEPTEMBER

Labor Day Holiday/Buildings Closed..... September 5
 Non-Attendance Day/Buildings Closed..... September 26

OCTOBER

Half-day Student Attendance (am) October 7
 Indigenous Peoples' Day/Buildings Closed..... October 10
 End of 1st Quarter (Lincoln) October 21
 Staff Institute Day (No Student Attendance) October 28

NOVEMBER

Fall Conferences (No Student Attendance)..... November 1
 End of 1st Trimester (Elementary Schools) November 4
 Election Day/Buildings Closed..... November 8
 Thanksgiving Break..... November 21-25
 Classes Resume..... November 28

DECEMBER

Winter Break December 23-January 6

JANUARY

Classes Resume January 9
 End of 2nd Quarter (Lincoln)..... January 13
 Martin Luther King, Jr. Holiday/Buildings Closed January 16

*FEBRUARY

Half-day Student Attendance (am) February 17
 End of 2nd Trimester (Elementary Schools)..... February 17
 Presidents' Day Observation/Buildings Closed February 20

MARCH

Half-day Student Attendance (am) March 10
 End of 3rd Quarter (Lincoln) March 17
 Spring Break March 27-31
 Classes Resume April 3

APRIL

Non-Attendance Day/Buildings Closed..... April 7
 Half-day Student Attendance (am) April 21

MAY

Half-day Student Attendance (am) May 19
 Last Day for Early Childhood..... May 24
 Memorial Day Holiday/Buildings Closed May 29

JUNE

Last Day for Students if No Emergency Days Used..... June 1
 Staff Institute Day..... June 2
Last Day for Students if All Emergency Days Used..... June 8
 Last Day for Staff if All Emergency Days Used June 9

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

* Spring Parent Check-In Meetings will occur throughout the month of February.

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 Board of Education

MEMORANDUM

To: Members, Board of Education
 From: Mary Gorr
 Re: Policies First Read
 Date: June 23, 2022

The Policy Committee met on June 9, 2022, for a regular meeting to review policies updated in the IASB May 2022 Policy Reference Education Subscription Service (PRESS) packet. A list of the policies is provided below with a brief explanation of the changes being recommended to the Board during First Read on June 23, 2022. Please carefully review the policies and recommended changes and bring forward any concerns to the June meeting. These policies are scheduled for Board action for approval at Second Read on July 21, 2022.

Policy #	Title	Recommendation
2:230	Public Participation at School Board Meetings and Petitions to the Board	Cross References and footnotes are updated in response to a five-year review. Recommendation is to maintain current policy.
3:70	Succession of Authority	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
4:10	Fiscal and Business Management	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
4:70	Resource Conservation	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
4:180	Pandemic Preparedness; Management; and Recovery	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
5:40	Communicable and Chronic Infectious Disease	Policy and footnotes are updated. Recommendation is to adopt PRESS with modification.
5:70	Religious Holidays	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
5:80	Court Duty	Cross References and footnotes are updated in response to a five-year review. Recommendation is to maintain current policy.
5:110	Recognition for Service	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
5:140	Solicitations By or From Staff	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.

5:240	Suspension	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
6:70	Teaching About Religions	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
6:80	Teaching About Controversial Issue	Cross References and footnotes are updated in response to a five-year review. Recommendation is to maintain current policy.
6:140	Education of Homeless Children	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
6:290	Homework	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.
6:330	Achievement and Awards	Cross References and footnotes are updated in response to a five-year review. Recommendation is to maintain current policy.
7:15	Student and Family Privacy Rights	Cross References and footnotes are updated in response to a five-year review. Recommendation is to maintain current policy.
7:270	Administering Medicines to Students	Policy and footnotes are updated. Recommendation is to adopt PRESS with modification.
7:285	Anaphylaxis Prevention, Response, and Food Allergy Management Program	Policy is unchanged. Footnotes are updated in response to legislation. Recommendation is to adopt PRESS.

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

School Board

Public Participation at School Board Meetings and Petitions to the Board

At each regular and special open meeting, members of the public and District employees may comment to or ask questions of the School Board, subject to reasonable constraints.

The individuals appearing before the Board are expected to observe the following procedures and guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President.
2. Provide their name and be brief. Ordinarily, comments shall be limited to 3 minutes. In unusual circumstances, and when an individual has made a request in advance to speak for a longer period of time, the individual may be allowed to speak for more than 3 minutes.
3. Respect and comply with the Board President's decision to limit public comment to conserve time and/or give more individuals the opportunity to speak.
4. Respect and comply with the Board President's decision to determine procedural matters regarding public participation not otherwise covered in Board policy.
5. Behave with respect and civility toward others and otherwise abide by Board policy, 8:30, *Visitors to and Conduct on School Property*.

Petitions

The Board shall accept a petition presented to the Board at a meeting only if the petition is signed by residents or employees of the District. This acceptance shall not be considered a response by the Board or official recognition of the contents of the petition. A petition presented to the Board becomes the property of the District and shall not be returned to the signers.

When a petition signed by residents or employees of the District is presented to the Superintendent, the Superintendent shall inform the Board and respond to the petitioners when the matter involves previously established policies of the Board or shall refer the petition to the Board.

LEGAL REF.: 105 ILCS 5/10-6 and 5/10-16.
5 ILCS 120/2.06, Open Meetings Act.

CROSS REF.: 2:220 (School Board Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

ADOPTED:

General School Administration

Succession of Authority

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and submitted to the School Board.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

ADOPTED:

Operational Services

Fiscal and Business Management

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the School Board and publishing it before December 1 as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

Budget Planning

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

Preliminary Adoption Procedures

After receiving the Superintendent's proposed budget, the Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The Board Secretary shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed, and the public shall be invited to comment, question, or advise the Board.

Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to ISBE requirements.

The Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. Board members' names voting *yea* and *nay* shall be recorded in the minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 days of the budget's adoption.
3. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.

4. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act.

Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all deficit fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that category, except when a transfer of funds is authorized by the Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists.

LEGAL REF.: 105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17-2A, 5/17-3.2, 5/17-11, 5/20-5, 5/20-8, and 5/20-10.
35 ILCS 200/18-55 et seq.
23 Ill.Admin.Code Part 100.

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

ADMIN. PROC.: 6:235-AP1, E1 (Student Authorization for Access to the District's Electronic Networks), 6:235-AP1, E2 (Staff Authorization for Access to the District's Electronic Networks)

ADOPTED:

Operational Services

Resource Conservation

The Superintendent or designee shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in the School Code, if economically and practically feasible.
3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibility of potential markets for other recyclable materials that are present in the District's waste stream; and (c) be designed to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that is generated by the District.
4. Adherence to energy conservation measures.

LEGAL REF.: 105 ILCS 5/10-20.19c and 5/19b.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs)

ADOPTED:

Operational Services

Pandemic Preparedness; Management; and Recovery

The School Board recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety during a pandemic.

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably.

To prepare the School District community for a pandemic, the Superintendent or designee shall: (1) learn and understand how the roles that the federal, State, and local government function; (2) form a pandemic planning team consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic school action plan; and (3) build awareness of the final plan among staff, students, and community.

Emergency School Closing

In the case of a pandemic, the Governor may declare a disaster due to a public health emergency that may affect any decision for an emergency school closing. Decisions for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the Governor, Ill. Dept. of Public Health, District's local health department, emergency management agencies, and/or Regional Office of Education.

During an emergency school closing, the Board President and the Superintendent may, to the extent the emergency situation allows, examine existing Board policies pursuant to Policy 2:240, *Board Policy Development*, and recommend to the Board for consideration any needed amendments or suspensions to address mandates that the District may not be able to accomplish or implement due to a pandemic.

Board Meeting Procedure: No Physical Presence of Quorum and Participation by Audio or Video

A disaster declaration related to a public health emergency may affect the Board's ability to meet in person and generate a quorum of members who are physically present at the location of a meeting. Policy 2:220, *School Board Meeting Procedure*, governs Board meetings by video or audio conference without the physical presence of a quorum.

Payment of Employee Salaries During Emergency School Closures

The Superintendent shall consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with: (1) applicable laws, regulations, federal or State or local emergency declarations, executive orders, and agency directives; (2) collective bargaining agreements and any bargaining obligations; and (3) the terms of any grant under which an employee is being paid.

Suspension of In-Person Instruction: Remote and/or Blended Remote Learning Day Plan(s)

When the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7, and the State Superintendent of Education declares a requirement for the District to use *Remote Learning Days* or *Blended Remote Learning Days*, the Superintendent shall approve and present to the Board for adoption a Remote and/or Blended Remote Learning Day Plan (Plan) that:

1. Recommends to the Board for consideration any suspensions or amendments to curriculum-related policies to reduce any Board-required graduation or other instructional requirements in excess of minimum curricular requirements specified in School Code that the District may not be able to provide due to the pandemic;
2. Implements the requirements of 105 ILCS 5/10-30; and
3. Ensures a plan for periodic review of and/or amendments to the Plan when needed and/or required by statute, regulation, or State guidance.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.5, 5/10-20.56, and 5/10-30.
5 ILCS 120/2.01 and 120/7(e), Open Meetings Act.
20 ILCS 2305/2(b), Ill. Dept. of Public Health Act (Part 1).
20 ILCS 3305/, Ill. Emergency Management Agency Act.
115 ILCS 5/, Ill. Educational Labor Relations Act.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board; Indemnification), 2:220 (School Board Meeting Procedure), 2:240 (Board Policy Development), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:70 (Succession of Authority), 4:170 (Safety), 5:35 (Compliance with the Fair Labor Standards Act), 5:200 (Terms and Conditions of Employment and Dismissal), 5:270 (Employment At-Will, Compensation, and Assignment), 6:20 (School Year Calendar and Day), 6:60 (Curriculum Content), 6:300 (Graduation Requirements), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED:

General Personnel

Communicable and Chronic Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies.

An employee with a communicable or chronic infectious disease shall inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. The Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Review Team shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law.

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.: 42 U.S.C. §12101 et seq., Americans With Disabilities Act, amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325; 29 C.F.R. §1630.1 et seq.
29 U.S.C. §791, Rehabilitation Act of 1973; 34 C.F.R. §104.1 et seq.
105 ILCS 5/24-5.
20 ILCS 2305/6, Department of Public Health Act.
820 ILCS 40/, Personnel Record Review Act.
77 Ill.Admin.Code Part 690, Control of Communicable Diseases.

CROSS REF.: 2:150 (Committees), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

ADOPTED:

General Personnel

Religious Holidays

The Superintendent shall grant an employee's request for time off to observe a religious holiday if the employee gives at least five days' prior notice and the absence does not cause an undue hardship.

Employees may use earned vacation time or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

LEGAL REF.: 775 ILCS 5/2-101 and 5/2-102, Ill. Human Rights Act.
 775 ILCS 35/155, Religious Freedom Restoration Act.

ADOPTED:

General Personnel

Jury Duty

Please refer to the current collective bargaining agreements: Agreement between the Board of Education of Mount Prospect School District 57 and the Mount Prospect Education Association and the Board of Education of Mount Prospect District 57 and the Mount Prospect Educational Support Professional Association.

For employees not covered by a collective bargaining agreement:

Employees not covered by a collective bargaining agreement will receive jury duty leave under the same terms and conditions as those employees covered by the MPEA Agreement.

LEGAL REF.: 105 ILCS 5/10-20.7.
705 ILCS 305/4.1, Jury Act.

DISTRICT REF.: MPEA Agreement, Teacher Handbook, MPESPA Agreement

ADOPTED:

General Personnel

Recognition for Service

The School Board will periodically recognize those District employees who contribute significantly to the educational programs and welfare of the students.

ADOPTED:

General Personnel

Solicitations By or From Staff

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent.

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

ADOPTED:

Professional Personnel

Suspension

Suspension Without Pay

The School Board may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District. Administrative staff members may not be suspended without pay as a disciplinary measure.

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or Administrative Procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any State or federal law that relates to the employee's duties; and
- Other sufficient causes.

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

Suspension With Pay

The Board or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

The Superintendent shall meet with the employee to present the allegations and give the employee an opportunity to refute the charges. The employee will be told the dates and times the suspension will begin and end.

Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended by DCFS, proceeding with:
 - a. A suspension with pay; or
 - b. A suspension without pay.

Repayment of Compensation and Benefits

If a professional employee is suspended with pay, either voluntarily or involuntarily, pending the outcome of a criminal investigation or prosecution, and the employee is later dismissed as a result of his or her criminal

conviction, the employee must repay to the District all compensation and the value of all benefits received by him or her during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 105 ILCS 5/24-12.
5 ILCS 430/5-60(b), State Officials and Employee Ethics Act.
325 ILCS 5/7.4(c-10), Abused and Neglected Child Reporting Act.
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).
Barszcz v. Cmty College Dist. No. 504, 400 F.Supp. 675 (N.D. Ill. 1975).
Massie v. East St. Louis Sch. Dist. No.189, 203 Ill.App.3d 965 (5th Dist. 1990).

CROSS REF.: 5:290 (Employment Termination and Suspensions)

ADOPTED:

Instruction

Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religion, religious belief, or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.: School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963).
Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 (1989).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

ADOPTED:

Instruction

Teaching About Controversial Issues

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose.
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander. Disruptive conduct is prohibited and may subject a student to discipline.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

LEGAL REF.: Garcetti v. Ceballos, 547 U.S. 410 (2006).
 Mayer v. Monroe Cnty. Cmty. Sch. Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies)

ADOPTED:

Instruction

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-Vento Homeless Assistance Act and the 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-Vento 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.

LEGAL REF.: 42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.
105 ILCS 45/, Education for Homeless Children Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

ADMIN. PROC.: 6:140-AP (Education of Homeless Children)

ADOPTED:

Instruction

Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

Missed Homework

Students absent for a valid cause may make up missed homework in a reasonable timeframe per policy 7:70, *Attendance and Truancy*.

CROSS REF.: 7:70 (Attendance and Truancy)

ADOPTED:

Instruction

Achievement and Awards

Awards and Honors

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the School Board's prior approval.

ADOPTED:

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Students

Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in School Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term *invasive physical examination* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*).
3. Is otherwise authorized by Board policy.

Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights Act.
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.
105 ILCS 5/10-20.38.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:260
(Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student
Rights and Responsibilities), 7:240 (Conduct Code for Participants in Extracurricular
Activities), 7:300 (Extracurricular Athletics)

ADOPTED:

Students

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an Ill. Food Allergy Emergency Action Plan and Treatment Authorization Form, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for

undesigned epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesigned school epinephrine injectors.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesigned medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesigned medication. This policy does not guarantee the availability of undesigned medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.
105 ILCS 145/, Care of Students with Diabetes Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
720 ILCS 550/, Cannabis Control Act.
23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

ADMIN. PROC.: 7:270-AP1 (Dispensing Medication), 7:270-AP2 (Checklist for District Supply of Undesignated Asthma Medication, Epinephrine Injectors, 7:270-E1 (School Medication Authorization Form), 7:270-E2 (School Medication Authorization Form - Medical Cannabis)

ADOPTED:

Students

Anaphylaxis Prevention, Response, and Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a School Board policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540.
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy at least once every three years by conducting a review and reevaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its reevaluation and assessment of this policy's outcomes and effectiveness. Any updates will reflect any necessary and appropriate revisions.

LEGAL REF.: 105 ILCS 5/2-3.182, 5/10-22.39(e), and 5/22-30.
23 Ill.Admin.Code §1.540.
Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED: