



MOUNT PROSPECT SCHOOL DISTRICT 57

BOARD OF EDUCATION

Administration Building – 701 W. Gregory Street, Mount Prospect, IL 60056

AGENDA – REGULAR MEETING

September 23, 2021 7:00 PM

Fairview School (Multipurpose Room)

300 North Fairview Avenue

Call to Order and Roll Call

PUBLIC HEARING ON THE FISCAL YEAR 7/1/21 TO 6/30/22 BUDGET

- FY22 Budget

Communications

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

Community Comments

Staff Reports

- Superintendent's Report
 1. SHIELD Testing Update
 2. Enrollment Study
 3. Superintendent Goals
 4. Communications Report
 5. FOIA Reports
 6. 5 ILCS 120/7.3 – *Total Compensation Packages over \$75,000 Report*
 7. 105 ILCS 5/10-20.47 – *Administrator and Teacher Salary and Benefits Report*
 8. FY22 Staffing Plan
- Fall 2021 Student Data

Consent Agenda

1. Minutes of the following Board of Education Meetings
 - Regular Business Meeting August 19, 2021 – Closed Session
 - Regular Business Meeting August 19, 2021 - Open Session
2. Personnel Transactions (Goals 5a and 6a)
 - Approve the employment of two certified individuals
 - Accept the resignation of one certified staff employee
 - Approve the employment of six ESP individuals
 - Accept the resignation of six ESP employees

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.

3. Financial Reports – August 2021 (Goal 6b)
4. Accounts Payable Bills (Goal 6b)
5. Approve the FY21 Consolidated District Plan

Unfinished Business

1. Approve Official FY22 Budget (Goals 6a,b)

Community Comments

New Business

Board Discussion

1. November 4 Community Engagement Event

Closed Session

Board Action may or may not take place following Closed Session

Adjournment

Exhibit A

FY22 Final Budget

Jason Kaiz - Assistant Superintendent for Finance and Operations
September 23, 2021

Strategic Plan

Strategic Objectives	Strategic Challenges	Key Goals	Key Action Plans
<ul style="list-style-type: none"> • Ensure fiscal solvency of the District 	<p>Proactively manage in an environment of changing funding and expenditure patterns Monitor per pupil expenditure allocations in light of changing enrollment pattern</p>	<p>6a) Develop cost-effective staffing plans for essential/highly valued programs and services</p> <p>6b) Operate annual fiscal budgets that support the strategic plan initiatives and maintain responsible fund balances as directed by the Board of Education</p>	<p>6-1. Investigate shared business services with neighboring districts and local municipalities (LT)</p> <p>6-2. Investigate the transfer of accumulated funds in the Debt Services Fund to the Capital Projects Fund (ST/LT)</p> <p>6-3. Develop a responsible staffing plan for FY22 and present to the Board in February 2021 (ST/LT)</p> <p>6-4. Keep consolidation on the radar screen and contact neighboring districts for interest. If interested, conduct feasibility study (LT)</p> <p>6.5 Investigate leasing office space for future use of Administration Building (ST)</p>



Budget Process

- ⇒ Per Board Policy 4:10, Fiscal and Business Management
- ⇒ Represent a financial roadmap for the district's goals and objectives
- ⇒ Allow for adjustment and flexibility

Budget Calendar:

March, 2021	Board Approves Staffing Plan
May, 2021 - July, 2021	Finance Team meets with Administrators
July, 2021	Board discusses FY22 Budget Assumptions
August, 2021	Board approves FY22 Tentative Budget
September, 2021	Board approves FY22 Official Budget



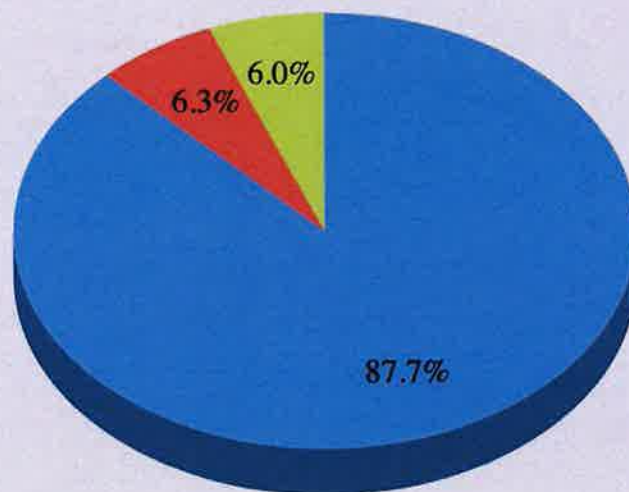
Changes from Tentative Budget

- ⇒ New staff members hired since early August, 2021 reflect actual salaries and benefits
- ⇒ Update grant expenditure accounts (including ESSER III)



Revenues

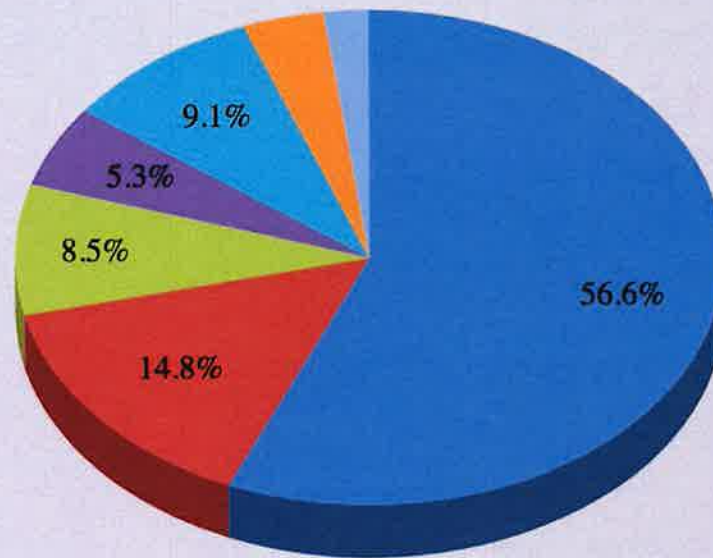
Revenue Assumptions by Source



● Local Source ● State Source ● Federal Source

Expenditures

Expenditures by Object



- Salaries
- Employee Benefits
- Purchased Services
- Supplies & Materials
- Capital Outlay
- Other Objects
- Non-Capitalized Equipment
- Termination Benefits

<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>								
Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash
ESTIMATED BEGINNING FUND BALANCE July 1, 2021 ¹ (without Student Activity Funds)		3,499,850	2,606,716	1,504,726	687,838	115,115	0	3,025,893
RECEIPTS/REVENUES (without Student Activity Funds)								
LOCAL SOURCES	1000	22,040,594	4,344,034	758,917	758,194	942,170	0	374,903
STATE SOURCES	3000	2,042,378	0	0	43,500	0	0	0
FEDERAL SOURCES	4000	2,005,207	0	0	0	0	0	0
Total Direct Receipts/Revenues ¹		26,088,179	4,344,034	758,917	801,694	942,170	0	374,903
DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)								
INSTRUCTION	1000	16,272,815				442,961		
SUPPORT SERVICES	2000	8,738,120	2,359,825		757,800	417,439	3,000,000	
COMMUNITY SERVICES	3000	299,200	0		0	35,039		
PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	431,344	12,000	0	0	0	0	
DEBT SERVICES	5000	0	0	789,600	0	0		
PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0	
Total Direct Disbursements/Expenditures ¹		25,741,479	2,371,825	789,600	757,800	895,439	3,000,000	
Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		346,700	1,972,209	(30,683)	43,894	46,731	(3,000,000)	374,903
ESTIMATED ENDING FUND BALANCE June 30, 2022 (All Sources With student Activity Funds)		2,398,447	3,078,925	1,474,043	731,732	161,846	0	3,400,796

FUTURE FINANCIAL CHALLENGES

- ⇒ COVID - 19
- ⇒ Ongoing Space Issues - Westbrook and Lincoln
- ⇒ Aging building - Lincoln



Questions?



OFFICE OF THE SUPERINTENDENT

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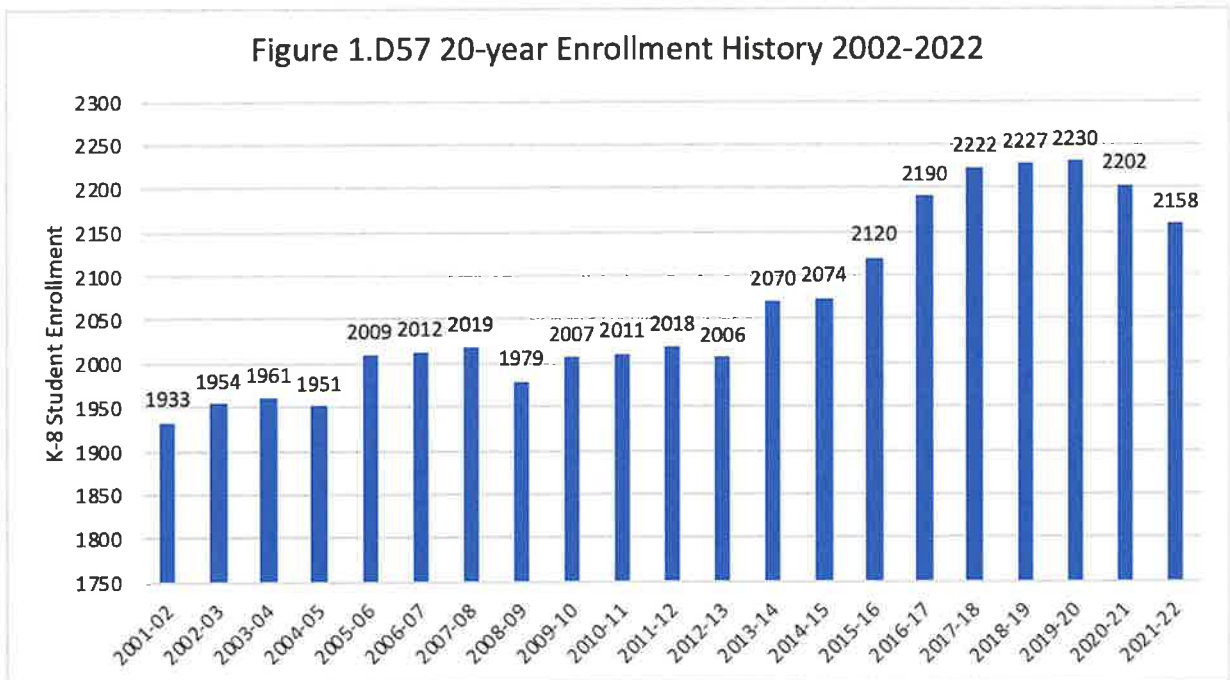
MEMORANDUM

To: D57 Board of Education
 From: Dr. Mary Gorr
 Re: Fall 2021 Enrollment Study
 Date: September 23, 2021

In this report, I have provided you with a summary of our 2021 – 2022 grade level enrollment data and compared it with prior year enrollments. I have also provided some analysis regarding our trends and future enrollment expectations.

History of Enrollment Patterns

- Our current in-district enrollment for 2021 – 2022 is 2,158 students (KDG – Gr 8, in-district only). Figure 1 illustrates the pattern of enrollment over the past 20 years reflecting an overall increase of 225 students, approximately 10%. The most significant growth occurred during the second 10 year period (2012 – 2022), increasing by 152 students (7%).



- Table 2 data indicate students qualifying for free and reduced meals. The overall percentage has decreased slightly over the past four years. The 2021 – 22 data (*) in both Table 2 and Table 3 is reflective as of September 1 and will be updated at the end of the fiscal year.

Table 2	2017-18	2018-19	2019-20	2020-21	2021-22*
Totals Free/Reduced	212	136	113	92	91
% of Enrollment	9%	6%	5%	4%	6%

- Table 3 data provide the information for students who qualify for fee waivers. In 2011 – 2012 we changed our procedure for fee waiver application and began following federal income guidelines. (See Policy 4:140) Our average percentage of students receiving fee waivers is approximately 3% of total enrollment. The overall percentage of fee waivers remains relatively consistent.

Table 3	2017-18	2018-19	2019-20	2020-21	2021-22*
Totals Fee Waivers	132	116	65	85	76
% of Enrollment	5.9%	5%	3%	4%	3%

Enrollment Comparisons by School and Grade 2016-2021

- Table 4 provides enrollment data for five years. These data are broken down by school and by grade level. Overall, these data indicate a nominal decline in District enrollment. The numbers in parentheses indicate the number of sections per grade level for grades KDG – 5.

Table 4. D57 Historical Enrollment by School and Grade 2017-2022

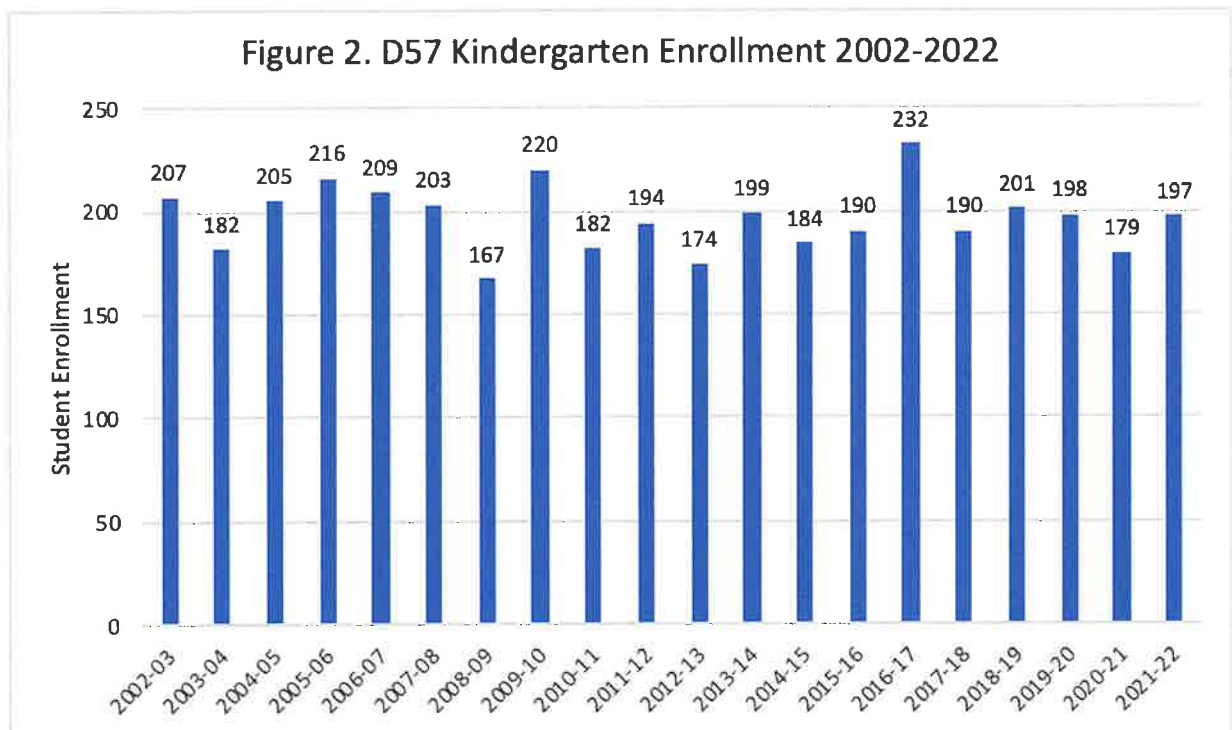
School	Grade	17-18	18-19	19-20	20-21	21-22
Westbrook	KDG	190 (9)	202 (9)	198 (9)	179 (9)	195 (10)
	First	264 (11)	219 (10)	231 (10)	231 (10)	200 (10)
	Total	454 (20)	421 (19)	429 (19)	410 (19)	395 (20)
Fairview	Second	123 (6)	137 (6)	131 (6)	116 (6)	117 (6)
	Third	136 (6)	126 (5)	140 (6)	132 (6)	109 (5)
	Fourth	156 (6)	143 (6)	123 (5)	143 (6)	134 (6)
	Fifth	127 (5)	156 (6)	145 (6)	124 (5)	132 (6)
	Total	542 (23)	562 (23)	539 (23)	515 (23)	492 (23)
Lions Park	Second	119 (5)	136 (6)	108 (5)	131 (6)	123 (6)
	Third	106 (4)	120 (5)	139 (6)	109 (5)	134 (6)
	Fourth	108 (5)	116 (5)	121 (5)	145 (6)	108 (5)
	Fifth	109 (5)	109 (5)	116 (5)	124 (5)	140 (6)
	Total	442 (19)	481 (21)	484 (21)	509 (22)	505 (23)
Lincoln	Sixth	269	244	269	256	235
	Seventh	246	270	240	269	258
	Eighth	269	251	269	243	273
	Total	784	765	778	768	766
District Totals		2,190	2,222	2,229	2,230	2158

**2,158 is our in-district enrollment. Total district enrollment is 2,266 which includes in-district KDG – 8 enrollment plus 87 Early Childhood, 15 parochial and home-schooled students receiving special education services; and 6 special education outplacements

- We are always concerned about and monitoring class size. Although the Board of Education does have a policy on instructional arrangement (Policy 6:200), there are no firm numbers directing it. Per discussion of Board Policy 6:200, it was decided that Administration would bring to the Board section numbers based on fall projections. These numbers would be provided with the February preliminary staffing plan. The Board would provide Administration direction on section numbers at that time. Barring any significant grade-level enrollment increase, these numbers would be used to devise the temporary and final staffing plans shared in August.
- It is worth noting that enrollment at Westbrook is higher than the 395 listed. That number represents KDG and first grade only. The Early Childhood (EC) program, Circle of Friends, started this school year with 87 three- and four-year-olds. This number increases as the year progresses due to children turning three years of age, the point at which a child becomes eligible for special services provided by the public school. On average, we can count on an increase of fourteen additional students enrolled throughout the school year in EC. Westbrook’s actual enrollment starting the school year is 484. Because KDG is half-day, the total Westbrook enrollment is never on campus at the same time.

Kindergarten Enrollment Pattern

- Figure 2 presents the kindergarten enrollment for 20 years (2002 – 2022). The first ten-year period shows a consistent enrollment of 200+ students. The current ten-year trend period averages 194 with the twenty-year average at 197. With the exception of the enrollment spike in 2016-17, KDG enrollment remains relatively consistent but showing a noticeable decrease last year (179). I have used a target of 197 students to begin the baseline calculations for our enrollment projections. This data point is for baseline calculation only as an in-grade growth factor is used for all subsequent grade level calculations.



New Students

- Each year we have new students move into the District as indicated in Table 5. (Transfers-out are in parentheses.) We monitor this mobility for two reasons:
 1. Initial assessment of children new to the District provides valuable information for program placement and social assimilation. The academic and social requirements grow in magnitude the older the child is when they transfer into the District. Children who move into the District from environments culturally and demographically different require services and programs to ensure successful assimilation.
 2. It is important to monitor the enrollment fluctuations within each grade level to observe their impact on the overall District enrollment and develop cost-effective staffing plans. As we strive each year to refine our data collection process, the numbers reported below for 2019 – 2020 reflect summer move-ins and transfers-in during the school year and transfers-out as indicated in parentheses. Last year provided some interesting data as more students moved out than moved in. This is contrary to previous years' data. This is most likely due to the effects of Covid.

Table 5. Number of New Students to District 57 2016-2021					
Year	Westbrook	Fairview	Lions Park	Lincoln	Total
2016-17	29 (22)	39 (10)	34 (4)	39 (6)	141 (42)
2017-18	49 (41)	37 (36)	32 (19)	26 (21)	144 (117)
2018-19	37 (24)	35 (17)	35 (10)	32 (14)	139 (65)
2019-20	44 (9)	37 (8)	17 (8)	19 (26)	117 (51)
2020-21	47 (84)	33 (39)	37 (31)	31 (27)	117 (181)

- Many of the students who moved into the District come from multilingual homes. Beginning in April each year, early childhood students and students new to the District are identified through the Home Language Survey for English Language (EL) screening or file review in order to determine if EL services are needed for these students. This year 77 children were identified for screening/file review. After screening, 52 of those children were referred for some level of EL service. These data are somewhat increased from prior years. Typically, half of those who are tested qualify for some level of EL service. We are constantly monitoring our staffing of the EL program. However, our EL population is significantly Polish-speaking. With the increased numbers of EL with Polish as the native language, we have specific staffing requirements we are required to meet through ISBE. These requirements play into our ability to receive grant monies through the TPI/TBE grant.
- An additional data point that we monitor is students who are experiencing homelessness. The McKinney Vento law states that any family who comes to the district and declares themselves homeless must be registered for attendance. In addition, if a family leaves our district then declares themselves as homeless, they have the right to declare their former district as their residential district. Although this situation is not one that we deal with regularly, we still have students who qualify. In 2020 – 2021 the district had 24 homeless students. For the current school year, 2021 – 2022, we have 12 students reported as homeless. In these situations, all fees and transportation are waived. The McKinney Vento law is reflective of Board Policy 6:140.

Revised Enrollment Projections

- Table 6 provides a five-year projection of enrollment “within-grade growth” (WGG) factor. Within Grade Growth (WGG) is calculated by taking the average yearly growth over five years to establish an overall WGG. This number then acts as the multiplier for its specific grade level, whereby projected growth is determined. As shown in Figure 2, a target of 197 students for the Kindergarten is reasonable for projection calculations. In calculating the projections, the KDG number acts as the baseline for the overall calculations.
- We monitor the KDG and First Grade enrollments pertaining to the Fairview and Lions Park attendance areas. For purposes of calculations and based on current enrollment data, we use 47% of the first graders as headed to FV, and 53% of the students headed to LP. A shift in the trend of increase in second grade now shows that Lions Park picks up more incoming second graders than FV. I would like to note that this was the trend 13 years ago. Data trends tend to be cyclical. It is also of note that only one of the LP move-ins comes from the new residential areas in the TIF. Finally, some families elect to send KDG to parochial in order to get a full-day option. They then keep their KDG in parochial for first grade to avoid an unnecessary transition year (parochial to WB to FV/LP).
- Enrollment projections become less reliable the further into the future they go. When a grade level spikes either up or down, it has an overall impact on the projections. As we return to more typical enrollments, the projections become more stabilized. KDG and first-grade enrollments have a profound effect on projections.

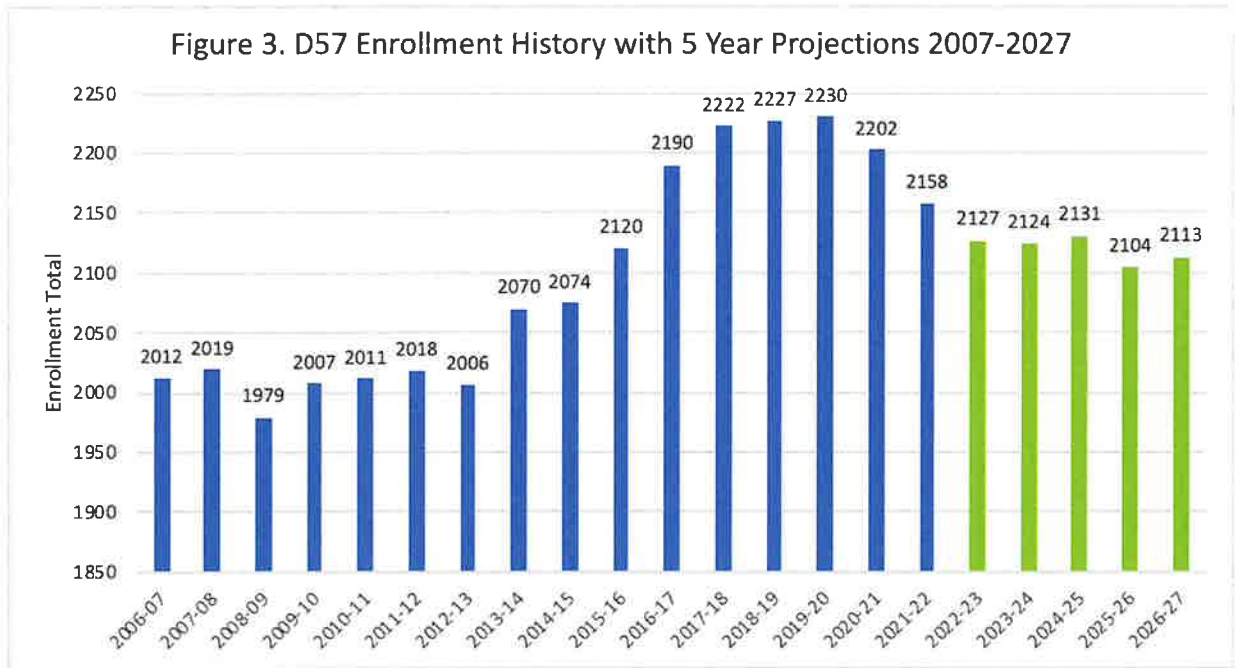
Table 6 Projected Enrollments

Projected Enrollment 2022-2023										
School	K	1	2	3	4	5	6	7	8	Total
WB	197	222								419
FV			97	115	113	134				459
LP			114	131	135	105				485
LN							274	238	252	764
Total	197	222	211	246	248	239	274	238	252	2127
Projected Enrollment 2023-2024										
School	K	1	2	3	4	5	6	7	8	Total
WB	198	225								423
FV			111	96	118	112				437
LP			131	117	133	135				516
LN							238	273	237	748
Total	198	225	242	213	251	247	238	273	237	2124
Projected Enrollment 2024-2025										
School	K	1	2	3	4	5	6	7	8	Total
WB	198	225								423
FV			111	110	98	117				436
LP			131	134	119	133				517
LN							246	237	272	755
Total	198	225	242	244	217	250	246	237	272	2131
Projected Enrollment 2025-2026										
School	K	1	2	3	4	5	6	7	8	Total
WB	198	225								423
FV			111	110	113	97				431
LP			131	134	136	119				520
LN							249	245	236	730
Total	198	225	242	244	249	216	249	245	236	2104
Projected Enrollment 2026-2027										
School	K	1	2	3	4	5	6	7	8	Total
WB	198	225								423
FV			111	110	113	112				446
LP			131	134	136	136				537
LN							215	248	244	707
Total	198	225	242	244	249	248	215	248	244	2113

Figure 3 illustrates our projections in comparison with our past 15 years. Note that the projections are in yellow bars. As projected in Table 6, we anticipate a relatively stable enrollment for the next five years.

Summary

- The most recent five years of data show a relatively stable enrollment. The overall five-year projections indicate a stable enrollment for the next five years with a possible overall decrease of approximately 45 students by 2026 – 2027.



- The recent 4 classroom addition at Lions Park has alleviated our overcrowding issues for grades 2-5. Space at Westbrook is at capacity at the present time. Should the district ever decide to go to full-day Kindergarten, a five classroom addition and a new gym would be necessary. The most significant overcrowding issues exist at Lincoln. We have been over capacity at Lincoln for a number of years. The original capacity at Lincoln is approximately 600 students. We have been running an enrollment of over 700 for a number of years. It is time for the district to face the reality that a new Lincoln Middle School is overdue. This should be an item on the five-year strategic plan.
- Free and reduced lunch data and fee waivers remain consistent.
- We continue to experience a steady influx of new students transferring into the District while a lesser number transfer out. While it takes a significant enrollment spike at a specific grade level to impact section numbers, overall enrollment increases do affect class size.
- Many of the students who moved into the District come from multilingual homes as identified through the Home Language Survey. We continue to monitor this impact on our Multilingual Services Team within the Staffing Plan.

Appendix A Parochial School Enrollments

Table 6. Parochial School Historical Enrollment Data										
St. Raymond	K	1	2	3	4	5	6	7	8	Total
2017-18	68	39	45	34	34	56	41	48	46	411
2018-19	55	55	40	43	26	32	49	38	48	386
2019-20	56	46	47	39	45	27	30	47	40	377
2020-21	52	35	34	40	31	40	23	28	43	326
2021-22										
St. Paul	K	1	2	3	4	5	6	7	8	Total
2017-18	31	23	16	13	19	22	23	18	22	187
2018-19	25	22	24	15	12	21	21	22	18	180
2019-20	26	17	15	22	16	12	18	17	21	164
2020-21	25	18	18	15	19	19	12	19	15	160
2021-22										
St. Emily	K	1	2	3	4	5	6	7	8	Total
2017-18	28	20	38	30	33	23	36	25	25	258
2018-19	30	21	17	35	24	32	22	31	24	236
2019-20	21	26	19	16	30	23	30	21	30	216
2020-21	22	17	22	18	12	22	9	27	20	169
2021-22										

- We monitor the parochial school enrollments to identify any influence on our enrollment. Over the five-year period of time, these data are collected, enrollments show a decrease. Also, there is a consistent pattern of decrease from KDG to first grade. This trend is understandable as the parochial schools all offer a full-day KDG program and subsequently, parents enroll their children into District 57 at first grade. The projection model's five-year average accounts for the influx of first graders.

Dr. Mary Gorr

District 57 Superintendent Goals 2021-2022

KEY

District 57 Superintendent Contract: The superintendent will address and fulfill student performance and academic achievement goals.

Strategic Objective: Direct language from the District 57 Strategic Plan.

Superintendent Contract Goal: Specific goals by which the Board of Education conducts its annual evaluation of the superintendent.

Performance Indicators: Performance indicators are provided to support the evaluation of the goal’s success.

Superintendent Goal #1-Outstanding Student Performance	
Strategic Objective	Superintendent Contract Goal
Ensure all students in the aggregate and subgroups meet or exceed internal and state student performance targets annually	The Superintendent will effectively oversee the districtwide systems that support student achievement on internal assessment measures and state achievement tests.
Performance Indicators	
A robust districtwide assessment system (including IAR/DLM, ACCESS, IL Science Assessment, MAP, CBM's, and KIDS Survey as defined in the current legislation) that enables: <ul style="list-style-type: none"> -Responsive instruction and strategic use of resources to promote student achievement and growth. -A systematic response to the learning needs of students who do not meet targets 	

Dr. Mary Gorr

District 57 Superintendent Goals 2021-2022

Superintendent Goal #2-Coherent and Rigorous Programs and Services	
Strategic Objective	Superintendent Contract Goal
Sustain the relevance and rigor of student learning	The Superintendent will ensure the implementation of the curriculum review process that includes a multi-year review calendar with 5-year projections.
Performance Indicators	
<p>Robust systems and structures that support relevant and rigorous student learning including:</p> <ul style="list-style-type: none"> -District Leadership Team that supports the continuous review, improvement, and implementation of multi-tiered systems of support within District 57 schools. -Curriculum review process for the District 57 Social Emotional Learning Curriculum. -A curriculum review process for the District 57 Tech Ed/Project Lead the Way (6-8) 	

Dr. Mary Gorr

District 57 Superintendent Goals 2021-2022

Superintendent Goal #3-Safe, Caring, Supportive Learning Environment	
Strategic Objective	Superintendent Contract Goal
<p>Ensure the development of self-awareness and self-management skills to achieve school and life success</p>	<p>The Superintendent will ensure the continuous refinement and improvement of our districtwide systems to prioritize and support the social-emotional skills and needs of District 57 students and District 57 staff.</p>
<p>Maintain facilities that are updated and safe to support learning environments</p>	<p>The Superintendent will ensure District 57 facilities are well maintained to support safe learning environments.</p>
Performance Indicators	
<ul style="list-style-type: none"> -Effective integration of Social Emotional Learning Standards within District 57 student learning experiences. -Thorough investigation of resources to support equity work in District 57. -Effective planning for construction projects for Summer 2022 -Effective monitoring of enrollment trends to determine if any additional classroom space is required for the 2022 – 2023 school year 	

Dr. Mary Gorr

District 57 Superintendent Goals 2021-2022

Superintendent Goal #4-Climate and Communications	
Strategic Objective	Superintendent Contract Goal
Operate in a framework that promotes a climate of trust, honesty, and respect among all district stakeholders	The Superintendent will engage in actions and behaviors that positively contribute to building a climate of trust, honesty, and respect among all District 57 Stakeholders.
Performance Indicators	
<ul style="list-style-type: none"> -The implementation of a strategic District 57 Communications Plan that uses various communication channels and means to communicate to District 57 Stakeholders, including staff, families, and the Mount Prospect community at large. -Frequent and ongoing communication with MPEA and MPESPA Leadership Teams to ensure collaborative and successful partnerships. -Ongoing opportunities for staff, students, parents, and families to engage, communicate, and provide feedback to District 57 Leadership. 	

Dr. Mary Gorr

District 57 Superintendent Goals 2021-2022

Superintendent Goal #5-Highly Qualified Staff	
Strategic Objective	Superintendent Contract Goal
Recruit, hire, train, and retain qualified personnel in compliance with state and federal guidelines	The Superintendent will oversee effective systems and structures that ensure that high-quality staff are recruited, hired, trained, supported, and retained in District 57.
Performance Indicators	
<ul style="list-style-type: none"> -The regular offering of Professional Development Sessions for District 57 Staff in areas such as Ed Tech, Assessment, Student Learning, Social Emotional Learning, and more. -The effective implementation of a new staff induction and mentoring program. -The bargaining of a new MPEA Collective Bargaining Agreement. 	

Dr. Mary Gorr

District 57 Superintendent Goals 2021-2022

Superintendent Goal #6-Healthy Financial Position	
Strategic Objective	Superintendent Contract Goal
Ensure fiscal solvency of the District	The Superintendent will effectively manage fiscal resources.
Performance Indicators	
<ul style="list-style-type: none"> -A responsible staffing plan for FY23 will be developed and presented to the Board in February 2022 -Implementation of the District Strategic Plan 	

MOUNT PROSPECT SCHOOL DISTRICT 57
SCHOOL HIGHLIGHTS & MEDIA COVERAGE/COMMUNICATIONS/SOCIAL MEDIA REPORT
AUGUST-SEPTEMBER 2021

School Reports

Multiple Schools

- Students practiced their evacuation drills, bus evacuation drills and shelter-in-place drills during their Safety Weeks.
- Districtwide assessments began the week of Aug. 30, to help the schools learn more about each student and better meet their needs. The data is helpful in determining what concepts to focus on and where extra support might be needed to close achievement gaps.
- The District is once again using the Olweus Bully Prevention Program and has shared information about the curriculum with families. The program helps students learn to prevent or handle potential bullying situations and empowers them to strategize and suggest solutions. More information about the program can be found [at this link](#).

Fairview

- Students recently signed up for extracurricular clubs that will be held throughout the year. The clubs meet before school, during lunch and after school and include choices such as Art Club, Athlete's Club, Board Game Club, Journalism Club, LEGO Club, Star Wars Club and STEAM Club.
- Third Grade Chorus and Fourth/Fifth Grade Chorus are getting underway, with weekly sessions before school.
- Second graders are enjoying new books and some sunshine and fresh air each week during their Fridays on the Lawn time.
- Fairview PTO provided each student with a take-home folder and Captain Feather's mask. The PTO held its first meeting Sept. 13 and welcomed Dr. Gorr as special guest. The PTO is holding a no-stress fundraiser – information can be found [at this link](#).

Lions Park

- The campaign for the PTO's Roar & Run fundraiser has kicked off, and funds will be collected through Oct. 8, when the all-school run takes place. Funds raised will help provide "wish list" items for teachers and staff, including additional instructional aids and equipment, as well as activities such as assemblies and community programs. To donate and learn more, visit [this link](#).
- Student Council has started meeting. Two to three delegates will represent each class, with a rotation of different delegates attending the meetings each month. This ensures that more students are included and involved in Student Council. Activities are kicking off this month with September Spirit – students are encouraged to wear school clothing or blue every Friday.
- The PTO is conducting a membership drive. Families can join by scanning the QR code in the Friday newsletters. The cost is \$10 per family.

Lincoln

- The Lincoln LRC is open after school on Tuesdays, Wednesdays and Thursdays for students to do homework and work collaboratively. Students are expected to arrive by 2:55 and sign in.
- Lincoln clubs are getting underway. Students can currently sign up for Creative Writing Club, Student Council and Dance Team clinics, which will be followed by tryouts. The Cross Country

season is also off to a great start, with several home and away meets to be held through early October.

- Band, Orchestra and Chorus have started their morning rehearsals.
- The PTO held a dine-and-share fundraiser at MOD Pizza on Sept. 13. The first PTO meeting was Sept. 14. Families are encouraged to join the PTO by using [this PayPal link](#) to donate a minimum of \$10. The PTO is hoping to rebuild its membership, which was down 40 percent last year due to the pandemic.
- The PTO delivered 120 Staples back-to-school kits to Lincoln teachers. Each kit included two boxes to bolster classroom supplies throughout the year.

Westbrook

- Early Childhood families attended their first Popsicles in the Park event on Sept. 8, an opportunity for students and parents/guardians to connect with each other and have some fun on the Westbrook playground.
- The 8th Annual Walk for Westbrook fundraiser is planned for Oct. 6. If the \$15,000 fundraising goal is met, students will be treated to a special assembly featuring the famous Jesse White Tumblers!
- Westbrook's school-wide theme this year is resilience. This will be reinforced with staff and students throughout the year. Mrs. Crandall and Mr. Anderson have been visiting each classroom to read books that share messages of resilience, and teachers will continue to incorporate these messages into their lessons and classroom activities. For example, each teacher has a weeble wobble they made on the first day that symbolizes falling/hardship and getting back up. Families are encouraged to reinforce the concept of resilience at home.

Earned Media Coverage

Link to spreadsheet of D57 Media Coverage for 2021-2022:

<https://docs.google.com/spreadsheets/d/1LgGvzOzyRVdqdvM4RipvNAkeSI7U-eyfyp69wLbBmA/edit?usp=sharing>

Superintendent's Messages

Link to Dr. Gorr's messages on the D57 website: <https://www.d57.org/SuperintendentsMessage.aspx>

Social Media Report, 28-Day Summaries (as of 9/14/21)

- **D57 Facebook**
 - 2,372 followers
 - 11,468 people reached (# of people who saw any D57 post at least once)
 - 6,709 post engagements (# of times people engaged with D57 posts through reactions, comments, shares and clicks)
 - Post with most reach, 9/2/21 (10.2K reach) – "Mount Prospect School District 57 is looking for instructional assistants, substitute instructional assistants, substitute teachers, an assistant for before/after-school care and other positions. Are you interested in one of these great opportunities, or do you know someone who might be? Please see the details and links to apply at the website below, and spread the word by sharing. Help us find quality candidates for these important roles!"



<https://www.applitrack.com/d57/onlineapp/default.aspx>

- **D57 Twitter**

1,034 followers

19.9K tweet impressions (# of views of D57 tweets)

Top tweet, 8/18/21 (1,230 impressions) – “Check out this Patch article about our exciting launch of the 2021-2022 school year!

[https://patch.com/illinois/arlingtonheights/d57-heads-back-school-nodx ...](https://patch.com/illinois/arlingtonheights/d57-heads-back-school-nodx...)

***SUBMITTED BY JENNY KUSTRA-QUINN, COMMUNICATIONS CONSULTANT
SEPT. 14, 2021***

Updated by Jenny Quinn, 9/14/21					
DATE	OUTLET	TOPIC/HEADLINE	LINK	NOTES	EARNED MEDIA? (PITCHED OR POSTED BY D57?)
7/27/21	Journal	Former candidate fills vacancy on School Board	https://www.journal-topics.com/articles/former-dist-57-candidate-fills-vacancy-on-school-board/	Interview with Corrin Bennett-Kill	
7/28/21	Journal	Moving forward with in-person learning	https://www.journal-topics.com/articles/dist-57-moving-forward-with-in-person-learning/	Richard Mayer interview with Dr. Gorr	
7/30/21	Journal	D57 wins national school PR awards	https://www.journal-topics.com/articles/dist-57-wins-2-national-school-public-relations-association-awards/		YES
8/9/21	Journal	D57 face mask option now history after governor's order	https://www.journal-topics.com/articles/dist-57-face-mask-option-now-history-after-governors-order///	Content taken from our Superintendent's Message	
8/16/21	Journal	District 57, 26 following mask guidelines, litigation protections in place	https://www.journal-topics.com/articles/districts-57-26-following-mask-guidelines-litigation-protections-in-place/		
8/18/21	Patch	D57 heads back to school	https://patch.com/illinois/arlingtonheights/d57-heads-back-school-nodx	Story we posted	YES
8/19/21	Herald	District 57 welcomes students back for in-person learning, kicking off year with Dr. Gorr as new superintendent, plus an expanded elementary school	https://www.dailyherald.com/submitted/20210818/district-57-welcomes-students-back-for-in-person-learning-kicking-off-year-with-dr-gorr-as-new-superintendent-plus-an-expanded-elementary-school?fbclid=IwAR3OkWDLH8j3RqbHDE0jdSFDyYHHaCKV711eh98hVGA_Q46YHtjs5d8luY	Story we submitted	YES
8/23/21	Journal	Dist. 57 welcomes students back for in-person learning	https://www.journal-topics.com/articles/dist-57-welcomes-students-back-for-in-person-learning/	They ran our press release without changes.	YES

Pursuant to
Statute 5ILCS 120-73 FY2021

Name	Base Salary	Health Insurance	Retirement Contributions	Car/Cell Allowance	Life/AD&D	Total Compensation
Anderson, Karl	\$87,550.00	\$28,715.00	\$9,744.00	\$560.00	\$290.00	\$126,859.00
Atkinson, Lynn	\$69,576.00	\$14,488.00	\$6,247.00	\$0.00	\$72.00	\$90,383.00
Aumiller, Elaine	\$215,553.00	\$11,987.00	\$23,991.00	\$6,000.00	\$3,598.00	\$261,129.00
Bailey, Kelly K	\$92,017.00	\$10,820.00	\$9,928.00	\$0.00	\$72.00	\$112,837.00
Bovis, Dina	\$72,639.00	\$14,488.00	\$7,837.00	\$0.00	\$72.00	\$95,036.00
Brooks, Nancy	\$68,469.00	\$0.00	\$7,387.00	\$0.00	\$72.00	\$75,928.00
Burger, Joanne N	\$79,375.00	\$10,820.00	\$8,564.00	\$0.00	\$72.00	\$98,831.00
Carpenter, Eileen A	\$74,818.00	\$10,820.00	\$8,072.00	\$0.00	\$72.00	\$93,782.00
Chapman, Alice O	\$89,337.00	\$14,488.00	\$9,639.00	\$0.00	\$72.00	\$113,536.00
Cole, David M	\$89,337.00	\$14,488.00	\$9,639.00	\$0.00	\$72.00	\$113,536.00
Commare, Kari A	\$72,639.00	\$10,820.00	\$7,837.00	\$0.00	\$72.00	\$91,368.00
Coscino, Angela K	\$77,063.00	\$14,488.00	\$8,315.00	\$0.00	\$72.00	\$99,938.00
Cotner, Natalie A	\$84,208.00	\$10,820.00	\$9,086.00	\$0.00	\$72.00	\$104,186.00
Courtney, Trina L	\$103,566.00	\$10,820.00	\$11,174.00	\$0.00	\$72.00	\$125,632.00
Crandall, Danielle	\$90,987.00	\$28,715.00	\$10,126.00	\$560.00	\$654.00	\$131,042.00
De Kok, Amanda	\$83,000.00	\$11,217.00	\$9,237.00	\$0.00	\$72.00	\$103,526.00
Depa, Tina	\$94,777.00	\$10,820.00	\$10,226.00	\$0.00	\$72.00	\$115,895.00
Durkan, Una P	\$90,987.00	\$0.00	\$10,126.00	\$560.00	\$654.00	\$102,327.00
Eliopoulos, Sharon L	\$120,061.00	\$10,820.00	\$13,362.00	\$0.00	\$72.00	\$144,315.00
Fergus, Carly J	\$84,208.00	\$10,820.00	\$9,086.00	\$0.00	\$72.00	\$104,186.00
Fijor, Mark	\$115,000.00	\$5,782.00	\$12,799.00	\$560.00	\$416.00	\$134,557.00
Fox, Sandy	\$94,777.00	\$0.00	\$10,226.00	\$0.00	\$72.00	\$105,075.00
Fudala, Greg D	\$120,061.00	\$9,415.00	\$13,362.00	\$0.00	\$72.00	\$142,910.00
Gayle, Julie P	\$100,549.00	\$14,488.00	\$10,849.00	\$0.00	\$72.00	\$125,958.00
Gorr, Mary	\$154,500.00	\$28,715.00	\$17,196.00	\$560.00	\$726.00	\$201,697.00
Gray, Carol A	\$103,566.00	\$10,820.00	\$11,174.00	\$0.00	\$72.00	\$125,632.00
Griffith, Annette	77,218.00	14,488.00	6,934.00	0.00	\$72.00	\$98,712.00
Hanley, Tracy A	\$79,375.00	\$10,429.00	\$8,564.00	\$0.00	\$72.00	\$98,440.00
Harris, Laura B	\$89,337.00	\$10,820.00	\$8,945.00	\$0.00	\$72.00	\$109,174.00
Hermanson, Jennifer	\$92,017.00	\$14,488.00	\$9,928.00	\$0.00	\$72.00	\$116,505.00
Hickey, Kristen M	\$68,469.00	\$10,820.00	\$7,387.00	\$0.00	\$72.00	\$86,748.00
Hirsch, Julie	95,273.00	14,488.00	10,280.00	0.00	\$72.00	\$120,113.00
Honcharuk, Nick	77,517.00	14,488.00	6,908.00	0.00	\$72.00	\$98,985.00
Howard, Susan	\$59,062.00	\$10,820.00	\$6,372.00	\$0.00	\$72.00	\$76,326.00
Hulse, Christine	80,574.00	10,820.00	7,537.00	0.00	\$72.00	\$99,003.00
Hunt, Mary A	\$113,169.00	\$11,217.00	\$12,211.00	\$0.00	\$72.00	\$136,669.00
Ionas, Elaine	\$74,818.00	\$10,820.00	\$8,072.00	\$0.00	\$72.00	\$93,782.00
Jelenkovic, Suzana	79,422.00	0.00	7,165.00	0.00	\$72.00	\$86,659.00
Jezuit, Julie A	\$79,375.00	\$10,820.00	\$8,564.00	\$0.00	\$72.00	\$98,831.00
Jorgenson, Heidi M	\$100,549.00	\$0.00	\$10,849.00	\$0.00	\$72.00	\$111,470.00
Kaage, Kristen M	\$64,539.00	\$11,217.00	\$6,963.00	\$0.00	\$72.00	\$82,791.00
Kelly, Katherine	\$121,232.00	\$28,715.00	\$13,493.00	\$560.00	\$622.00	\$164,622.00
Kennedy, Donna M	\$71,569.00	\$11,217.00	\$7,722.00	\$0.00	\$72.00	\$90,580.00
Kennedy, Patricia	87,671.00	0.00	9,459.00	0.00	\$72.00	\$97,202.00
Kowski, Stefanie L	\$74,818.00	\$391.00	\$8,072.00	\$0.00	\$72.00	\$83,353.00
Lambert, Shari	\$59,062.00	\$11,217.00	\$6,372.00	\$0.00	\$72.00	\$76,723.00
Larson, Jennifer	\$70,523.00	\$0.00	\$7,609.00	\$0.00	\$72.00	\$78,204.00
Leeney, Julie A	\$83,000.00	\$788.00	\$8,955.00	\$0.00	\$72.00	\$92,815.00
Lindgren, Jonas R	\$84,208.00	\$382.00	\$9,086.00	\$0.00	\$72.00	\$93,748.00
Logar, Michele A	\$123,663.00	\$10,820.00	\$13,343.00	\$0.00	\$72.00	\$147,898.00
Martin, Alexa C	\$66,475.00	\$10,820.00	\$7,172.00	\$0.00	\$72.00	\$84,539.00

Mount Prospect School District 57

Pursuant to

Statute 5ILCS 120-73 FY2021

Name	Base Salary	Health Insurance	Retirement Contributions	Car/Cell Allowance	Life/AD&D	Total Compensation
McCarthy, Margery A	\$81,756.00	\$10,820.00	\$8,821.00	\$0.00	\$72.00	\$101,469.00
McGovern, Mark K	\$74,818.00	\$11,217.00	\$8,072.00	\$0.00	\$72.00	\$94,179.00
Mescino, Katharine M	\$70,523.00	\$9,572.00	\$7,609.00	\$0.00	\$72.00	\$87,776.00
Michalski, Heather M	\$72,639.00	\$10,820.00	\$7,837.00	\$0.00	\$72.00	\$91,368.00
Miller, Kristine J	\$66,475.00	\$11,217.00	\$7,172.00	\$0.00	\$72.00	\$84,936.00
Morrison, Jonica	\$64,539.00	\$5,983.00	\$6,963.00	\$0.00	\$72.00	\$77,557.00
Murphy, Sara A	\$97,621.00	\$0.00	\$10,533.00	\$0.00	\$72.00	\$108,226.00
Nelson, Amy	\$58,202.00	\$10,820.00	\$6,280.00	\$0.00	\$72.00	\$75,374.00
Noll, Karen M	\$89,337.00	\$10,820.00	\$9,639.00	\$0.00	\$72.00	\$109,868.00
Novak, Colleen A	\$116,564.00	\$10,820.00	\$12,577.00	\$0.00	\$72.00	\$140,033.00
O'Brien, Mary Kate	\$59,062.00	\$10,820.00	\$6,372.00	\$0.00	\$72.00	\$76,326.00
Obrill, David	\$74,443.00	\$14,488.00	\$6,939.00	\$0.00	\$72.00	\$95,942.00
Ophus, Dan L	\$121,232.00	\$28,715.00	\$13,493.00	\$560.00	\$622.00	\$164,622.00
O'Rourke, Thomas	\$80,905.00	\$0.00	\$7,209.00	\$0.00	\$72.00	\$88,186.00
Oyman, Elif	\$81,868.00	\$10,820.00	\$7,351.00	\$0.00	\$72.00	\$100,111.00
Parisi, Adam	\$149,516.00	\$28,715.00	\$16,641.00	\$560.00	\$697.00	\$196,129.00
Parizek, Amanda J	\$68,469.00	\$10,820.00	\$7,387.00	\$0.00	\$72.00	\$86,748.00
Pavlovski, Debbie S	\$92,017.00	\$11,217.00	\$9,928.00	\$0.00	\$72.00	\$113,234.00
Prosen, Kerry R	\$79,375.00	\$10,820.00	\$8,564.00	\$0.00	\$72.00	\$98,831.00
Rapacz, Tracy L	\$72,639.00	\$14,488.00	\$7,837.00	\$0.00	\$72.00	\$95,036.00
Redmon, Melissa J	\$72,639.00	\$10,820.00	\$7,837.00	\$0.00	\$72.00	\$91,368.00
Roberts, Kendall	\$60,834.00	\$14,488.00	\$6,564.00	\$0.00	\$72.00	\$81,958.00
Rose, Loretta T	\$79,375.00	\$788.00	\$8,564.00	\$0.00	\$72.00	\$88,799.00
Ruggiero, Bart C	\$68,469.00	\$11,217.00	\$7,387.00	\$0.00	\$72.00	\$87,145.00
Russell, Amy S	\$81,756.00	\$9,577.00	\$8,821.00	\$0.00	\$72.00	\$100,226.00
Ryno, Lisa	\$89,337.00	\$14,488.00	\$9,639.00	\$0.00	\$72.00	\$113,536.00
Sakoufakis, Tina D	\$74,818.00	\$14,488.00	\$8,072.00	\$0.00	\$72.00	\$97,450.00
Schafer, Catherine	\$70,523.00	\$0.00	\$7,609.00	\$0.00	\$72.00	\$78,204.00
Schmitz, Roseann M	\$94,777.00	\$10,820.00	\$10,226.00	\$0.00	\$72.00	\$115,895.00
Shaffer, Steve C	\$80,582.00	\$10,378.00	\$8,694.00	\$0.00	\$72.00	\$99,726.00
Sloma, Kim A	\$80,582.00	\$14,488.00	\$8,694.00	\$0.00	\$72.00	\$103,836.00
Smith, Susan	\$60,834.00	\$10,820.00	\$6,564.00	\$0.00	\$72.00	\$78,290.00
Stamison, Laura	\$82,740.00	\$10,820.00	\$7,519.00	\$0.00	\$72.00	\$101,151.00
Steen, Randy L	\$122,788.00	\$11,987.00	\$13,666.00	\$560.00	\$931.00	\$149,932.00
Straczek, Elizabeth	\$59,062.00	\$14,488.00	\$6,372.00	\$0.00	\$72.00	\$79,994.00
Suminski, Paul	\$132,765.00	\$28,715.00	\$14,776.00	\$560.00	\$616.00	\$177,432.00
Thomas, Leslie E	\$70,523.00	\$6,004.00	\$7,609.00	\$0.00	\$72.00	\$84,208.00
Titze, Kirsten	\$64,539.00	\$14,488.00	\$6,963.00	\$0.00	\$72.00	\$86,062.00
Traversone, Amy	\$59,062.00	\$14,488.00	\$6,372.00	\$0.00	\$72.00	\$79,994.00
Travis, Jeanne M	\$77,063.00	\$0.00	\$8,315.00	\$0.00	\$72.00	\$85,450.00
Tyburski, Sara A	\$109,059.00	\$28,715.00	\$12,138.00	\$560.00	\$484.00	\$150,956.00
Valentini, Gail	\$86,735.00	\$14,488.00	\$9,358.00	\$0.00	\$72.00	\$110,653.00
Veglia, Kathy L	\$120,061.00	\$11,218.00	\$12,954.00	\$0.00	\$72.00	\$144,305.00
Visser, Kimberly	\$70,523.00	\$10,820.00	\$7,609.00	\$0.00	\$72.00	\$89,024.00
VonderHaar, Kristin M	\$114,330.00	\$28,715.00	\$12,725.00	\$560.00	\$484.00	\$156,814.00
Walsh, Michelle	\$109,873.00	\$10,820.00	\$11,855.00	\$0.00	\$72.00	\$132,620.00
Webster, Virginia	\$94,161.00	\$11,987.00	\$8,455.00	\$0.00	\$72.00	\$114,675.00
Winters, Kathy	\$113,169.00	\$10,820.00	\$12,211.00	\$0.00	\$72.00	\$136,272.00
Zakula, Kristi M	\$75,957.00	\$0.00	\$8,195.00	\$0.00	\$72.00	\$84,224.00
Zemaitis, Janice H	\$89,337.00	\$10,820.00	\$9,639.00	\$0.00	\$72.00	\$109,868.00

EIS Administrator and Teacher Salary and Benefits Report - School Year 2021

Mount Prospect SD 57
701 W Gregory St, Mt Prospect, IL 60056
050160570020000

Name	Position	Base Salary	FTE	Vacation	Sick	Bonuses	Annuities	Retirement	Other
				Days	Days			Enhancements	Benefits
Ahrens, Christine M	200-Teacher	\$45,434.00	0.79	0	12	\$0.00	\$0.00	\$4,902.00	\$11,289.00
Amorella, Marie Claire	250-Special Education Teacher	\$52,476.00	1.00	0	13	\$0.00	\$0.00	\$5,662.00	\$72.00
Anderson, Karl	104-Assistant Principal	\$87,550.00	1.00	0	19	\$0.00	\$0.00	\$9,744.00	\$29,001.00
Aumiller, Elaine	100-District Superintendent	\$215,553.00	1.00	25	15	\$0.00	\$0.00	\$23,991.00	\$12,723.00
Bailey, Kelly K	200-Teacher	\$92,017.00	1.00	0	15	\$0.00	\$0.00	\$9,928.00	\$10,892.00
Bajorek, Joseph	200-Teacher	\$19,929.00	1.00	0	4	\$0.00	\$0.00	\$2,394.00	\$30.00
Bajzck, Emily A	200-Teacher	\$47,334.00	1.00	0	12	\$0.00	\$0.00	\$5,107.00	\$10,892.00
Beisir, Maureen	200-Teacher	\$50,216.00	1.00	0	11	\$0.00	\$0.00	\$5,418.00	\$72.00
Bissing, Carli E	250-Special Education Teacher	\$44,616.00	1.00	0	13	\$0.00	\$0.00	\$4,814.00	\$10,892.00
Bonadurer, John	200-Teacher	\$48,023.00	1.00	0	13	\$0.00	\$0.00	\$5,181.00	\$10,892.00
Bovis, Dina	200-Teacher	\$72,639.00	1.00	0	15	\$0.00	\$0.00	\$7,837.00	\$14,560.00
Brewer, Mckenzie	200-Teacher	\$54,050.00	1.00	0	15	\$0.00	\$0.00	\$5,838.00	\$10,892.00
Brooks, Nancy J	200-Teacher	\$68,469.00	1.00	0	15	\$0.00	\$0.00	\$7,387.00	\$72.00
Bruns, Amanda M	200-Teacher	\$48,754.00	1.00	0	13	\$0.00	\$0.00	\$5,260.00	\$10,892.00
Bucher, Ashley L	200-Teacher	\$52,476.00	1.00	0	15	\$0.00	\$0.00	\$5,662.00	\$10,892.00
Buell, Cindy	203-English as a Second Language Teacher	\$48,754.00	1.00	0	10	\$0.00	\$0.00	\$5,260.00	\$6,581.00
Burger, Joanne N	200-Teacher	\$79,375.00	1.00	0	15	\$0.00	\$0.00	\$8,564.00	\$10,892.00
Carpenter, Eileen A	250-Special Education Teacher	\$74,818.00	1.00	0	15	\$0.00	\$0.00	\$8,072.00	\$10,892.00
Chapman, Alice O	200-Teacher	\$89,337.00	1.00	0	15	\$0.00	\$0.00	\$9,639.00	\$14,560.00
Cole, David M	200-Teacher	\$89,337.00	1.00	0	15	\$0.00	\$0.00	\$9,639.00	\$14,560.00
Commare, Kari A	200-Teacher	\$72,639.00	1.00	0	15	\$0.00	\$0.00	\$7,837.00	\$10,892.00
Connelly, Rebecca A	200-Teacher	\$27,836.00	0.50	0	7	\$0.00	\$0.00	\$3,322.00	\$0.00
Coscino, Angela K	200-Teacher	\$77,063.00	1.00	0	15	\$0.00	\$0.00	\$8,315.00	\$14,560.00
Costello, Andrew M	200-Teacher	\$52,476.00	1.00	0	15	\$0.00	\$0.00	\$5,662.00	\$72.00
Cotner, Natalie A	200-Teacher	\$84,208.00	1.00	0	15	\$0.00	\$0.00	\$9,086.00	\$11,289.00
Courtney, Trina L	200-Teacher	\$103,566.00	1.00	0	15	\$0.00	\$0.00	\$11,174.00	\$10,892.00
Crandall, Danielle L	104-Assistant Principal	\$90,987.00	1.00	0	19	\$0.00	\$0.00	\$10,126.00	\$29,013.00
Cremascoli, Lora	250-Special Education Teacher	\$49,955.00	1.00	0	10	\$0.00	\$0.00	\$5,390.00	\$14,560.00
Dahlgren, Kathy L	200-Teacher	\$66,475.00	1.00	0	15	\$0.00	\$0.00	\$7,172.00	\$72.00
Daniel, Jamie D	250-Special Education Teacher	\$59,062.00	1.00	0	13	\$0.00	\$0.00	\$6,372.00	\$6,581.00

Name	Position	Base Salary	FTE	Vacation	Sick	Bonuses	Annuities	Retirement	Other
				Days	Days			Enhancements	Benefits
Davidov, Alana R	200-Teacher	\$54,050.00	1.00	0	12	\$0.00	\$0.00	\$5,832.00	\$72.00
De Kok, Amanda	200-Teacher	\$83,000.00	1.00	0	15	\$0.00	\$0.00	\$9,237.00	\$11,289.00
Divito, Jessica L	200-Teacher	\$54,050.00	1.00	0	13	\$0.00	\$0.00	\$5,832.00	\$10,892.00
Domalick, Allyson E	200-Teacher	\$52,476.00	1.00	0	11	\$0.00	\$0.00	\$5,662.00	\$14,560.00
Driver, Alicia M	200-Teacher	\$60,834.00	1.00	0	15	\$0.00	\$0.00	\$6,564.00	\$6,581.00
Durkan, Una P	104-Assistant Principal	\$90,987.00	1.00	0	19	\$0.00	\$0.00	\$10,126.00	\$298.00
Elder, Katelyn S	200-Teacher	\$45,955.00	1.00	0	13	\$0.00	\$0.00	\$4,958.00	\$10,892.00
Eliopoulos, Sharon L	200-Teacher	\$120,061.00	1.00	0	15	\$0.00	\$0.00	\$13,362.00	\$10,892.00
Faktor, Olena	203-English as a Second Language Teacher	\$54,050.00	1.00	0	13	\$0.00	\$0.00	\$5,832.00	\$72.00
Felsenthal, Melissa A	200-Teacher	\$52,476.00	1.00	0	12	\$0.00	\$0.00	\$5,662.00	\$6,581.00
Fergus, Carly J	200-Teacher	\$84,208.00	1.00	0	15	\$0.00	\$0.00	\$9,086.00	\$10,892.00
Fijor, Mark	107-General Administrator or General Supervisor	\$115,000.00	1.00	25	15	\$0.00	\$0.00	\$12,799.00	\$6,972.00
Fox, Sandy	250-Special Education Teacher	\$94,777.00	1.00	0	15	\$0.00	\$0.00	\$10,226.00	\$72.00
Frayn, Laura	250-Special Education Teacher	\$49,464.00	1.00	0	11	\$0.00	\$0.00	\$5,504.00	\$10,892.00
Fudala, Greg D	200-Teacher	\$120,061.00	1.00	0	15	\$0.00	\$0.00	\$13,362.00	\$10,063.00
Gaseor, Melissa N	200-Teacher	\$47,334.00	1.00	0	13	\$0.00	\$0.00	\$5,107.00	\$10,892.00
Gayle, Julie P	250-Special Education Teacher	\$100,549.00	1.00	0	15	\$0.00	\$0.00	\$10,849.00	\$14,560.00
Grabowski, Abbey E	200-Teacher	\$46,644.00	1.00	0	13	\$0.00	\$0.00	\$5,032.00	\$860.00
Gray, Carol A	200-Teacher	\$103,566.00	1.00	0	15	\$0.00	\$0.00	\$11,174.00	\$10,892.00
Groah, Casey M	250-Special Education Teacher	\$55,672.00	1.00	0	15	\$0.00	\$0.00	\$6,007.00	\$10,892.00
Handler, Phoebe	200-Teacher	\$39,641.00	1.00	0	10	\$0.00	\$0.00	\$4,277.00	\$72.00
Hanley, Tracy A	200-Teacher	\$79,375.00	1.00	0	15	\$0.00	\$0.00	\$8,564.00	\$10,501.00
Happ, Christine F	200-Teacher	\$46,754.00	1.00	0	10	\$0.00	\$0.00	\$5,044.00	\$9,658.00
Harris, Laura B	200-Teacher	\$89,337.00	1.00	0	15	\$0.00	\$0.00	\$8,945.00	\$10,892.00
Hermanson, Jennifer	200-Teacher	\$92,017.00	1.00	0	15	\$0.00	\$0.00	\$9,928.00	\$14,560.00
Hickey, Kristen M	200-Teacher	\$68,469.00	1.00	0	15	\$0.00	\$0.00	\$7,387.00	\$10,892.00
Hitesman, Christia A	200-Teacher	\$51,723.00	1.00	0	15	\$0.00	\$0.00	\$5,816.00	\$72.00
Howard, Susan B	200-Teacher	\$59,062.00	1.00	0	15	\$0.00	\$0.00	\$6,372.00	\$10,892.00
Hunt, Mary A	200-Teacher	\$113,169.00	1.00	0	15	\$0.00	\$0.00	\$12,211.00	\$11,289.00
Ibrahimovic, Mirela	200-Teacher	\$52,476.00	1.00	0	15	\$0.00	\$0.00	\$5,662.00	\$10,892.00
Ionas, Elaine	200-Teacher	\$74,818.00	1.00	0	15	\$0.00	\$0.00	\$8,072.00	\$10,892.00
Jezuit, Julie A	200-Teacher	\$79,375.00	1.00	0	15	\$0.00	\$0.00	\$8,564.00	\$10,892.00
Johnson, Magan E	200-Teacher	\$48,754.00	1.00	0	13	\$0.00	\$0.00	\$5,260.00	\$10,892.00
Jorgenson, Heidi M	200-Teacher	\$100,549.00	1.00	0	15	\$0.00	\$0.00	\$10,849.00	\$72.00
Kaage, Kristen M	200-Teacher	\$64,539.00	1.00	0	15	\$0.00	\$0.00	\$6,963.00	\$11,289.00
Kalogeropoulos Gorr, Mary	101-Assistant/Associate District Superintendent	\$154,500.00	1.00	25	15	\$0.00	\$0.00	\$17,196.00	\$29,166.00
Kelly, Katherine A	103-Principal	\$121,232.00	1.00	0	19	\$0.00	\$0.00	\$13,493.00	\$29,111.00
Kennedy, Donna M	200-Teacher	\$71,569.00	1.00	0	15	\$0.00	\$0.00	\$7,722.00	\$11,289.00

Name	Position	Base Salary	FTE	Vacation Days	Sick Days	Bonuses	Annuities	Retirement Enhancements	Other Benefits
Kim, Jeannie C	200-Teacher	\$59,062.00	1.00	0	15	\$0.00	\$0.00	\$6,372.00	\$9,509.00
Kochlinger, Claire M	200-Teacher	\$44,616.00	1.00	0	13	\$0.00	\$0.00	\$4,814.00	\$6,572.00
Koeller, Ashley K	250-Special Education Teacher	\$48,023.00	1.00	0	10	\$0.00	\$0.00	\$5,181.00	\$11,289.00
Kotowski, Jodi L	200-Teacher	\$52,476.00	1.00	0	11	\$0.00	\$0.00	\$5,662.00	\$860.00
Kowski, Stefanie L	200-Teacher	\$74,818.00	1.00	0	15	\$0.00	\$0.00	\$8,072.00	\$463.00
Kozłowska, Wiktoria	200-Teacher	\$40,830.00	1.00	0	11	\$0.00	\$0.00	\$4,405.00	\$10,892.00
Lambert, Shari L	200-Teacher	\$59,062.00	1.00	0	15	\$0.00	\$0.00	\$6,372.00	\$11,289.00
Larson, Jennifer B	200-Teacher	\$70,523.00	1.00	0	15	\$0.00	\$0.00	\$7,609.00	\$72.00
Leeney, Julie A	200-Teacher	\$83,000.00	1.00	0	15	\$0.00	\$0.00	\$8,955.00	\$860.00
Legowski, Sylwia E	203-English as a Second Language Teacher	\$44,616.00	1.00	0	13	\$0.00	\$0.00	\$4,814.00	\$10,892.00
Leigh, Joanne M	200-Teacher	\$44,616.00	1.00	0	11	\$0.00	\$0.00	\$4,814.00	\$72.00
Licato, Jennifer L	200-Teacher	\$25,474.00	0.50	0	10	\$0.00	\$0.00	\$2,748.00	\$0.00
Lindgren, Jonas R	200-Teacher	\$84,208.00	1.00	0	15	\$0.00	\$0.00	\$9,086.00	\$454.00
Littel, Tara J	250-Special Education Teacher	\$49,464.00	1.00	0	14	\$0.00	\$0.00	\$5,337.00	\$10,892.00
Logar, Michele A	200-Teacher	\$123,663.00	1.00	0	15	\$0.00	\$0.00	\$13,343.00	\$10,892.00
Luce, Krystal R	250-Special Education Teacher	\$48,754.00	1.00	0	12	\$0.00	\$0.00	\$5,260.00	\$10,892.00
Luedloff, Katie	200-Teacher	\$54,050.00	1.00	0	15	\$0.00	\$0.00	\$5,832.00	\$72.00
Martin, Alexa C	200-Teacher	\$66,475.00	1.00	0	15	\$0.00	\$0.00	\$7,172.00	\$10,892.00
McCarthy, Margery A	250-Special Education Teacher	\$81,756.00	1.00	0	15	\$0.00	\$0.00	\$8,821.00	\$10,892.00
McGovern, Mark K	200-Teacher	\$74,818.00	1.00	0	15	\$0.00	\$0.00	\$8,072.00	\$11,289.00
Merrill, Kristin	200-Teacher	\$46,624.00	1.00	0	12	\$0.00	\$0.00	\$5,030.00	\$463.00
Mescino, Katharine M	200-Teacher	\$70,523.00	1.00	0	15	\$0.00	\$0.00	\$7,609.00	\$9,644.00
Meyers, Marti S	200-Teacher	\$23,667.00	0.50	0	6	\$0.00	\$0.00	\$2,553.00	\$72.00
Michalski, Heather M	200-Teacher	\$72,639.00	1.00	0	15	\$0.00	\$0.00	\$7,837.00	\$10,892.00
Miller, Kristine J	200-Teacher	\$66,475.00	1.00	0	15	\$0.00	\$0.00	\$7,172.00	\$11,289.00
Milliken, Susan P	200-Teacher	\$51,723.00	1.00	0	15	\$0.00	\$0.00	\$5,580.00	\$10,892.00
Morrison, Jonica L	200-Teacher	\$64,539.00	1.00	0	15	\$0.00	\$0.00	\$6,963.00	\$6,055.00
Mueller, Christina M	200-Teacher	\$46,545.00	0.84	0	14	\$0.00	\$0.00	\$5,022.00	\$10,892.00
Murphy, Rachel	200-Teacher	\$54,873.00	1.00	0	15	\$0.00	\$0.00	\$5,920.00	\$72.00
Murphy, Sara A	200-Teacher	\$97,621.00	1.00	0	15	\$0.00	\$0.00	\$10,533.00	\$72.00
Nelson, Amy D	200-Teacher	\$58,202.00	1.00	0	13	\$0.00	\$0.00	\$6,280.00	\$10,892.00
Nickels, Morgan E	200-Teacher	\$40,830.00	1.00	0	11	\$0.00	\$0.00	\$4,405.00	\$6,055.00
Noll, Karen M	200-Teacher	\$89,337.00	1.00	0	15	\$0.00	\$0.00	\$9,639.00	\$10,892.00
Novak, Colleen A	250-Special Education Teacher	\$116,564.00	1.00	0	15	\$0.00	\$0.00	\$12,577.00	\$10,892.00
O'Donnell, Kacie M	200-Teacher	\$40,830.00	1.00	0	11	\$0.00	\$0.00	\$4,405.00	\$72.00
Olson, Katianne K	250-Special Education Teacher	\$57,485.00	1.00	0	15	\$0.00	\$0.00	\$6,202.00	\$10,892.00
Ophus, Dan L	103-Principal	\$121,232.00	1.00	0	19	\$0.00	\$0.00	\$13,493.00	\$29,111.00
Ostrowski, Tiffany J	200-Teacher	\$46,489.00	0.83	0	12	\$0.00	\$0.00	\$5,016.00	\$10,892.00

Name	Position	Base Salary	FTE	Vacation Days	Sick Days	Bonuses	Annuities	Retirement Enhancements	Other Benefits
Paraskevopoulos, Maria E	200-Teacher	\$45,936.00	0.90	0	13	\$0.00	\$0.00	\$4,956.00	\$6,559.00
Parisi, Adam P	101-Assistant/Associate District Superintendent	\$149,516.00	1.00	25	15	\$0.00	\$0.00	\$16,641.00	\$29,128.00
Parizek, Amanda J	200-Teacher	\$68,469.00	1.00	0	15	\$0.00	\$0.00	\$7,387.00	\$10,892.00
Parker, Seth D	200-Teacher	\$52,476.00	1.00	0	14	\$0.00	\$0.00	\$5,662.00	\$10,892.00
Patla, Ashley V	200-Teacher	\$57,342.00	1.00	0	13	\$0.00	\$0.00	\$6,187.00	\$10,892.00
Pavlovski, Debbie S	200-Teacher	\$92,017.00	1.00	0	15	\$0.00	\$0.00	\$9,928.00	\$11,289.00
Perecich, Jennifer M	200-Teacher	\$45,955.00	1.00	0	10	\$0.00	\$0.00	\$4,958.00	\$72.00
Piscitello, Alicia L	200-Teacher	\$55,672.00	1.00	0	14	\$0.00	\$0.00	\$6,007.00	\$11,289.00
Pollard, Rebecca J	200-Teacher	\$52,476.00	1.00	0	15	\$0.00	\$0.00	\$5,662.00	\$6,055.00
Prosen, Kerry R	200-Teacher	\$79,375.00	1.00	0	15	\$0.00	\$0.00	\$8,564.00	\$10,892.00
Quinlan, Kelly	200-Teacher	\$48,399.00	1.00	0	14	\$0.00	\$0.00	\$5,222.00	\$6,055.00
Radoszewski, Rebecca A	200-Teacher	\$52,476.00	1.00	0	11	\$0.00	\$0.00	\$5,662.00	\$14,560.00
Rapacz, Tracy L	200-Teacher	\$72,639.00	1.00	0	15	\$0.00	\$0.00	\$7,837.00	\$14,560.00
Redmon, Melissa J	200-Teacher	\$72,639.00	1.00	0	15	\$0.00	\$0.00	\$7,837.00	\$10,893.00
Rollinger, John T	200-Teacher	\$55,672.00	1.00	0	13	\$0.00	\$0.00	\$6,007.00	\$9,658.00
Rose, Loretta T	200-Teacher	\$79,375.00	1.00	0	15	\$0.00	\$0.00	\$8,564.00	\$860.00
Roy, Kristen S	200-Teacher	\$55,672.00	1.00	0	13	\$0.00	\$0.00	\$6,007.00	\$10,502.00
Ruggiero, Bart C	200-Teacher	\$68,469.00	1.00	0	15	\$0.00	\$0.00	\$7,387.00	\$11,290.00
Rush, Diana M	200-Teacher	\$57,342.00	1.00	0	15	\$0.00	\$0.00	\$6,187.00	\$860.00
Russell, Amy S	250-Special Education Teacher	\$81,756.00	1.00	0	15	\$0.00	\$0.00	\$8,821.00	\$9,658.00
Sakoufakis, Tina D	200-Teacher	\$74,818.00	1.00	0	15	\$0.00	\$0.00	\$8,072.00	\$14,560.00
Sakowicz, Steven Kyle	200-Teacher	\$54,861.00	1.00	0	15	\$0.00	\$0.00	\$5,919.00	\$10,893.00
Sassatelli, Kate L	200-Teacher	\$60,834.00	1.00	0	15	\$0.00	\$0.00	\$6,564.00	\$6,076.00
Schmidt, Christopher J	250-Special Education Teacher	\$54,050.00	1.00	0	13	\$0.00	\$0.00	\$5,832.00	\$9,658.00
Schmitz, Roseann M	250-Special Education Teacher	\$94,777.00	1.00	0	15	\$0.00	\$0.00	\$10,226.00	\$10,893.00
Schoedel, Rebekah A	250-Special Education Teacher	\$47,334.00	1.00	0	13	\$0.00	\$0.00	\$5,107.00	\$6,581.00
Shaffer, Steve C	200-Teacher	\$80,582.00	1.00	0	15	\$0.00	\$0.00	\$8,694.00	\$10,450.00
Sloma, Kim A	200-Teacher	\$80,582.00	1.00	0	15	\$0.00	\$0.00	\$8,694.00	\$14,560.00
Solar, Lindsay N	250-Special Education Teacher	\$44,616.00	1.00	0	12	\$0.00	\$0.00	\$4,814.00	\$10,893.00
Spenner, Amanda J	200-Teacher	\$54,050.00	1.00	0	12	\$0.00	\$0.00	\$5,832.00	\$10,893.00
St Denis, Jessica M	200-Teacher	\$57,342.00	1.00	0	15	\$0.00	\$0.00	\$6,187.00	\$10,893.00
Stedman, Courtney E	250-Special Education Teacher	\$39,641.00	1.00	0	10	\$0.00	\$0.00	\$4,277.00	\$72.00
Steegmuller, Amanda G	250-Special Education Teacher	\$54,873.00	1.00	0	15	\$0.00	\$0.00	\$5,920.00	\$72.00
Steen, Randy L	104-Assistant Principal	\$122,788.00	1.00	0	19	\$0.00	\$0.00	\$13,666.00	\$12,495.00
Stephens, Tara E	200-Teacher	\$42,055.00	1.00	0	11	\$0.00	\$0.00	\$4,537.00	\$10,893.00
Stortz, Kimberly M	200-Teacher	\$34,234.00	0.50	0	8	\$0.00	\$0.00	\$3,693.00	\$72.00
Straczek, Elizabeth M	200-Teacher	\$59,062.00	1.00	0	15	\$0.00	\$0.00	\$6,372.00	\$14,560.00
Suminski, Paul	103-Principal	\$132,765.00	1.00	25	15	\$0.00	\$0.00	\$14,776.00	\$29,103.00

Name	Position	Base Salary	FTE	Vacation	Sick	Bonuses	Annuities	Retirement	Other
				Days	Days			Enhancements	Benefits
Tainter, Amanda	200-Teacher	\$40,830.00	1.00	0	10	\$0.00	\$0.00	\$4,405.00	\$10,893.00
Talbot, Jessica M	203-English as a Second Language Teacher	\$55,672.00	1.00	0	13	\$0.00	\$0.00	\$6,007.00	\$10,893.00
Taylor, Amanda M	250-Special Education Teacher	\$44,616.00	1.00	0	13	\$0.00	\$0.00	\$4,814.00	\$10,893.00
Thomas, Leslie E	200-Teacher	\$70,523.00	1.00	0	15	\$0.00	\$0.00	\$7,609.00	\$6,076.00
Traversone, Amy F	200-Teacher	\$59,062.00	1.00	0	15	\$0.00	\$0.00	\$6,372.00	\$14,560.00
Travis, Jeanne M	200-Teacher	\$77,063.00	1.00	0	15	\$0.00	\$0.00	\$8,315.00	\$72.00
Tulloch, Rylee B	200-Teacher	\$54,050.00	1.00	0	13	\$0.00	\$0.00	\$5,832.00	\$6,067.00
Tyburski, Sara A	152-Special Education Director	\$109,059.00	1.00	25	15	\$0.00	\$0.00	\$12,138.00	\$29,024.00
Veglia, Kathy L	200-Teacher	\$120,061.00	1.00	0	15	\$0.00	\$0.00	\$12,954.00	\$11,290.00
Visser, Kimberly M	200-Teacher	\$70,523.00	1.00	0	15	\$0.00	\$0.00	\$7,609.00	\$10,893.00
Vlaming, James R	200-Teacher	\$54,050.00	1.00	0	12	\$0.00	\$0.00	\$5,832.00	\$860.00
Vonder Haar, Kristin M	103-Principal	\$114,330.00	1.00	0	19	\$0.00	\$0.00	\$12,725.00	\$29,089.00
Wade, Susannah C	104-Assistant Principal	\$86,000.00	1.00	0	19	\$0.00	\$0.00	\$9,571.00	\$28,973.00
Williams, Mark L	200-Teacher	\$26,988.00	0.50	0	7	\$0.00	\$0.00	\$3,514.00	\$6,121.00
Woldenberg, Margaret L	200-Teacher	\$55,672.00	1.00	0	13	\$0.00	\$0.00	\$6,007.00	\$10,893.00
Yaeger, Samantha J	200-Teacher	\$43,317.00	1.00	0	13	\$0.00	\$0.00	\$4,673.00	\$10,893.00
Zakula, Kristi M	200-Teacher	\$75,957.00	1.00	0	15	\$0.00	\$0.00	\$8,195.00	\$72.00
Zeffery, Carolyn K	200-Teacher	\$52,476.00	1.00	0	10	\$0.00	\$0.00	\$5,662.00	\$10,893.00
Zeigler, Cheron A	200-Teacher	\$52,476.00	1.00	0	10	\$0.00	\$0.00	\$5,662.00	\$10,893.00
Zemaitis, Janice H	200-Teacher	\$89,337.00	1.00	0	15	\$0.00	\$0.00	\$9,639.00	\$10,893.00

**MOUNT PROSPECT SCHOOL DISTRICT 57
2021-2022 FINAL STAFFING PLAN
FOR OFFICIAL BUDGET APPROVAL 9/23/21**

	Fairview	Lions Park	Westbrook	Lincoln	Administration	Totals
Administrators	2.00	2.00	2.00	3.00	5.00	14.00
Certified	41.58	41.16	37.46	59.50	0.50	180.20
ESP	20.45	22.50	36.25	29.20	15.00	123.40
Concurrent ESP						17.00
Kids Corner ESP	3.28	3.92	3.78			10.98
ESP Total	23.73	26.42	40.03	29.20	15.00	151.38
TOTAL	67.31	69.58	79.49	91.70	20.50	345.58

TOTAL STAFFING PLAN FOR FY22 345.58

	2021-22 Preliminary Staffing Plan Approved 3/18/21	2021-22 Tentative Staffing Plan For Approval 8/19/21	2021-22 Staffing Plan For Final Approval 9/23/21	Difference From 21-22 Preliminary Staffing Plan Approved 3/18/21 to 21-22 Final Staffing Plan For Approval 9/23/21
Administrators	14.00	14.00	14.00	+0.00
Certified	175.60	180.20	180.20	+4.60
ESP	130.48	134.38	151.38	+20.9
Total	320.08	328.58	345.58	+25.5

Changes from Preliminary Staffing Plan Approved 3/18/21 to Tentative Staffing Plan for Approval August 19, 2021

Increase 4-20-21	Certified	+0.50 K at Westbrook
Increase 4-20-21	ESP	+1.0 District Technology Assistant
Increase 4-20-21	Certified	+ 0.50 LRC Director at Fairview
Increase 4-20-21	Certified	+0.50 LRC Director at Lions Park
Increase 4-20-21	Certified	+0.40 LRC Director at Westbrook
Increase 4-22-21	Certified	+1.0 SOAR Teacher at Westbrook
Increase 6-14-21	Certified	+0.2 PE Teacher at Westbrook
Increase 6-14-21	Certified	+0.47 PE Teacher at Lincoln
Decrease 6-14-21	Certified	-0.18 PE Teacher at Fairview
Decrease 6-14-21	Certified	-0.29 PE Teacher at Lions Park
Increase 6-14-21	Certified	+1.0 Interventionist at Lincoln (grant-funded)
Increase 6-14-21	Certified	+0.50 Multilingual Services Teacher at Lincoln
Increase 6-14-21	ESP	+0.50 Sp Ed Clerical Assistant at Admin
Increase 6-14-21	ESP	+0.12 HR Clerical Assistant
Increase 7-15-21	ESP	+ .64 Kids Corner Assistant
Increase 7-15-21	ESP	+ .64 Kids Corner Assistant
Increase 9-23-21	ESP	+17 Concurrent Instructional Assistants



Mount Prospect
School District 57

Fall 2021 Benchmarking

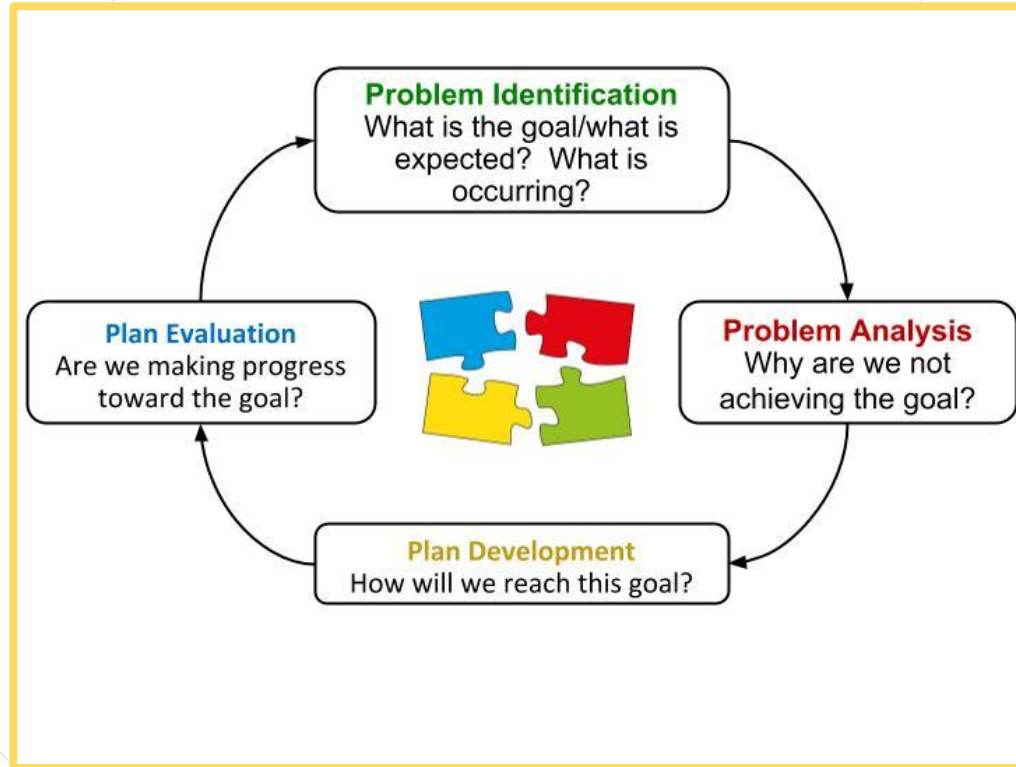
By: Dr. Kristin
Vonder Haar

Benchmarking

- Gather information regarding students' academic skills
- Inform teaching & learning practices
- Takes place 3 times per year (Fall, Winter, Spring)
- Data days occur after benchmarking is complete
 - Review grade-level & 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, & Tier III)
 - Identify students needing additional support



Problem Solving Process



Looking at the Data for...

Program Evaluation


Tier I – Core
Instruction



Resource Allocation

- **District Level:** Resource allocation across buildings
- **Building Level:** resources for individual students at the Tier II and Tier III levels

General Outcome Measures (GOMs)

- Medicine measures height, weight, temperature, and/or blood pressure
 - Federal Reserve Board measures the Consumer Price Index
 - Wall Street measures the Dow-Jones Industrial Average
 - Companies report earnings per share
 - McDonald's measures how many hamburgers they sell
- 

Characteristics of GOMs

- Simple, accurate, and reasonably inexpensive in terms of time and materials
- Considered so important to doing business well that they are routine
- Are collected on an ongoing and frequent basis
- Shape or inform a variety of important decisions



Curriculum-Based Measures (CBM)

CBMs ...

- Are written to represent **general curriculum** or be "**curriculum independent.**"
- Allow decision making about academic growth, regardless of between-school, between-school-district, between-teacher differences in reading curriculum.
- Are **graded** to be of **equal** difficulty.
- Have numerous **alternate forms** for testing over time without practice effects.
- Are based on the Common Core Standards





Academics

FastBridge: Early Reading

Grade Level	Fall 2019 Composite Score	Fall 2020* Composite Score	Fall 2021 Composite Score	National Average Composite Score	National Comparison Composite Score
K	35	35	34	34	+0
1	45	37	34	37	-3

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

Grade Level	Fall 2019 Average Percentile	Fall 2020* Average Percentile	Fall 2021 Average Percentile
K	56	56	50
1	65	50	43

*Students completed assessments remotely.

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.



FastBridge: Early Math

Grade Level	Fall 2019 Composite Score	Fall 2020* Composite Score	Fall 2021 Composite Score	National Average Composite Score	Fall 2021 D57 Compared to National Average Composite Score
K	37	35	40	33	+7
1	48	48	51	38	+13

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

Grade Level	Fall 2019 Average Percentile	Fall 2020* Average Percentile	Fall 2021 Average Percentile
K	61	56	69
1	61	61	65

*Students completed assessments remotely.

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): Reading

Grade Level	Fall 2018 RIT Score	Fall 2019 RIT Score	Fall 2020 No MAP Testing due to Remote	Fall 2021 RIT Score	National Average Fall RIT Score	Fall 2021 D57 Compared to National Average RIT Score
2	178.3	175.8		178.2	172	+6.2
3	194.8	194.4		193.0	187	+6
4	206.2	205.0		201.3	197	+4.3
5	213.0	214.2		213.0	204	+9
6	219.3	220.1		218.6	210	+8.6
7	222.3	222.9		220.5	214	+6.5
8	229.3	230.0		227.5	218	+9.5



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*)

NWEA Measures of Academic Progress (MAP): Reading

Grade Level	Fall 2018 Approximate Average Percentile	Fall 2019 Approximate Average Percentile	Fall 2020	Fall 2021 Approximate Average Percentile
2	64	57		64
3	67	67		64
4	71	68		60
5	69	71		69
6	70	72		69
7	68	68		64
8	74	75		71



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	Fall 2018 RIT Score	Fall 2019 RIT Score	Fall 2020 RIT Score	Fall 2021 RIT Score	National Average Fall RIT Score	Fall 2021 D57 Compared to National Average RIT Score
2	178.3	177.5		175.7	175	+0.7
3	195.5	195.3		192.0	188	+4.0
4	208.2	207.6		202.1	200	+2.1
5	217.7	218.3		213.5	209	+4.5
6	225.8	224.6		220.2	215	+5.2
7	232.1	232.6		226.5	220	+6.5
8	240.7	240.7		235.7	225	+10.2



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*)

NWEA Measures of Academic Progress (MAP): Math

Grade Level	Fall 2018 Approximate Average Percentile	Fall 2019 Approximate Average Percentile	Fall 2020	Fall 2021 Approximate Average Percentile
2	58	56		51
3	69	68		59
4	71	70		56
5	70	71		60
6	74	72		62
7	75	75		63
8	79	79		71



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.



Social Emotional Learning (SEL)

Social Emotional Learning = Life Skills

Social emotional learning is the process in which individuals acquire & apply the **knowledge, skills, & attitudes** to:

- Develop healthy identities
- Manage emotions
- Achieve personal & collective goals
- Feel & show empathy for others
- Establish & maintain supportive relationships
- Make responsible & caring decisions



SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



© CASEL 2017



Tier I

Lions Park Behavior Matrix

	Arrival & Dismissal	Bathroom	Hallway	Lunchroom	Recess (Indoor and outdoor)	Bus	LRC	Classroom
Be Responsible	Arrive on time (8:35-8:49) Be in classroom by 8:50 Exit building with 3:20 bell	Ask permission to use the bathroom Use the nearest bathroom Please flush the toilet and keep the bathroom clean Get in, get out	Keep hallways clean Be where you are supposed to be	Raise hand for assistance Recycle Get permission to leave lunchroom Clean up after yourself	Be responsible for recess materials Line up quickly and quietly when the whistle is blown	Get to the bus stop on time Listen to the bus driver and supervisors Report problems to the bus driver	Treat materials and furniture with care Return books/materials on time	Be prepared by bringing materials Keep your desk, floor and area clean
Be Respectful	Enter/exit building at a level 1 (whisper voice) Keep hands/materials to yourself	Respect each other's privacy Use a level 1 (whisper voice)	Hands to yourself When moving through the hall during learning time, your voice should be at level 0 (silent).	Follow directions from supervisors Use appropriate language and voice level 2 (inside)	Follow directions from supervisors Use appropriate language	Keep the bus clean Use kind words and inside voice Keep hands and feet to self	Use computers appropriately Use inside voices Respect peers and adults	Listen and follow teacher's directions Participate Work well with others

Think Sheet

Date & Time: _____ Name: _____

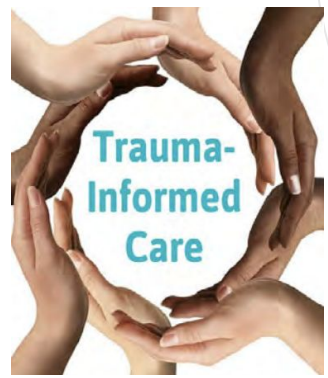
Unexpected What happened?	Expected What do you think should happen?

How were you feeling at the time?

How did your body tell you?

Who or what was hurt by this action?

What do you need to do to make this right?



Restorative Practices

PROACTIVE
Prevents/Reduces Harm

We build a foundation of relationships and continually build.

RESPONSIVE
Repairs Harm

We put out fires to protect what we built.

Next Steps with District Leadership Team

- Focus on Social Emotional Learning for 2021-2022
 - Review social emotional learning standards
 - Identify potential gaps
 - Review Social Emotional Learning (SEL) curricula
 - Adopt a SEL curriculum for Tier I instruction
 - Refine our Multi-Tiered System of Supports (MTSS) for SEL, including data sources and interventions





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 August 19, 2021, to order at 7:01 p.m. Board members present: Corrin Bennett-Kill, Kevin Bull, Vicki Chung, Kimberly Fay, Jennifer Kobus, and Eileen Kowalczyk. Absent: None.

Communications

Board of Education

- NSSEO: Member Chung reported on the August 10 meeting. This month's Shining Star was SLOEC, Sunrise Lake Outdoor Education Center, located in Bartlett, which our administration office recently attended. The NSSEO Board will be attending in the near future. NSSEO is a co-op of school districts and look to other districts for guidance and direction and deal with the special population. Member Chung relayed their mission; To propel students with special needs to be actively engaged citizens through dynamic family school and community partnerships, and their vision is to enhance student's talents and dreams for a promising future. The next meeting is Wednesday, September 1.
- Education Foundation: None
- PTO Reports: None
- Board President Report:
 - President Kowalczyk asked the community to please join the PTO and become a volunteer, it is a great way to give back.

Community Comments

President Kowalczyk explained there will be a change in the process during community comments to make sure we hear from as many community members as possible and also be consistent. There are two opportunities to address the Board, one hour at the beginning of the meeting and one hour at the end of the meeting. At our next meeting, we will adhere to the 1 hour for each time, and each speaker will have a 3-minute time limit.

- The first speaker addressed the Board regarding her disappointment in the decision to mandate masks. With this vote, she felt the Board has taken away the rights and our children's freedom.
- The next parent to speak has three students at Lincoln Middle School. She mentioned this Board has a history of acting without a sense of urgency. She voiced her concern over our children being far behind once they attend Prospect High School as compared to District 25 students.
- The third speaker wanted to thank the administration and custodial staff for all the work to get our schools ready. The question asked to the Board is whether a student waiting to receive a covid test would qualify for remote learning. If they are not allowed, this parent questions this. Her other comments are if metrics change and we need to go back to 6-feet, or if we must go back to remote learning, she is asking if we are prepared for these circumstances.
- The next speaker wanted to thank the Board and administration for the mitigations and safety measures to allow the kids back to school. She appreciates the decision for universal masking. She would like the district to look into better ventilation and masking measures made for band members and thanked the Board.
- The next person is part of a newly formed group to advocate for District 57 students. He discussed his refusal to subject his child to mask hysteria and is not justified by the area's current caseload. He believes parents should have a choice.
- A parent relayed she has two students in this district and is happy to keep everyone safe and approves the mask mandate. Her concern is having so many students unmasked during lunch and with the new variant being highly transmittable.

Staff Reports

- Superintendent Report

Superintendent Gorr congratulated District 57 kids, staff, and families. We were thrilled to welcome kids back to school. We had 60 concurrent students to start the year. Dr. VonderHaar is working closely with those families.

- Back to School Update

Superintendent Gorr discussed the layered mitigation strategies required in all buildings and buses, regardless of vaccination status, as outlined by the Governor's Executive Order. The strategies are 3 feet distancing as much as possible, washing and sanitizing hands, masks required for all regardless of vaccination status (masks are optional outdoors), contact tracing, optional SHIELD Covid-19 screening testing, regular cleaning, and improved ventilation. Daily COVID-symptom reporting will not be required of D57 parents this year.

SHIELD testing will be optional but strongly encouraged. It is saliva-based testing used at the University of Illinois and very successful. We are currently working with SHIELD to develop the procedures and schedules that will be least disruptive to learning. Parents receive their child's results within 24 hours of the sample being delivered to the SHIELD lab. Dr. Gorr provided charts with Covid Data in our local areas as well as the current Covid Metrics. We are currently in the High Transmission level based on CDC/IDPH Metrics. Superintendent Gorr discussed the Covid-19 quarantining guidelines, which ultimately fall into guidance from the health department. Those students that are in remote learning have received their child's individualized learning plan. Students who are required to quarantine due to Covid19 will have access to live streaming remote learning. Superintendent Gorr addressed the social-emotional impact of the past year and a half. The district is focused on academic growth through things like supporting strong transitions and strengthening relationships. At this time the Board had questions starting with Member Chung asking about Shield procedures. Superintendent Gorr outlined that it will be done discreetly and that they will have a better understanding of the procedures as they walk through the buildings with the SHIELD representatives. Member Chung also brought up the contact tracing on the bus and asked if someone on the bus would need to quarantine. Superintendent Gorr relayed the importance of seating charts and the guidance of the health department. Member Chung asked if teachers can take their students outside for lunch and Superintendent Gorr it is a challenge with having enough supervisors, but it is a possibility. Member Kobus would like to know more about improved ventilation and Jason Kaiz, Assistant Superintendent for Finance and Operations gave an update. He is working closely with HVAC providers we are using. Last year we put in place Photohydroionizations, which have UV rays to help kill germs, in air handlers. There are Ionizers, in certain rooms at Lincoln in areas where improvements were needed. Mr. Kaiz discussed air filters and possibly testing the air in the future. Member Kobus asked if certain masks have been banned and if we have clear masks. Superintendent Gorr advised we have been supplying masks and those types of accommodations are happening at the schools. Vice President Fay discussed the concern of unintentional consequence an increase in quarantine with the SHIELD testing.

Vice President Fay asked specifically who is notified for a positive case, and it was clarified that the family, school district, IDPH, and the school nurse are the only staff notified. Member Bull asked about how quarantine works with the health department and most are done through email. Member Bull asked about our reasoning for keeping the community dashboard in a vaccinated environment. Superintendent Gorr said agreed that we are in a much different place now as compared to last fall, and it is up to the Board to decide if we should keep up with this. Member Bull would like to focus on how to fix what happened in the last year and discuss other things rather than metrics. Possibly promoting programs and getting extra help to those that need it. Member Bull recently had a meeting with the Union and they discussed the teacher amplification system, wanted all to know that if your student has a difficult time hearing teacher because of the mask, there are options out there and to talk to your teachers. Member Bull asked how often remote learners are assessed and Dr. VonderHaar (Assistant Superintendent for Teaching and Learning) advised at least once each trimester/quarter and looking at each student's individual needs. We have meetings scheduled. Member Ciok thanked Dr. Gorr and asked for the procedure for a vaccinated student that tests positive with SHIELD if it is

the same protocol, and Dr. Gorr confirmed a positive either way would require the same protocol. President Kowalczyk asked about partitions at lunch, and Superintendent Gorr advised they are still an option, but not mandatory. President Kowalczyk believes we should keep the internal metrics and they are what truly matter. Superintendent Gorr discussed the need for substitute teachers and substitute instructional assistants with Covid and even prior to Covid, it has been an issue. We will continue advertising to our community and families to please apply and become a substitute. Vice President Fay asked if a vote is needed to decide on the metrics. Member Bull is ok with the Metrics but we should be clear with the purpose. All Board members agreed.

o Staffing Plan

Superintendent Gorr reviewed the tentative staffing plan that is considered preliminary until the final approval in March. She highlighted the addition of .5 FTE for LRC directors with information technology and a high-quality curriculum being used is an important addition. The district has an increase with our interventionist and PE, also with Kids Corner. Member Chung asked if the addition in Kids' Corner allowed all families that were on the waitlist to be added to the program, and Superintendent Gorr confirmed that indeed all were added. Member Bull asked if the plan included the new concurrent assistants that will be added. Superintendent Gorr said these positions have not been added as of yet because we have not filled all of the current instructional assistant positions.

o Enrollment Update

Superintendent Gorr reported the enrollment numbers shown are current students enrolled as compared to this time last August. Early childhood is not included in these numbers which are approximately 85 students. We have an additional section in Kindergarten. Member Bull asked how this compares with the projections, and Superintendent Gorr said she will go over projections versus the actual during her enrollment study presentation to the Board at the September Board Meeting.

• 2021 Construction Update

Mr. Jason Kaiz, Assistant Superintendent for Finance and Operations, said the Board did a walk-through of the buildings last week. Lincoln looks great with the new floors. Lions Park still has a big punch list, painting and finishing touches have been completed, and a few things are on backorder, but rooms are ready for teaching. Mr. Kaiz informed the Board that we are estimated to be under budget approximately \$270,00.

• Report of the 2021-2022 Tentative Budget

Mr. Jason Kaiz, Assistant Superintendent for Finance and Operations, reported on the 2021-2022 Tentative Budget. The Board is required by Illinois School Code to adopt a budget by the end of the first quarter of the fiscal year which is September 30. The second phase of the budget process is for the Board to pass a tentative budget which then must be placed on public display for public inspection for 30 days prior to the required public hearing at the September 23 Board meeting. Mr. Kaiz said there were two large changes with revenue, one being Kids' Corner because we are back to regular enrollment as to prior Covid years, and there is an increase of approximately \$300,000. Another addition is the Esser Funds (Federal Funds) that have been added to the tentative budget. The overall revenue looks to be \$33,309,897. On the expenditure side, some accounts are being adjusted, but a large increase added is the salaries of 17 concurrent instructional assistants to support in the classroom. The salaries are estimated at \$321,000. The tentative expenditures is \$32,357,158. Member Chung noted that in the future to improve the spreadsheet to see total numbers and Mr. Kaiz agreed and would like to simplify as well.

Consent Agenda

President Kowalczyk said it was necessary to pull the Minutes from the Consent Agenda because all members were not present at the July 15 meeting. Member Chung reviewed the bills and said everything was in order. President

Kowalczyk entertained a motion to approve the Regular and Closed meeting minutes on July 15, 2021. Member Chung moved, seconded by Member Kobus.

Item 1. Minutes of the following Board of Education Meetings

- Regular Business Meeting of July 15, 2021 – Open and Closed Sessions

Roll call vote resulted as follows

Yes: Bull, Chung, Fay, Kobus, Bennett-Kill, and Kowalczyk

No: None

Abstain: Ciok Motion Carried

President Kowalczyk entertained a motion to approve the remaining items of the Consent Agenda. Member Chug moved, seconded by Member Bennett- Kill.

Item 2. Personnel Transactions

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Salary</u>
Carol Capra	Teacher - LRC Director	Westbrook	8/16/21	* \$49,808/year
Patricia Diamantopoulos	Teacher - Spanish .50 FTE	Lincoln	8/16/21	* \$30,170/year
Laura Juliano	Teacher - Math	Lincoln	8/16/21	* \$56,876/year
Alexia Koliatsis	Teacher - Multilingual	Lincoln	8/16/21	* \$62,150/year
Darcy O'Brien	Teacher - Science	Lincoln	8/16/21	* \$60,340/year
Linda Payne	Teacher - Interventionist	Lincoln	8/09/21	* \$58,582/Year
Christopher Tsihllis	Teacher - PE	Lincoln	8/16/21	* \$46,949/year
Mckenzie Wiedemann	Teacher - Math	Lincoln	8/16/21	* \$49,808/year

*Salary includes Board paid TRS

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Christine Aherns	Teacher - .5 Multilingual	Lincoln	7/23/21
Christine Aherns	Teacher - .5 Spanish	Lincoln	7/23/21
Morgan Nickels	Teacher - First Grade	Westbrook	8/11/21
Samantha Yaeger	Teacher - Math	Lincoln	8/02/21

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>	<u>Salary</u>
Susan Alcazar	Instructional Assistant	Fairview	8/15/21	\$16.42/hr
Dawn Buegeler	Instructional Assistant	Westbrook	8/16/21	\$17.38/hr
Andrew Diversey	*Kids Corner .64 FTE	Westbrook	8/16/21	\$16.42/hr
Natalie Fitch	Instructional Assistant	Westbrook	8/16/21	\$16.42/hr
Debra Gosch	Payroll	Admin	8/02/21	\$60,000/yr
Hayden Jorgensen	*Kids Corner .64 FTE	Lions Park	8/16/21	\$16.41/hr
Stephen Moore	Maintenance	Lincoln	6/25/21	\$19.45/hr
Jacquelynne Simons	Health Assistant	Fairview	8/09/21	\$16.42/hr
Lisa Subrin	Purchasing	Admin	6/25/21	\$20.67/hr

*New position created July 2021 based on Kids Corner enrollment

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>
Maureen Beltran	Instructional Assistant	Lions Park	8/06/21
Nancy Lai-Gallagher	Instructional Assistant	Westbrook	8/05/21
Amy Mick	Instructional Assistant	Westbrook	6/02/21
Larry Ohannes	Payroll	Admin	7/23/21
Lisa Sherwood	Instructional Assistant	Westbrook	8/13/21
Penny Urell	Instructional Assistant	Westbrook	8/13/21
Mark Williams	Instructional Assistant	Lincoln	8/10/21

Item 3. Financial Reports July 2021

Item 4. Accounts Payable Bills Totaling \$1,356,666.57

Roll call vote resulted as follows on Consent Agenda:

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

No: None Motion Carried

Unfinished Business

1. Approve the following Board of Education Policies

- 1:10 – School District Legal Status
- 1:20 – District Organization, Operations and Cooperative Agreements
- 1:30 – School District Philosophy
- 2:10 – School District Governance
- 2:20 – Powers and Duties of the School board; Indemnification
- 2:30 – School District Elections
- 2:130 – Board Superintendent Relationship
- 2:240 – Board Policy Development
- 3:30 – Chain of Command
- 5:10 – Equal Employment Opportunity and Minority Recruitment
- 5:30 – Hiring Process and Criteria
- 6:100 –Using Animals in the Educational Program
- 6:145 – Migrant Students
- 6:160 – English Learners
- 6:170 – Title I Programs
- 6:235 – Access to Electronic Networks
- 6:255 – Assemblies and Ceremonies
- 6:260 –Complaints About Curriculum, Instructional Materials and Programs
- 7:220 – Bus Conduct
- 7:230 – Misconduct by Students with Disabilities
- 7:280 – Communicable and Chronic Infectious Disease
- 8:90 – Parent Organizations and Booster Clubs

Member Bull moved to approve and Member Chung seconded. Roll call vote resulted as follows:

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

No: None

Abstain: None

Motion Carried

Community Comments

President Kowalczyk opened up community comments for the second time.

- The first person asked if the SHIELD testing is FDA approved and wonders if it is experimental. She wanted to be guaranteed that our children's information will not be shared or stolen. She thinks it is very frustrating to address the Board and wishes that questions could be answered.
- The second speaker wanted to share that a police officer was in the back of the room, and when the parent asked the police officer why he was there, he stated that his supervisor advised him to be here. The speaker shared her feelings that the optics of this police office here shows the bias that this Board has.

New Business

President Kowalczyk asked for a motion to approve the 2021-2022 tentative budget. Member Kobus moved and was seconded by Member Chung.

1. Approve the 2021-2022 Tentative Budget

Roll call vote resulted as follows

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

No: None Motion carried.

Board Discussion

Community Engagement

President Kowalczyk asked the Board for different topics to bring the community together. Her suggestions were looking at Lincoln, as in expansion or a new building, or Board 101. Member Kobus brought up that Board 101 was done back in 2019 and there was a low turnout. She thinks there would be more value in focusing on mental health and supporting the students with the curriculum. Also, having the assistant superintendents speaking or possibly a specialist. Member Faye agrees with Member Kobus and if we discuss Lincoln it would be more funding at this time we need to be transparent. Dr. Gorr has brought up restorative practices, and maybe something in the future to air grievances. Superintendent Gorr shared that Member Ciok is an expert in restorative practices and could possibly speak. Member Ciok thinks outside facilitators would be beneficial to start that healing. If we decide to do a Board of Education 101, it would be a good idea to a webinar. Member Chung thinks to focus on community engagement and parents could share feelings and we can all hear each other and the divide in our community. Other Board members agreed.

Closed Session

President Kowalczyk said there was no need for Closed Session.

Adjournment

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

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

No: None Motion carried and the meeting adjourned at 9:25 p.m.

Roberta Flack, Secretary

Eileen B. Kowalczyk, President

Date of approval: September 23, 2021



Mount Prospect School District 57 Board of Education

PERSONNEL TRANSACTIONS

SEPTEMBER 23, 2021

POLICY REFERENCE 5:30

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Hire Date</u>	<u>Salary</u>
Kevin Acuna	Teacher - Band	Lincoln	09/20/21	*\$40,533
Grace Brunzell	Teacher - First Grade	Westbrook	08/16/21	*\$45,582

*Salary includes Board paid TRS

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Daniel Tedeschi	Teacher - Band (Hired on 8/16/21)	Lincoln	08/27/21

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>
Dawn Buegeler	Instructional Assistant	Westbrook	08/16/21	\$17.38/hr
Janna Gainulin	Instructional Assistant	Lincoln	09/27/21	\$16.42/hr
Natalie Grimaldi	Instructional Assistant	Westbrook	09/13/21	\$16.42/hr
Jessica Markgraf	Instructional Assistant .5 FTE Soar	Westbrook	08/30/21	\$17.63/hr
Jessica Markgraf	Instructional Assistant .5 FTE EC	Westbrook	08/30/21	\$17.38/hr
Patricia Thomas	Kids Corner Assistant	Lions Park	09/14/21	\$16.42/hr
Christine Vaughn	Instructional Assistant	Westbrook	08/19/21	\$16.42/hr

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>
Dawn Buegeler	Instructional Assistant	Westbrook	09/03/21
Cathy Hatzos-Skintges	Science Curriculum Assistant	District	09/03/21
Eileen Kane	Instructional Assistant	Lions Park	09/10/21
Maria Potratz	Technology Coordinator	Admin	10/08/21
Ryan Skowron	Kids Corner Assistant	Fairview	09/03/21
Christine Vaughn	Instructional Assistant	Westbrook	09/17/21

MOUNT PROSPECT SCHOOL DISTRICT 57

Monthly Financial Report September 2021

**Fund 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

Fund Balance Report

August 2021

Board Funds

Fund	Description	Unaudited	YTD	YTD	YTD	Fund
		Fund Balance	Revenues	Expenditures	Transfers	Balance
		7/1/2021				8/30/2021
10	Educational	\$ 5,499,850	585,518	1,411,436	\$ -	\$ 4,673,932
20	Operations & Maintenance	4,807,280	146,584	301,742	-	4,652,122
30	Debt Service	1,504,726	-28	7,008	-	1,497,690
40	Transportation	687,838	252,017	8,140	-	931,715
50	I.M.R.F.	115,115	-271	40,385	-	74,459
51	Social Security	(17,610)	-287	38,865	-	(56,762)
60	Capital Projects	(4,200,564)	1 **	766,665	-	(4,967,228)
70	Working Cash	3,025,893	427	(5) **	-	3,026,325
Total		\$ 11,422,528	\$ 983,961	\$ 2,574,236	\$ -	\$ 9,832,253

Activity Fund

Account	Description	Balance	YTD	YTD	YTD	Account
		7/1/2021	Revenues	Expenditures	Transfers	Balance
						8/30/2021
100	Education Foundation	\$ 2,510	18,536	6,888	\$ -	\$ 14,158
300	Fairview Clearing	9,951	21,084	7,443	-	\$ 23,593
400	Lincoln Clearing	18,662	9,106	4,278	-	\$ 23,490
500	Lions Park Clearing	7,478	324	1,633	-	\$ 6,170
600	Westbrook Clearing	17,665	89	10,655	-	\$ 7,099
*****	Covid-19 Fund Donations	3,128	4,436	4,605	-	\$ 2,959
Total		\$ 59,394	53,576	35,502		\$ 77,469

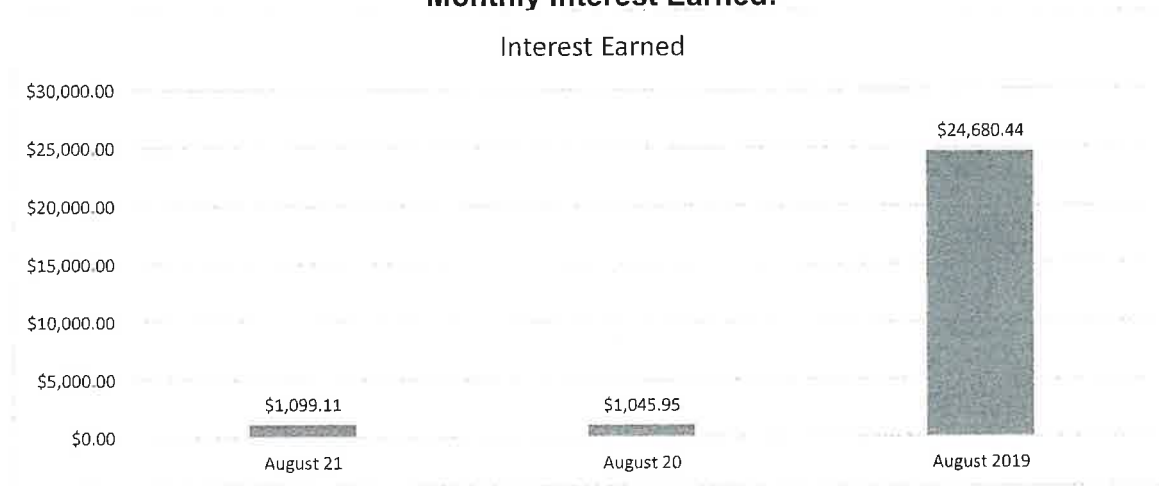
Mount Prospect School District 57

Treasurer's Report

August 2021

Institution	Type	Yield	Value
BMO-Harris Bank	Collateral MMA	0.16%	\$ 548,114
Fifth Third Bank (fka MB Financial)	Collateral MMA	0.10%	\$ 1,042,066
PMA	Collateral SDA/FDIC MMA	0.06%	\$ 6,903,367
IL Funds	LGIP	0.20%	\$ 2,054,590
Total:			\$ 10,548,137

Monthly Interest Earned:



Mount Prospect School District 57

Revenue Report August 2021

Source	Source Description	Budget	Activity	Balance	% of budget remaining	
					2022 YTD	2021 YTD
11XX	Property Taxes	\$ 27,121,812	\$ (18,287)	\$ 27,140,099	100.1%	61.40%
1230	CPPR Taxes	512,000	148,564	363,436	71.0%	64.78%
13XX	Summer School Tuition	6,000	-	6,000	100.0%	100.00%
1411	Transportation Fees	281,000	249,013	31,988	11.4%	133.34%
1510	Interest Earnings	170,000	2,279	167,721	98.7%	98.61%
1611	Food Service Fees	200	(171)	371	185.5%	80.47%
1720	Activity Fees	95,100	34,522	60,578	63.7%	93.49%
1811	Instruction Fees	256,000	247,615	8,385	3.3%	1.19%
1910	Facility Rentals	-	-	-	0.0%	
1920	Donations	100	-	100	100.0%	100.00%
1950	Refund of PY Expenditures	30,000	261	29,739	99.1%	47.86%
1960	TIF Revenue	21,000	-	21,000	100.0%	100.00%
1993	Kids' Corner & Circle of Friends	675,000	65,181	609,819	90.3%	98.26%
1999	Other Local Revenues	50,100	266	49,834	99.5%	85.83%
	Sub-Total Local	\$ 29,218,312	\$ 729,242	\$ 28,489,070	97.5%	62.83%
3001	Evidence Based Funding Formula (GSA)	2,000,000	186,670	1,813,330	90.7%	90.91%
31XX	Special Education	25,000	-	25,000	100.0%	89.46%
3305	Bilingual Education	15,000	-	15,000	100.0%	100.00%
3360	Food Service	400	2	398	99.5%	100.00%
35XX	Transportation	43,500	3,202	40,298	92.6%	61.90%
3780	Library Grant	1,978	302	1,676	84.7%	-4.72%
	Sub-Total State	\$ 2,085,878	\$ 190,175	\$ 1,895,703	90.9%	90.00%
42XX	Food Service	900	11	889	98.8%	100.00%
4300	Title I	114,496	-	114,496	100.0%	-19.10%
4500	Stimulus Programs / ESSER II and III	1,155,081	-	1,155,081	100.0%	62.43%
46XX	Special Education	582,716	59,486	523,230	89.8%	0.00%
4909	Title III	19,316	-	19,316	100.0%	100.00%
4932	Title II	43,540	-	43,540	100.0%	35.64%
49XX	Medicaid Matching	70,000	5,045	64,955	92.8%	-52.58%
4999	Cares Act / Emergency relief fund	-	-	-	0.0%	0.00%
	Sub-Total Federal	\$ 1,986,049	\$ 64,542	\$ 1,921,507	96.8%	60.20%
	Total	\$ 33,290,239	\$ 983,960	\$ 32,306,279	97.0%	64.58%

Mount Prospect School District 57

Expenditure Report August 2021

Function	Program Name	Budget	Activity	Balance	% of budget remaining	
					2022 YTD	2021 YTD
1000	Mentoring Stipend	\$ 21,548	\$0	\$ 21,548	100.0%	29.5%
11XX	Regular Programs	11,624,680	\$116,027	\$ 11,508,653	99.0%	83.4%
1200	Special Education Programs	4,309,659	\$145,070	\$ 4,164,589	96.6%	88.6%
1500	Interscholastic Programs	145,127	\$0	\$ 145,127	100.0%	99.2%
1600	Summer School Programs	16,500	\$2,397	\$ 14,103	85.5%	28.9%
1800	Bilingual Programs	333,795	\$6,062	\$ 327,733	98.2%	85.6%
2110	Social Worker	448,825	\$0	\$ 448,825	100.0%	84.3%
2130	Health Services	460,638	\$14,466	\$ 446,172	96.9%	93.8%
2140	Psychological Services	247,454	\$0	\$ 247,454	100.0%	86.9%
2150	Speech & Audiology Services	717,007	\$0	\$ 717,007	100.0%	84.3%
2190	Other Support Services - Pupils	181,748	\$0	\$ 181,748	100.0%	99.1%
2210	Improvement of Instruction Services	524,107	\$66,513	\$ 457,594	87.3%	83.5%
2220	Educational Media Services	433,248	\$4,844	\$ 428,404	98.9%	85.5%
2230	Assessment and Testing	45,000	\$22,363	\$ 22,638	50.3%	13.6%
2310	Board of Education Services	187,450	\$30,179	\$ 157,271	83.9%	91.4%
2320	Executive Administration Services	393,419	\$76,833	\$ 316,586	80.5%	83.6%
2330	Special Area Administrative Services	237,437	\$38,029	\$ 199,408	84.0%	81.9%
236X	Insurances	201,000	\$68,499	\$ 132,501	65.9%	49.6%
2410	Office of Principal Services	1,710,797	\$280,442	\$ 1,430,355	83.6%	85.8%
2510	Direction of Business Support Services	309,868	\$54,073	\$ 255,795	82.5%	82.7%
2520	Fiscal Services	283,917	\$72,432	\$ 211,485	74.5%	79.5%
2530	Construction Services	3,000,000	\$766,664	\$ 2,233,336	74.4%	63.1%
2540	O&M of Plant Services	2,500,556	\$327,089	\$ 2,173,467	86.9%	84.0%
2550	Pupil Transportation Services	757,800	\$8,140	\$ 749,660	98.9%	87.8%
2560	Food Services	170,650	\$7,154	\$ 163,496	95.8%	98.8%
2570	Internal Services	47,100	\$3,164	\$ 43,936	93.3%	85.5%
2620	Research and Development	5,000	\$0	\$ 5,000	100.0%	100.0%
2630	Information Services (Public Relations)	35,000	\$3,414	\$ 31,586	90.2%	81.9%
2640	Staff Services (Human Resources)	217,125	\$166,414	\$ 50,711	23.4%	49.1%
2660	Data Processing Services (Technology)	1,188,520	\$255,700	\$ 932,820	78.5%	75.4%
3000	Child Care Services	334,239	\$12,618	\$ 321,621	96.2%	93.3%
4120	Payments for Special Education Programs	443,344	\$18,644	\$ 424,700	95.8%	98.3%
5XXX	Debt Services	789,600	\$7,008	\$ 782,592	99.1%	100.0%
8190	Other Transfers	0	\$0	-	0.0%	0.00%
Total		\$ 32,322,158	\$2,574,236	\$ 29,747,922	92.0%	82.1%

Mount Prospect School District 57

Cash and Investment Summary

August 2021

Board Accounts

Bank	Description	Ending Balance
Various	Investments per Treasurer's Report	\$ 10,548,137
Huntington Bank	Imprest Account	\$ 5,000
Illinois National	E-Pay Settlement Account	\$ 5,000
Huntington Bank	Board Account	\$ 975,712
Huntington Bank	Payroll Account	\$
	Total	<u>\$ 11,533,849</u>

Activity Account

Bank	Description	Ending Balance
Huntington Bank	Activity Account	\$ 77,469
	Total	<u>\$ 77,469</u>

Mount Prospect School District 57

Payroll Ratification

August 2021

	<u>Fund</u>		<u>Amounts</u>
Salaries	Educational		\$ 667,445
	Operations & Maintenance		\$ 164,852
	8/13/2021	Salary	<u>\$ 832,297</u>
Benefits	Educational		\$ 39,165
	Operations & Maintenance		\$ 6,447
	Municipal Retirement/Social Security		\$ 36,188
	8/13/2021	Benefits	<u>\$ 81,799</u>
	8/13/2021	Total	<u>\$ 914,096</u>
Salaries	Educational		\$ 685,044
	Operations & Maintenance		\$ 164,892
	8/31/2021	Salary	<u>\$ 849,936</u>
Benefits	Educational		\$ 39,496
	Operations & Maintenance		\$ 6,447
	Municipal Retirement/Social Security		\$ 35,631
	8/31/2021	Benefits	<u>\$ 81,574</u>
	8/31/2021	Total	<u>\$ 931,509</u>
Payroll Total			<u><u>\$ 1,845,605</u></u>

Mount Prospect School District 57

Accounts Payable Ratification

August 2021

<u>Fund</u>	<u>Amounts</u>
Educational	\$ 500,284.62
Operations & Maintenance	\$ 87,258.14
Debt Services	\$ 6,657.62
Transportation	\$ 1,641.20
Municipal Retirement/Social Security	\$ -
Capital Projects	\$ 760,824.99
Working Cash	\$ -
Tort	\$ -
Activity Account	\$ -
Fire Prevention & Safety	\$ -
Accounts Payable Total	<u><u>\$ 1,356,666.57</u></u>

MOUNT PROSPECT SCHOOL DISTRICT 57

**Accounts Payable Bills
September 23, 2021**

In accordance with Board Policy 4:50 Operational Services–Payment Procedures, this order authorizes administration to pay the following accounts payable bills totaling \$1,065,259.69, 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	CHECK VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
554788	08/20/2021	NSSEO	7403	TRANS-SP ED OUT-OF-DIST ROUTES	6,167.35
554789	08/20/2021	ADAMS INTERIORS LTD	3124-A	O&M-EQUIPMENT	6,150.00
554789	08/20/2021	ADAMS INTERIORS LTD	3126	TECHNOLOGY INFRASTRUCTURE	5,840.00
554790	08/20/2021	COMED	081821	O&M-ELECTRIC MNT	299.27
554791	08/20/2021	CONSTELLATION NEW EN	3257478-LP	O&M-NATURAL GAS LP	385.31
554791	08/20/2021	CONSTELLATION NEW EN	3257478-FV	O&M-NATURAL GAS FV	396.79
554791	08/20/2021	CONSTELLATION NEW EN	3257478-LN	O&M-NATURAL GAS LN	274.90
554791	08/20/2021	CONSTELLATION NEW EN	3257478-LN	O&M-NATURAL GAS LN	235.83
554791	08/20/2021	CONSTELLATION NEW EN	3257478-LN	O&M-NATURAL GAS MNT	79.99
554791	08/20/2021	CONSTELLATION NEW EN	3257478-AD	O&M-NATURAL GAS ADM	171.39
554791	08/20/2021	CONSTELLATION NEW EN	3257478-WB	O&M-NATURAL GAS WB	236.37
554792	08/20/2021	NEWSLA	19492	REG-SOFTWARE LICENSES C&I	28,080.00
554793	08/20/2021	SERRANO, LEANNDR	081821	FISCAL SVCS-CONTRACTED SVCS	1,200.00
554794	08/20/2021	VILLAGE OF MOUNT PRO	2021-00240	O&M-VEHICLE GAS	107.69
554795	08/20/2021	VILLAGE OF MOUNT PRO	81521-LN	O&M-SEWER/WATER LN	46.78
554795	08/20/2021	VILLAGE OF MOUNT PRO	81521-LN1	O&M-SEWER/WATER LN	68.56
554795	08/20/2021	VILLAGE OF MOUNT PRO	81521-LN2	O&M-SEWER/WATER LN	106.56
554795	08/20/2021	VILLAGE OF MOUNT PRO	81521-WB	O&M-SEWER/WATER WB	18.00
554795	08/20/2021	VILLAGE OF MOUNT PRO	81521-ADM	O&M-SEWER/WATER ADM	42.78
554795	08/20/2021	VILLAGE OF MOUNT PRO	81521-LP	O&M-SEWER/WATER LP	106.56
554795	08/20/2021	VILLAGE OF MOUNT PRO	81521-FV	O&M-SEWER/WATER FV	164.12
554796	08/20/2021	ZEUG, KAREN	081821	KIDS CORNER-MEDICAL WB	724.33
554796	08/24/2021	ZEUG, KAREN	081821	KIDS CORNER-MEDICAL WB	-724.33
554797	08/24/2021	ZEUG, KAREN	081821-A	KIDS CORNER-MEDICAL WB	724.33
554798	08/31/2021	NEW YORK LIFE INSURA	20210831BD	EMPLOYEE/RETIREE PD INS PREM	155.00
554799	08/31/2021	EMBRACE EDUCATION	8863	SP ED-CONTRACT SVRCS	252.25
554800	08/31/2021	NEXTERA ENERGY (FKA	4480131499	O&M-ELECTRIC LP	5,593.44
554800	08/31/2021	NEXTERA ENERGY (FKA	4480131499	O&M-ELECTRIC ADM/FV	5,910.68
554800	08/31/2021	NEXTERA ENERGY (FKA	4480131499	O&M-ELECTRIC LN	5,581.90
554800	08/31/2021	NEXTERA ENERGY (FKA	4480131499	O&M-ELECTRIC WB	4,344.00
554801	08/31/2021	NSSEO	8054	NSSEO-TIMBER RIDGE SCH TUITION	3,110.78
554801	08/31/2021	NSSEO	8038	NSSEO-MINER SCHOOL TUITION	3,110.78
554801	08/31/2021	NSSEO	7459	NSSEO-D/HH DIAGNOSTICS	7,700.00
554801	08/31/2021	NSSEO	7514	TRANS-SP ED OUT-OF-DIST ROUTES	331.00
554802	08/31/2021	THE STEPPING STONES	M0080727	SP ED-CONTRACT SVRCS	630.00
554803	08/31/2021	BUSINESSSOLVER	0072590	FISCAL SVCS-CONTRACTED SVCS	8.25
554804	08/31/2021	GROOT INDUSTRIES	7487785	O&M-SANITATION SERVICES	354.72
554804	08/31/2021	GROOT INDUSTRIES	7487783	O&M-SANITATION SERVICES	354.72
554804	08/31/2021	GROOT INDUSTRIES	7487782	O&M-SANITATION SERVICES	337.83
554804	08/31/2021	GROOT INDUSTRIES	7487784	O&M-SANITATION SERVICES	825.47
554805	08/31/2021	MENARD CONSULTING, I	083121	BOE-AUDIT SERVICES	300.00
554806	08/31/2021	N2Y (NEWS 2 YOU)	INV-103747	SP ED-CONTRACT SVRCS	2,533.08
554807	08/31/2021	SERRANO, LEANNDR	083021	FISCAL SVCS-CONTRACTED SVCS	5,550.00
554808	08/31/2021	SON, FRANCIS	5127	PR-CONTRACT SRVCS	2,000.00
554809	08/31/2021	ZIONS BANCORPORATION	5436881-21	BOND SERVICE CHARGES	350.00
554810	09/03/2021	CITI CARDS	090321-1	INTL SVCS-SUPPLIES	192.66
554810	09/03/2021	CITI CARDS	090321-2A	INTL SVCS-SUPPLIES	29.98
554810	09/03/2021	CITI CARDS	090321-2B	FISCAL SVCS-CONTRACTED SVCS	43.10
554811	09/03/2021	HONCHARUK, NICHOLAS	090321-3	INTL SVCS-SUPPLIES	154.72
554812	09/03/2021	POWERSCHOOL LLC	INV275701	TRANSPORTATION FEES	349.46
554813	09/03/2021	ZEUG, KAREN	090321-4	FISCAL SVCS-CONTRACTED SVCS	45.00
554814	09/23/2021	ALARM DETECTION SYST	SI-554885	O&M-SECURITY SERVICES	31.50
554814	09/23/2021	ALARM DETECTION SYST	SI-554889	O&M-SECURITY SERVICES	52.50
554814	09/23/2021	ALARM DETECTION SYST	SI-555137	O&M-SECURITY SERVICES	21.00
554814	09/23/2021	ALARM DETECTION SYST	SI-554713	O&M-SECURITY SERVICES	10.50
554814	09/23/2021	ALARM DETECTION SYST	SI-554666	O&M-SECURITY SERVICES	10.50

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
554814	09/23/2021	ALARM DETECTION SYST	SI-554708	O&M-SECURITY SERVICES	31.50
554814	09/23/2021	ALARM DETECTION SYST	99552-1051	O&M-SECURITY SERVICES	6,951.00
554814	09/23/2021	ALARM DETECTION SYST	SI-555358	O&M-SECURITY SERVICES	31.50
554814	09/23/2021	ALARM DETECTION SYST	SI-555927	O&M-SECURITY SERVICES	10.50
554814	09/23/2021	ALARM DETECTION SYST	SI-555921	O&M-SECURITY SERVICES	21.00
554814	09/23/2021	ALARM DETECTION SYST	SI-555931	O&M-SECURITY SERVICES	10.50
554814	09/23/2021	ALARM DETECTION SYST	SI-555425	O&M-SECURITY SERVICES	6,013.74
554814	09/23/2021	ALARM DETECTION SYST	SI-555057	O&M-SECURITY SERVICES	642.23
554814	09/23/2021	ALARM DETECTION SYST	SI-555445	O&M-SECURITY SERVICES	21.00
554814	09/23/2021	ALARM DETECTION SYST	SI-555454	O&M-SECURITY SERVICES	10.50
554815	09/23/2021	BLACK DOG	1471	O&M-LANSDCAPING SERVICES	1,600.00
554815	09/23/2021	BLACK DOG	1468	O&M-LANSDCAPING SERVICES	600.00
554815	09/23/2021	BLACK DOG	1469	O&M-LANSDCAPING SERVICES	900.00
554815	09/23/2021	BLACK DOG	1470	O&M-LANSDCAPING SERVICES	2,000.00
554815	09/23/2021	BLACK DOG	1467	O&M-LANSDCAPING SERVICES	1,300.00
554815	09/23/2021	BLACK DOG	1465-A	O&M-LANSDCAPING SERVICES	200.00
554815	09/23/2021	BLACK DOG	1465	O&M-LANSDCAPING SERVICES	3,140.00
554815	09/23/2021	BLACK DOG	1476	O&M-LANSDCAPING SERVICES	3,925.00
554816	09/23/2021	CARD IMAGING	122622	TRANS-SUPPLIES	480.00
554817	09/23/2021	COMED	090921-2	O&M-ELECTRIC MNT	25.87
554818	09/23/2021	DEFRANCO PLUMBING	29370	O&M-PLUMBING SERVICES	1,403.44
554819	09/23/2021	DESERT SPRINGS WATER	461	INTL SVCS-CONTRACT SRVCS	64.00
554820	09/23/2021	GARVEY`S OFFICE PROD	PINV212804	PPE	95.00
554820	09/23/2021	GARVEY`S OFFICE PROD	PINV212878	PPE	96.40
554821	09/23/2021	GENERAL MECHANICAL	S12133070	O&M-HVAC CONTRACTED SERVICES	518.00
554821	09/23/2021	GENERAL MECHANICAL	S12133069	O&M-HVAC CONTRACTED SERVICES	518.00
554821	09/23/2021	GENERAL MECHANICAL	S12133067	O&M-HVAC CONTRACTED SERVICES	4,727.00
554821	09/23/2021	GENERAL MECHANICAL	S12131266	O&M-HVAC CONTRACTED SERVICES	372.00
554821	09/23/2021	GENERAL MECHANICAL	S12131263	O&M-HVAC CONTRACTED SERVICES	642.50
554821	09/23/2021	GENERAL MECHANICAL	S12131114	O&M-HVAC CONTRACTED SERVICES	3,465.00
554821	09/23/2021	GENERAL MECHANICAL	S12132335	O&M-HVAC CONTRACTED SERVICES	408.50
554821	09/23/2021	GENERAL MECHANICAL	S12132334	O&M-HVAC CONTRACTED SERVICES	372.00
554821	09/23/2021	GENERAL MECHANICAL	S12132333	O&M-HVAC CONTRACTED SERVICES	664.00
554821	09/23/2021	GENERAL MECHANICAL	S12132332	O&M-HVAC CONTRACTED SERVICES	554.50
554821	09/23/2021	GENERAL MECHANICAL	S12132331	O&M-HVAC CONTRACTED SERVICES	700.50
554822	09/23/2021	JOHNSON CONTROLS	88064438	O&M-FIRE PROTECTION SERVICES	791.28
554823	09/23/2021	INTEGRATED SYSTEMS C	0718564	FISCAL SVCS-CONTRACTED SVCS	630.00
554824	09/23/2021	INTRADO LIFE & SAFET	6052372	TECH-DISTRICT LICENSES	300.00
554825	09/23/2021	JOURNAL & TOPICS NEW	186230	FISCAL SVCS-CONTRACTED SVCS	70.00
554825	09/23/2021	JOURNAL & TOPICS NEW	186268	PR-CONTRACT SRVCS	364.00
554826	09/23/2021	MOUNT PROSPECT PAINT	94370	O&M-BUILDING SUPPLIES	1,070.99
554827	09/23/2021	NEXTERA ENERGY (FKA	4615380514	O&M-ELECTRIC LP	5,747.28
554827	09/23/2021	NEXTERA ENERGY (FKA	4615380514	O&M-ELECTRIC ADM/FV	7,699.24
554827	09/23/2021	NEXTERA ENERGY (FKA	4615380514	O&M-ELECTRIC LN	5,613.84
554827	09/23/2021	NEXTERA ENERGY (FKA	4615380514	O&M-ELECTRIC WB	4,444.02
554828	09/23/2021	NICHOLAS & ASSOCIATE	6241-8	CAPITAL IMPROVEMENTS - FIXED	28,745.00
554828	09/23/2021	NICHOLAS & ASSOCIATE	6408	CAPITAL IMPROVEMENTS - PASS TH	2,208.62
554828	09/23/2021	NICHOLAS & ASSOCIATE	090821	CAPITAL IMPROVEMENTS - PAY APP	451,089.00
554828	09/23/2021	NICHOLAS & ASSOCIATE	090821-1	CAPITAL IMPROVEMENTS - PAY APP	5,000.00
554828	09/23/2021	NICHOLAS & ASSOCIATE	6015-10	CAPITAL IMPROVEMENTS - FIXED	1,552.00
554829	09/23/2021	NORTHWEST ELECTRICAL	17511019	O&M-BUILDING SUPPLIES	307.75
554830	09/23/2021	OLSON'S OASIS	048579	INTL SVCS-CONTRACT SRVCS	7.14
554830	09/23/2021	OLSON'S OASIS	048583	INTL SVCS-CONTRACT SRVCS	91.98
554830	09/23/2021	OLSON'S OASIS	048587	INTL SVCS-CONTRACT SRVCS	42.00
554830	09/23/2021	OLSON'S OASIS	048568	INTL SVCS-CONTRACT SRVCS	42.42
554831	09/23/2021	PITNEY BOWES	090821-2	INTL SVCS-POSTAGE	2,000.00

CHECK NUMBER	CHECK DATE	CHECK VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
554832	09/23/2021	PRECISION CONTROL SY	42244	O&M-HVAC CONTRACTED SERVICES	990.00
554833	09/23/2021	PROSPECT ELECTRIC CO	358923702	O&M-ELECTRICAL SERVICES	12,500.00
554833	09/23/2021	PROSPECT ELECTRIC CO	358923704	O&M-ELECTRICAL SERVICES	3,000.00
554833	09/23/2021	PROSPECT ELECTRIC CO	358923703	O&M-ELECTRICAL SERVICES	3,000.00
554833	09/23/2021	PROSPECT ELECTRIC CO	358923701	O&M-ELECTRICAL SERVICES	12,500.00
554834	09/23/2021	QUEST FOOD	IN110438	FOOD SVCS- FOOD PROCESSING	8,687.46
554834	09/23/2021	QUEST FOOD	IN110786	HR-SUPPLIES	325.00
554835	09/23/2021	SOUTH SIDE CONTROL S	S100712841	O&M-HVAC SUPPLIES	27.34
554836	09/23/2021	SUBURBAN TRIM & GLAS	I142018	O&M-CONTRACT SRVCS	498.85
554837	09/23/2021	UNITED STATES ALLIAN	1046-F0618	O&M-FIRE PROTECTION SERVICES	510.00
554838	09/23/2021	WAREHOUSE DIRECT		0.00	
554839	09/23/2021	WAREHOUSE DIRECT		0.00	
554840	09/23/2021	WAREHOUSE DIRECT	5014449-1	O&M-CLEANING SUPPLIES FV	536.80
554840	09/23/2021	WAREHOUSE DIRECT	5030959-0	O&M-CLEANING SUPPLIES WB	1,285.88
554840	09/23/2021	WAREHOUSE DIRECT	5025616-0	INTL SVCS-SUPPLIES	76.79
554840	09/23/2021	WAREHOUSE DIRECT	5032471-0	O&M-CLEANING SUPPLIES LP	1,478.67
554840	09/23/2021	WAREHOUSE DIRECT	5030964-0	O&M-CLEANING SUPPLIES LN	1,401.62
554840	09/23/2021	WAREHOUSE DIRECT	IN407093	O&M-EQUIPMENT REPAIR	285.94
554840	09/23/2021	WAREHOUSE DIRECT	5042152-1	INTL SVCS-SUPPLIES	5.47
554840	09/23/2021	WAREHOUSE DIRECT	5042152-0	INTL SVCS-SUPPLIES	39.91
554840	09/23/2021	WAREHOUSE DIRECT	5044180-0	O&M-CLEANING SUPPLIES LP	1,350.20
554840	09/23/2021	WAREHOUSE DIRECT	IN407447	O&M-EQUIPMENT REPAIR	347.73
554840	09/23/2021	WAREHOUSE DIRECT	4986949	REG-SUPPLIES WB	466.44
554840	09/23/2021	WAREHOUSE DIRECT	4987070-0	REG-SUPPLIES WB	390.72
554840	09/23/2021	WAREHOUSE DIRECT	4987082	REG-SUPPLIES WB	1,913.35
554840	09/23/2021	WAREHOUSE DIRECT	4987116	REG-SUPPLIES WB	208.67
554840	09/23/2021	WAREHOUSE DIRECT	4987128	REG-SUPPLIES WB	536.12
554840	09/23/2021	WAREHOUSE DIRECT	4987148-0	REG-SUPPLIES WB	283.33
554840	09/23/2021	WAREHOUSE DIRECT	4987184-0	REG-SUPPLIES WB	212.46
554840	09/23/2021	WAREHOUSE DIRECT	4987219	REG-SUPPLIES WB	484.80
554840	09/23/2021	WAREHOUSE DIRECT	5021226-0	PPE	2,474.25
554840	09/23/2021	WAREHOUSE DIRECT	5030727-0	REG-SUPPLIES FV	903.84
554840	09/23/2021	WAREHOUSE DIRECT	5030727-1	REG-SUPPLIES FV	34.05
554840	09/23/2021	WAREHOUSE DIRECT	5033072-0	REG-SUPPLIES FV	34.72
554840	09/23/2021	WAREHOUSE DIRECT	IN406619	O&M-EQUIPMENT REPAIR	169.09
554841	09/23/2021	AMALGAMATED BANK OF	090921-3	BOND SERVICE CHARGES	450.00
554842	09/23/2021	AMPLIFIED IT	33851	TECH-DISTRICT LICENSES	1,100.00
554843	09/23/2021	APPLE COMPUTER INC	AF29780933	BSSER II - Chromebooks	26,370.00
554844	09/23/2021	ATTAINMENT COMPANY,	337568A	SP ED-SUPPLIES	1,983.45
554845	09/23/2021	CALL ONE	432178	TECH-DATA LINES	6,950.61
554845	09/23/2021	CALL ONE	442344	TECH-DATA LINES	6,980.13
554846	09/23/2021	CANON	27230814	COPIER LEASES	6,384.00
554846	09/23/2021	CANON	27230815	COPIER LEASES	14.00
554846	09/23/2021	CANON	27230816	COPIER LEASES	27.18
554847	09/23/2021	CLASSLINK	e-107980	TECH-DISTRICT LICENSES	9,458.75
554848	09/23/2021	CODE 42 SOFTWARE INC	US-INV0100	TECH-DISTRICT LICENSES	3,831.80
554849	09/23/2021	CROWN TROPHY	18048	BOE-SUPPLIES	22.28
554850	09/23/2021	CURRICULUM ASSOCIATE	90029965	REG-SUPPLIES LP	550.70
554851	09/23/2021	DON JOHNSTON INC	00455741	SP ED-CONTRACT SVRCS	1,296.00
554852	09/23/2021	ED-RED	2021-024	BOE-DUES & FEES	3,500.00
554853	09/23/2021	FOLLETT SCHOOL SOLUT	1438912	LRC-CONTRACT SRVCS	5,055.36
554854	09/23/2021	HEARTLAND BUSINESS S	453479-H	TECH-DISTRICT LICENSES	18,047.62
554854	09/23/2021	HEARTLAND BUSINESS S	465853-H	TECH-DISTRICT LICENSES	2,460.50
554854	09/23/2021	HEARTLAND BUSINESS S	462293-H	TECH-CONTRACTED SERVICES	1,147.06
554855	09/23/2021	HEINEMANN	735851	REG-SUPPLIES C&I	262.90
554856	09/23/2021	HERFF JONES INC	1089226	SUP SVCS-CONTRACT SRVC LN GRAD	17.09

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
554857	09/23/2021	HIMES, PETRARCA & FE	45384	BOE-LEGAL SERVICES	2,977.50
554857	09/23/2021	HIMES, PETRARCA & FE	45525	BOE-LEGAL SERVICES	3,130.00
554858	09/23/2021	HOUGHTON MIFFLIN HAR	955341731	REG-SOFTWARE LICENSES C&I	36,794.00
554858	09/23/2021	HOUGHTON MIFFLIN HAR	955326599	REG-SUPPLIES C&I	634.16
554858	09/23/2021	HOUGHTON MIFFLIN HAR	955246502	REG-SUPPLIES FV	14,635.73
554858	09/23/2021	HOUGHTON MIFFLIN HAR	9555268369	REG-SUPPLIES WB	14,889.13
554858	09/23/2021	HOUGHTON MIFFLIN HAR	955326598	REG-SUPPLIES LP	16,233.17
554859	09/23/2021	IASB (IL ASSOC OF SC	352856	BOE-PROF DVLPMT	400.00
554860	09/23/2021	IGSMA ATTN: TERRY ME	090921-1	ISCHOLASTIC-P/A CONTRACT SVRCS	90.00
554861	09/23/2021	LAKESHORE LEARNING M	3075560721	REG-SUPPLIES WB	1,066.88
554862	09/23/2021	LAUREATE DAY SCHOOL	LDS65774	SP ED-PRIVATE TUITION	5,509.14
554863	09/23/2021	LEARNING ALLY	106327	SP ED-CONTRACT SVRCS	990.00
554864	09/23/2021	LEARNING WITHOUT TEA	INV122290	SP ED-SUPPLIES	1,529.94
554865	09/23/2021	MILLER COOPER & CO	S017996	BOE-AUDIT SERVICES	23,325.00
554866	09/23/2021	ADA SPORTS	K2438	REG-SUPPLIES LN	618.00
554867	09/23/2021	GREAT LAKES SPORTS	295451-00	REG-SUPPLIES LN	314.90
554868	09/23/2021	NASCO	123440	REG-SUPPLIES LN	180.86
554869	09/23/2021	PALOS SPORTS	5532153-01	REG-SUPPLIES LN	507.58
554870	09/23/2021	PROJECT LEAD THE WAY	305405	REG-SUPPLIES LN	1,438.50
554871	09/23/2021	SAVVAS LEARNING COMP	4026419975	REG-SUPPLIES LN	3,793.31
554872	09/23/2021	TEACHERS CURRICULUM	INV79862	REG-SUPPLIES LN	1,837.50
554873	09/23/2021	TEXTBOOK WAREHOUSE	S10797811	REG-SUPPLIES LN	2,556.00
554874	09/23/2021	WILSON LANGUAGE TRAI	CVI0000000	C&I-PURCHASED SVCS TITLE II NP	649.00
554875	09/23/2021	FASTSIGNS	447-50030	PR-CONTRACT SRVCS	80.00
554876	09/23/2021	KUSTRA-QUINN, JENNY	090921-4	PR-CONTRACT SRVCS	1,544.00
554876	09/23/2021	KUSTRA-QUINN, JENNY	090921-5	PR-CONTRACT SRVCS	3,261.00
554877	09/23/2021	MCGRAW-HILL SCHOOL E	1180912120	REG-SUPPLIES FV	1,341.50
554878	09/23/2021	MIDWEST PRINCIPALS C	8334	C&I-PROFESSIONAL DEVELOPMENT	485.00
554879	09/23/2021	NORTH COOK ISC	24	HR-CONTRACT SRVCS	1,000.00
554880	09/23/2021	NSSEO	8006-1	NSSEO-OUTDOOR EDUCATION	3,637.50
554880	09/23/2021	NSSEO	8006-2	NSSEO-O&M CENTRAL	533.50
554880	09/23/2021	NSSEO	8006-3	NSSEO-TECHNOLOGY CENTRAL	6,753.50
554880	09/23/2021	NSSEO	8006-4	NSSEO-TECHNOLOGY PROGRAMS	772.50
554880	09/23/2021	NSSEO	8006-5	NSSEO-O&M BUILDING FUND	5,738.50
554881	09/23/2021	OMNI GROUP	2108-7202	FISCAL SVCS-CONTRACTED SVCS	200.00
554882	09/23/2021	ORIENTAL TRADING CO	710454684-	REG-SUPPLIES WB	376.38
554883	09/23/2021	POWERSCHOOL LLC	INV276035-	INSTRUCTIONAL FEES WB	140.00
554883	09/23/2021	POWERSCHOOL LLC	INV276035-	TRANSPORTATION FEES	1,050.00
554883	09/23/2021	POWERSCHOOL LLC	INV276035-	FISCAL SVCS-CONTRACTED SVCS	41.53
554884	09/23/2021	READ NATURALLY	248033	C&I-PURCHASED SVCS TITLE I	174.00
554885	09/23/2021	REDWOOD LITERACY, LL	721118	SP ED-PROF DVLPMT	1,800.00
554885	09/23/2021	REDWOOD LITERACY, LL	721117	SP ED-PROF DVLPMT	3,100.00
554886	09/23/2021	S & S WORLDWIDE	IN10082671	REG-SUPPLIES FV	327.54
554886	09/23/2021	S & S WORLDWIDE	IN10082732	REG-SUPPLIES FV	193.63
554887	09/23/2021	SCHOLASTIC INC	M7128432	REG-SUPPLIES FV	785.40
554887	09/23/2021	SCHOLASTIC INC	M7134895	REG-SUPPLIES LN	365.37
554887	09/23/2021	SCHOLASTIC INC	M7136601	REG-SUPPLIES LN	314.65
554888	09/23/2021	SCHOOL DATEBOOKS, IN	S21-020011	REG-SUPPLIES FV	1,330.97
554889	09/23/2021	SCHOOL SPECIALTY	2081277050	REG-SUPPLIES WB	533.00
554890	09/23/2021	TEACHERS CURRICULUM	INV81671	REG-SUPPLIES FV	2,682.75
554890	09/23/2021	TEACHERS CURRICULUM	inv78419	REG-SUPPLIES LP	1,809.50
554890	09/23/2021	TEACHERS CURRICULUM	INV80150	REG-SUPPLIES LP	175.00
554891	09/23/2021	TEACHING STRATEGIES	INV127436	SP ED-CONTRACT SVRCS	2,208.00
554892	09/23/2021	TEXTHelp INC.	50901	TECH-DISTRICT LICENSES	5,683.95
554893	09/23/2021	THERAPYTRAVELERS LLC	LLCINV-611	SP ED-PROF DVLPMT	1,326.00
554894	09/23/2021	TIME FOR KIDS	090921-5	REG-SUPPLIES FV	1,836.00

CHECK NUMBER	CHECK DATE	VENDOR	INVOICE NUMBER	ACCOUNT LEVEL DESCRIPTION	AMOUNT
554895	09/23/2021	TRAFERA (FKA:TRINITY	I000241958	REG-N/C EQUIPMENT TECH	7,750.00
554896	09/23/2021	UNDERWOOD DISTRIBUTI	31159	REG-SUPPLIES LP	419.85
554897	09/23/2021	UNITE PRIVATE NETWOR	SI-21-0176	TECH-DATA LINES	6,495.00
554897	09/23/2021	UNITE PRIVATE NETWOR	SI-21-0219	TECH-DATA LINES	19,485.00
554898	09/23/2021	ZANER BLOSER	10297076	REG-SUPPLIES FV	3,008.40
554899	09/10/2021	ILLINOIS DEPT OF INN	T2131063	TECH-CONTRACTED SERVICES	25.00
554900	09/10/2021	LAMBERT, ALISON	090921	SP SVCS-CONTRACT SRVCS	2,640.00
554901	09/10/2021	GROOT INDUSTRIES	7597606	O&M-SANITATION SERVICES	825.47
554901	09/10/2021	GROOT INDUSTRIES	7597607	O&M-SANITATION SERVICES	354.72
554901	09/10/2021	GROOT INDUSTRIES	7597605	O&M-SANITATION SERVICES	354.72
554901	09/10/2021	GROOT INDUSTRIES	7597604	O&M-SANITATION SERVICES	337.83
554902	09/10/2021	IASB (IL ASSOC OF SC	090921	BOE-PROF DVLPMNT	499.00
554903	09/10/2021	ILLUMINATE EDUCATION	INV0000057	A&T-CONTRACT SRVCS	17,050.00
554904	09/10/2021	RIVERSIDE INSIGHTS	INV085237	A&T-CONTRACT SRVCS	3,685.66
554905	09/10/2021	SERRANO, LEANNDR	090921	FISCAL SVCS-CONTRACTED SVCS	2,250.00
Totals for checks					1,065,259.69

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	155.00	140.00	404,460.73	404,755.73
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	150,466.35	150,466.35
30	DEBT SERVICES FUND	0.00	0.00	7,225.18	7,225.18
40	TRANSPORTATION FUND	0.00	1,399.46	6,978.35	8,377.81
60	CAPITAL PROJECTS FUND	0.00	0.00	494,434.62	494,434.62
***	Fund Summary Totals ***	155.00	1,539.46	1,063,565.23	1,065,259.69

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



Mount Prospect School District 57

Teaching and Learning

To:

Dr. Mary Gorr

From:

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

Date:

September 23, 2021

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.

Application Printout

[Instructions](#)

eGrant Management System

Printed Copy of Application

Applicant: MOUNT PROSPECT SD 57

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: MOUNT PROSPECT SD 57

Date Generated: 9/13/2021 5:09:51 PM

Generated By: MKGORR

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*

Vonder Haar

Phone*

847 394 7300

First Name*

Kristin

Email*

kvonderhear@d57.org

Middle

Initial

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 re-display 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

Coordinated and Aligned Funding**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.* [1]**

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

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003(a)
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant 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

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

Legislative References:

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

*Required field, applicable for all funding sources

Needs Assessment Impact

Instructions

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.
 WSSCO (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.

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

A. Title I, Part A - Improving Basic Programs

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(a)

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

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 in the areas of social-emotional learning, including but not limited to trauma-informed and restorative practices and Tier 1 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 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.

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 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.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement

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.

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

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs

2 = Title I, Part D - Neglected

- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and ISEP
- 8 = Title IV, Part A - Student Support and Academic Enrichment

2. **Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.** Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. 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)

A stakeholders meeting was held on April 28, 2017 to develop the Title I plan in conjunction with teachers, administrators, paraprofessionals, parents, and parochial school representatives. During the 2018-19 school year, parent meetings were held on August 16, 2018 and October 30, 2018, 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 November 2, 2018, to discuss Title I and Title II funds. Consultation with the private/parochial schools occurred on February 22, 2019 and February 27, 2019 to discuss Title III funds and on May 16, 2019, May 20, 2019, and June 1, 2020 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 Title I plan that was developed and approved by the school board on May 18, 2017 is still appropriate. The consolidated district plan was approved by the school board on June 18, 2020.

Response from the prior year Consolidated District Plan.

A stakeholders meeting was held on April 28, 2017 to develop the Title I plan in conjunction with teachers, administrators, paraprofessionals, parents, and parochial school representatives. During the 2018-19 school year, parent meetings were held on August 16, 2018 and October 30, 2018, 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 November 2, 2018, to discuss Title I and Title II funds. Consultation with the private/parochial schools occurred on February 22, 2019 and February 27, 2019 to discuss Title III funds and on May 16, 2019, May 20, 2019, and June 1, 2020 to discuss Title I, Title II, and Title IV funds. Consultation with the private schools related to IDEA occurred on May 21, 2019. Additionally, ongoing conversations were held throughout the year. Based on these conversations, the Title I plan that was developed and approved by the school board on May 18, 2017 is still appropriate. The consolidated district plan was approved by the school board on June 18, 2020.

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)

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

Response from the prior year Consolidated District Plan.

Stakeholder meeting was held April 28, 2017, including parents, teachers, instructional assistants, and school principals to provide input into the Title I 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 6-176 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]

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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 Requirement:

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

ESEA section 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



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	Consultation Date Titles I, II, IV	School Closing
St Raymond School	8/26/2021	<input type="checkbox"/>
St Paul Lutheran School	8/26/2021	<input type="checkbox"/>

Title Programming Nonpublic Consultation

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

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

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

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

Choose File | No file chosen

- 21-22 St Paul Title NP School Consultation.pdf
- StRaymond057TMCGrants (1).PDF.pdf

Preschool Coordination

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.

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

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([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)(8)

*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.

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]

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([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]

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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 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.

Response from the prior year Consolidated District Plan.

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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.

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)

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.

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 2-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 2-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.

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 success Highly 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 course ing to identify student interests and skills.*

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{count} of 7500 maximum characters used

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

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

{count} of 7500 maximum characters used

(A) Academic and career and technical education content is incorporated throughout the curriculum through STEM learning opportunities and specifically at the middle school through our broad experience class 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)1 Creativity and Innovation(6)2 Communication and Collaboration(6)3 Research and Information Fluency(6)4 Critical Thinking, Problem Solving, Decision Making(6)5 Digital Citizenship(6)6 Technology Operations and Concepts

Response from the approved prior year Consolidated District Plan

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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 2-reschool

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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.

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 2021-2022 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(a)

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Training will likely focus on literacy, and more specifically, writing across content areas. Additionally, training will likely be provided in social/emotional learning including, but not limited to, restorative justice. This may occur through targeted trainings for specific staff members who teach writing 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.

G. Title III - LIEP

Professional development will include opportunities 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.

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.

Legislative Requirement:

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

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:

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- 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):

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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.

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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.

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- 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.):*

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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.

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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:

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="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	9-23-21
2002 - FAIRVIEW ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	9-23-21
2005 - LIONS PARK ELEM SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	9-23-21
2008 - WESTBROOK EARLY LEARNING CNTR	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:

Title I Specific Requirements - Part Two

Instructions

If Title I funding was selected on the Coordinated Funding page, this page is required. If the page is blank and the entity coes 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.
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- 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.

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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 develop 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 develop 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 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Direct Certification

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

[Section 1114 and 1115](#)

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[[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 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, 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. 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 normsFastbridge CBM: Performance less than or equal to the 16th percentile but greater than the 6th percentile using local normsF&P BAS: Below grade level criterionTeacher 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) assessments2 = Moderate assistance in the classroom related to academic skills with moderately low (70 percent-79 percent) assessments3 = 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 normsAIMSweb CBM: Performance less than or equal to the 16th percentile but greater than the 6th percentile using local normsF&P BAS: Below grade level criterionTeacher 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) assessments2 = Moderate assistance in the classroom related to academic skills with moderately low (70 percent-79 percent) assessments3 = Significant assistance in the classroom related to academic skills with consistently low (69 percent or lower) assessments

Title I Requirement:

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

*Required Field

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 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 2020, to assist in planning for the 2020-21 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, 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.

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 prioritizes are long-term.

Response from the approved prior year Consolidated District Plan.

A change did not occur from the prior fiscal year as our prioritizes 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:	FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014 US Department of Education (USDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) Educational Stability Requirements (Effective October 7, 2008) Public Act 099-0781 (effective 8/12/2016) USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016) Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section) ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

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

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

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

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

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

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

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

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

Contact Information

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

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

- a. Local educational agency (LEA) point of contact for foster students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

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

1. 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*
Kalz	Jason	Assistant Superintendent for Finance and Operation	jkalz@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; oHow the 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 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; oHow the 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 hereSee 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.

In the event that there is a disagreement about transportation costs, a DCFS/Foster Parent can appeal to the Director of Student Services who will act as a dispute mediator, should the need arise. The student must remain in his/her school of origin while any disputes are being resolved. While all relevant agencies should make every effort to make an agreement, the DCFS has the final determination if a resolution cannot be agreed upon.

Response from the approved prior year Consolidated District Plan.

In the event that there is a disagreement about transportation costs, a DCFS/Foster Parent can appeal to the Director of Student Services who will act as a dispute mediator, should the need arise. The student must remain in his/her school of origin while any disputes are being resolved. While all relevant agencies should make every effort to make an agreement, the 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. 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.

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.

09/23/2021

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
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.

09/1/2021

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?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

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

<https://ilga.gov/commission/jcar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
- 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 expectation of renewal in a subsequent Term.

PROJECT

- The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
- Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
- 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

- 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.
- 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.
- 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.
- 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.
- 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.
- The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200.
- 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.
- 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-B.15).

INVOLUNTARY TERMINATION

- 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.
- 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. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 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. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
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-rotating.
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), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
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:
- Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - Properly post all expenditures made on behalf of the project;
 - Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

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:

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

- 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:

- 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;
- 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;
- 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;
- 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
- The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

- By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
- If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
- 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.
- 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.
- 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
- 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:

- 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.
- If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-32](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- 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:

- 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 2 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 2021

Assurances

Instructions

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

Not calling IWAS Web Servid

Signature of School District Superintendent / Agency Administrator

Mary Gorr

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

Agreed to on this Date: 09/13/2021
 RCDT when agreed to: 05-016-0570-02

The application has been submitted for review.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	6/16/2021
Assurances were agreed to on:	9/13/2021
Consistency Check was run on:	9/13/2021
District Data Entry submitted for district review on: Business Manager	9/13/2021
District Administrator submitted to ISBE on:	9/13/2021
ISBE Program Admin 1	
ISBE Program Admin 2	
ISBE Program Admin 3	
ISBE Program Admin 4	

Application History(Read Only)

[Instructions](#)

Status Change	UserId	Action Date
Submitted to ISBE	MKGORR	09-13-2021 4:11 PM
Submitted for Review	kvonderhaar	09-13-2021 12:14 PM
Consistency Check	kvonderhaar	09-13-2021 12:14 PM

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

Open Page for editing

[Consolidated District Plan](#)

Contact Information

OPEN

Coordinated Funding

OPEN

[Plan Specifics](#)

Needs Assessment Impact

OPEN

Stakeholders

OPEN

Private Schools Participation

OPEN

Preschool Coordination

OPEN

Student Achievement

OPEN

College and Career

OPEN

Professional Development

OPEN

Safe Learning Environment

OPEN

[Title I Specific Pages](#)

Title I Specific - Part One

OPEN

Title I Specific - Part Two

OPEN

IDEA Specific Requirements

OPEN

[Foster Care Transportation](#)

Foster Care Plan Contacts

OPEN

BID - School Stability

OPEN

Foster Care Transportation Plan

OPEN

[Assurance Pages](#)

Plan Assurances

OPEN

State Assurances

OPEN

Debarment

OPEN

Lobbying

OPEN

GEPA 442

OPEN

AssurancesText

OPEN

Assurances

OPEN

Save

Selectable Application Print

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

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by MKGRR on 9/13/2021](#)

[Requested by MKGRR on 9/13/2021](#)

Completed Print Jobs

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: September 23, 2021

RE: Fiscal Year 2022 Budget
 Policy 4:10 Fiscal and Business Management

BACKGROUND AND RATIONALE:

Annually, the Board of Education is required by Illinois School Code to adopt a budget by the end of the first quarter of the fiscal year (September 30). The calendar to create the Fiscal Year 2022 budget was presented to the board in November, 2020. The budget process began in March, 2021 with the approval of the staffing plan. Over the following four months, the business office worked closely with the central office administrators to finalize budgets for the different departments. At the July 15, 2021 Board Meeting, the Board reviewed the assumptions for the FY22 budget. At the August 19, 2021 Board Meeting, the Board reviewed and approved the tentative budget.

The budget is designed to:

- Meet requirements imposed by the state
- Represent a financial roadmap for the district's goals and objectives

EXECUTIVE SUMMARY:

The budget includes many assumptions around the total revenue that will be collected in addition to a budget of expenditures throughout the year. In order to prepare the budget, assumptions are developed in an effort to create a financial plan to operate within. Based on those assumptions, the fiscal year 2022 budget reflects:

- Total Revenues of \$33,309,897
- Total Expenditures of \$33,556,143
- A budget deficit with a decrease in fund balance of **\$246,246**
- The operating budget calls for a balanced budget and an increase of \$2,737,706
 - The Operating Funds D57 utilizes include the following:
 - Education
 - Operations & Maintenance
 - Transportation
 - IMRF/FICA/Medicare
 - Working Cash
- Impacts of the budget since the tentative budget was approved include:
 - Updating real numbers for staff hired including additions to the staffing plan
 - Updating grant expenditure budgets for the fiscal year including ESSER, IDEA, Title I, Title II and Title III

(over)

The following documents have been included to assist the Board of Education with understanding the official budget:

- Fiscal Year 2022 Official Budget PowerPoint Presentation (Exhibit A) – PowerPoint of budget to be presented as part of the budget hearing.
- Fiscal Year 2022 Budget Cover Document (Exhibit B)
- Fiscal Year 2022 School District Budget Form (Exhibit C) – The budget form that the Illinois State Board of Education requires of school districts.

RECOMMENDATION:

That the Board of Education approve the fiscal year 2022 budget.

Mount Prospect
School District 57

ANNUAL BUDGET REPORT

For Fiscal Year July 1, 2021 Through June 30, 2022



September 23, 2021

Prepared By:
Jason Kaiz
Assistant Superintendent for
Finance and Operations

Mount Prospect
School District 57

ANNUAL BUDGET REPORT

For Fiscal Year July 1, 2021 Through June 30, 2022

BOARD OF EDUCATION

EILEEN KOWALCZYK, PRESIDENT
KIMBERLY FAY, VICE PRESIDENT
CORRIN BENNETT-KILL
KEVIN BULL
VICKI CHUNG
JENNIVER CIOK
JENNIVER KOBUS

DISTRICT ADMINISTRATION

DR. MARY GORR
SUPERINTENDENT

JASON KAIZ
ASSISTANT SUPERINTENDENT FOR FINANCE AND OPERATIONS

DR. KRISTEN VONDER HAAR
ASSISTANT SUPERINTENDENT FOR TEACHING AND LEARNING

SARA TYBERSKI
DIRECTOR STUDENT SERVICES

MARK FIJOR
DIRECTOR OF TECHNOLOGY

Structure of the Budget

The school district's accounting records, budgets and financial reports are organized and reported on a fund basis. A fund is established for specific activities and objectives and is operated in accordance with laws, regulations, restrictions or other designated purposes. Each Fund is a separate and independent accounting entity with its own assets, liabilities and Fund balance.

Fund	Description
Education	The most varied and the largest volume of transactions will be recorded in the Educational Fund. This is due most because the Educational Fund covers transactions that are not specifically covered in another fund. Certain expenditures that must be charged to this fund include the direct costs of instruction, health and attendance services, lunch programs, all costs of administration (even those for buildings and grounds), and related insurance costs. Certain revenues that must be credited to this fund include educational tax levies, tuition and textbook rentals.
Operations and Maintenance	All costs of maintaining, improving, or repairing school buildings and property, renting buildings and property for school purposes, or for the payment of premiums for insurance on school buildings shall be charged to the Operations and Maintenance Fund and paid from the tax levied for that purpose.
Debt Service	Bonds are generally issued to finance the construction of buildings, but may also be issued for other purposes. Taxes are levied to provide cash to retire these bonds and to pay related interest. To protect the bondholders, these tax collections must be accounted for in the Debt Service Fund and maintained in separate bond and interest accounts for each bond issue. If the school board pledges other revenue to pay principal, interest, or service charges on long-term debt, a separate set of accounts shall also be established for each additional debt issue (not applicable to pledged revenue in the Transportation Fund).
Transportation	If a school district pays for transporting pupils for any purpose, a Transportation Fund must be created. Costs of transportation, including the purchase of vehicles and insurance on buses, are to be paid from this fund. Moneys received for transportation purposes from any source must be deposited into this fund, except for the portion of state reimbursement applicable to other funds (e.g., utility costs from the Operations and Maintenance Fund) as provided in Section 29-5 of the Illinois School Code (105 ILCS 5/29-5).
IMRF/Medicare	This fund is created if a separate tax is levied for the school district's share of retirement benefits for covered employees or a separate tax is levied for the purpose of providing resources for the district's share of Social Security and/or Medicare only payments for covered employees. If any of these taxes are not levied, payments for such purposes shall be charged to the fund where the salaries are charged.
Capital Project	All proceeds of each construction bond issue (other than Fire Prevention and Safety) shall be placed in the Capital Projects Fund to separately identify these special funds from operating funds. Such moneys are to be spent for the purpose specified in the bond indenture and on the ballot.
Working Cash	If a separate tax is levied for working cash purposes or if bonds are sold for this purpose, this fund shall be created. Cash available in this fund may be loaned to any fund for which taxes are levied.

MOUNT PROSPECT SCHOOL DISTRICT 57
REVENUE RECAP BY FUND
FY 21 2020-2021

Revenue Fund	FY21 Budget	FY21 Unaudited Actuals	FY21 Difference (+/-)
10 - Education	\$24,611,970	\$24,002,965	\$609,005
20 - O & M	\$4,089,074	\$4,363,842	-\$274,768
30 - Debt Services	\$767,663	\$759,439	\$8,224
40 - Transportation	\$728,738	\$460,178	\$268,560
50/51 - IMRF/FICA	\$917,998	\$580,267	\$337,731
60 - Capital Projects	\$0	\$0	\$0
70 - Working Cash	\$365,906	\$352,773	\$13,133
Totals	\$31,481,349	\$30,519,464	\$961,885

EXPENDITURE RECAP BY FUND
FY 21 2020-2021

Expenditures Fund	FY21 Budget	FY21 Unaudited Actuals	FY21 Difference (+/-)
10 - Education	\$23,150,174	\$25,773,974	-\$2,623,800
20 - O & M	\$2,418,214	\$2,271,895	\$146,319
30 - Debt Services	\$769,600	\$777,326	-\$7,726
40 - Transportation	\$1,150,700	\$667,414	\$483,286
50/51 - IMRF/FICA	\$707,166	\$876,254	-\$169,088
60 - Capital Projects	\$4,000,000	\$4,200,646	-\$200,646
70 - Working Cash	\$0	\$0	\$0
Totals	\$32,195,854	\$34,567,509	-\$2,371,655

Notes from FY21

- All figures above are unaudited.
- Summer payroll in the summer of 2020 was incorrectly assigned to FY21. Auditors are adjusting appropriately. This accounts for approximately \$1.1M of the overage of the Education Fund above (total overage \$2,623,800).
- Transportation was impacted both on the revenue and expenditure side of the budget with a reduction of bus routes during remote learning last year.

Budget Assumptions

The following summary is intended to provide information about the FY22 Final Budget and the assumptions on which it is based:

Revenue Assumptions by Source

Summary: Overall operating revenues in the FY22 Final Budget stands at \$33,309,897. In comparison to the FY21 budget, this is an increase of \$1,828,548. The increase can primarily be attributed to an increase in the amount levied. In other local revenue, during FY21, the district saw a decline of revenue in Kids' Corner tuition and transportation fees due to the pandemic. Both of these items should be back to levels of years prior to the pandemic with school in session.

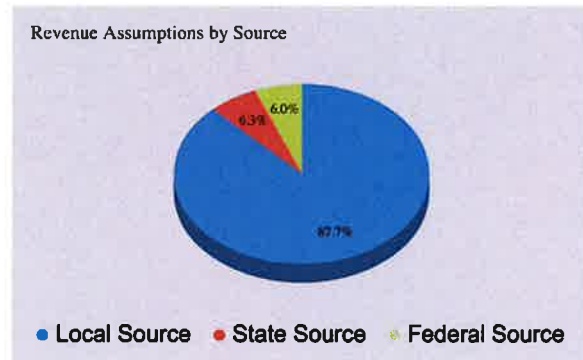


Figure 1

Federal Revenue:

- There is an anticipation of Federal revenue increasing in FY22 with the inclusion of ESSER III funds. The remainder of Federal revenue sources remain relatively flat.
- The remainder of federal revenue mostly comes from our different grants that have a slight increase for FY22.
- Federal revenue comprises 6% of total revenues.

State Revenue:

- Evidence Based Funding (EBF) includes the majority of state revenues. The anticipated payment for FY22 stays relatively flat at \$2M.
- State revenues comprises 6.3% of total revenues.

Local Revenue:

- The Consumer Price Index (CPI) that corresponds to the fiscal year 2022 tax receipts is 1.4 percent. In addition, Cook County will extend on the district's behalf for its Debt Services Fund. For the District's two bonds, there will be obligations of \$757,496.
- Cook County charges districts with prior year(s) tax refunds/objections/adjustments and will reflect these reductions. The tax collection rate is budgeted at approximately 98.5 percent.
- Corporate Personal Property Replacement Taxes (CPPRT) is a state imposed tax on a district's local corporations, partnerships, and other business entities to replace taxes lost by local governments and has a direct correlation to the strength of the local economy. In FY 20, due to COVID-19, there was significant revenue lost. In FY 21, the District saw an increase in revenue. At this point, the estimate for FY 22 is increased to \$512,000. \$12,000 will be budgeted in the Illinois Municipal Retirement Fund, while the remaining \$500,000 will be budgeted in the Operations & Maintenance (O&M) Fund.
- Interest earnings for fiscal year 2021 were budgeted at \$150,000. With rates continuing to be low, the interest will be budgeted again at \$150,000 for the upcoming year.

MOUNT PROSPECT SCHOOL DISTRICT 57
REVENUE SUMMARY
FY 22 2021-2022

SOURCE	DESCRIPTION	OFFICIAL FY 21 BUDGET	UNAUDITED FY21 REVENUES	TENTATIVE FY22 BUDGET
11XX	Property Taxes	\$ 26,439,599	\$ 25,882,219	\$ 27,121,812
1230	CPPR Taxes	\$ 356,000	\$ 644,806	\$ 512,000
13XX	Tuition	\$ 6,000	\$ -	\$ 6,000
1411	Transportation Fees	\$ 200,100	\$ (5,814)	\$ 281,000
1510	Interest Earnings	\$ 173,500	\$ 130,520	\$ 170,500
1611	Food Service Fees	\$ 45,100	\$ 8,958	\$ 200
1720	Activity Fees	\$ 151,200	\$ 40,686	\$ 95,100
1811	Instructional Fees	\$ 257,000	\$ 257,534	\$ 256,000
1920	Donations	\$ 100	\$ -	\$ 100
1950	Refund of PY Expenditures	\$ 30,000	\$ 32,899	\$ 30,000
1960	TIF Revenue	\$ 18,000	\$ 21,915	\$ 21,000
1993	Kids' Corner & Circle of Friends Fees	\$ 700,000	\$ 151,681	\$ 675,000
1999	Other Local Revenues	\$ 93,100	\$ 48,282	\$ 50,100
	Local Subtotal	\$ 28,469,699	\$ 27,213,686	\$ 29,218,812
3001	Evidence-Based Funding Formula	\$ 1,999,305	\$ 1,999,305	\$ 2,000,000
31XX	Special Education	\$ 50,000	\$ 7,529	\$ 25,000
3305	Bilingual Education	\$ 15,000	\$ -	\$ 15,000
3360	Food Service	\$ 500	\$ 388	\$ 400
35XX	Transportation	\$ 63,500	\$ 31,626	\$ 43,500
3780	Library Grant	\$ 1,600	\$ 3,352	\$ 1,978
	State Subtotal	\$ 2,129,905	\$ 2,042,200	\$ 2,085,878
42XX	Lunch/Milk Programs	\$ 24,100	\$ 1,209	\$ 900
4300	Title I	\$ 102,303	\$ 215,113	\$ 114,496
46XX	Special Education	\$ 578,606	\$ 777,921	\$ 601,874
48XX	Stimulus Programs	\$ -	\$ -	\$ 1,155,081
49XX	Medicaid Matching	\$ 120,000	\$ 77,125	\$ 70,000
4932	Title II	\$ 40,236	\$ 53,350	\$ 43,540
4909	Title III	\$ 16,500	\$ -	\$ 19,316
4999	Other Federal Revenue	\$ -	\$ 138,860	\$ -
	Federal Subtotal	\$ 881,745	\$ 1,263,578	\$ 2,005,207
	TOTALS	\$ 31,481,349	\$ 30,519,464	\$ 33,309,897

Expenditure Assumptions by Function and Object

Summary: Total expenses in the FY22 budget now stand at \$33,556,143. These estimated expenses account for salaries and benefits per the two union contracts. In addition, the balance now includes estimated grant expenditures for all grants including ESSER III.

Salary/Benefits:

Salary and benefit costs make up a majority of the operating expenses and account for 71% of the total. Base salary increases of 2.3% for the bargained certified teaching staff (MPEA) are based on the contractual agreement. Salaries for bargained educational support staff (MPESPA) are 2.5% and most administrators received a 3% increase. The FY22 budget is based on the staffing allocation recently approved by the Board of Education in August and includes additional teaching assistant positions (17) to support concurrent learning.

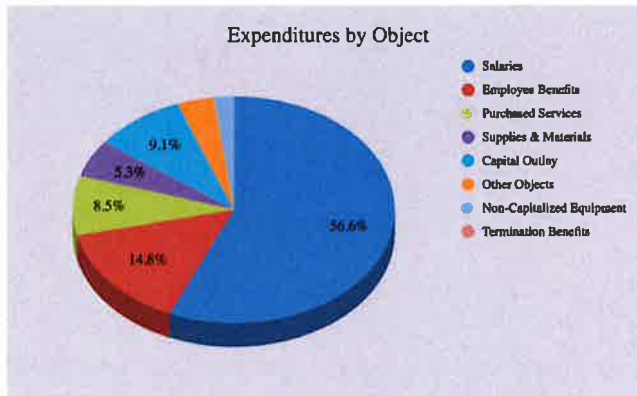


Figure 2

The District’s cost for its various insurance programs for fiscal year 2022 are assumed based on the following comparison to fiscal year 2021 budgets:

- Medical insurance – 0.9% increase for PPO plan and 5.9% decrease for its HMO plans
- Dental insurance – 4.1% decrease for PPO plan and no change for its HMO plan
- Life insurance – no change
- Workers’ compensation insurance – 24% decrease
- Property and liability insurance – 10% increase

Operations/Maintenance:

Overall, the O&M Fund budget is estimated to increase by approximately 1%. Expenditures to cover service agreements include, but are not limited to, landscaping, snowplowing, HVAC (heating, ventilation, and air conditioning), architectural services, and sewer/water services. Additional expenditures in the O&M Fund include, but are not be limited to, summer projects such as refinishing all district wood gym floors, parking lot preventative maintenance, tree trimming, and life safety reviews. Supply expenditures include, but are not limited to, electricity, natural gas, and custodial supplies.

Capital Outlay:

The District has implemented a facility plan intended to be a comprehensive, interactive planning process to be annually updated to assist administration in future planning of facilities, budgeting, and educational services. The cost of construction projects to the Capital Projects Fund is estimated to be \$3.0 million.

Transportation:

As a result of the contract bid won by First Student, transportation costs will rise 3% to \$819,384 for the second year of the three-year contract.

MOUNT PROSPECT SCHOOL DISTRICT 57
EXPENDITURE FUNCTION SUMMARY
FY 22 2021-2022

FUNCTION	DESCRIPTION	OFFICIAL FY21 BUDGET	UNAUDITED FY21 EXPENDITURES	TENTATIVE FY22 BUDGET
1000	Mentoring Stipend	\$ 122,724	\$ 48,553	\$ 21,548
1100	Regular Programs	\$ 11,336,771	\$ 13,264,362	\$ 12,475,065
1200	Special Education Programs	\$ 3,613,514	\$ 3,986,551	\$ 4,440,659
1500	Interscholastic Programs	\$ 136,003	\$ 49,445	\$ 145,127
1600	Summer School Programs	\$ 17,000	\$ 32,477	\$ 16,500
1800	Bilingual Programs	\$ 272,477	\$ 299,380	\$ 333,795
2110	Social Worker	\$ 429,725	\$ 494,954	\$ 448,825
2130	Health Services	\$ 370,734	\$ 434,987	\$ 460,638
2140	Psychological Services	\$ 225,657	\$ 270,940	\$ 247,454
2150	Speech & Audiology Services	\$ 681,223	\$ 797,429	\$ 717,007
2190	Other Support Services - Pupils	\$ 177,559	\$ 75,832	\$ 181,748
2210	Improvement of Instruction Services	\$ 556,899	\$ 446,461	\$ 571,207
2220	Educational Media Services	\$ 353,087	\$ 392,416	\$ 433,248
2230	Assessment and Testing	\$ 45,000	\$ 41,363	\$ 45,000
2310	Board of Education Services	\$ 187,150	\$ 104,237	\$ 187,450
2320	Executive Administration Services	\$ 390,293	\$ 388,437	\$ 393,419
2330	Special Area Administrative Services	\$ 209,632	\$ 368,265	\$ 237,437
236X	Insurances	\$ 179,252	\$ 188,908	\$ 201,000
2410	Office of Principal Services	\$ 1,712,754	\$ 1,862,974	\$ 1,710,797
2510	Direction of Business Support Services	\$ 291,941	\$ 309,739	\$ 309,868
2520	Fiscal Services	\$ 331,837	\$ 333,246	\$ 318,917
2530	Construction Services	\$ 4,000,000	\$ 4,200,564	\$ 3,000,000
2540	O&M of Plant Services	\$ 2,524,303	\$ 2,405,507	\$ 2,500,556
2550	Pupil Transportation Services	\$ 1,150,700	\$ 667,414	\$ 757,800
2560	Food Services	\$ 146,000	\$ 167,741	\$ 170,650
2570	Internal Services	\$ 41,600	\$ 32,580	\$ 47,100
2620	Research and Development	\$ 25,000	\$ 9,250	\$ 5,000
2630	Information Services (Public Relations)	\$ 35,000	\$ 38,545	\$ 35,000
2640	Staff Services (Human Resources)	\$ 180,450	\$ 189,937	\$ 217,125
2660	Data Processing Services (Technology)	\$ 983,814	\$ 1,102,060	\$ 1,359,020
3000	Child Care Services	\$ 356,655	\$ 389,848	\$ 334,239
4120	Payments for Special Education Programs	\$ 341,500	\$ 395,736	\$ 443,344
5XXX	Debt Services	\$ 769,600	\$ 777,326	\$ 789,600
6900	Accrual Adj for Expenditures	\$ -	\$ 45	\$ -
	TOTALS	\$ 32,195,854	\$ 34,567,509	\$ 33,556,143

MOUNT PROSPECT SCHOOL DISTRICT 57
 EXPENDITURE OBJECT SUMMARY
 FY 22 2021-2022

OJECT	DESCRIPTION	OFFICIAL FY21 BUDGET	UNAUDITED FY21 EXPENDITURES	TENTATIVE FY22 BUDGET
100	Salaries	\$ 17,530,725	\$19,321,075	\$ 18,976,642
200	Employee Benefits	\$ 4,540,423	\$ 5,643,791	\$ 4,964,330
300	Purchased Services	\$ 3,075,387	\$ 2,838,723	\$ 2,851,185
400	Supplies & Materials	\$ 1,407,519	\$ 969,762	\$ 1,785,942
500	Capital Outlay	\$ 4,042,100	\$ 4,207,312	\$ 3,055,100
600	Other Objects	\$ 1,121,950	\$ 1,174,503	\$ 1,244,194
700	Non-Capitalized Equipment	\$ 477,100	\$ 411,893	\$ 678,100
800	Termination Benefits	\$ 650	\$ 450	\$ 650
	TOTALS	\$ 32,195,854	\$ 34,567,509	\$ 33,556,143

OVERALL SUMMARY
 FY 22 2021-2022

OJECT	DESCRIPTION	OFFICIAL FY21 BUDGET	UNAUDITED FY21 EXPENDITURES	TENTATIVE FY22 BUDGET
Revenue	TOTALS	\$31,516,349	\$30,657,266	\$33,309,897
Expenditure	TOTALS	\$32,195,854	\$34,567,500	\$33,556,143
	Surplus/Deficit	-\$679,505	-\$3,910,234	-\$246,246

Summary:

Given all the assumptions for revenues and expenditures, the FY22 Final Budget reflects \$33.3M in revenues and \$33.5M in expenditures resulting in a \$246,246 deficit. The FY22 Final Budget is a snap shot in time based on the assumptions listed in this report. Given the current global pandemic and changing market conditions, we realize that the year-end report may differ more than most years when compared to the adopted budget, as actual expenditures and revenues are sure to shift. The administration will continue to monitor the effects of the global pandemic on current financial year as well as years to come.

<input checked="" type="checkbox"/>	School District
<input type="checkbox"/>	Joint Agreement
Accounting Basis:	
<input type="checkbox"/>	Cash
<input checked="" type="checkbox"/>	Accrual

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2021 - June 30, 2022

Balanced budget, no deficit reduction plan is required.

Date of Amended Budget: _____
(MM/DD/YY)

District Name: _____ Mount Prospect School District 57
District RCDT No: _____ 05-016-070-02

If your FY21 AFR states that you need to do a deficit reduction plan and your FY22 budget is balanced please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of _____ Mount Prospect School District 57 _____, County of _____ Cook _____,
State of Illinois, for the Fiscal Year beginning _____ July 1, 2021 _____ and ending _____ June 30, 2022 _____.

WHEREAS the Board of Education of _____ Mount Prospect School District 57 _____,
County of _____ Cook _____, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary

of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;
AND WHEREAS a public hearing was held as to such budget on the _____ 23rd _____ day of _____ September _____, 20 _____ 21 _____,

notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be
beginning _____ July 1, 2021 _____ and ending _____ June 30, 2022 _____.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be
and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this

day of _____, 20 _____ by a roll call vote of _____ Yeas, and _____ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.
** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.
(1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted to **School Finance Report (SFR)**: <https://sec1.isbe.net/attachmgr/default.aspx>.
Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>											
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>											
2	ESTIMATED BEGINNING FUND BALANCE July 1, 2021 ¹ (without Student Activity Funds)											
3			3,499,850	2,606,716	1,504,726	687,838	115,115	0	3,025,893	0	0	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	22,040,594	4,344,034	758,917	758,194	942,170	0	374,903	0	0	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	2,042,378	0	0	43,500	0	0	0	0	0	
8	FEDERAL SOURCES	4000	2,005,207	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		26,088,179	4,344,034	758,917	801,694	942,170	0	374,903	0	0	
10	Receipts/Revenues for "On Behalf" Payments ²	3998										
11	Total Receipts/Revenues		26,088,179	4,344,034	758,917	801,694	942,170	0	374,903	0	0	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	16,272,815				442,961			0		
14	SUPPORT SERVICES	2000	8,738,120	2,359,825		757,800	417,439	3,000,000		0	0	
15	COMMUNITY SERVICES	3000	299,200	0		0	35,039			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	431,344	12,000	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	789,600	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		25,741,479	2,371,825	789,600	757,800	895,439	3,000,000		0	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		25,741,479	2,371,825	789,600	757,800	895,439	3,000,000		0	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		346,700	1,972,209	(30,683)	43,894	46,731	(3,000,000)	374,903	0	0	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on Capital Leases	7400			0							
40	Transfer to Debt Service Fund to Pay Interest on Capital Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						3,000,000				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	0	0	0	0	3,000,000	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest ⁶	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on Capital Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Capital Leases	8420										
59	Other Revenues Pledged to Pay Principal on Capital Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Capital Leases	8440										
61	Taxes Pledged to Pay Interest on Capital Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Capital Leases	8520										
63	Other Revenues Pledged to Pay Interest on Capital Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Capital Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810	1,500,000	1,500,000								
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		1,500,000	1,500,000	0	0	0	0	0	0	0	0
80	Total Other Sources/Uses of Fund		(1,500,000)	(1,500,000)	0	0	0	3,000,000	0	0	0	0
81	ESTIMATED ENDING FUND BALANCE June 30, 2022 (Without Student Activity Funds)		2,346,550	3,078,925	1,474,043	731,732	161,846	0	3,400,796	0	0	0
82												
83	Student Activity ESTIMATED BEGINNING FUND BALANCE July 1, 2021 Fund 11		51,897									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	0									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	0									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0									
89	Student Activity ESTIMATED ENDING FUND BALANCE June 30, 2022		51,897									
90												
91	Total ESTIMATED BEGINNING FUND BALANCE July 1, 2021 (All Sources Including Student Activity Funds)		3,551,747	2,606,716	1,504,726	687,838	115,115	0	3,025,893	0	0	0
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	22,040,594	4,344,034	758,917	758,194	942,170	0	374,903	0	0	0
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
95	STATE SOURCES	3000	2,042,378	0	0	43,500	0	0	0	0	0	0
96	FEDERAL SOURCES	4000	2,005,207	0	0	0	0	0	0	0	0	0
97	Total Direct Receipts/Revenues ⁸		26,088,179	4,344,034	758,917	801,694	942,170	0	374,903	0	0	0
98	Receipts/Revenues for "On Behalf" Payments ²	3998	0	0	0	0	0	0		0	0	0
99	Total Receipts/Revenues		26,088,179	4,344,034	758,917	801,694	942,170	0	374,903	0	0	0

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 5-10 and EstExp 11-17 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	16,272,815				442,961			0		
102	SUPPORT SERVICES	2000	8,738,120	2,359,825		757,800	417,439	3,000,000		0		0
103	COMMUNITY SERVICES	3000	299,200	0		0	35,039			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	431,344	12,000	0	0	0	0		0		0
105	DEBT SERVICES	5000	0	0	789,600	0	0			0		0
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0		0
107	Total Direct Disbursements/Expenditures ⁹		25,741,479	2,371,825	789,600	757,800	895,439	3,000,000		0		0
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	0	0	0	0	0	0		0		0
109	Total Disbursements/Expenditures		25,741,479	2,371,825	789,600	757,800	895,439	3,000,000		0		0
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		346,700	1,972,209	(30,683)	43,894	46,731	(3,000,000)	374,903	0		0
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	0	0	0	0	3,000,000	0	0		0
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		1,500,000	1,500,000	0	0	0	0	0	0		0
117	Total Other Sources/Uses of Fund		(1,500,000)	(1,500,000)	0	0	0	3,000,000	0	0		0
118	ESTIMATED ENDING FUND BALANCE June 30, 2022 (All Sources With student Activity Funds)											
			2,398,447	3,078,925	1,474,043	731,732	161,846	0	3,400,796	0		0
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total By Object
123	Object Name											
124	Salaries	100	18,025,569	951,073		0		0		0	0	18,976,642
125	Employee Benefits	200	3,944,299	124,592		0	895,439	0		0	0	4,964,330
126	Purchased Services	300	1,440,725	653,160	0	757,300		0		0	0	2,851,185
127	Supplies & Materials	400	1,202,442	583,000		500		0		0	0	1,785,942
128	Capital Outlay	500	5,100	50,000		0		3,000,000		0	0	3,055,100
129	Other Objects	600	454,594	0	789,600	0	0	0		0	0	1,244,194
130	Non-Capitalized Equipment	700	668,100	10,000		0		0		0	0	678,100
131	Termination Benefits	800	650	0		0				0		650
132	Total Expenditures		25,741,479	2,371,825	789,600	757,800	895,439	3,000,000		0	0	33,556,143

SUMMARY OF CASH TRANSACTIONS

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
1											
2											
3	BEGINNING CASH BALANCE ON HAND July 1, 2021 ⁷ (Without Student Activity Funds)		3,499,850	2,606,716	1,504,726	687,838	115,115	0	3,025,893	0	0
4	Total Direct Receipts & Other Sources ⁸		26,088,179	4,344,034	758,917	801,694	942,170	3,000,000	374,903	0	0
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		26,088,179	4,344,034	758,917	801,694	942,170	3,000,000	374,903	0	0
12	Total Amount Available		29,588,029	6,950,750	2,263,643	1,489,532	1,057,285	3,000,000	3,400,796	0	0
13	Total Direct Disbursements & Other Uses ⁹		27,241,479	3,871,825	789,600	757,800	895,439	3,000,000	0	0	0
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		27,241,479	3,871,825	789,600	757,800	895,439	3,000,000	0	0	0
21	ENDING CASH BALANCE ON HAND June 30, 2022 ⁷ (Without Student Activity Funds)		2,346,550	3,078,925	1,474,043	731,732	161,846	0	3,400,796	0	0
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND July 1, 2021 ⁷		51,897								
24	Total Direct Receipts & Other Sources ⁸		0								
25	Total Amount Available		51,897								
26	Total Direct Disbursements & Other Uses ⁹		0								
27	Activity funds ENDING CASH BALANCE ON HAND June 30, 2022 ⁷		51,897								
28											
29	Total BEGINNING CASH BALANCE ON HAND July 1, 2021 ⁷ (With Student Activity Funds)		3,551,747	2,606,716	1,504,726	687,838	115,115	0	3,025,893	0	0
30	Total Direct Receipts & Other Sources ⁸		26,088,179	4,344,034	758,917	801,694	942,170	3,000,000	374,903	0	0
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		26,088,179	4,344,034	758,917	801,694	942,170	3,000,000	374,903	0	0
33	Total Amount Available		29,639,926	6,950,750	2,263,643	1,489,532	1,057,285	3,000,000	3,400,796	0	0
34	Total Direct Disbursements & Other Uses ⁹		27,241,479	3,871,825	789,600	757,800	895,439	3,000,000	0	0	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		27,241,479	3,871,825	789,600	757,800	895,439	3,000,000	0	0	0
37	Total ENDING CASH BALANCE ON HAND June 30, 2022 ⁷ (With Student Activity Funds)		2,398,447	3,078,925	1,474,043	731,732	161,846	0	3,400,796	0	0

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)											
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ^{11 (1110-1120)}	-	20,582,407	3,793,934	746,917	462,194	300,833		344,903		
6	Leasing Purposes Levy ¹²	1130									
7	Special Education Purposes Levy	1140	264,787								
8	FICA and Medicare Only Levies	1150					625,837				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	Total Ad Valorem Taxes Levied by District		20,847,194	3,793,934	746,917	462,194	926,670	0	344,903	0	0
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230		500,000			12,000				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		0	500,000	0	0	12,000	0	0	0	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321	6,000								
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	Total Tuition		6,000								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411				281,000					
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
1											
2											
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					281,000					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	60,000	50,000	12,000	15,000	3,500		30,000		
66	Gain or Loss on Sale of Investments	1520									
67	Total Earnings on Investments		60,000	50,000	12,000	15,000	3,500	0	30,000	0	0
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611	200								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613									
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	Total Food Service		200								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711									
78	Admissions - Other	1719									
79	Fees	1720	95,100								
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790									
82	Student Activity Fund Revenues	1799									
83	Total District/School Activity Income (without Student Activity Funds 1799)		95,100	0							
84	Total District/School Activity Income (with Student Activity Funds 1799)		95,100								
85	TEXTBOOK INCOME	1800									
86	Rentals - Regular Textbooks	1811	256,000								
87	Rentals - Summer School Textbooks	1812									
88	Rentals - Adult/Continuing Education Textbooks	1813									
89	Rentals - Other (Describe)	1819									
90	Sales - Regular Textbooks	1821									
91	Sales - Summer School Textbooks	1822									
92	Sales - Adult/Continuing Education Textbooks	1823									
93	Sales - Other (Describe & Itemize)	1829									
94	Other (Describe & Itemize)	1890									
95	Total Textbooks		256,000								
96	OTHER REVENUE FROM LOCAL SOURCES	1900									
97	Rentals	1910									
98	Contributions and Donations from Private Sources	1920	100								
99	Impact Fees from Municipal or County Governments	1930									
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950	30,000								
102	Payments of Surplus Moneys from TIF Districts	1960	21,000								
103	Drivers' Education Fees	1970									
104	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
105	School Facility Occupation Tax Proceeds	1983									
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees (Describe & Itemize)	1993	675,000								
109	Other Local Revenues (Describe & Itemize)	1999	50,000	100							
110	Total Other Revenue from Local Sources		776,100	100	0	0	0	0	0	0	0
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	22,040,594	4,344,034	758,917	758,194	942,170	0	374,903	0	0
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		22,040,594								
113	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
114	Flow-Through Revenue from State Sources	2100									
115	Flow-Through Revenue from Federal Sources	2200									
116	Other Flow-Through Revenue (Describe & Itemize)	2300									
117	Total Flow-Through Receipts/Revenues From District to Another District	One 2000	0	0		0	0				
118	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
119	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
120	Evidence Based Funding Formula (Section 18-8.15)	3001	2,000,000								
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	Total Unrestricted Grants-In-Aid		2,000,000	0	0	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private Facility Tuition	3100	25,000								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120									
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other (Describe & Itemize)	3199									
134	Total Special Education		25,000	0		0					
135	CAREER AND TECHNICAL EDUCATION (CTE)										
136	CTE - Technical Education - Tech Prep	3200									
137	CTE - Secondary Program Improvement (CTEI)	3220									
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235									
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other (Describe & Itemize)	3299									
143	Total Career and Technical Education		0	0			0				
144	BILINGUAL EDUCATION										
145	Bilingual Education - Downstate - TPI and TBE	3305	15,000								
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	Total Bilingual Education		15,000				0				
148	State Free Lunch & Breakfast	3360	400								
149	School Breakfast Initiative	3365									
150	Driver Education	3370									
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other (Describe & Itemize)	3499									
153	TRANSPORTATION										
154	Transportation - Regular and Vocational	3500				3,500					
155	Transportation - Special Education	3510				40,000					
156	Transportation - Other (Describe & Itemize)	3599									
157	Total Transportation		0	0		43,500	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695									
161	Early Childhood - Block Grant	3705									
162	Chicago General Education Block Grant	3766									
163	Chicago Educational Services Block Grant	3767									
164	School Safety & Educational Improvement Block Grant	3775									
165	Technology - Technology for Success	3780	1,978								
166	State Charter Schools	3815									

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
167	Extended Learning Opportunities - Summer Bridges	3825									
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925									
170	Other Restricted Revenue from State Sources (Describe & Itemize)	3999									
171	Total Restricted Grants-In-Aid		42,378	0	0	43,500	0	0	0	0	0
172	Total Receipts/Revenues from State Sources	3000	2,042,378	0	0	43,500	0	0	0	0	0
173	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
174	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received Directly from the Federal Govt. (Describe & Itemize)	4009									
177	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
178	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
179	Head Start	4045									
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received Directly from Federal Govt. (Describe & Itemize)	4090									
183	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
184	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
185	TITLE V										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other (Describe & Itemize)	4199									
190	Total Title V		0	0		0	0				
191	FOOD SERVICE										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210	100								
194	Special Milk Program	4215	800								
195	School Breakfast Program	4220									
196	Summer Food Service Admin/Program	4225									
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240									
199	Food Service - Other (Describe & Itemize)	4299									
200	Total Food Service		900								0
201	TITLE I										
202	Title I - Low Income	4300	114,496								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other (Describe & Itemize)	4399									
206	Total Title I		114,496	0		0	0				
207	TITLE IV										
208	Title IV - Student Support & Academic Enrichment Grant	4400									
209	Title IV - 21st Century	4421									
210	Title IV - Other (Describe & Itemize)	4499									
211	Total Title IV		0	0		0	0				
212	FEDERAL - SPECIAL EDUCATION										
213	Federal Special Education - Preschool Flow-Through	4600	19,158								
214	Federal Special Education - Preschool Discretionary	4605									
215	Federal Special Education - IDEA Flow Through	4620	580,716								
216	Federal Special Education - IDEA Room & Board	4625	2,000								
217	Federal Special Education - IDEA Discretionary	4630									

	A	B	C	D	E	F	G	H	I	J	K
	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
218	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
219	Total Federal Special Education		601,874	0		0	0				
220	CTE - PERKINS										
221	CTE - Perkins-Title III E Tech Prep	4770									
222	CTE - Other (Describe & Itemize)	4799									
223	Total CTE - Perkins		0	0			0				
224	Federal - Adult Education	4810									
225	ARRA - General State Aid - Education Stabilization	4850									
226	ARRA - Title I - Low Income	4851									
227	ARRA - Title I - Neglected, Private	4852									
228	ARRA - Title I - Delinquent, Private	4853									
229	ARRA - Title I - School Improvement (Part A)	4854									
230	ARRA - Title I - School Improvement (Section 1003g)	4855									
231	ARRA - IDEA - Part B - Preschool	4856									
232	ARRA - IDEA - Part B - Flow-Through	4857									
233	ARRA - Title IID - Technology - Formula	4860									
234	ARRA - Title IID - Technology - Competitive	4861									
235	ARRA - McKinney - Vento Homeless Education	4862									
236	ARRA - Child Nutrition Equipment Assistance	4863									
237	Impact Aid Formula Grants	4864									
238	Impact Aid Competitive Grants	4865									
239	Qualified Zone Academy Bond Tax Credits	4866									
240	Qualified School Construction Bond Credits	4867									
241	Build America Bond Tax Credits	4868									
242	Build America Bond Interest Reimbursement	4869									
243	ARRA - General State Aid - Other Government Services Stabilization	4870									
244	Other ARRA Funds - II	4871									
245	Other ARRA Funds - III	4872									
246	Other ARRA Funds - IV	4873									
247	Other ARRA Funds - V	4874									
248	ARRA - Early Childhood	4875									
249	Other ARRA Funds - VII	4876									
250	Other ARRA Funds - VIII	4877									
251	Other ARRA Funds - IX	4878									
252	Other ARRA Funds - X	4879									
253	Other ARRA Funds - Ed Job Fund Program	4880									
254	Total Stimulus Programs		0	0	0	0	0	0		0	0
255	Race to the Top Program	4901									
256	Race to the Top - Preschool Expansion Grant	4902									
257	Title III - Instruction for English Learners & Immigrant Students	4905									
258	Title III - English Language Acquisition	4909	19,316								
259	McKinney Education for Homeless Children	4920									
260	Title II - Eisenhower - Professional Development Formula	4930									
261	Title II - Teacher Quality	4932	43,540								
262	Federal Charter Schools	4960									
263	State Assessment Grants	4981									
264	Grant for State Assessments and Related Activities	4982									
265	Medicaid Matching Funds - Administrative Outreach	4991	10,000								
266	Medicaid Matching Funds - Fee-For-Service Program	4992	60,000								
267	Other Restricted Grants Received from Federal Government through State (Describe & Itemize)	4998	1,155,081								
268	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		2,005,207	0	0	0	0	0		0	0
269	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	2,005,207	0	0	0	0	0	0	0	0
270	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		26,088,179	4,344,034	758,917	801,694	942,170	0	374,903	0	0
271	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		26,088,179								

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	8,838,984	2,026,668	96,415	339,574	100	0	332,000	650	11,634,391
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125									0
8	Special Education Programs (Functions 1200 - 1220)	1200	3,321,530	710,515	82,500	30,000			5,000		4,149,545
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250									0
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400									0
14	Interscholastic Programs	1500	119,647	6,180	10,300	9,000					145,127
15	Summer School Programs	1600	16,500								16,500
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700									0
18	Bilingual Programs	1800	262,330	54,922	7,000	3,000					327,252
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999									0
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	12,558,991	2,798,285	196,215	381,574	100	0	337,000	650	16,272,815
35	Total Instruction¹⁴ (With Student Activity Funds 1999)	1000	12,558,991	2,798,285	196,215	381,574	100	0	337,000	650	16,272,815
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	347,146	95,645	500	500					443,791
39	Guidance Services	2120									0
40	Health Services	2130	354,486	65,338	3,100	4,300		250	500		427,974
41	Psychological Services	2140	198,331	45,247	500	500					244,578
42	Speech Pathology & Audiology Services	2150	565,472	142,135	700	500					708,807
43	Other Support Services - Pupils (Describe & Itemize)	2190	157,048	12,000	1,200	10,000					180,248
44	Total Support Services - Pupil	2100	1,622,483	360,365	6,000	15,800	0	250	500	0	2,005,398
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	420,089	63,909	60,400	5,000		2,000			551,398
47	Educational Media Services	2220	361,316	44,088	5,000	9,500					419,904
48	Assessment & Testing	2230			45,000						45,000
49	Total Support Services - Instructional Staff	2200	781,405	107,997	110,400	14,500	0	2,000	0	0	1,016,302
50	Support Services - General Administration	2300									
51	Board of Education Services	2310			167,600	5,850		14,000			187,450
52	Executive Administration Services	2320	312,241	48,320	10,600	1,500		3,000			375,661
53	Special Area Administration Services	2330	176,296	36,276	13,060	3,000					228,632
54	Tort Immunity Services	2361, 2365			201,000						201,000
55	Total Support Services - General Administration	2300	488,537	84,596	392,260	10,350	0	17,000	0	0	992,743
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	1,401,232	229,466	5,050	12,300		2,250			1,650,298
58	Other Support Services - School Administration (Describe & Itemize)	2490									0
59	Total Support Services - School Administration	2400	1,401,232	229,466	5,050	12,300	0	2,250	0	0	1,650,298
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	243,200	47,774	2,260	100		1,000			294,334
62	Fiscal Services	2520	176,223	49,684	76,500	3,000		250	100		305,757

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
63	Operation & Maintenance of Plant Services	2540									0
64	Pupil Transportation Services	2550									0
65	Food Services	2560			165,550	100	5,000				170,650
66	Internal Services	2570			39,600	7,500					47,100
67	Total Support Services - Business	2500	419,423	97,458	283,910	10,700	5,000	1,250	100	0	817,841
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620			5,000						5,000
71	Information Services	2630			35,000						35,000
72	Staff Services	2640	101,834	65,057	31,000	5,000		500			203,391
73	Data Processing Services	2660	455,478	119,061	369,890	737,218			330,500		2,012,147
74	Total Support Services - Central	2600	557,312	184,118	440,890	742,218	0	500	330,500	0	2,255,538
75	Other Support Services (Describe & Itemize)	2900									0
76	Total Support Services	2000	5,270,392	1,064,000	1,238,510	805,868	5,000	23,250	331,100	0	8,738,120
77	COMMUNITY SERVICES (ED)	3000	196,186	82,014	6,000	15,000					299,200
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120						431,344			431,344
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			0			431,344			431,344
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220									0
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units (Describe & Itemize)	4290									0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			0			431,344			431,344
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000									0
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		18,025,569	3,944,299	1,440,725	1,202,442	5,100	454,594	668,100	650	25,741,479
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		18,025,569	3,944,299	1,440,725	1,202,442	5,100	454,594	668,100	650	25,741,479
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (Without Student Activity Funds 1999)										346,700
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (With Student Activity Funds 1999)										346,700

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190									0
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530									0
128	Operation & Maintenance of Plant Services	2540	951,073	124,592	641,160	583,000	50,000		10,000		2,359,825
129	Pupil Transportation Services	2550									0
130	Food Services	2560									0
131	Total Support Services - Business	2500	951,073	124,592	641,160	583,000	50,000	0	10,000	0	2,359,825
132	Other Support Services (Describe & Itemize)	2900									0
133	Total Support Services	2000	951,073	124,592	641,160	583,000	50,000	0	10,000	0	2,359,825
134	COMMUNITY SERVICES (O&M)	3000									0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120			12,000						12,000
139	Payments for CTE Program	4140									0
140	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			12,000			0			12,000
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									0
143	Total Payments to Other Dist & Govt Unit	4000			12,000			0			12,000
144	DEBT SERVICE (O&M)	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200									0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)	6000									0
155	Total Direct Disbursements/Expenditures		951,073	124,592	653,160	583,000	50,000	0	10,000	0	2,371,825
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										1,972,209
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200									289,600
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300						289,600			289,600
175	Debt Service Other (Describe & Itemize)	5400						500,000			500,000
176	Total Debt Service	5000			0			789,600			789,600
177	PROVISION FOR CONTINGENCIES (DS)	6000									0

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	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
178	Total Direct Disbursements/Expenditures				0			789,600			789,600
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(30,683)
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550			757,300	500					757,800
187	Other Support Services (Describe & Itemize)	2900									0
188	Total Support Services	2000	0	0	757,300	500	0	0	0	0	757,800
189	COMMUNITY SERVICES (TR)	3000									0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt (Describe and Itemize)	5150									0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200									0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300									0
211	Debt Service - Other (Describe and Itemize)	5400									0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		0	0	757,300	500	0	0	0	0	757,800
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										43,894
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		145,304							145,304
220	Pre-K Programs	1125									0
221	Special Education Programs (Functions 1200-1220)	1200		291,114							291,114
222	Special Education Programs Pre-K	1225									0
223	Remedial and Supplemental Programs K-12	1250									0
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400									0
227	Interscholastic Programs	1500									0
228	Summer School Programs	1600									0
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700									0
231	Bilingual Programs	1800		6,543							6,543
232	Truant Alternative & Optional Programs	1900									0
233	Total Instruction	1000		442,961							442,961
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
236	Attendance & Social Work Services	2110		5,034							5,034
237	Guidance Services	2120									0
238	Health Services	2130		32,664							32,664
239	Psychological Services	2140		2,876							2,876
240	Speech Pathology & Audiology Services	2150		8,200							8,200
241	Other Support Services - Pupils (Describe & Itemize)	2190		1,500							1,500
242	Total Support Services - Pupil	2100		50,274							50,274
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		19,809							19,809
245	Educational Media Services	2220		13,344							13,344
246	Assessment & Testing	2230									0
247	Total Support Services - Instructional Staff	2200		33,153							33,153
248	Support Services - General Administration	2300									
249	Board of Education Services	2310									0
250	Executive Administration Services	2320		17,758							17,758
251	Special Area Administrative Services	2330		8,805							8,805
252	Claims Paid from Self Insurance Fund	2361									0
253											
254											
255											
256	Risk Management and Claims Services Payments	2365									0
257											
258											
259											
260											
261	Total Support Services - General Administration	2300		26,563							26,563
262	Support Services - School Administration	2400									
263	Office of the Principal Services	2410		60,499							60,499
264	Other Support Services - School Administration (Describe & Itemize)	2490									0
265	Total Support Services - School Administration	2400		60,499							60,499
266	Support Services - Business	2500									
267	Direction of Business Support Services	2510		15,534							15,534
268	Fiscal Services	2520		13,160							13,160
269	Facilities Acquisition & Construction Services	2530									0
270	Operation & Maintenance of Plant Service	2540		140,731							140,731
271	Pupil Transportation Services	2550									0
272	Food Services	2560									0
273	Internal Services	2570									0
274	Total Support Services - Business	2500		169,425							169,425
275	Support Services - Central	2600									
276	Direction of Central Support Services	2610									0
277	Planning, Research, Development & Evaluation Services	2620									0
278	Information Services	2630									0
279	Staff Services	2640		13,734							13,734
280	Data Processing Services	2660		63,791							63,791
281	Total Support Services - Central	2600		77,525							77,525
282	Other Support Services (Describe & Itemize)	2900									0
283	Total Support Services	2000		417,439							417,439
284	COMMUNITY SERVICES (MR/SS)	3000		35,039							35,039
285	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
286	Payments for Regular Programs	4110									0
287	Payments for Special Education Programs	4120									0
288	Payments for CTE Programs	4140									0
289	Total Payments to Other Dist & Govt Units	4000		0							0
290	DEBT SERVICE (MR/SS)	5000									
291	Debt Service - Interest on Short-Term Debt	5100									
292	Tax Anticipation Warrants	5110									0
293	Tax Anticipation Notes	5120									0
294	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
295	State Aid Anticipation Certificates	5140									0
296	Other (Describe & Itemize)	5150									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Func#	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
297	Total Debt Service	5000						0			0
298	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
299	Total Direct Disbursements/Expenditures			895,439				0			895,439
300	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										46,731
302	60 - CAPITAL PROJECTS (CP)										
303	SUPPORT SERVICES (CP)	2000									
304	Support Services - Business										
305	Facilities Acquisition & Construction Services	2530					3,000,000				3,000,000
306	Other Support Services (Describe & Itemize)	2900									0
307	Total Support Services	2000	0	0	0	0	3,000,000	0	0		3,000,000
308	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)										
309	Payments to Other Dist & Govt Units (In-State)	4100									
310	Payments to Regular Programs	4110									0
311	Payment for Special Education Programs	4120									0
312	Payment for CTE Programs	4140									0
313	Payments to Other Govt Units (In-State) (Describe & Itemize)	4190									0
314	Total Payments to Other Districts & Govt Units	4000			0			0			0
315	PROVISION FOR CONTINGENCIES (CP)	6000									0
316	Total Direct Disbursements/Expenditures		0	0	0	0	3,000,000	0	0		3,000,000
317	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(3,000,000)
319	70 WORKING CASH FUND (WC)										
321	80 - TORT FUND (TF)										
322	INSTRUCTION (TF)	1000									
323	Regular Programs	1100	0	0	0	0	0	0	0	0	0
324	Tuition Payment to Charter Schools	1115									0
325	Pre-K Programs	1125									0
326	Special Education Programs (Functions 1200 - 1220)	1200									0
327	Special Education Programs Pre-K	1225									0
328	Remedial and Supplemental Programs K-12	1250									0
329	Remedial and Supplemental Programs Pre-K	1275									0
330	Adult/Continuing Education Programs	1300									0
331	CTE Programs	1400									0
332	Interscholastic Programs	1500									0
333	Summer School Programs	1600									0
334	Gifted Programs	1650									0
335	Driver's Education Programs	1700									0
336	Bilingual Programs	1800									0
337	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
338	Pre-K Programs - Private Tuition	1910									0
339	Regular K-12 Programs Private Tuition	1911									0
340	Special Education Programs K-12 Private Tuition	1912									0
341	Special Education Programs Pre-K Tuition	1913									0
342	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
343	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
344	Adult/Continuing Education Programs Private Tuition	1916									0
345	CTE Programs Private Tuition	1917									0
346	Interscholastic Programs Private Tuition	1918									0
347	Summer School Programs Private Tuition	1919									0
348	Gifted Programs Private Tuition	1920									0
349	Bilingual Programs Private Tuition	1921									0
350	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
351	Total Instruction ¹⁴	1000	0	0	0	0	0	0	0	0	0
352	SUPPORT SERVICES (TF)	2000									
353	Support Services - Pupil	2100									
354	Attendance & Social Work Services	2110									0
355	Guidance Services	2120									0
356	Health Services	2130									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
357	Psychological Services	2140									0
358	Speech Pathology & Audiology Services	2150									0
359	Other Support Services - Pupils (Describe & Itemize)	2190									0
360	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
361	Support Services - Instructional Staff	2200									
362	Improvement of Instruction Services	2210									0
363	Educational Media Services	2220									0
364	Assessment & Testing	2230									0
365	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
366	Support Services - General Administration	2300									
367	Board of Education Services	2310									0
368	Executive Administration Services	2320									0
369	Special Area Administration Services	2330									0
370	Claims Paid from Self Insurance Fund	2361									0
371	Risk Management and Claims Services Payments	2365									0
372	Total Support Services - General Administration	2300	0	0	0	0	0	0	0	0	0
373	Support Services - School Administration	2400									
374	Office of the Principal Services	2410									0
375	Other Support Services - School Administration (Describe & Itemize)	2490									0
376	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
377	Support Services - Business	2500									
378	Direction of Business Support Services	2510									0
379	Fiscal Services	2520									0
380	Operation & Maintenance of Plant Services	2540									0
381	Pupil Transportation Services	2550									0
382	Food Services	2560									0
383	Internal Services	2570									0
384	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
385	Support Services - Central	2600									
386	Direction of Central Support Services	2610									0
387	Planning, Research, Development & Evaluation Services	2620									0
388	Information Services	2630									0
389	Staff Services	2640									0
390	Data Processing Services	2660									0
391	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
392	Other Support Services (Describe & Itemize)	2900									
393	Total Support Services	2000	0	0	0	0	0	0	0	0	0
394	COMMUNITY SERVICES (TF)	3000									
395	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
396	Payments to Other Dist & Govt Units (In-State)	4100									
397	Payments for Regular Programs	4110									0
398	Payments for Special Education Programs	4120									0
399	Payments for Adult/Continuing Education Programs	4130									0
400	Payments for CTE Programs	4140									0
401	Payments for Community College Programs	4170									0
402	Other Payments to In-State Govt Units (Describe & Itemize)	4190									0
403	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
404	Payments for Regular Programs - Tuition	4210									0
405	Payments for Special Education Programs - Tuition	4220									0
406	Payments for Adult/Continuing Education Programs - Tuition	4230									0
407	Payments for CTE Programs - Tuition	4240									0
408	Payments for Community College Programs - Tuition	4270									0
409	Payments for Other Programs - Tuition	4280									0
410	Other Payments to In-State Govt Units (Describe & Itemize)	4290									0
411	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
412	Payments for Regular Programs - Transfers	4310									0
413	Payments for Special Education Programs - Transfers	4320									0
414	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
415	Payments for CTE Programs - Transfers	4340									0
416	Payments for Community College Program - Transfers	4370									0
417	Payments for Other Programs - Transfers	4380									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Func#	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
418	Other Payments to In-State Govt Units - Transfers <i>(Describe & Itemize)</i>	4390									0
419	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
420	Payments to Other Dist & Govt Units (Out of State)	4400									0
421	Total Payments to Other Dist & Govt Units	4000			0			0			0
422	DEBT SERVICE (TF)	5000									
423	Debt Service - Interest on Short-Term Debt										
424	Tax Anticipation Warrants	5110									0
425	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
426	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
427	Total Debt Service	5000						0			0
428	PROVISION FOR CONTINGENCIES (TF)	6000									0
429	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
430	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
432	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
433	SUPPORT SERVICES (FP&S)	2000									
434	Support Services - Business	2500									
435	Facilities Acquisition & Construction Services	2530									0
436	Operation & Maintenance of Plant Service	2540									0
437	Total Support Services - Business	2500	0	0	0	0	0	0	0		0
438	Other Support Services <i>(Describe & Itemize)</i>	2900									0
439	Total Support Services	2000	0	0	0	0	0	0	0		0
440	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
441	Payments to Regular Programs	4110									0
442	Payments to Special Education Programs	4120									0
443	Other Payments to In-State Govt Units <i>(Describe & Itemize)</i>	4190									0
444	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
445	DEBT SERVICE (FP&S)	5000									
446	Debt Service - Interest on Short-Term Debt	5100									
447	Tax Anticipation Warrants	5110									0
448	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
449	Total Debt Service - Interest on Short-Term Debt	5100						0			0
450	Debt Service - Interest on Long-Term Debt	5200									0
451	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired)	5300									0
452	Total Debt Service	5000						0			0
453	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
454	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
455	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

This page is provided for detailed itemizations as requested within the body of the Report.

- 1.
- 2.
- 3.
- 4.



	A	B	C	D	E	F
1	DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
2	Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
3	Direct Revenues	26,088,179	4,344,034	801,694	374,903	31,608,810
4	Direct Expenditures	25,741,479	2,371,825	757,800		28,871,104
5	Difference	346,700	1,972,209	43,894	374,903	2,737,706
6	Estimated Fund Balance - June 30, 2022	2,346,550	3,078,925	731,732	3,400,796	9,558,003
7	Balanced budget, no deficit reduction plan is required.					
8	<p><i>A deficit reduction plan is required if the local board of education adopts (or amends) the 2021-22 school district budget in which the "operating funds" listed above result in direct revenues (line 9) being less than direct expenditures (line 19) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81).</i></p>					
10	<p>Note: <i>The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.</i></p>					
12	<p><i>The School Code, Section 17-1 (105 ILCS 5/17-1) - If the 2020-2021 Annual Financial Report (AFR) reflects a deficit as defined above (page 36), then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.</i></p>					
13	<p><i>The deficit reduction plan, if required, is developed using ISBE guidelines and format.</i></p>					

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	C	D	E	F				
1	*School Districts Only		DEFICIT REDUCTION PLAN							
2							ESTIMATED BUDGET			
3	05-016-070-02									
4	<i>District Number</i>									
5	Mount Prospect School District 57									
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund				
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		3,499,850	2,606,716	687,838	3,025,893				
8	RECEIPTS/REVENUES		Acct #							
9	LOCAL SOURCES		1000	22,040,594	4,344,034	758,194				
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT		2000	0	0	0				
11	STATE SOURCES		3000	2,042,378	0	43,500				
12	FEDERAL SOURCES		4000	2,005,207	0	0				
13	Total Receipts/Revenues			26,088,179	4,344,034	801,694				
14	DISBURSEMENTS/EXPENDITURES		Funct #							
15	INSTRUCTION		1000	16,272,815						
16	SUPPORT SERVICES		2000	8,738,120	2,359,825	757,800				
17	COMMUNITY SERVICES		3000	299,200	0	0				
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000	431,344	12,000	0				
19	DEBT SERVICES		5000	0	0	0				
20	PROVISION FOR CONTINGENCIES		6000	0	0	0				
21	Total Disbursements/Expenditures			25,741,479	2,371,825	757,800				
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			346,700	1,972,209	43,894				
23	OTHER SOURCES/USES OF FUNDS									
24	OTHER SOURCES OF FUNDS (7000)			0	0	0				
25	OTHER USES OF FUNDS (8000)			1,500,000	1,500,000	0				
26	TOTAL OTHER SOURCES/USES OF FUNDS			(1,500,000)	(1,500,000)	0				
27	ESTIMATED ENDING FUND BALANCE			2,346,550	3,078,925	731,732				

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	G
1	*School Districts Only		
2			
3	05-016-070-02		
4	<i>District Number</i>		
5	Mount Prospect School District 57		
6	<i>District Name</i>		Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		9,820,297
8	RECEIPTS/REVENUES	Acct #	
9	LOCAL SOURCES	1000	27,517,725
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0
11	STATE SOURCES	3000	2,085,878
12	FEDERAL SOURCES	4000	2,005,207
13	Total Receipts/Revenues		31,608,810
14	DISBURSEMENTS/EXPENDITURES	Funct #	
15	INSTRUCTION	1000	16,272,815
16	SUPPORT SERVICES	2000	11,855,745
17	COMMUNITY SERVICES	3000	299,200
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	443,344
19	DEBT SERVICES	5000	0
20	PROVISION FOR CONTINGENCIES	6000	0
21	Total Disbursements/Expenditures		28,871,104
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		2,737,706
23	OTHER SOURCES/USES OF FUNDS		
24	OTHER SOURCES OF FUNDS (7000)		0
25	OTHER USES OF FUNDS (8000)		3,000,000
26	TOTAL OTHER SOURCES/USES OF FUNDS		(3,000,000)
27	ESTIMATED ENDING FUND BALANCE		9,558,003

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	H	I	J	K
1	*School Districts Only		ESTIMATED BUDGET FY2022-2023			
2						
3	05-016-070-02					
4	<i>District Number</i>					
5	Mount Prospect School District 57					
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		2,346,550	3,078,925	731,732	3,400,796
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000				
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000				
11	STATE SOURCES	3000				
12	FEDERAL SOURCES	4000				
13	Total Receipts/Revenues		0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000				
16	SUPPORT SERVICES	2000				
17	COMMUNITY SERVICES	3000				
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000				
19	DEBT SERVICES	5000				
20	PROVISION FOR CONTINGENCIES	6000				
21	Total Disbursements/Expenditures		0	0	0	
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)					
25	OTHER USES OF FUNDS (8000)					
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		2,346,550	3,078,925	731,732	3,400,796

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	L
1	*School Districts Only		
2			
3	05-016-070-02		
4	<i>District Number</i>		
5	Mount Prospect School District 57		
6	<i>District Name</i>		Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		9,558,003
8	RECEIPTS/REVENUES	Acct #	
9	LOCAL SOURCES	1000	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0
11	STATE SOURCES	3000	0
12	FEDERAL SOURCES	4000	0
13	Total Receipts/Revenues		0
14	DISBURSEMENTS/EXPENDITURES	Funct #	
15	INSTRUCTION	1000	0
16	SUPPORT SERVICES	2000	0
17	COMMUNITY SERVICES	3000	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	0
19	DEBT SERVICES	5000	0
20	PROVISION FOR CONTINGENCIES	6000	0
21	Total Disbursements/Expenditures		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0
23	OTHER SOURCES/USES OF FUNDS		
24	OTHER SOURCES OF FUNDS (7000)		0
25	OTHER USES OF FUNDS (8000)		0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0
27	ESTIMATED ENDING FUND BALANCE		9,558,003

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	M	N	O	P
1	*School Districts Only		ESTIMATED BUDGET FY2023-2024			
2						
3	05-016-070-02					
4	<i>District Number</i>					
5	Mount Prospect School District 57					
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		2,346,550	3,078,925	731,732	3,400,796
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000				
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000				
11	STATE SOURCES	3000				
12	FEDERAL SOURCES	4000				
13	Total Receipts/Revenues		0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000				
16	SUPPORT SERVICES	2000				
17	COMMUNITY SERVICES	3000				
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000				
19	DEBT SERVICES	5000				
20	PROVISION FOR CONTINGENCIES	6000				
21	Total Disbursements/Expenditures		0	0	0	
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)					
25	OTHER USES OF FUNDS (8000)					
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		2,346,550	3,078,925	731,732	3,400,796

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	Q
1	*School Districts Only		
2			
3	05-016-070-02		
4	District Number		
5	Mount Prospect School District 57		
6	District Name		Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		9,558,003
8	RECEIPTS/REVENUES	Acct #	
9	LOCAL SOURCES	1000	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0
11	STATE SOURCES	3000	0
12	FEDERAL SOURCES	4000	0
13	Total Receipts/Revenues		0
14	DISBURSEMENTS/EXPENDITURES	Funct #	
15	INSTRUCTION	1000	0
16	SUPPORT SERVICES	2000	0
17	COMMUNITY SERVICES	3000	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	0
19	DEBT SERVICES	5000	0
20	PROVISION FOR CONTINGENCIES	6000	0
21	Total Disbursements/Expenditures		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0
23	OTHER SOURCES/USES OF FUNDS		
24	OTHER SOURCES OF FUNDS (7000)		0
25	OTHER USES OF FUNDS (8000)		0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0
27	ESTIMATED ENDING FUND BALANCE		9,558,003

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	R	S	T	U
1	*School Districts Only		ESTIMATED BUDGET FY2024-2025			
2						
3	05-016-070-02					
4	<i>District Number</i>					
5	Mount Prospect School District 57					
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		2,346,550	3,078,925	731,732	3,400,796
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000				
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000				
11	STATE SOURCES	3000				
12	FEDERAL SOURCES	4000				
13	Total Receipts/Revenues		0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000				
16	SUPPORT SERVICES	2000				
17	COMMUNITY SERVICES	3000				
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000				
19	DEBT SERVICES	5000				
20	PROVISION FOR CONTINGENCIES	6000				
21	Total Disbursements/Expenditures		0	0	0	
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)					
25	OTHER USES OF FUNDS (8000)					
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		2,346,550	3,078,925	731,732	3,400,796

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	V
1	*School Districts Only		
2			
3	05-016-070-02		
4	<i>District Number</i>		
5	Mount Prospect School District 57		
6	<i>District Name</i>		Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		9,558,003
8	RECEIPTS/REVENUES	Acct #	
9	LOCAL SOURCES	1000	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0
11	STATE SOURCES	3000	0
12	FEDERAL SOURCES	4000	0
13	Total Receipts/Revenues		0
14	DISBURSEMENTS/EXPENDITURES	Funct #	
15	INSTRUCTION	1000	0
16	SUPPORT SERVICES	2000	0
17	COMMUNITY SERVICES	3000	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	0
19	DEBT SERVICES	5000	0
20	PROVISION FOR CONTINGENCIES	6000	0
21	Total Disbursements/Expenditures		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0
23	OTHER SOURCES/USES OF FUNDS		
24	OTHER SOURCES OF FUNDS (7000)		0
25	OTHER USES OF FUNDS (8000)		0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0
27	ESTIMATED ENDING FUND BALANCE		9,558,003

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

	A	B	W	X	Y	Z
1	*School Districts Only		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: _____ (Enter as MM/DD/YY)			
2						
3	05-016-070-02					
4	<i>District Number</i>					
5	Mount Prospect School District 57					
6	<i>District Name</i>		FY2021-2022	FY2022-2023	FY2023-2024	FY2024-2025
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		9,820,297	9,558,003	9,558,003	9,558,003
8	RECEIPTS/REVENUES	Acct #				
9	LOCAL SOURCES	1000	27,517,725	0	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0
11	STATE SOURCES	3000	2,085,878	0	0	0
12	FEDERAL SOURCES	4000	2,005,207	0	0	0
13	Total Receipts/Revenues		31,608,810	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #				
15	INSTRUCTION	1000	16,272,815	0	0	0
16	SUPPORT SERVICES	2000	11,855,745	0	0	0
17	COMMUNITY SERVICES	3000	299,200	0	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000	443,344	0	0	0
19	DEBT SERVICES	5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES	6000	0	0	0	0
21	Total Disbursements/Expenditures		28,871,104	0	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		2,737,706	0	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)		0	0	0	0
25	OTHER USES OF FUNDS (8000)		3,000,000	0	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS		(3,000,000)	0	0	0
27	ESTIMATED ENDING FUND BALANCE		9,558,003	9,558,003	9,558,003	9,558,003

Deficit Reduction Plan-Background/Assumptions (School Districts Only)
Fiscal Year 2021-2022 through Fiscal Year 2024-2025

Mount Prospect School District 57 05-016-070-02

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

1. Background and Narrative of Budget Reductions:

2. Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

- Short and Long Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance) If yes please explain:

Reference Description

- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- 4 Principal on Bonds Sold:
 - (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
 - (2) Refunding Bonds can be entered in the Debt Services Fund only.
 - (3) Building Bonds can be entered in the Capital Projects Fund only.
 - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- 5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- 8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- 10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- 11 Include revenue accounts 1110 through 1115, 1117, 1118 & 1120.
- 12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.

- 14 Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- 16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
- Only abatement of working cash fund can transfer its funds to any fund in most need of money
(see 105 ILCS 5/20-10 for further explanation)

CHECK FOR ERRORS	
This worksheet checks various cells to assure that selected items are in balance. Out-of-balance conditions are accompanied by an error message. Errors must be corrected before the budget is finalized and submitted to ISBE.	
Budget Item References	Message
Is Deficit Reduction Plan Required? (Joint Agreements do not complete a deficit reduction plan.)	Congratulations! You have a balanced budget.
If required, is Deficit Reduction Plan Completed (Page: DefReductPlan 23-27)?	
1. Cover Page - "School District or Joint Agreement" and "CASH or ACCRUAL"	
Check School District or Joint Agreement.	School District
Check one type of Accounting Basis used on the Cover sheet.	ACCRUAL
2. Budget Summary: Other Sources (Page BudgetSum 2-3 - Acct 7000), must equal Other Uses (BudgetSum 2-3 - Acct. 8000).	
Estimated Beginning Fund Balance July,1 2021 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July,1 2021 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on Capital Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on Capital Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
3. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2021, (CashSum 4, All Funds), cannot be negative.	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
4. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2022, (Page CashSum 4 - All Funds), cannot be negative.	
Educational (Fund 10 - Cell C21)	OK

Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
5. Summary of Cash Transactions: Other Receipts, (Page CashSum 4), must equal Other Disbursements, (Page CashSum 4).	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40 & 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK

End of Balancing

D57 Board of Education Community Engagement Event

Thursday, November 4, 2021

7-8 PM at Lions Park School

DRAFT

7-7:25 PM	Ribbon Cutting Ceremony Event Welcome by D57 Superintendent Introduction of Board Members, Mt. Prospect Mayor and Council Members in attendance, Lions Park Principal and Assistant Principal, and PTO Presidents Opening Remarks by D57 Board President Lions Park Student Performance* Ribbon Cutting & Photos
7:25-8 PM	Social-Emotional Learning in District 57 D57 Admin and Staff will provide information about how Social Emotional Learning is addressed in D57.